TÜBİTAK

5th International

Language-for-All Conference



BOOK OF ABSTRACTS

5TH INTERNATIONAL

LANGUAGE-FOR-ALL CONFERENCE

BOOK OF ABSTRACTS

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The contents of this book are arranged in numerical order according to the abstract IDs.

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LfAC'26
5th International Language-for-All Conference



PROF. DR. ENCARNACIÓN GUTIÉRREZ RODRÍGUEZ



ASSOC. PROF. DR. DENİZ ORTAÇTEPE HART



PROF. DR. EMMANUEL KEULEERS



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ACKNOWLEDGMENTS

The organisers of the ***5th International Language-for-All Conference*** (***LfAC'26***) wish to express their sincere appreciation to all those who have contributed to the organisation and success of this international event. We are deeply grateful to our distinguished keynote speakers, **Dr. Samantha CURLE** (University of Bath), **Prof. Dr. Emmanuel KEULEERS** (Tilburg University), **Prof. Dr. Encarnación GUTIÉRREZ RODRÍGUEZ** (Goethe University in Frankfurt), and **Assoc. Prof. Dr. Deniz ORTAÇTEPE-HART** (University of Glasgow), for graciously accepting our invitation and sharing their expertise, insights, and perspectives with the LfAC'26 community. Their valuable contributions have enriched our discussions and helped illuminate the many dimensions of this year's theme, *Social Justice: Language, Equity, Voice, and Empowerment*.

We would also like to express our sincere gratitude to **Prof. Dr. Hamit Emrah BERİŞ, Rector of Çukurova University**, for his support and encouragement in the organisation of LfAC'26. We are equally grateful to **Çukurova University** for the assistance and cooperation in preparing the conference and facilitating its successful realisation.

Our heartfelt thanks go to the members of the **Scientific Committee** for their time, expertise, and careful evaluation of the submitted abstracts. Their devoted contributions to the review process have played an essential role in maintaining the academic quality and integrity of the conference.

We are particularly grateful to all **session chairs, reviewers, contributors, and participants** who have generously shared their knowledge, research, experiences, and perspectives. Through their engagement, LfAC'26 has brought together diverse voices and approaches around questions of language, equity, social justice, and empowerment, creating a space for dialogue across disciplinary and geographical boundaries. We also extend our sincere appreciation to all **academic** and **administrative staff members**, **colleagues**, and **volunteers** whose dedication, cooperation, and behind-the-scenes efforts have contributed to the smooth organisation of the conference at every stage.

Finally, the ***LfAC'26 Organising Committee*** would like to thank everyone who has contributed, directly or indirectly, to making this conference possible. Under the guiding spirit of this year's slogan, ***VOICES without BORDERS***, we hope that LfAC'26 will foster meaningful dialogue, strengthen academic and professional collaboration, and encourage further research towards more equitable, inclusive, and socially just practices in language and related fields.

To everyone who has made LfAC'26 possible, **thank you for being part of this shared endeavour.**

Prof. Dr. Yonca ÖZKAN
Head of School of Foreign Languages

Dr. Mustafa KARA
Head of the Conference

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Prof. Dr. Hamit Emrah BERİŞ
Rector, Çukurova University

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Hindi

5th International Language-for-All Conference Programme

Day I — 22 October Thursday

08.00 – 09.00	Registration			
09.00 – 10.00	Opening Remarks			
10.00 – 10.45	**Dr. Samantha CURLE –** Crossroads of Knowledge: Social Justice, Epistemic Access, and Generative AI in English-Medium Instruction			
10.45 – 11.00	*Coffee Break*			
Day I Session I	**Auditorium A**	**Auditorium B**	**Auditorium C**	**Auditorium D**
	Chairperson *Lect. Kübra YAZGI*	Chairperson *Lect. Emine DEMİR OKUMUŞ*	Chairperson *Dr. Zeynep CEYHAN BİNGÖL*	Chairperson *Asst. Prof. Dr. Meryem ÖZDEMİR-YILMAZER*
11.00 – 11.20	**Kübra YAZGI** Teaching Voice, Not Just English: *The Voice Cycle* in the University Preparatory EFL Classroom	**Emine DEMİR OKUMUŞ** Who Gets to Be a Good Teacher? Female EFL Instructors' Identity Construction in Turkish Higher Education	**Melek YOLCU & Zeynep CEYHAN BİNGÖL** Gender Representation in English Language Textbooks: A Critical Discourse Analysis	**Yıldıray ÇEVİK** Postmemory and Reflective Nostalgia in Amitav Ghosh's *The Shadow Lines*
11.25 – 11.45	**Mürüvvet ŞENBAYRAK & Deniz ORTAÇTEPE-HART** Social Justice-Oriented Conversation Clubs: Insights for EFL Teachers	**Cihad GÜNDÜZ & Oğuzhan HÜYÜKLÜ & Gülseda Sezgi DAĞDELEN** Deconstructing Native-Speakerism: Language Attitudes and Identity among Turkish University Students in Erasmus Mobility		**A. Nejat TÖNGÜR** Building the Turkish Diaspora: Fakir Baykurt's *Gece Vardiyası*
11.50 – 12.10	**Zafer ÜSTÜNBAŞ & Ayşegül Amanda Jane Audrey YEŞİLBURSA** EFL Instructors' In-Service Training Needs for Teaching Students with Visual Impairments in Higher Education		**Meryem ÇALIŞKAN & Yonca ÖZKAN** Human vs. AI PhD Abstracts: Piloting a Lexical Evaluation Rubric	**Ayesha KHAN** Female Rage as Political Resistance in *Iron Widow* and *Heavenly Tyrant*
12.10 – 13.10	*Lunch Break*			
13.15 – 14.00	**Prof. Dr. Emmanuel KEULEERS –** The Shallow Sea and the Single Well: Is More Language Producing Less Literacy?			
14.00 – 14.15	*Coffee Break*			

5th International Language-for-All Conference Programme			Day I 22 October Thursday ·	
Day I Session II	Auditorium A	Auditorium B	Auditorium C	Auditorium D
	Chairperson *Asst. Prof. Dr. Filiz YÖRÜK ÇEVİK*	*Chairperson* *Dr. Begüm ETİZ*	*Chairperson* *Dr. Neslihan GÜNDOĞDU*	*Chairperson* *Assoc. Prof. Dr. Hülya TUNCER*
14.15 – 14.35	**Jean-Rémi CARBONNEAU & Marc POMERLEAU** Revisiting *Internal Colonialism*: The Overlooked Contribution of Robert Lafont on the Cultural Alienation of Linguistic Minorities in France	**Muazzez USLU** *The Story of Akabi* by Vartan Pasha: A Case of Inter-Cultural Translation and an Introduction to the Novel as a Genre	**Aleyna GÜRSOY KAYGIN & Hasan BEDİR** Ethical Decision-Making in Inclusive ELT: Pre-service Teachers' Responses to Classroom Dilemmas	**Esra ÖZTARHAN** "This Whole Experiment of Green": The Language of Flowers in Emily Dickinson's Poetry
14.40 – 15.00	**Nebahat BADEM & Filiz YÖRÜK ÇEVİK** When Money Speaks: Language and Power in Latife Tekin's *Para Gürültüsü*	**Hana MOSTAFAZADEH** Online Literary Translation Workshops as an Empowering Learning Tool: A Quasi-Experimental Study in Iranian Higher Education	**Salih DEMİR & Berkay TEMİZ** Investigating the Possible Presence of Invisible Preparatory University Students in EFL Preparatory Classrooms through a Critical Lens	**Özlem KARAGÖZ GÜMÜŞÇUBUK** Unfastening the Ribbon: Voice, Bodily Autonomy, and Domestic Space in Carmen Maria Machado's *The Husband Stitch*
15.05 – 15.25	**Muhammed Göktürk İKİNCİ** The Language of Crisis: A Multimodal Critical Discourse Analysis of Economic Inequality in Turkish Satirical Magazines	**Begüm ETİZ** Literature-Based Integrated Skills Instruction in EFL: An Exploration of *The Adventures of Huckleberry Finn*	**Manzoor AHMAD** AI-Assisted English Language Learning in Multilingual Classrooms: Equity, Access, and Learner Support in Under-Resourced Contexts	**Fatma BAYALAŞ KERİMOĞLU** "Odd" but Not Silent: Subjectivity and Female Agency in Gissing's *The Odd Women*
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Day I Session III	Auditorium A	Auditorium B	Auditorium C	Auditorium D
	Chairperson *Asst. Prof. Dr. Cihan YAZGI*	*Chairperson* *Dr. Beyza KABADAYI*	*Chairperson* *Dr. Berk İLHAN*	*Chairperson* *Dr. Melek YOLCU*
15.40 – 16.00	**Hasan BAKTIR & Gülcan DURAN** From Despair to Psychic Wholeness: A Jungian Reading of Matt Haig's *The Midnight Library*	**Mary ALYOUSEF** Institutional Support and the Ethnolinguistic Vitality of the Syriac Language: A Study of Syriac Orthodox Christians in Homs, Syria	**Gamze ERDEM COŞGUN** Together in the Classroom: Team Teaching Experiences of Pre-Service EFL Teachers in Early Language Education	**Nuriye KARAKAYA YILDIRIM & Nur GEDİK BAL** Standard Norms vs. Global Realities: Diverse Teacher Perspectives on English Varieties and Culture
16.05 – 16.25	**İ. Banu AKÇEŞME & Çisem GÜLENLER ACAR** Othering among the Othered: Intra-Peripheral Hierarchies in Latife Tekin's *Berji Kristin: Tales from the Garbage Hills*	**Demet EMRE TALAY & Seyfi KENAN** Institutional Belonging and Professional Identity of International EFL Instructors at a University Preparatory School: A Phenomenological Study	**Berk İLHAN** Artificial Intelligence Literacy among Preservice Teachers in an English Language Teaching Department: A Cross-Sectional Investigation across Years of Study	**Emel REYHANİ & Ahmet ŞAHAN** The Effects of Model United Nations Activities on Secondary School Students' Attitudes toward English
16.30 – 16.50	**Cihan YAZGI** From Referent to Sign: Authentic Voice as Commodity in Natasha Brown's *Assembly* and *Universality*	**Gülcan OSOYDAN** Why Do Students Go Silent? Exploring Silence in the Language Classroom through Open-Ended Questionnaires	**Bengü AKSU ATAÇ & Şule CANDOĞAN** A Comparative Qualitative Study of English Language Teacher Well-Being: Exploring Professional Experiences in Turkey, South Korea, and Poland	
16.55 – 17.15	**Hasan BAKTIR & Mürüvvet MESCİGİL** The Formation of Self and Other in *The Battle of Alcazar* and *A Voyage into the Levant*	**B. Berk ORAN** "I Am Side Questing!": The Migration of Gaming Terminology into Gen Z Everyday Discourse	**Aykut DEMİRYÜREK & Sarina BAKIĆ** Peacebuilding in EFL Teacher Education in Türkiye and Bosnia and Herzegovina	**Tuğba KELER** Beyond Curriculum Design: Student and Instructor Experiences in an EMI Preparatory Program
19.00	**Conference Dinner**			

5th International Language-for-All Conference Programme			Day II *23 October Friday* ·	
09.00 – 09.45	**Prof. Dr. Encarnación GUTIÉRREZ RODRÍGUEZ –** Language between Ordinary Violence and Decolonial Resistance: On the Potential for Migrants' Human Rights' Language Justice within the Context of the Coloniality of Migration			
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Day II Session I	**Auditorium A**	**Auditorium B**	**Auditorium C**	**Auditorium D**
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10.00 – 10.20	**Yaşar Üstün KAPLAN** AI-Supported Multimodal Digital Storytelling in Language Teacher Education: Pre-service English Teachers' Lived Experiences	**Nermin PUNAR ÖZÇELİK** Decision Support Systems in English Language Education: A Systematic Review of Multi-Criteria Decision-Making Applications	**Canan YOĞURT** Ritual, Caste, and the Silenced Female Body: A Feminist Critical Discourse Analysis of Premchand's "Kafan" and "Mandir"	
10.25 – 10.45	**Bengü AKSU ATAÇ & Fatmanur ERİŞ** Pre-service English Teachers' Perceptions of Equity and Inclusion: Integrating Social Justice into ELT Teacher Education	**Nail TÜRKOĞLU & Hatime ÇİFTÇİ** "Sounds Almost Native": Pronunciation, AI Judgment, and the Construction of Legitimate English in *ELSA Speak*	**Kübra ÖRSDEMİR ŞAĞIN** An Interpretive Review on the Role of Reflexivity Based on Teachers' Professional Development in Intercultural Contexts	
10.50 – 11.10	**Şüra TEKİN & Demet TURAN** Equity or Rhetoric? A Critical Analysis of Mission and Vision Statements in Turkish Schools of Foreign Languages	**Ogün KARAHAN İLTER** Women Administrators in Turkish Higher Education: A Critical Discourse Analysis of the Glass Ceiling Syndrome in Academic Discourse	**Dilek TÜFEKÇİ CAN** The Language of Collapse: Power, Justice, and Inequality in J. G. Ballard's *Hello America*	
11.15 – 11.35	**Sezer Alper ZEREYALP** Beyond Blaming the System: Foreign Language Learning Failure in Turkey as an Emergent Property of a Complex Dynamic Ecology	**Burcu YALDIZ & Naile CANLI CİNGÖZ** A Case Study: A Self-Evaluation of Teacher Talk in an EFL Classroom Using Walsh's SETT Framework	**Betül ATEŞÇİ KOÇAK & Melike Sultan ÇİÇEKLER** Fragmented Ergodicity and Mycelium Narrative: Reading Voice and Equity in Zadie Smith's *NW*	
11.35 – 13.00	*Lunch Break*			

5th International Language-for-All Conference Programme			Day II *23 October Friday* ·	
13.00 – 13.45	**Assoc. Prof. Dr. Deniz ORTAÇTEPE-HART –** Inclusion Isn't Enough: From Identity-Based Approaches to Transformative Change			
13.45 – 14.00	*Coffee Break*			
Day II **Session II**	**Auditorium A**	**Auditorium B**	**Auditorium C**	**Auditorium D**
	Chairperson *Assoc. Prof. Dr. Meryem AKÇAYOĞLU*	Chairperson *Dr. Cemile BUĞRA*	Chairperson *Lect. Ezgi ÖKSÜZ*	
14.00 – 14.20	**Albara Y. ALHAZAILEH** The Grammar of Power: How Generative AI Manufactures Linguistic Necropolitics and Silences the Global Majority	**Elizabeth Sarah COLEMAN** From Silence to Strength: Weaving Trauma-Informed Practice and Translanguaging in the ELT Classroom	**Ezgi ÖKSÜZ** From Emergency Remote Teaching to the AI Era: Lessons Learned for EFL Lecturers' Professional Identity and Voice	
14.25 – 14.45	**Yusuf YILMAZ** AI or Ain't? Adult EFL Learners' Perceptions of AI Correction of Non-Standard English	**Hatice ALTUN** Claiming Voice through English: International Students, Linguistic Injustice, and Identity Negotiation in Turkish Higher Education		
14.50 – 15.10	**Demet TURAN & Ebru ŞİRE KAYA** Who Benefits from Informal Digital Learning of English? Exploring Inequality in IDLE Practices	**Tuba AYDAN** Reclaiming Voice, Reclaiming Meaning: A Franklian Reading of Ngũgĩ wa Thiong'o's *Devil on the Cross*	**Esra KARAKUŞ** Evaluating EFL Coursebooks in the Context of Curriculum Revisions: Insights from Pre-Service EFL Teachers	
15.15 – 15.35	**Meryem AKÇAYOĞLU & Azra TAJHIZI** Adapting Cultural Intelligence for Effective Cross-Cultural Collaboration in Online Learning Contexts		**Zülal ÖLMEZ İSTANBULLU** Gender Representation in Digital Maritime English Learning Platforms: The Case of *MarEng* and *Prac-MarEng*	
15.45	**Closing Remarks & Raffle**			

5th International Language-for-All Conference

SOCIAL JUSTICE: LANGUAGE, EQUITY, VOICE, AND EMPOWERMENT

Keynote Addresses

VOICES without BORDERS

Çukurova University
Adana, Türkiye · 22–23 October 2026

Crossroads of Knowledge: Social Justice, Epistemic Access, and Generative AI in English-Medium Instruction

Dr. Samantha CURLE

University of Bath

S.M.Curle@Bath.ac.uk

Abstract

English-Medium Instruction (EMI) is widely positioned as a neutral and efficiency-driven response to the internationalisation of higher education. This plenary address challenges that assumption by examining EMI as a set of institutional structures that shape epistemic access, participation, and academic success for linguistically diverse students. Drawing on the metaphor of Türkiye as a contemporary crossroads of languages and knowledge traditions, the talk reframes EMI as a site where questions of language, power, and social justice are made visible through assessment practices, participation norms, and institutional design.

The plenary advances the argument that epistemic access is not simply a matter of language proficiency or individual effort, but of how educational systems recognise, legitimate, and assess knowledge. Particular attention is given to assessment as the primary mechanism through which inclusion and exclusion are enacted, and to the ways in which linguistic expectations are embedded within seemingly neutral academic standards.

The talk further examines the role of Generative Artificial Intelligence as a new epistemic actor within EMI contexts. While AI may reduce surface-level linguistic barriers under certain conditions, it also risks amplifying existing inequalities where access, literacy, and institutional guidance are uneven. Rather than treating AI as a solution, the plenary positions it as a lens through which longstanding inequities in EMI become more visible.

The contribution of this plenary lies in repositioning social justice in EMI as a question of institutional responsibility, design, and epistemic inclusion, with implications for research, policy, and practice in multilingual higher education.

Keywords: English-Medium Instruction (EMI), epistemic access, social justice, generative artificial intelligence

The Shallow Sea and the Single Well: Is More Language Producing Less Literacy?

Prof. Dr. Emmanuel KEULEERS

Tilburg University

E.A.Keuleers@tilburguniversity.edu

Abstract

It is likely that the quantity of text, speech, and conversation in our environment exceeds anything humanity has encountered before. Dutch ten-year-olds read silently at school more often than at any time this century and fifteen-year-olds across the OECD report about six hours of every weekday on digital devices, much of it exposure to language. Paradoxically, while literacy might be expected to flourish under these conditions, the measured literacy of European schoolchildren peaked somewhere between the late 1990s and the late 2000s and has fallen since in almost every OECD country.

Although the causes of this decline are not completely understood, everyone has a favourite culprit, whether screens, the pandemic, teachers, or the curriculum. This talk does not try to give definitive answers, but examines how the paradox itself can be conceptualized with two simple tools: the quantitative regularities that govern the growth of vocabulary, and a model that distinguishes the static actors that supply language, such as books, screens and feeds, from the dynamic actors who consume and exchange it. Seen in this way, the paradox can be explained in two metaphors. The first is the shallow sea, an expanse of language that appears endless yet yields the same words again and again, however long one fishes in it. The second is the single well: when everyone draws their words from the same sources, individuals cannot enrich each other's vocabularies.

The shallow sea and the single well affect students unevenly: Over the past decade the decline has been steepest among the weakest readers, who had the fewest sources to begin with. And while scores have recently fallen across the board, the gap between the best and worst readers has also widened. Another concern is that the deficit deepens with each generation, since the readers that are formed now become the teachers for the next. Finally, in this view, part of reversing the trend would need to address the variety of language exposure and depth of processing, rather than pure quantity.

Keywords: literacy, vocabulary growth, reading decline, language input, equity

Language between Ordinary Violence and Decolonial Resistance: On the Potential for Migrants' Human Rights' Language Justice within the Context of the Coloniality of Migration

Prof. Dr. Encarnación GUTIÉRREZ RODRÍGUEZ

Goethe-Universität Frankfurt

GutierrezRodriguez@soz.uni-frankfurt.de

Abstract

This talk examines the phenomenon of racist attacks within the geopolitical context of the coloniality of migration. Drawing on the case of abandoned migrants in Ceuta, a Spanish enclave in Morocco, it discusses the entanglement of language and violence on two levels. First, it explores language's repressive dimension; second, it considers its potential as a force of resistance. This analysis is conducted through a decolonial analysis, focusing on the events of July 30 and 31, 2026, when approximately 75,000 people crossed the border from Morocco to Spain/EU via Ceuta. The emphasis will be on examples of dehumanization of these people arriving on Spanish/EU territory, particularly in political debates, social media, and traditional media during August 2026. In a second step, it addresses decolonial translations of human rights as articulated by advocates, activists, and migrantized persons. Based on this analysis, language will be examined as an instrument of ordinary violence, but also as a potential for decolonial resistance. Accordingly, this talk engages with the social justice language potential for migrants' human rights.

Keywords: migrants' human rights, decolonial translation, social justice language

Inclusion Isn't Enough: From Identity-Based Approaches to Transformative Change

Assoc. Prof. Dr. Deniz ORTAÇTEPE-HART

University of Glasgow

Deniz.OrtactepeHart@glasgow.ac.uk

Abstract

Despite growing interest in teaching for social justice, previous research has largely focused on how teacher education cultivates pre-service and novice teachers' dispositions, knowledge, and skills, leaving the long-term impact of these initiatives—and how in-service teachers enact socially just pedagogies—underexplored. In this keynote, I will present a study that examined 17 in-service language teachers who graduated from a social justice–oriented MA programme in Teaching Languages to Speakers of Other Languages (TESOL) and Teaching Foreign Languages (TFL) at a US university. Using multiple data sources, I will offer a longitudinal perspective on how these language teachers enact social justice language education at least one year after completing their programme. Drawing upon the findings, I critically examine the risks associated with an overemphasis on identity-based inclusion, particularly when it obscures the structural dimensions of injustice produced by capitalism, colonialism, and other hegemonic ideologies and forces. I will argue that the transformative potential of social justice language education lies in building critical, activist professional networks that support teachers in moving beyond classroom-level inclusion to address the systemic conditions that reproduce inequality within and beyond schools. I conclude by proposing five guiding principles of social justice language education to support language teachers and teacher educators in enacting pedagogies that foster transformation beyond the classroom.

Keywords: social justice language education, activism, transformation

LfAC'26 · BOOK OF ABSTRACTS

5th International Language-for-All Conference

SOCIAL JUSTICE: LANGUAGE, EQUITY, VOICE, AND EMPOWERMENT

Abstracts

VOICES without BORDERS

Çukurova University

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The Grammar of Power: How Generative AI Manufactures Linguistic Necropolitics and Silences the Global Majority

Albara Y. ALHAZAILEH[1]

Abstract

The proliferation of large language models (LLMs), including *GPT-5*, *Gemini*, and *Claude*, constitutes not merely a technological revolution but a profound geopolitical reconfiguration of linguistic power. This paper contends that generative AI systems function as instruments of what we term *algorithmic necropolitics*, a concept adapted from Achille Mbembe's (2003) foundational framework, that systematically determines whose language survives in the digital epistemic commons and whose is rendered invisible, disposable, and ultimately silent. As documented by Bender et al. (2021), the vast majority of LLM training data is drawn from English-language corpora, leaving speakers of Arabic, Bengali, Swahili, Quechua, and Amazigh, collectively constituting the Global Majority, systematically excluded from knowledge co-production. Drawing on a purposive corpus of approximately 180 AI-generated responses across three language pairs (English–Arabic, English–Swahili, and English–Bengali), elicited through standardised socio-political prompts administered to three leading LLMs (*GPT-4*, *Gemini*, and *Claude*), the study will apply Fairclough's (1992) three-dimensional critical discourse analysis (CDA) to examine how linguistic hierarchies are encoded and reproduced through model outputs. The theoretical analysis further deploys Miranda Fricker's (2007) framework of epistemic injustice and Pierre Bourdieu's (1991) theory of linguistic capital to demonstrate that LLMs do not merely reflect existing inequalities but actively reproduce and amplify them through algorithmic mediation. The study argues that the apparent accessibility of "free" AI tools masks a deeper pseudo-empowerment: a new colonial architecture that positions Global South speakers as passive consumers rather than active co-creators of knowledge. To map this stratification, the paper introduces the *Digital Silence Pyramid*, a three-tiered theoretical model ranking languages by their degree of representation, epistemic distortion, and structural absence in LLM-generated knowledge production. The paper concludes by proposing a *Pluriversal AI* framework: a rethinking of language model development grounded in linguistic justice, epistemic plurality, and democratic technological sovereignty, offering pathways toward equitable natural language processing governance.

Keywords: algorithmic necropolitics, linguistic justice, large language models, epistemic injustice, global majority

[1]Independent Researcher, BSc & MSc, London School of Economics and Political Science (LSE) & Çukurova University, E-mail: albaraysf@icloud.com, ORCID: 0009-0001-7355-3672.

Institutional Support and the Ethnolinguistic Vitality of the Syriac Language: A Study of Syriac Orthodox Christians in Homs, Syria

Mary ALYOUSEF[1]

Abstract

As languages function as markers of an ethnic group's identity and social empowerment, their representation and vitality in language contact settings might serve as an indicator of an ethnic group's ability to exist as a distinctive social entity in intergroup contexts. Ethnolinguistic vitality frameworks (Giles et al., 1977; Bourhis et al., 1981; UNESCO, 2003) identify multiple key factors that shape the vitality of an ethnic language. This research focuses on the Syriac language as an ethnolinguistic minority language among Orthodox Syriac Christians in Homs, Syria. The study investigates the role of institutional support as a factor within this theoretical framework in promoting or demoting the vitality of the Syriac language, considering both subjective perspectives and objective indicators. The institutions examined here encompass formal educational structures and informal religious institutions (church). This study presents findings obtained during fieldwork carried out in Feb/March 2021 in Homs, Syria. The methodology encompasses two research methods: participant observation and semi-structured, in-person interviews (n=28). The location of the fieldwork varied between participants' homes and the Syriac Orthodox Christian churches. Content analysis was performed to analyse the interviews using a hybrid deductive-inductive approach which allowed both theory informed and data driven themes to emerge. The findings reveal that institutional support appears as a more influential factor relative to other factors within the ethnolinguistic vitality frameworks. Results also reveal that while religion is conceptualized as an informal source of support within the theory, the study demonstrates that church and religion-affiliated institutions function as formal structures in sustaining linguistic empowerment and equity with regard to the Syriac language. In this context, the Syriac language operates as a distinctive marker for the Syriac Christian minority in Homs.

Keywords: ethnolinguistic vitality, minority language, institutional support, Syriac Christians, Syria

[1]PhD Student, Utrecht University, Faculty of Humanities, Department of Languages, Literature and Communication, E-mail: m.alyousef@uu.nl, ORCID: 0009-0000-3148-0877.

Artificial Intelligence Literacy among Preservice Teachers in an English Language Teaching Department: A Cross-Sectional Investigation across Years of Study

Berk İLHAN[1]

Abstract

Artificial Intelligence (AI) literacy is the knowledge, skills, and attitudes people need to understand, use, evaluate, and engage with AI responsibly and effectively. The integration of AI tools in language education is contingent upon the AI literacy of teachers. Although some studies have investigated the AI literacy of language teachers, few have examined the AI literacy of preservice teachers in English Language Teaching (ELT) departments. Furthermore, there is a lack of studies examining whether AI literacy changes across years of study in the undergraduate degree, as preservice teachers have AI-integrated language teaching classes in some years. This study with a cross-sectional survey design aimed to address this gap by revealing preservice teachers' AI literacy across years of study. The participants were 156 preservice teachers in the first to fourth years at an ELT department in Türkiye. Without a separate analytical framework, AI literacy was conceptualised and measured through a 12-item AI literacy scale constructed with dimensions of awareness, usage, evaluation, and ethics. The findings indicated that the participants had high AI literacy levels. Among the dimensions, awareness had the highest mean, followed by evaluation and usage, whereas ethics had the lowest mean. The group differences were analysed using the Kruskal-Wallis test, and the results indicated statistically significant differences among years of study for the total AI literacy score, particularly due to the evaluation dimension. The fourth-year preservice teachers scored significantly higher on the dimension. Overall, the findings suggested that despite the high AI literacy of preservice teachers, literacy on ethics remained comparatively weaker, and evaluation-related competence appeared to improve clearly within years in the undergraduate degree. This study has significant implications for English teacher education, indicating that AI integration courses can enhance English preservice teachers' AI literacy; however, careful attention to the ethical dimensions of AI integration remains essential.

Keywords: AI literacy, English teacher education, preservice English teachers, years of study, ethics

[1]Dr., Alanya Alaaddin Keykubat University, School of Foreign Languages, Basic English Department, E-mail: berk.ilhan@alanya.edu.tr, ORCID: 0000-0002-5762-4100.

Revisiting *Internal Colonialism*: The Overlooked Contribution of Robert Lafont on the Cultural Alienation of Linguistic Minorities in France

Jean-Rémi CARBONNEAU[1] **Marc POMERLEAU**[2]

Abstract

The concept of "internal colonialism" has been widely used to describe centre–periphery conflicts that emerged during the consolidation of modern states. Among scholars who have developed a theoretical framework around this concept, American sociologist Michael Hechter gained particular recognition following the publication of his 1975 book *Internal Colonialism: The Celtic Fringe in British National Development, 1536-1966*. Widely cited, this work has become a cornerstone in the literature on the integration of ethnolinguistic minorities within the state. The passage of time, combined with the rise of comparative political analysis, now invites a reassessment of the originality of Hechter's contribution and its reframing within a broader intellectual movement on internal colonialism. Occitan sociolinguist Robert Lafont, still largely unknown in the Anglo-international academic sphere, devoted a significant part of his work to this issue. Several years prior to Hechter's book, Lafont published *La Révolution régionaliste* (1967), in which he used the concept to analyse the subordination of France's peripheral regions to a national core and to the imperatives of the central state. Lafont demonstrates how the French state appropriated its linguistically heterogeneous periphery, "Île-de-Francised" it, and contributed to its cultural alienation while reshaping territorial representations. More than fifty years after Hechter's landmark study, the aim here is not to challenge its importance, but to situate it within a broader movement on internal colonialism and to restore Lafont to his rightful place as an early contributor to the theory. His relative invisibility, due in part to his lack of English-language publications, highlights how the academic sphere can overlook significant contributions by adopting a monolingual rather than multilingual research method. This presentation will first examine Hechter's work, then situate it within earlier literature, and finally explore Lafont's contribution to a critical theory of cultural alienation based on his threefold analysis — political, economic and cultural — of internal colonialism and its impact on minority languages in France.

Keywords: centre-periphery conflict, cultural alienation, internal colonialism, linguistic minorities, regional languages in France

[1]*Corresponding Author*: Asst. Prof. Dr., Université de Montréal, Faculty of Arts and Sciences, Department of Literatures and Languages of the World, E-mail: jean.remi.carbonneau@umontreal.ca, ORCID: 0009-0004-0222-8903.

[2]Assoc. Res., Université de Montréal, Faculty of Arts and Sciences, Department of Literatures and Languages of the World, E-mail: marc.pomerleau@umontreal.ca, ORCID: 0000-0003-2042-2713.

AI or Ain't? Adult EFL Learners' Perceptions of AI Correction of Non-Standard English

Yusuf YILMAZ[1]

Abstract

The growing use of artificial intelligence (AI) in language education has expanded access to automated corrective feedback, but it has also raised important questions about how such feedback represents language variation. In many AI-supported learning environments, non-standard forms of English are often treated simply as errors, with limited attention to their social, regional, or contextual meanings. This small-scale descriptive study explores how Turkish adult learners of English as a foreign language (EFL) at the Turkish American Association in Adana, Türkiye, perceive AI-generated correction of non-standard English forms such as *I ain't got time*, *He don't know*, and *We was waiting*. Drawing on questionnaire-based perception research in language education, the study adopts a descriptive exploratory design to investigate learners' responses to language variation and AI-mediated feedback through Likert-scale items and open-ended questions. As part of the data collection procedure, participants are first presented with selected written examples reflecting non-standard forms found in authentic spoken English and asked to consider whether these forms are simply wrong or context-dependent features of real-life language use. They are then shown the same or similar sentences accompanied by AI-generated corrective feedback and asked to evaluate that feedback in terms of helpfulness, fairness, rigidity, and sensitivity to language variation. Quantitative data are examined through descriptive statistics, while qualitative responses are analysed thematically. Rather than evaluating the technical accuracy of AI itself, the study focuses on learners' perceptions of whether AI correction acknowledges the difference between standard English norms and non-standard but socially meaningful usage. The study aims to contribute to ongoing discussions on AI-mediated feedback, standard language ideology, and linguistic justice in more equitable language education.

Keywords: artificial intelligence, non-standard English, learner perceptions, linguistic justice, EFL

[1]Teacher, Turkish American Association, E-mail: sullyfumayz@gmail.com, ORCID: 0009-0001-9840-2045.

Social Justice-Oriented Conversation Clubs: Insights for EFL Teachers

Mürüvvet ŞENBAYRAK[1] **Deniz ORTAÇTEPE-HART**[2]

Abstract

Discussing social justice topics in language classrooms not only allows learners to engage in real-life situations but also contributes to their language proficiency (Authors, 2024), critical thinking (Cammarata, 2016) and critical consciousness (Chubbuck, 2010). Despite these affordances, bringing in and discussing social justice issues in language education poses a number of challenges for teachers due to their lack of/limited training in this area and the emotional labour involved in navigating these discussions (e.g., Author, 2023; Boyd & Glazier, 2017; Dover, 2013; Kubota, 2003, 2016). This practitioner-based research focuses on a social justice-oriented conversation club to investigate: a) the affordances and challenges of facilitating discussions on social justice issues from an EFL teacher's perspective; and b) the strategies suggested by EFL learners and the teacher to navigate such discussions. To this end, seven EFL learners, aged between 18-21, who were studying at the English Preparatory Program participated in the conversation club for a period of eight weeks. The data were collected online through the facilitator's reflective journals and a student questionnaire, and analysed thematically. The findings highlight that engaging in these discussions enhanced the EFL teacher's critical consciousness, increasing her awareness of social perspectives and practices within her country, Türkiye. However, two significant challenges emerged: the teacher's limited educational and professional expertise in addressing social justice topics and the emotional labour involved in facilitating these conversations. This study offers valuable insights into how EFL teachers can incorporate social justice topics to foster interactive and multidisciplinary discussions. It also emphasizes the importance of employing effective communication strategies suggested by both students and teacher to address the challenges of leading social justice-oriented discussions in language classrooms.

Keywords: social justice, controversial issues, critical literacy, conversation club, English as a foreign language

[1]Lect., Social Sciences University of Ankara, School of Foreign Languages, E-mail: muruvvet.senbayrak@asbu.edu.tr, ORCID: 0009-0001-5104-1406.

[2]*Corresponding Author:* Assoc. Prof. Dr., University of Glasgow, School of Education, E-mail: deniz.ortactepehart@glasgow.ac.uk, ORCID: 0000-0003-3916-067X.

Literature-Based Integrated Skills Instruction in EFL: An Exploration of *The Adventures of Huckleberry Finn*

Begüm ETİZ[1]

Abstract

The integration of reading, listening, speaking and writing skills lies at the heart of contemporary English as a Foreign Language (EFL) pedagogy. Literary texts, particularly classic American works, provide original and contextually rich input that supports multifaceted language development. Literary text's global impact, rich socio-cultural representation, and exploration of universal themes such as freedom, identity, and morality enhance students' cultural awareness within EFL contexts. This study presents a literature-based conceptual review that analyses previous research on literature-based EFL pedagogy and related frameworks with the aim of guiding the use of *The Adventures of Huckleberry Finn* by Mark Twain in integrated language instruction. Huck's first-person narration promotes perspective-taking and reflective language skills. In the same vein, moral and ethical dilemmas in the story encourage critical thinking, debate, and reflection. Therefore, the study unearths integration of multiple language skills wherein the novel is utilized linking linguistic, cognitive and ethical learning in EFL settings. The data for this study were collected through a systematic literature search in major academic databases using relevant keywords, covering studies published between 2004 and 2024. The study employs qualitative content analysis to examine *The Adventures of Huckleberry Finn* through three key dimensions. First, the novel supports integrated skills development through its episodic structure, first-person narration, and character dialogue. Second, regional dialects enhance linguistic awareness and inference skills by means of their authentic linguistic variety. Finally, moral dilemmas promote cognitive and ethical engagement, fostering critical thinking and discussion. Consequently, narrative and structural features of the novel support integrated language development, critical literacy, and cross-cultural awareness. By combining language skills with ethical and cultural reflections, it emphasises the value of literature in EFL and calls for further research into its linguistic and cognitive effects. The study is expected to contribute to the field, as research on the novel remains limited.

Keywords: literature-based integrated skills, EFL pedagogy, multifaceted perceptions, American novel, *The Adventures of Huckleberry Finn*

[1]Dr., Çukurova University, School of Foreign Languages, E-mail: betiz@cu.edu.tr, ORCID: 0000-0001-6543-4895.

Standard Norms vs. Global Realities: Diverse Teacher Perspectives on English Varieties and Culture

Nuriye KARAKAYA YILDIRIM[1] **Nur GEDİK BAL**[2]

Abstract

As the global landscape of the English language shifts from a monolithic "Standard" model toward the paradigm of English as a Lingua Franca (ELF), the pedagogical convictions of practitioners undergo significant renegotiation. This transformation reflects broader sociolinguistic and ideological changes in how English is conceptualized and taught worldwide. This study investigates the perceptions of English as a Foreign Language (EFL) instructors regarding the international status of English, the native/non-native speaker dichotomy, and the integration of linguistic varieties into classroom practice. Adopting a qualitative case study design, data were collected through semi-structured interviews with 16 EFL instructors working at a state university in Türkiye. The findings revealed that while all participants recognize English as a dominant global *lingua franca* and a tool for international communication, a persistent reliance on British and American "Standard" models remains the instructional baseline. Furthermore, the results highlight a shifting professional identity among instructors, who increasingly value their roles as communicative mediators and emphasize the pedagogical advantages of non-native-speaker status. In addition, participants expressed a growing awareness of the need to align teaching practices with real-world communicative demands and diverse learner needs. However, a significant gap was identified between the instructors' high interest in integrating diverse linguistic varieties and the lack of formal institutional support or curriculum integration. This study suggests that teacher education programs and institutional curricula should be restructured to reflect the sociolinguistic realities of globalized communication. By uncovering how practitioners reconcile traditional norms with pluralistic frameworks, this research contributes to the ongoing dialogue on decolonizing English language teaching and fostering intercultural communicative competence in expanding circle contexts.

Keywords: global Englishes, English as a Lingua Franca (ELF), teacher identity, native-speakerism, intercultural communicative competence

[1]Dr., Social Sciences University of Ankara, School of Foreign Languages, E-mail: nuriye.karakaya@asbu.edu.tr, ORCID: 0000-0001-5942-1924.

[2]*Corresponding Author*: Asst. Prof. Dr., Social Sciences University of Ankara, School of Foreign Languages, E-mail: nur.gedikbal@asbu.edu.tr, ORCID: 0000-0001-6115-137X.

Equity or Rhetoric? A Critical Analysis of Mission and Vision Statements in Turkish Schools of Foreign Languages

Şüra TEKİN[1] **Demet TURAN**[2]

Abstract

This study aims to examine how equity is discursively constructed in the mission and vision statements of Schools of Foreign Languages in Turkish state universities, and to what extent these constructions — including the framing of related concepts such as inclusion, diversity, access, internationalisation, quality, and excellence — move beyond rhetorical commitments to align with the principles of social justice. Drawing on critical discourse analysis, the study analyses a corpus of mission and vision statements collected from multiple state universities across Türkiye, with particular attention to both explicit representations and implicit assumptions embedded in institutional language. The corpus consists of mission and vision statements obtained from a purposive sample of state universities representing diverse geographical regions and institutional profiles. This sampling approach allows for a more comprehensive examination of how equity is constructed across different institutional contexts within Turkish higher education. Preliminary findings suggest that many institutions adopt a discourse of inclusivity and global engagement; however, these commitments are often framed in abstract and universalised terms, with limited reference to concrete practices or local contexts. This indicates a gap between institutional rhetoric and the transformative aims of equitable language education. By revealing how equity is discursively produced and constrained at the institutional level, this study contributes to ongoing discussions in language education and calls for more critically informed and socially responsive institutional practices. In doing so, it underscores the enduring importance of embedding strong ethical and pedagogical foundations within institutional frameworks to support more equitable and socially responsive language education practices.

Keywords: equity, language education, mission statements, social justice, critical discourse analysis

[1]*Corresponding Author*: Dr., Niğde Ömer Halisdemir University, School of Foreign Languages, E-mail: stekin@ohu.edu.tr, ORCID: 0000-0001-6260-1862.

[2]Dr., Niğde Ömer Halisdemir University, School of Foreign Languages, E-mail: demetturan@ohu.edu.tr, ORCID: 0000-0001-5251-8248.

Postmemory and Reflective Nostalgia in Amitav Ghosh's *The Shadow Lines*

Yıldıray ÇEVİK[1]

Abstract

Memory has been considered as the recollection of events personally lived and consciously experienced. Such a definition presumes a direct correspondence between subjectivity and remembrance, locating memory in autobiographical presence. Postcolonial fiction persistently challenges this assumption by foregrounding memories that are inherited rather than lived, mediated rather than recalled. Amitav Ghosh's *The Shadow Lines* offers a paradigmatic exploration of this problem. The novel is narrated by a figure whose understanding of history, memory, and selfhood is profoundly shaped by events that precede his birth or lie beyond his direct experience. Thus, this study examines Amitav Ghosh's *The Shadow Lines* (1988) through the combined theoretical lenses of Marianne Hirsch's concept of postmemory and Svetlana Boym's theory of reflective nostalgia. It argues that the novel problematizes conventional notions of memory by foregrounding inherited, mediated recollections that form the narrator's worldview and sense of historical belonging. While postmemory explains the narrator's intimate relationship to events he did not directly experience, Boym's reflective nostalgia elucidates the novel's resistance to restorative historical closure. Through close readings of narrative structure, family storytelling, and traumatic repetition, the article intends to demonstrate how Ghosh stages memory as an intergenerational, affective process that both sustains and unsettles identity. Ultimately, the novel presents postmemory not as a passive inheritance but as an active mode of ethical reflection, aligned with reflective nostalgia's commitment to ambivalence, temporal disjunction, and historical responsibility.

Keywords: postmemory, reflective nostalgia, *The Shadow Lines*, memory studies, trauma

[1]Asst. Prof. Dr., İstanbul Aydın University, Faculty of Science and Letters, English Language and Literature Department, E-mail: yildiraycevik@aydin.edu.tr, ORCID: 0000-0003-2967-6517.

The Formation of Self and Other in *The Battle of Alcazar* and *A Voyage into the Levant*[1]

Hasan BAKTIR[2] **Mürüvvet MESCİGİL**[3]

Abstract

The examination of Early Modern English literature about British–Ottoman connections requires additional investigation, as current frameworks are predicated on subsequent colonial paradigms that neglect prior cross-cultural contacts. Early Modern English works regarding British–Ottoman ties illustrate mutual diplomatic, military, and cultural exchanges that contest imperialist and orientalist perspectives. Nabil Matar (1999) posits that initial interactions are frequently influenced by a variety of attitudes and emotions. Turks and Islam are frequently shown through a blend of envy and bias, illustrating the tension between self and other on the Renaissance stage, while travelogues highlight the fear and fragility of English travellers. The theatre stage is a remote realm where audience expectations are enacted and reimagined, whereas the Ottoman land is a personal, tangible environment where the tourist seeks to comprehend the complex "other." This study posits that early modern English literature reflects reciprocal diplomatic, military, and cultural interactions, as seen by George Peele's *The Battle of Alcazar* (c.1589) and Sir Henry Blount's *A Voyage into the Levant* (1634). There is no distinct demarcation between the superior-inferior self and others. The research methodologically integrates detailed literary analysis with corpus-assisted discourse analysis. The *Python*-based *NLTK* analyses evaluative lexical fields such as fear, adoration, anger, jealousy, and faithfulness, while specific sections are annotated with the *UAM Corpus Tool* to track affective posture and discursive positioning. The examination addresses three inquiries: the articulation of English selfhood through Christianity, the representation of Turks and Muslims as "others," and the impact of genre on otherization. The findings are expected to demonstrate that *The Battle of Alcazar* emphasizes a detached, schematic otherization, while Blount's travel narrative offers a more experiential perspective shaped by direct interaction. The study is expected to improve understanding of how genre influences the representations of Ottoman otherness and English identity in early modern literature.

Keywords: English identity, alterity, journey, theatre, corpus

[1]The article to be presented in this conference originates from the second author's doctoral thesis which has not been published yet.

[2]Prof. Dr., Erciyes University, Faculty of Letters, Department of English Language and Literature, E-mail: hbaktir@erciyes.edu.tr, ORCID: 0000-0002-1078-8589.

[3]*Corresponding Author*: Lect., Kırşehir Ahi Evran University, Department of Translation and Interpreting, PhD Candidate, Erciyes University, Department of English Language and Literature, E-mail: muruvvetmescigil@ahievran.edu.tr, ORCID: 0000-0001-5690-6141.

From Silence to Strength: Weaving Trauma-Informed Practice and Translanguaging in the ELT Classroom

Elizabeth Sarah COLEMAN[1]

Abstract

This paper examines the intersection of psychological safety and linguistic pedagogy in English language teaching, with particular attention to how classroom language policies mediate learner agency, participation, and access. Many learners enter the language classroom carrying psychological and affective burdens shaped by prior educational experiences, external pressures, and broader sociopolitical conditions. Within this context, rigid English-only policies may inadvertently reproduce conditions of anxiety and constraint, positioning learners as deficient and limiting their capacity to engage meaningfully. What is often framed as pedagogical rigour can, in practice, function as a barrier to both participation and acquisition. Drawing on Trauma-Informed Practice (TIP) and translanguaging as complementary theoretical frameworks, this study explores how a reorientation towards agency, choice, and cultural affirmation reshapes classroom dynamics. TIP foregrounds psychological safety and learner autonomy, while translanguaging challenges monolingual assumptions by recognising learners' full linguistic repertoires as central to meaning-making and identity construction. The paper adopts a practitioner inquiry approach in a higher education EFL context, drawing on data generated through iterative classroom implementation, including classroom observations, reflective teaching notes, and student surveys, to examine how integrating trauma-informed principles with flexible language practices influences learner engagement, risk-taking, and participation. Data were analysed thematically, with recurring patterns in learner response and participation identified across teaching cycles. Particular attention is given to the role of Turkish and other heritage languages in mediating access and supporting engagement. Findings indicate that integrating TIP and translanguaging does not undermine target language development but enables it by expanding the conditions under which learning can occur, with increased willingness to participate and more sustained engagement observed. The paper argues for a reconceptualisation of pedagogical rigour grounded in trust, accessibility, and relationality, contributing to discussions on equity and inclusion in language education.

Keywords: translanguaging, trauma-informed practice, inclusivity, safety

[1]Lect., Istanbul Medipol University, Foreign Languages Coordinatorship, E-mail: escoleman@medipol.edu.tr, ORCID: 0000-0002-9227-7984.

From Despair to Psychic Wholeness: A Jungian Reading of Matt Haig's *The Midnight Library*[1]

Hasan BAKTIR[2] **Gülcan DURAN**[3]

Abstract

Postmodern narratives are increasingly moving beyond traditional psychoanalytic literary criticism, focusing on the liminal states of characters within the context – that is, the condition of being neither stable nor transformed, but existing in an in-between state, becomes the focus. Such narratives require analysis from multiple perspectives, combining depth psychology, liminality, and space theory to provide a comprehensive study. Such an analysis not only draws attention to the moment characters enter the liminal state but also centres its analysis on what occurs within that phase, how consciousness and the unconscious behave, and how characters navigate threshold spaces. In this context, given the novel's recent release, Matt Haig's *The Midnight Library* (2020) serves as a good example, as little to no literary criticism has been applied to this novel within the realm of psychoanalytical literary criticism. Therefore, by focusing on the main character, Nora Seed, this study will explore the literary representation of Nora's path towards psychic wholeness, emphasising how the novel represents inner metamorphosis through narrative and symbolic space. Committing suicide, Nora finds herself stuck between life and death in a mystical library, a metaphorical, liminal narrative space that illustrates her fragmented identity. Haig's library is mystical because it contains books of Nora's possible stories, full of regret, hope, and choice, which may be analysed through Jungian motifs such as the unconscious, the collective unconscious, archetypes, the persona, the shadow, and the animus. Thus, this article aims to demonstrate how this narrative mirrors the process of Jungian individuation via narrative form, symbolic and metaphorical structures, and the reflection of inner voice.

Keywords: Jungian individuation, metamorphosis, liminality, self-realisation, symbolic space

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[2]Prof. Dr., Erciyes University, Faculty of Letters, Department of English Language and Literature, E-mail: hbaktir@erciyes.edu.tr, ORCID: 0000-0002-1078-8589.

[3]*Corresponding Author*: Lect., Abdullah Gül University, School of Languages, PhD Candidate, Department of English Language and Literature, Erciyes University, E-mail: drn.gulcan@gmail.com, ORCID: 0000-0002-6897-574X.

Deconstructing Native-Speakerism: Language Attitudes and Identity among Turkish University Students in Erasmus Mobility

Cihad GÜNDÜZ[1] **Oğuzhan HÜYÜKLÜ**[2]

Gülseda Sezgi DAĞDELEN[3]

Abstract

The globalization of English has grounded its role as an International Language (EIL), which has challenged long-held pedagogical models based on Anglo-centric/ "inner circle" (Kachru, 1985) principles. Nevertheless, this ideology of "native-speakerism" (Holliday, 2006), which affects learners' self-perception and linguistic identity, remains an important issue. The aim of this research is to investigate how Turkish university students perceive their English proficiency and linguistic identity in international academic mobility programs such as Erasmus. This research extends beyond the confines of the conventional EFL classroom to investigate how EIL is used in real-life contexts. It seeks to find out whether learners feel obliged to conform to native-speaker models in accent and grammar or culture, or whether they feel a sense of "ownership" over the language as a means to achieve pragmatic ends in global communication (Widdowson, 1994). A purposive sample of 10 university students in academic mobility within the Erasmus+ exchange program was selected for data collection. An open-ended questionnaire and semi-structured interviews conducted online were used to explore the participants' linguistic identities with regard to non-standard accents, learners' preferences for communicative success or grammatical accuracy, and changes in learners' attitudes towards linguistic hegemony. The qualitative data were analysed using Creswell's (2013) six-step thematic analysis to examine the participants' language attitudes and identities. The initial results show that there is a contrast between the native speaker ideology promoted in formal learning settings and the reality of English as a lingua franca in multicultural/international contexts. All in all, this study seeks to add to the academic discussion on native speakerism within the context of Global Englishes and language identity with implications for English language teaching.

Keywords: English as an international language (EIL), native speakerism, language identity, Erasmus mobility

[1]*Corresponding Author:* Lect., Dicle University, Faculty of Foreign Languages and Tourism, Department of Foreign Languages, E-mail: cihad.gunduz@dicle.edu.tr, ORCID: 0000-0001-7221-3011.

[2]PhD Student, Çukurova University, Faculty of Education, Department of English Language Teaching, E-mail: oguzhanhuyuklu@gmail.com, ORCID: 0009-0007-7688-7882.

[3]Res. Asst., Dicle University, Ziya Gökalp Faculty of Education, Department of English Language Teaching, E-mail: gulsedasezgidagdelen@gmail.com, ORCID: 0009-0005-3283-7010.

Fragmented Ergodicity and Mycelium Narrative: Reading Voice and Equity in Zadie Smith's *NW*[1]

Betül ATEŞÇİ KOÇAK[2] **Melike Sultan ÇİÇEKLER**[3]

Abstract

Zadie Smith's *NW* (2012) changes its narrative form each time it changes its central character, and in doing so it changes what the reader has to do. This article reads the novel through two concepts. Fragmented ergodicity extends Espen J. Aarseth's notion of ergodic literature, in which "nontrivial effort" is required to traverse a text, to a printed novel whose four sections demand four different kinds of readerly work by assembling Leah Hanwell's scattered consciousness, reconstructing Felix Cooper's life from his last day, connecting Keisha/Natalie Blake's 185 numbered fragments across long textual distances, and inferring Nathan Bogle's history from his speech. Mycelium narrative, a model derived from the biology of fungal networks and set beside Deleuze and Guattari's rhizome, describes how these separate paths branch apart and join again. Its distinctive feature is anastomosis, the fusion of hyphae that have grown apart, which corresponds to the moments when the reader joins scenes that Smith has placed far from one another. The article argues that the unequal effort *NW* asks of its reader distributes narrative authority across its four perspectives without distributing it equally, and that Nathan, whose interior the novel withholds, marks the limit of that distribution. To the existing criticism, which has mostly approached the novel's fragmentation through its representation of London and identity, this article adds an account of what that fragmentation asks of the reader. It also suggests that Aarseth's category can extend to print fiction when traversal takes place in the reader's memory rather than through the physical manipulation of the text.

Keywords: Zadie Smith, ergodic literature, mycelium narrative, rhizome, narrative equity

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[2]Asst. Prof. Dr., Erciyes University, Faculty of Letters, English Language and Literature, E-mail: batescikocak@erciyes.edu.tr, ORCID: 0000-0002-7937-953X.

[3]*Corresponding Author*: Lect., İstiklal Science and Technology University, Department of Common Courses, PhD Candidate, Institution of Social Sciences, Faculty of Letters, English Language and Literature, E-mail: melike.sultan91@gmail.com, ORCID: 0000-0001-8285-287X.

Othering among the Othered: Intra-Peripheral Hierarchies in Latife Tekin's *Berji Kristin: Tales from the Garbage Hills*

İ. Banu AKÇEŞME[1] **Çisem GÜLENLER ACAR**[2]

Abstract

Latife Tekin's *Berji Kristin: Tales from the Garbage Hills* foregrounds marginalized individuals living in the urban peripheries of Turkey, addressing issues of othering, class-based and ethnic stratification, and the internalization of the centre's values by peripheral actors. The slum neighbourhood in which the narrative unfolds occupies a position of "otherness," shaped by experiences of poverty, migration, and social exclusion. However, Tekin offers a distinctive perspective by turning attention to the internal dynamics of this marginalized community, thereby engaging with the notion of the "other of the other" since groups such as Gypsies, Alevis, and other marginalized communities are re-othered through the micro-hierarchical dynamics operating within the periphery in the novel. Existing scholarship has largely focused on power relations embedded within the hierarchical structures between centre and periphery. Yet, the process by which the "other" is further othered by another "other" through categories such as gender, ethnicity, race, and social class, in ways similar to centre-periphery relations remains insufficiently explored. This study seeks to demonstrate that the periphery is not a homogeneous entity but rather a site marked by internal differences in power, status, and authority among marginalized groups themselves. Although the periphery is conventionally positioned as the antithesis of the centre, it nonetheless contains its own hierarchical configurations. Othering, therefore, should not be understood solely as a unidirectional process emanating from the centre toward the periphery; rather, it is a multilayered and circulatory practice of power that is continually reproduced within the periphery itself. In this regard, the theoretical framework of the study is grounded in Antonio Gramsci's concept of hegemony, Michel Foucault's analyses of power, Fredrik Barth's approach to ethnic boundaries, and Henri Tajfel's Social Identity Theory. By examining the motivations underlying the process of "othering among the othered," this study aims to move beyond the classical centre-periphery paradigm and render visible the intra-peripheral hierarchies that shape social relations.

Keywords: othering, the "other of the other", intra-peripheral hierarchies, marginality, social exclusion

[1]Prof. Dr., Erciyes University, Faculty of Letters, English Language and Literature, E-mail: banu_akcesme@hotmail.com, ORCID: 0000-0002-8217-9360.

[2]*Corresponding Author*: Lect., Niğde Ömer Halisdemir University, Faculty of Humanities, English Language and Letters, E-mail: cisemgulenler@ohu.edu.tr, ORCID: 0000-0001-7861-5775.

"This Whole Experiment of Green": The Language of Flowers in Emily Dickinson's Poetry

Esra ÖZTARHAN[1]

Abstract

Traditionally, anthropocentric perspectives have positioned elements of nature, such as animals and plants, as mere objects for human utility. The human-centred worldview suggests that humans' needs are far more important than those of non-human entities, as they cannot speak, feel, think, or, in the case of plants, move. Therefore, as they lack human qualifications, their lives don't matter. However, current ideas and developments in philosophy, science, and cultural studies regarding plant studies offer new approaches to the anthropocentric worldview and challenge this hierarchy. These include theories like critical plant studies and vegetal philosophy—most notably the frameworks of Michael Marder's "plant-thinking" and Jeffrey Nealon's "plant theory". Also, scientific advancements have proven that plants are sentient, moving, and communicating beings. Philosophically, concepts such as the ontological status of plants and environmental ethics have shifted our approach toward plants and trees. From a cultural perspective, the recognition of these beings' value and their definition as subjects has made them more significant. The paper aims to reread Emily Dickinson's poetry about flowers in light of these current theoretical frameworks. It will exemplify how Dickinson gives voice to the silent non-human plants as she writes about clovers, daisies, or roses. In her poetry, these small, unseen, and unimportant entities gain importance, as if Dickinson were familiar with biocentric theories, deep ecology, and critical plant studies of the twenty-first century.

Keywords: plant studies, Emily Dickinson, language of plants

[1]Assoc. Prof. Dr., Ege University, Faculty of Letters, American Culture and Literature Department, E-mail: esra.oztarhan@ege.edu.tr, ORCID: 0000-0001-6332-5521.

Unfastening the Ribbon: Voice, Bodily Autonomy, and Domestic Space in Carmen Maria Machado's *The Husband Stitch*

Özlem KARAGÖZ GÜMÜŞÇUBUK[1]

Abstract

This paper examines Carmen Maria Machado's short story *The Husband Stitch* (2014) as a subversive reconfiguration of domestic space and narrative voice in relation to gendered power and bodily autonomy. The story situates the domestic sphere not as a site of safety but as a space where intimacy becomes a mechanism of control. Drawing specifically on Adrienne Rich's concept of motherhood and institutionalized femininity, Judith Butler's theory of gender performativity, and Foucauldian notions of discourse, power, and the body, the study argues that the narrator's persistent storytelling functions as a form of resistance to the silencing structures embedded within heteronormative marriage. The paper further explores how Machado's use of second-person narration and performative storytelling disrupts traditional narrative authority, compelling the reader to confront their complicity in the consumption of female suffering. This narrative strategy can also be read in relation to contemporary forms of gender performativity in digital culture, where visibility and voice are often intertwined with mechanisms of surveillance, normalization, and inequality. By framing the domestic space as a site of both narrative production and bodily vulnerability, *The Husband Stitch* exposes the intersections of language, power, and gendered violence. This study argues that Machado reclaims voice not only as a narrative device but also as a political act, foregrounding the struggle for autonomy and self-definition within intimate and institutional structures. In doing so, the story contributes to broader discussions of gender inequality, representation, and agency in contemporary American literature.

Keywords: gender, body, domestic space, gender performativity, gender inequality

[1]Asst. Prof. Dr., Ege University, Faculty of Letters, Department of American Culture and Literature, E-mail: ozlem.gumuscubuk@ege.edu.tr, ORCID: 0000-0002-3214-9446.

Female Rage as Political Resistance in *Iron Widow* and *Heavenly Tyrant*

Ayesha KHAN[1]

Abstract

This paper examines the representation of female rage as a form of political resistance, destabilising social norms to reclaim women's agency in the books *Iron Widow* and *Heavenly Tyrant* by Xiran Jay Zhao, a dystopian sci-fi retelling of Wu Zetian's real-life story, China's sole female emperor. Traditionally valued for their fecundity and bridal dowry, women are systemically dismissed as mad or hysterical as a means of methodical surveillance and dehumanisation to declaw them when their intelligence, as a harbinger of independence and agency, threatens patriarchy. Yet, feminist critics have demonstrated how female rage serves as a narrative space of resistance and subversion. With its blatant refusal to fit into narrow gendered norms of behaviour designed to keep them passive, female rage is read as a disruption of the traditional portrayal of femininity. *Iron Widow* presents a dystopian world structured by deeply entrenched patriarchal violence, where women's bodies are systemically exploited and commodified to sustain hierarchical militaristic power systems. Her ideology matures towards an intersectional view of feminism in *Heavenly Tyrant* and she proceeds to channel her anger into constructive politics via a position of power to dismantle iniquitous oppressive systems. By foregrounding anger as both voice and action, the text contributes to a broader feminist re-evaluation of emotion as a site of political resistance. Ultimately, this study situates the *Iron Widow* series within contemporary feminist literary practices that seek to reclaim marginalised emotional expressions and reposition them as central to resistance and self-definition.

Keywords: female rage, feminist resistance, patriarchal violence, gender and power, contemporary speculative fiction

[1]MA Student, Dr. B. R. Ambedkar Open University, Faculty of Arts, Department of English, E-mail: ayeshakhan20092001@gmail.com, ORCID: 0009-0004-7545-5824.

Gender Representation in Digital Maritime English Learning Platforms: The Case of *MarEng* and *Prac-MarEng*

Zülal ÖLMEZ İSTANBULLU[1]

Abstract

As the maritime industry increasingly emphasizes diversity and inclusion through international initiatives, the role of educational materials in reflecting these changes becomes crucial. This study examines gender representation in digital Maritime English learning environments, focusing on the *mareng* and *prac-mareng* platforms. Developed through EU-funded projects, these platforms are open-access resources based on IMO Model Course 3.17, an internationally recognized framework established by the International Maritime Organization to standardize Maritime English training in line with STCW (Standards of Training, Certification and Watchkeeping) requirements. As widely used supplementary materials, these platforms support maritime curricula in which Maritime English is a compulsory component and often a prerequisite for onboard training. Using systematic content analysis, the study investigates how professional roles are distributed by gender within practical scenarios and instructional narratives integrated in these platforms. In doing so, it aims to contribute to ongoing discussion on the inclusivity of maritime education.

Keywords: maritime English, digital learning, gender representation, *mareng*, *prac-mareng*

[1]Lect., İskenderun Technical University, School of Foreign Languages, E-mail: zulal.olmez@gmail.com, ORCID: 0000-0001-6990-7901.

An Interpretive Review on the Role of Reflexivity Based on Teachers' Professional Development in Intercultural Contexts

Kübra ÖRSDEMİR ŞAĞIN[1]

Abstract

Taking into consideration settings in which diversity is observed, it is suggested that the act of teacher reflexivity can have a crucial role in establishing a social justice-based state of mind among teachers in which they can critically evaluate themselves, their own ideological constructions, both pedagogically and socially, together with evaluating "the Other" through a more critical lens. This is assumed to enable teachers to abandon perspectivism to provide an intercultural educational setting. This interpretive review study aimed to understand the role of reflexivity based on teachers' professional development in intercultural contexts. Through the review of 22 qualitative research studies, the major conceptualizations of teacher reflexivity together with the gains and challenges in intercultural contexts were aimed to be interpreted. The major conceptualizations of teacher reflexivity in the studies were constructed to be (1) reflexivity as a (critical) inner dialogue and (2) reflexivity as a (critical) collaborative dialogue.

Keywords: teacher reflexivity, social justice, perspectivism, ideological constructions

[1]Dr., Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, E-mail: korsdemir@atu.edu.tr, ORCID: 0009-0007-6481-1047.

Building the Turkish Diaspora: Fakir Baykurt's *Gece Vardiyası*

A. Nejat TÖNGÜR[1]

Abstract

Fakir Baykurt (1929-1999) was a renowned and award-winning Turkish author whose novels and short stories were mainly about poverty, deprivations, cultural and social problems afflicting the Turkish peasants in the 1960s and 1970s. Although his first novels were widely read, adapted to films, and studied, his later fiction about the Turkish 'gastarbeiters' in Germany was not studied as regards the emergence of a Turkish diaspora. His novels and short stories after 1979 reflect the lives of thousands of Turkish people who were invited to fill the labour shortage to rebuild the postwar German industry. *Gece Vardiyası – Night Shift* (1982) is Fakir Baykurt's first collection of stories about the Turkish guest workers in Germany. The aim of this study is to show how the Turkish guest workers start building the first Turkish diaspora in Germany in the first decade of their move to Germany while they are depicted as struggling with the survival and adaptation phases of migration. The study also attempts to display that Baykurt's stories are wrought with uncertainties, anxieties, and longings of the Turkish people in Germany who are initially described to be sojourners who wish to save money to make a living in their homeland. The study concludes that in Baykurt's 22 stories in *Gece Vardiyası* (1982), the financial, social, cultural and emotional problems complicate the lives of Turkish guest workers. Despite all these problems, their return to Türkiye is delayed due to their failure to save enough to make a living in Türkiye, union of their families, birth of their children, having better accommodation, and adaptation to Germany.

Keywords: Fakir Baykurt, *Gece Vardiyası*, Turkish diaspora, guest workers, migration

[1]Assoc. Prof. Dr., Maltepe University, Faculty of Education, ELT Department, E-mail: nejattongur@maltepe.edu.tr, ORCID: 0000-0002-1204-4399.

Gender Representation in English Language Textbooks: A Critical Discourse Analysis

Melek YOLCU[1] **Zeynep CEYHAN BİNGÖL**[2]

Abstract

English language teaching (ELT) coursebooks serve not only as linguistic resources but also as powerful sites of ideological reproduction, shaping learners' perceptions of social norms and identities. Therefore, this study examines the representation of gender, with a particular focus on non-binary gender, across the *English File* series, Fifth Edition, at the Beginner, Elementary, Pre-intermediate, and Intermediate levels. Drawing on Norman Fairclough's three-dimensional Critical Discourse Analysis (CDA) framework, the current research analyses the textual, discursive, and social practice dimensions across multimodal content, including visual, lexical, and video components at all four levels. This systematic analysis investigates how gender is constructed and mediated through these resources, with particular attention to the ways in which gender is represented within or beyond the female/male binary. It also seeks to uncover how the materials construct, normalize, marginalize, or render invisible different gender identities across the three dimensions of CDA. The findings reveal that gender representation in the examined textbooks is largely organized around the female/male binary, while non-binary gender representation remains limited, implicit, and often ambiguous across the series. Where non-binary representations can be identified, they are predominantly conveyed through visual rather than explicit linguistic features. These findings highlight the limited visibility of gender identities beyond the female/male binary and suggest the importance of encouraging a more inclusive and critically balanced approach to gender representation in ELT materials, while remaining sensitive to diverse educational contexts, curricular priorities, and sociocultural considerations.

Keywords: critical discourse analysis, ELT coursebooks, gender representation, non-binary gender, gender binary

[1]*Corresponding Author*: Dr., Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, E-mail: myolcu@atu.edu.tr, ORCID: 0000-0001-6098-808X.

[2]Dr., Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, E-mail: zcbingol@atu.edu.tr, ORCID: 0000-0002-1259-3590.

AI-Supported Multimodal Digital Storytelling in Language Teacher Education: Pre-service English Teachers' Lived Experiences

Yaşar Üstün KAPLAN[1]

Abstract

The rapid expansion of artificial intelligence (AI) in education has created new possibilities for multimodal composing and pedagogical innovation in language teacher education. However, limited research has examined how pre-service English teachers experience AI-supported multimodal digital storytelling as a pedagogically meaningful practice within practicum-oriented contexts. To address this gap, the present qualitative study explored how pre-service English teachers negotiated the affordances and constraints of AI-supported multimodal digital storytelling and how such engagement informed their pedagogical learning. The participants were 46 pre-service teachers of English enrolled in a teacher education course, where they collaboratively designed AI-supported multimodal digital stories and used them as instructional materials in practicum-related teaching tasks. The data were generated through post-task written reflections and semi-structured interviews, and they were analysed thematically to identify recurrent patterns in participants' meaning-making, experiences of AI use, and developing pedagogical understandings. The findings showed that AI-supported multimodal digital storytelling functioned as a productive site for creativity, reflective decision-making, and the development of pedagogical awareness related to material design, learner engagement, and technology integration. At the same time, participants reported tensions concerning the critical evaluation of AI-generated content, the orchestration of multimodal elements, and the alignment of digital story design with instructional goals. While these tensions revealed the complexity of integrating AI into practicum-oriented teacher preparation, they also highlighted the need to support pre-service teachers in using AI critically, creatively, and pedagogically. By foregrounding pre-service teachers' lived experiences, the study also gives voice to participants' perspectives on both the possibilities and barriers associated with AI-mediated pedagogical practice. Accordingly, it contributes to emerging research on AI in language teacher education and offers insight into how AI-supported multimodal composing may mediate pedagogical learning in practicum-oriented teacher preparation.

Keywords: language teacher education, AI in language teacher education, pre-service English teachers, practicum, multimodal digital storytelling

[1]Asst. Prof. Dr., Osmaniye Korkut Ata University, Faculty of Humanities and Social Sciences, English Language and Literature Department, E-mail: yasarustunkaplan@osmaniye.edu.tr, ORCID: 0000-0002-2479-6029.

Together in the Classroom: Team Teaching Experiences of Pre-Service EFL Teachers in Early Language Education

Gamze ERDEM COŞGUN[1]

Abstract

Collaborative teaching models are increasingly recognized as valuable components of teacher education, yet their implementation with very young learners remains underexplored. This paper reports on a qualitative multiple case study investigating the team-teaching experiences of eight pre-service EFL teachers in Türkiye, focusing on the interplay between collaboration, reflective practice, and power dynamics. Data were collected through reflective journals, focus group interviews, and questionnaires across one semester, and analysed using thematic analysis within a multiple case study framework. Findings reveal that team teaching meaningfully supports novice teachers' professional growth by encouraging mutual accountability, shared problem-solving, and critical self-reflection. However, participants also encountered challenges related to pedagogical differences and unbalanced role distribution, highlighting the importance of purposeful partnership design. The paper calls for teacher education programs to move beyond incidental collaboration toward structured team-teaching models that equip pre-service teachers with the relational and pedagogical competencies needed for inclusive, cooperative classroom environments, particularly in early childhood foreign language settings.

Keywords: team teaching, pre-service teacher education, early language learning, collaboration, power dynamics

[1]Asst. Prof. Dr., Amasya University, Faculty of Education, Department of English Language Education, E-mail: gamze.erdem@amasya.edu.tr, ORCID: 0000-0003-4598-8799.

"Odd" but Not Silent: Subjectivity and Female Agency in Gissing's *The Odd Women*

Fatma BAYALAŞ KERİMOĞLU[1]

Abstract

George Gissing's *The Odd Women* (1893) has attracted scholarly attention primarily for its engagement with Victorian gender ideology, most notably through Foucauldian discourse analysis of gender role expectations. Building on this foundation, the present study shifts its focus from discursive construction to the question of female agency: not merely how gender norms are produced and enforced, but how Gissing's women negotiate, resist, and at times reproduce those norms as active, if constrained, subjects. Drawing on Michel Foucault's conceptualisation of power-knowledge and subjectivation, Nancy Fraser's framework of recognition and redistribution, and Lois McNay's feminist account of transformative agency, this paper analyses three contrasting trajectories in the novel: Monica Madden, who internalises the marriage ideology and suffers its consequences; Virginia Madden, whose subject position collapses under compounded economic and social pressure; and Rhoda Nunn, whose deliberate refusal of interpellation constitutes a significant, if unstable, act of resistance. Fraser's framework illuminates the dual injustice (economic marginalisation and cultural misrecognition) that structures the lives of Gissing's "odd women," while McNay's feminist rereading of subjectivity and agency accounts for both the possibility and the fragility of Rhoda's resistance. By situating *The Odd Women* at the intersection of subjectivity and female agency, this paper argues that the novel anticipates contemporary critical conversations on equity and empowerment, while also exposing their structural limits. In doing so, the study seeks to contribute a Fraser–McNay reading to the existing scholarship on Gissing's novel, and to broader inquiries into the gendered conditions of voice and recognition.

Keywords: female agency, subjectivity, voice, Victorian literature, recognition

[1]Dr., Ege University, School of Foreign Languages, E-mail: fatmabayalas@yahoo.com, ORCID: 0000-0001-8756-1107.

Decision Support Systems in English Language Education: A Systematic Review of Multi-Criteria Decision-Making Applications

Nermin PUNAR ÖZÇELİK[1]

Abstract

In English Language Teaching (ELT), decisions are inherently multidimensional. Assessing teacher competence, developing specialized curricula, or choosing between pedagogical methods necessitates the concurrent evaluation of criteria that are frequently contradictory, somewhat subjective, and impervious to intuitive resolution. The Multi-Criteria Decision-Making (MCDM) framework addresses this complexity directly, providing decision-makers with a structured, transparent, and methodologically defensible basis for choice. Despite growing academic interest, the application of MCDM has not been equally distributed among decision domains in ELT, and most notably, Intercultural Communicative Competence (ICC) is one of these neglected domains. This study presents a systematic review of MCDM applications in ELT research published between 2015 and 2026. A systematic search was conducted on the *Scopus* and *Web of Science* databases according to PRISMA guidelines. A total of 15 peer-reviewed articles were included and categorized based on the MCDM technique employed (e.g., AHP, TOPSIS, BWM, VIKOR) and the educational decision-making context (e.g., teacher assessment, curriculum planning, student assessment, program selection). Preliminary findings show that the most used method was the Analytic Hierarchy Process (AHP), which was mainly used to evaluate the performance of teachers. TOPSIS and its fuzzy extensions are the preferred methods for ranking and selection among instructional programs and resources for language learning. The findings also show a major gap in the field; so far, no study has adopted MCDM framework for ELT decision-making contexts involving intercultural communication, such as the evaluation of ICC-oriented curricula, the selection of cross-cultural instructional approaches, or the assessment of teacher intercultural readiness. The review concludes that MCDM has shown considerable usefulness in many ELT decision areas, but its potential is not yet fully utilized in one of the most pressing current challenges in the field, which is to prepare learners for effective communication across cultural and linguistic boundaries. Future research should investigate how MCDM might be extended to ICC-related decision contexts in ELT, such as the evaluation of intercultural curricula or the assessment of teacher intercultural readiness.

Keywords: multi-criteria decision-making (MCDM), intercultural communicative competence (ICC), systematic review, English language teaching

[1]Dr., Tarsus University, School of Foreign Languages, E-mail: nerminpunar@tarsus.edu.tr, ORCID: 0000-0001-8772-0075.

When Money Speaks: Language and Power in Latife Tekin's *Para Gürültüsü*

Nebahat BADEM[1] **Filiz YÖRÜK ÇEVİK**[2]

Abstract

This study examines the relationship between language, ideology, and socio-ecological inequality through an ecolinguistic analysis of *Para Gürültüsü* (2026) by Latife Tekin. The novel presents a fragmented and experimental narrative that moves across slums, digital platforms, and speculative financial spheres, portraying a world in which economic systems permeate both external environments and inner human experience. In this context, money is conceptualized not only as a material force but as an intrusive "noise" that reshapes perception, identity, and human–nature relations. The study adopts ecocriticism as a broader theoretical perspective and draws specifically on Stibbe's (2015) ecolinguistic framework, focusing on the "stories we live by" that underpin dominant discourses. Through qualitative textual analysis, it identifies key linguistic patterns and narrative strategies that construct and sustain ideologies of growth, consumption, and algorithmic control. The analysis highlights moments in the text that resist these dominant narratives by referring to the relationship between power and social class. At the same time, these discourses are shown to normalize inequality and silence alternative voices by foregrounding the upper class while backgrounding the lower class. Tekin creates a space where marginalized perspectives and suppressed forms of knowledge become visible, challenging the inevitability of economically driven futures. By revealing how literary discourse both reproduces and contests harmful socio-ecological narratives, this study underscores the role of language in shaping more just and sustainable ways of thinking and being. It contributes to ongoing discussions in ecolinguistics and literary studies by demonstrating the critical potential of contemporary fiction in interrogating the intertwined dynamics of power, inequality, and environmental crisis.

Keywords: *Para Gürültüsü*, ecolinguistics, ideology, identity, equity

[1]*Corresponding Author*: Asst. Prof. Dr., Kahramanmaraş Sütçü İmam University, Faculty of Education, Department of Foreign Languages Education, E-mail: nebahatbadem@gmail.com, ORCID: 0000-0001-6906-916X.

[2]Asst. Prof. Dr., Kahramanmaraş Sütçü İmam University, Faculty of Humanities and Social Sciences, Department of Western Languages and Literatures, E-mail: filizyoruk1987@gmail.com, ORCID: 0000-0003-4394-1743.

The Effects of Model United Nations Activities on Secondary School Students' Attitudes toward English

Emel REYHANİ[1] **Ahmet ŞAHAN**[2]

Abstract

Providing students with authentic and meaningful communication opportunities is essential for improving speaking skills in EFL contexts. In this regard, Model United Nations (MUN) activities may contribute to students' language development by encouraging active participation, discussion, and public speaking. The present study aims to examine the effect of Model United Nations (MUN), an academic simulation activity that engages students in discussing global issues through English, on secondary education students' willingness to communicate (WTC), attitudes toward English language, speaking anxiety, and speaking skills. Employing a quantitative research approach, the study was conducted using a pre-test and post-test experimental design. The participants consisted of 30 ninth-grade students who participated in MUN activities for the first time over the course of the study. Data collection was carried out using questionnaires measuring students' willingness to communicate, attitudes, and speaking anxiety, as well as a speaking performance rubric based on the Common European Framework of Reference for Languages (CEFR) to assess students' speaking skills. The findings revealed statistically significant differences between pre-test and post-test scores. These results suggest that Model United Nations offers a meaningful communicative environment that fosters active participation and authentic language use. Overall, the findings indicate that MUN activities serve as an effective instructional practice in secondary EFL contexts by positively influencing students' attitudes toward English, reducing speaking anxiety, increasing willingness to communicate, and enhancing speaking skills.

Keywords: Model United Nations, willingness to communicate, speaking anxiety, speaking skills, EFL learners

[1]*Corresponding Author*: MA Student, Erciyes University, Institute of Educational Sciences, Department of English Language Teaching, E-mail: sanliemel_89@hotmail.com, ORCID: 0000-0002-6710-6841.
[2]Asst. Prof. Dr., Erciyes University, Faculty of Education, Department of English Language Teaching, E-mail: asahan@erciyes.edu.tr, ORCID: 0000-0001-9646-6689.

"Sounds Almost Native": Pronunciation, AI Judgment, and the Construction of Legitimate English in *ELSA Speak*

Nail TÜRKOĞLU[1] **Hatime ÇİFTÇİ**[2]

Abstract

AI-powered pronunciation-assessment applications now serve millions of language learners worldwide (Nushi, 2021), replacing the human teacher's ear with an algorithmic judgment about which utterances sound "correct" and which do not. *ELSA Speak*, one of the most widely adopted such applications, evaluates learner pronunciation in real time, assigning scores, colour-coded feedback, and verbal labels such as excellent, good, almost native, and needs improvement to each attempted utterance. This evaluative architecture sits in tension with two decades of scholarship on English as a Lingua Franca, which has argued that the appropriate target for English learners in non-Anglophone contexts is mutual intelligibility rather than native-speaker likeness (Jenkins, Baker & Dewey, 2024; Levis, 2020). While a growing body of research has examined *ELSA Speak*'s effectiveness as a pronunciation-learning tool (Nushi, 2021; Pham & Pham, 2025), the ideological dimensions of its assessment system, namely what kind of English it treats as legitimate and which speakers are thereby positioned as legitimate, have received little attention. The study applies a corpus-assisted critical discourse analysis (Yu et al., 2024) to a purposive sample of lessons in the Turkish-localized version of *ELSA Speak Pro*. The corpus comprises feedback messages, evaluative labels, and interface copy systematically collected through structured use of the application. Native-speakerism scholarship (Llurda & Calvet-Terré, 2022; Llurda, 2024; Wang & Ge, 2023) provides the interpretive framework. The analysis examines the lexical and evaluative vocabulary of the feedback system, the model of target pronunciation reflected in the application's reference audio and assessment criteria, and the gamification mechanics through which accent conformity is rewarded. The paper argues that *ELSA Speak*'s assessment discourse constructs a narrow ideal of legitimate English, such that the question of whose English counts as 'almost native' becomes the question of whose voice is silently disqualified.

Keywords: native-speakerism, English as a Lingua Franca, AI in language education, critical discourse analysis

[1]*Corresponding Author:* MSc, MEF University, Center for Research and Best Practices in Learning and Teaching, E-mail: turkoglun@mef.edu.tr, ORCID: 0009-0008-4530-6288.

[2]Assoc. Prof. Dr., MEF University, Faculty of Education, Department of English Language Teaching, E-mail: ciftcih@mef.edu.tr, ORCID: 0000-0001-7907-6793.

Beyond Curriculum Design: Student and Instructor Experiences in an EMI Preparatory Program[1]

Tuğba KELER[2]

Abstract

English-medium instruction (EMI) preparatory programs play a significant role in improving students' academic language proficiency and supporting their adaptation to higher education. However, despite the growing implementation of EMI practices in Türkiye, concerns continue regarding whether preparatory curricula sufficiently address students' communicative and academic language needs. In this respect, program evaluation studies provide important insights into the effectiveness of language education programs and stakeholder experiences. Based on Stufflebeam's (1971) Context, Input, Process, and Product (CIPP) evaluation framework, this study explores student and instructor experiences within an EMI preparatory program implemented at a state university in Türkiye. The study adopted a qualitative-dominant mixed-methods design, with qualitative findings constituting the primary focus of analysis. Semi-structured interviews were conducted with preparatory school students and instructors to investigate the strengths and weaknesses of the program, tensions between institutional curriculum design and learner experiences, and the extent to which the program supports communicative language development. The qualitative data were analysed through thematic analysis. The findings revealed a clear divergence between instructors' and students' perceptions of the program. While instructors generally perceived the curriculum as adequate and systematically organized, students frequently emphasized limited opportunities for speaking practice, excessive exam-oriented instruction, insufficient communicative interaction, and limited authentic language use. The study highlights the importance of integrating learner-centered and communicative practices into EMI preparatory curricula to better address students' real-life language needs and communicative expectations.

Keywords: English-medium instruction, EMI preparatory programs, curriculum evaluation, learner experiences, CIPP model

[1]This study was produced from a master's thesis entitled "*Curriculum Evaluation of an English-Medium of Instruction State University Using the CIPP Model*" under the supervision of Assoc. Prof. Dr. Ceyhun KARABIYIK, Ufuk University, Department of English Language Teaching.

[2]Lect., Social Sciences University of Ankara, School of Foreign Languages, E-mail: tugba.keler@asbu.edu.tr, ORCID: 0000-0003-3103-3393.

Reclaiming Voice, Reclaiming Meaning: A Franklian Reading of Ngũgĩ wa Thiong'o's *Devil on the Cross*

Tuba AYDAN[1]

Abstract

Within postcolonial contexts, the loss of the mother tongue constitutes a profound existential vacuum emerging from the systematic imposition of colonial linguistic and cultural identities. This study argues that the linguistic reclamation in Ngũgĩ wa Thiong'o's (1938-2025) *Devil on the Cross* (1980) enables meaning, agency and existential renewal, representing the creative pathway of Viktor Frankl's Logotherapy. The analysis centres on Ngũgĩ's "will to meaning" through the adoption of Gikuyu as a medium of literary production and his deliberate rejection of linguistic imperialism. This stance could be deemed not merely as a political act of resistance but also as a process of existential self-reconstruction in which language becomes an authentic voice and cultural belonging. Furthermore, the study proposes that writing in one's mother tongue is a creative act that assists the process of this cultural belonging and reconstruction of the self, which is marginalised by cultural displacement. The self-reconstruction could also be seen in the novel's characters, specifically regarding their opposition to social alienation, colonization and cultural fragmentation, thus the creative pathway is clearly reflected in their transformation. In this context, linguistic reclamation and the reconstruction of the self reflect Frankl's active form of realizing meaning – the creative pathway – rather than a passive response to oppression. In other words, Ngũgĩ transforms this linguistic turn with its historical processes of cultural erasure into a narrative of self-affirmation and ethical resistance. As a result, this logotherapeutic reading of *Devil on the Cross* reveals that the interaction between language and creativity plays a central role in overcoming the psychological effects of colonial domination and reaching a form of existential reconciliation built upon human dignity and cultural authenticity.

Keywords: Ngũgĩ wa Thiong'o, *Devil on the Cross*, language reclamation, logotherapy, social justice

[1]Dr., Karabük University, School of Foreign Languages, E-mail: tubakaratas@karabuk.edu.tr, ORCID: 0000-0001-5873-964X.

Women Administrators in Turkish Higher Education: A Critical Discourse Analysis of the Glass Ceiling Syndrome in Academic Discourse

Ogün KARAHAN İLTER[1]

Abstract

This study examines academic discourse on the 'Glass Ceiling Syndrome,' which addresses the appointment of female academics to administrative positions in Turkish higher education, focusing on linguistic patterns, discursive practices, and social practices. The study aims to analyse the ideological schemas that shape perceptions of women administrators in Turkish higher education, as well as the discursive processes that reproduce these schematic structures, within the scope of Critical Discourse Analysis, using the theoretical and methodological framework of Norman Fairclough's Dialectical-Relational Approach. In this study, discourse functions not as a radical element that independently constructs social reality, but as a dialectical practice that reflects and reproduces institutional power relations. In this regard, the study investigates how academic discourse reproduces masculine dominance in higher education administration through hegemonic institutional structures and seemingly liberal patriarchal practices. The discourse sample comprises 45 research articles identified through searches in *TR Dizin*, *DergiPark*, and *Google Scholar* databases, all of which reflect relevant discourse practices concerning the glass ceiling phenomenon in Turkish academia. Conducted within a qualitative research design, the data analysis follows the stages of Fairclough's three-dimensional model within the Dialectical-Relational framework of Critical Discourse Analysis. Accordingly, the study addresses the linguistic features of research articles on the glass ceiling phenomenon in higher education (description); their discursive practices (interpretation); and the hegemonic power relations and social practices underlying these linguistic patterns (explanation). In this respect, the study seeks to raise critical awareness of the glass ceiling phenomenon in Turkish higher education by analysing how discourse surrounding female academics' participation in administrative roles is shaped by the interaction between institutional culture and individual agency.

Keywords: glass ceiling, female academics, critical discourse analysis, dialectical-relational approach, academic discourse

[1]Asst. Prof. Dr., Erzincan Binali Yıldırım University, Faculty of Foreign Languages and Tourism, Department of Translation and Interpreting, Division of English Translation and Interpreting, E-mail: ogunkarahan@erzincan.edu.tr, ORCID: 0000-0003-0904-8695.

Investigating the Possible Presence of Invisible Preparatory University Students in EFL Preparatory Classrooms through a Critical Lens

Salih DEMİR[1] **Berkay TEMİZ**[2]

Abstract

Having prevailed between the mid-19th and mid-20th centuries, idealist ELT philosophies, monolithic curriculum designs, and traditional educational contexts were observed to be insufficient in light of the English language's worldwide dispersion. Languages and language classrooms thereafter serve as a means of transcultural exchange, global communication, and the cultivation of transcultural appreciation and social understanding among students. We may no longer observe a scientific consensus on the dominance of monoethnic and patriarchal classroom contexts around the globe. Nevertheless, there still seem to be "invisible" English language learners experiencing inequities in learning opportunities due to their ethnicity, gender, socioeconomic status, and cultural backgrounds, according to sociolinguistic and applied linguistic research. Along these lines, we encounter critical research theories adopted in ELT research, influenced by feminist, queer, and postcolonial theories, as well as by emerging theories. To investigate the neglect of invisible students and the factors predicting students' invisibility, the researchers adopted Crenshaw's critical "Intersectional Theory" as both the methodology and the analytical framework. They conducted a retrospective, concurrent mixed-design study. The data were collected from 250 students at two university Schools of Foreign Languages (SoFL). A questionnaire containing both closed- and open-ended items was used to collect data. Quantitative data were analysed using *SPSS* to investigate the relationship between students' invisible state and class participation, and qualitative data were analysed using thematic analysis to better understand the underlying reasons for students' reported invisibility. Students' diverse demographic backgrounds, in-class and out-of-classroom engagement, and course preparedness as independent variables significantly predicted "invisibility" in the classroom. This study has significant implications for syllabus designers, language teachers, and students, helping them understand the psychological and academic status of invisible students in the classroom and develop inclusive teaching strategies and motivating attitudes to increase their visibility and in-class participation.

Keywords: ELT, mixed-methods, intersectional theory, critical research, invisible students

[1]*Corresponding Author*: MA Student, Çukurova University, English Language Teaching Department, E-mail: salihdemiroffic@gmail.com, ORCID: 0009-0002-3232-2891.

[2]Res. Asst., Hasan Kalyoncu University, English Language Teaching Department, E-mail: berkay.temiz@hku.edu.tr, ORCID: 0009-0000-8512-3584.

Online Literary Translation Workshops as an Empowering Learning Tool: A Quasi-Experimental Study in Iranian Higher Education[1]

Hana MOSTAFAZADEH[2]

Abstract

While higher education increasingly seeks inclusive, participatory, and learner-centred approaches, translation instruction continues in many contexts to rely on teacher-centred models, creating a need for pedagogies that promote active engagement, equitable participation, and meaningful feedback. The present study aims to achieve two objectives: (1) to examine the effectiveness of online literary translation workshops in improving the quality of students' literary translation performance, and (2) to compare their impact with structured assignment-based instruction and traditional classroom practices. For this purpose, the study adopted a quasi-experimental pretest–post-test design, involving 60 undergraduate students of English translation, who were divided into three groups: an online workshop group, an assignment-with-feedback group, and a control group. Participants completed literary translation tasks before and after the intervention period. Translation quality was assessed using the American Translators Association (ATA) error analysis framework. The results indicated significant improvements in translation performance across all groups following the intervention ($p < .05$). The online workshop group demonstrated the largest gains, while the assignment-with-feedback group also showed substantial improvement. Effect size analyses indicated stronger learning gains in both experimental groups than in the control group, highlighting the value of interactive learning environments and systematic feedback. Although differences among the groups at post-test did not reach statistical significance, the observed pattern of results and effect sizes points to the potential advantages of online literary translation workshops. By combining theoretical instruction with practical translation activities, the workshops promoted active participation and collaboration. The control group, in contrast, exhibited only modest improvement. These findings emphasize the potential of online workshops to bridge the gap between theoretical knowledge and practical application in literary translation, underscoring the value of collaborative and feedback-rich approaches in translation education and offering insights for fostering more inclusive and effective learning environments in higher education.

Keywords: online literary translation workshops, translation pedagogy, collaborative learning, translation competence

[1]This study is part of a Master of Arts thesis in Translation Studies (TEFL) entitled "*The Effect of Online Literary Translation Workshops on the Quality of Student's Literary Translations*".

[2]MA Student, Kharazmi University, Faculty of Humanities, Department of Foreign Languages, E-mail: hanamostafazadeh78@gmail.com, ORCID: 0009-0009-7430-5265.

Evaluating EFL Coursebooks in the Context of Curriculum Revisions: Insights from Pre-Service EFL Teachers

Esra KARAKUŞ[1]

Abstract

Recent curriculum revisions in Türkiye have endeavoured to align foreign language education more closely with communicative and learner-centred principles. As the primary interface between curriculum policy and classroom practice, coursebooks remain highly influential in shaping learning opportunities in English language education. Given their prominent role, exploring the perceived limitations of coursebooks warrants further investigation. In light of recent curriculum revisions, this exploratory qualitative study investigates pre-service EFL teachers' perceptions of the limitations of state-mandated coursebooks in addressing the pedagogical needs and linguistic empowerment of young learners. Drawing on their teaching practicum experiences, ten pre-service EFL teachers evaluated the Grade 2 and Grade 3 coursebooks using an ELT coursebook evaluation checklist and submitted reflection reports. A qualitative content analysis of these reports revealed a lack of meaningful communicative opportunities, characterized by controlled and repetitive speaking activities, limited spontaneous interaction, and insufficient authentic language use. The need for supplementary materials, such as realia, flashcards, games, storytelling activities, and digital tools, was also emphasized. Moreover, the findings indicated limited representation of intercultural perspectives and Global Englishes, highlighting the underrepresentation of different English varieties, accents, and cultural perspectives. Additionally, the vocabulary load and content density of the coursebooks were considered cognitively demanding for young learners. Furthermore, few opportunities for self-assessment, insufficient attention to learners' affective needs, and a lack of hands-on learning experiences emerged as key concerns. Overall, the findings suggest a degree of misalignment between the objectives of recent curriculum revisions and their representation in the evaluated coursebooks, thereby underscoring the need for materials that promote equity, represent diverse linguistic and cultural identities, amplify learner voice, and empower young learners as active participants in language education. Accordingly, the present study provides preliminary insights for future foreign language curriculum and materials development efforts.

Keywords: EFL coursebooks, coursebook evaluation, pre-service EFL teachers, young learners

[1]Dr., Niğde Ömer Halisdemir University, Faculty of Education, Department of English Language Teaching, E-mail: esrakarakus@ohu.edu.tr, ORCID: 0000-0001-7120-0083.

Who Benefits from Informal Digital Learning of English? Exploring Inequality in IDLE Practices[1]

Demet TURAN[2] **Ebru ŞİRE KAYA**[3]

Abstract

Informal Digital Learning of English (IDLE) has been widely celebrated as an accessible, learner-driven practice that extends language learning beyond formal educational settings. Positioned as flexible and democratizing, IDLE is assumed to provide equal opportunities for learners to engage with English through digital media. However, from a social justice perspective, this assumption remains underexamined. This study investigates whether IDLE contributes to equitable language learning outcomes or reproduces existing inequalities among learners. Drawing on a mixed-methods design, the study analyses the data from a structured IDLE implementation conducted in a university English preparatory program. The quantitative data were collected from 17 volunteer EFL learners through pre- and post-test measures of language proficiency and self-reported IDLE engagement. To explore differential outcomes based on the quantitative data, gain scores were compared across learners with varying levels of initial English proficiency and digital engagement. In addition, the qualitative data were gathered from a subset of highly engaged learners through interviews and reflective journals to understand the mechanisms underlying successful IDLE practices. The quantitative data were analysed using *SPSS 20*, whereas the qualitative data were examined and interpreted by means of content analysis. The findings reveal differential gains among learners, suggesting that IDLE does not benefit all students equally. Preliminary patterns indicate that learners with higher initial proficiency and more frequent engagement in digital practices tend to achieve greater improvement. The qualitative insights further suggest that these EFL learners possess higher levels of digital capital, enabling them to navigate and exploit informal learning opportunities more effectively. The study argues that unguided IDLE may reproduce inequalities despite expanding learning opportunities and contributing to discussions on equity and social justice in language education. Furthermore, pedagogical implications emphasize the need for structured support and guided participation to make IDLE practices more inclusive and equitable for diverse learner populations.

Keywords: informal digital learning of English (IDLE), social justice in language education, English preparatory program, equity and inequality

[1]This study was derived from the doctoral dissertation of Demet Turan conducted in the Department of English Language Teaching, Faculty of Education, Çukurova University.

[2]*Corresponding Author*: Dr., Niğde Ömer Halisdemir University, School of Foreign Languages, E-mail: demetturan@ohu.edu.tr, ORCID: 0000-0001-5251-8248.

[3]Asst. Prof. Dr., Çukurova University, Faculty of Education, English Language Teaching, E-mail: ebrusire@gmail.com, ORCID: 0000-0002-7358-2211.

The Story of Akabi by Vartan Pasha: A Case of Inter-Cultural Translation and an Introduction to the Novel as a Genre

Muazzez USLU[1]

Abstract

Traditional Ottoman literary historiography often relies on a homogeneous framework, more often than not ignoring the complexity of hybrid texts. This study singles out Vartan Pasha's 1851 Armeno-Turkish novel *The Story of Akabi* (*Akabi Hikâyesi*) to address the question how novel as a genre utilizes translation mechanisms to strip itself out of the socio-political transformations of the 19th-century Ottoman "nation system" and challenge monovocal canon narratives. It suggests that it functions as a site of cultural translation adapting the classical *Layla and Majnun Masnavi* into modern sectarian conflict, while its dual interlingual and intralingual character proves the Ottoman literary system functioned as an intercultural melting pot as Paker (2002) argues in the expansive boundaries of Ottoman concept of "tercüme". The methodology relies on historical tracking to chart the introduction of the novel across dual literary traditions of Armenian and Ottoman, as it is utilized in the frameworks by G. Gonca Gökalp (2000). Moreover, Pym's (2000) concept of "inter-cultures" is applied to explore overlapping literary, scriptural and religious spaces. The results reveal that the tragic romance between the Catholic Akabi and Gregorian Hagop structurally mirrors the socio-religious fissures of the 1830 Catholic-Armenian schism among Ottoman minorities. By transposing the tribal friction of *Layla and Majnun* onto urban sectarian dogmas, the novel executes a profound cultural translation. Furthermore, its transliterations from Ottoman Script into modern Latin alphabet make it a culminating example with a glossary for the readers of modern Turkish. Ultimately, this study confirms that the story is a scene of the hybrid intercultural zone provided by Ottoman Literary intercultural system, proving that translation practices and minority literatures were foundational, co-creative elements of a pluralistic Ottoman literary system as well as challenging its dominant cultural supremacy in alignment with the definition of cultural translation by H. Bhabha (1994).

Keywords: cultural translation, intercultures, novel

[1]Asst. Prof. Dr., Muğla Sıtkı Koçman University, Faculty of Letters, Department of Translation and Interpreting, E-mail: muslu@mu.edu.tr, ORCID: 0000-0001-6546-738X.

A Comparative Qualitative Study of English Language Teacher Well-Being: Exploring Professional Experiences in Turkey, South Korea, and Poland

Bengü AKSU ATAÇ[1] **Şule CANDOĞAN**[2]

Abstract

Teacher well-being is a complex, culturally situated phenomenon that significantly impacts the quality of education and professional longevity. In English Language Teaching (ELT), practitioners navigate a unique space where global pedagogical standards meet local institutional pressures. While quantitative research has measured well-being levels, there is a lack of deep, narrative-driven studies comparing how teachers from diverse cultural backgrounds perceive and sustain their professional health. This study adopts a qualitative multiple case study design to explore the lived experiences of secondary school English teachers in three distinct educational landscapes: Turkey, South Korea, and Poland. Grounded in Positive Psychology in SLA—specifically utilizing Seligman's PERMA Model—and Teacher Ecology Theory, the research analyses how individual teachers interact with their school environments, national policies, and broader cultural values. The data will be collected from 30 experienced English teachers through semi-structured narrative interviews focusing on "Critical Incidents" and written narrative frames. The data will be analysed using Interpretative Phenomenological Analysis (IPA) to identify both shared "Universal Themes" and "Culture-Specific Themes" unique to each nation. By exploring South Korea's high-stakes testing culture (Edu-fever), Poland's European reform agenda, and Turkey's centralized education system, this study integrates distinct national contexts to investigate teacher resilience. Through this cross-continental mapping, the research seeks to fill a significant gap in comparative ELT literature and offer strategic insights into effective teacher coping mechanisms across diverse cultural settings.

Keywords: teacher well-being, positive psychology, ELT, comparative qualitative study

[1]*Corresponding Author*: Assoc. Prof. Dr., Nevşehir Hacı Bektaş Veli University, Faculty of Education, Department of English Language Teaching, E-mail: benguaksuatac@nevsehir.edu.tr, ORCID: 0000-0002-4063-1021.

[2]MA Student, Nevşehir Hacı Bektaş Veli University, Institute of Social Sciences, Department of English Language Teaching, E-mail: candogansule1@gmail.com, ORCID: 0009-0007-6375-399X.

Pre-service English Teachers' Perceptions of Equity and Inclusion: Integrating Social Justice into ELT Teacher Education

Bengü AKSU ATAÇ[1] **Fatmanur ERİŞ**[2]

Abstract

In an increasingly diverse globalized world, English Language Teaching (ELT) classrooms function not only as spaces for linguistic instruction but also as critical sites for social negotiation. Consequently, contemporary language teacher education programs are progressively tasked with preparing future educators to navigate issues of equity, inclusion, and systemic marginalization. This study investigates pre-service English language teachers' perceptions of equity and inclusion, exploring the extent to which social justice concepts are integrated into their teacher education curriculum. Employing a mixed-methods research design, the data were collected from 120 senior pre-service ELT teachers through a Likert-scale questionnaire assessing their attitudes toward inclusive education, followed by semi-structured interviews with 15 participants to gain deeper qualitative insights. The quantitative findings revealed a high level of conceptual awareness regarding equity; however, qualitative data indicated a significant gap between theoretical knowledge and pedagogical implementation. The participants expressed a strong commitment to fostering inclusive classrooms but highlighted a lack of practical training, materials, and pedagogical strategies within their current teacher preparation programs to address social inequalities effectively. The study underscores the urgent need for a systemic curriculum reform in ELT teacher education that moves beyond surface-level discussions of diversity toward an action-oriented, critical social justice pedagogy. Ultimately, this research offers actionable insights for teacher educators and curriculum designers striving to empower future language teachers as agents of social justice and equity.

Keywords: ELT teacher education, social justice pedagogy, equity and inclusion, pre-service teachers, critical language awareness

[1]*Corresponding Author*: Assoc. Prof. Dr., Nevşehir Hacı Bektaş Veli University, Faculty of Education, Department of English Language Teaching, E-mail: benguaksuatac@nevsehir.edu.tr, ORCID: 0000-0002-4063-1021.

[2]MA Student, Nevşehir Hacı Bektaş Veli University, Institute of Social Sciences, Department of English Language Teaching, E-mail: fatmanureris@gmail.com, ORCID: 0009-0008-5461-0505.

Ethical Decision-Making in Inclusive ELT: Pre-service Teachers' Responses to Classroom Dilemmas

Aleyna GÜRSOY KAYGIN[1] **Hasan BEDİR**[2]

Abstract

Inclusive English language teaching requires teachers to make ethically informed decisions in classrooms shaped by diverse learner needs, linguistic backgrounds, access conditions, and participation patterns. Previous research on inclusive and socially just teacher education suggests that pre-service teachers may experience uncertainty in responding to classroom situations in which fairness, inclusion, learner voice, and professional responsibility intersect. This qualitative study aims to explore how pre-service EFL teachers respond to ethical dilemmas situated in inclusive ELT contexts. More specifically, it will investigate the ethical issues they identify, the decisions they propose, and the values or principles that guide their reasoning. The participants will be approximately 30–40 pre-service EFL teachers studying in the English Language Teaching department of a state university in Türkiye. The data will be collected through an open-ended ethical dilemma response form. The form will include classroom scenarios related to issues such as digital access, translanguaging, accent discrimination, speaking anxiety, and multilingual learner inclusion. The participants will be asked to read each scenario and provide written responses explaining the main ethical issue, their possible teacher response, and the needs, rights, or voices that should be considered. Thematic analysis will be used to analyse the data to identify recurring patterns in the participants' ethical reasoning and inclusive pedagogical awareness. To enhance trustworthiness, expert opinion will be sought for the response form, the form will be piloted before data collection, a sample of the coding will be reviewed by another researcher, and participant quotations will be used to support the findings. The study is expected to contribute to discussions on professional ethics, inclusive pedagogy, and social justice-oriented language teacher education.

Keywords: inclusive ELT, ethical decision-making, pre-service ELT teachers, teacher education

[1]*Corresponding Author*: Lect., Kırşehir Ahi Evran University, School of Foreign Languages, E-mail: aleyna.gursoykaygin@ahievran.edu.tr, ORCID: 0000-0002-9570-0696.

[2]Prof. Dr., Çukurova University, Faculty of Education, Department of English Language Teaching, E-mail: hbedir@cu.edu.tr, ORCID: 0000-0001-7456-8748.

Why Do Students Go Silent? Exploring Silence in the Language Classroom through Open-Ended Questionnaires

Gülcan OSOYDAN[1]

Abstract

Silence is a common yet often misunderstood phenomenon experienced by teachers in language classrooms. Although active participation is often associated with successful learning, many students choose to remain silent, particularly during speaking activities, due to various underlying factors. However, some scholars argue that silence does not necessarily indicate disengagement or incompetence (Tsui, 1996; King, 2013). While previous research has commonly examined anxiety and lack of participation in general EFL classrooms, learners' own accounts of silence within English for Specific Purposes (ESP) contexts remain significantly underexplored. To address this gap, this study aims to explore the reasons behind student silence by focusing on the emotional, cognitive, and social experiences of non-language majors who are often overlooked in traditional ELT research. This study adopts a qualitative research design to examine participants' personal experiences and perspectives. The participants consist of approximately 30 second-year undergraduate students enrolled in a Gastronomy and Culinary Arts program, who are taking an English speaking course. The proficiency level of the participants ranges from A1 to A2. The data will be collected through an open-ended questionnaire distributed via *Google Forms*, allowing participants to reflect deeply on their thoughts, feelings, and moments of silence. The data will be analysed using thematic analysis to identify common themes and patterns. By exploring these unique participant perspectives, this study hopes to contribute to the field by providing an in-depth understanding of learner silence in specialized learning environments, highlighting the reasons why students decide not to speak. The findings are expected to offer pedagogical implications for constructing more supportive and inclusive speaking environments in both general and ESP language classrooms.

Keywords: learner silence, anxiety in EFL classrooms, classroom dynamics, student participation

[1]Lect., Sivas Cumhuriyet University, School of Foreign Languages, E-mail: gosoydan@gmail.com, ORCID: 0009-0003-0880-2251.

"I Am Side Questing!": The Migration of Gaming Terminology into Gen Z Everyday Discourse

Bedirhan Berk ORAN[1]

Abstract

Digital cultures increasingly shape how young people communicate, and video gaming has emerged as a significant source of lexical innovation. Terms such as NPC, main character, lore, side quest, and grinding, once seen only as gaming terminology, are now frequently used by Generation Z speakers to describe everyday experiences, relationships, and social behaviour. This study explores how gaming terminology has moved beyond its original context and become integrated into contemporary everyday discourse. Drawing on Ensslin's (2011) concept of ludolect and research on neologisms and semantic change, the study investigated three questions: (1) how Gen Z speakers use gaming terminology in everyday communication, (2) which morphological processes characterize these terms, and (3) what semantic shifts occur when gaming vocabulary is used outside gaming contexts. The study employs a qualitative corpus-based design. A digital corpus of 200 publicly available posts from *Reddit* and *X*, collected between January and December 2025, was compiled to identify gaming-related terms appearing in non-gaming contexts. The corpus data underwent morphological analysis based on Bauer's (1983) framework of word formation and semantic analysis using Blank's (1999) typology of semantic change. By examining the movement of gaming vocabulary into mainstream communication, this study contributes to ongoing discussions of language change, digital discourse, and English language education. It highlights the role of online communities and social media platforms in accelerating lexical innovation and demonstrates how gaming culture increasingly influences contemporary English beyond gaming environments.

Keywords: ludolect, gaming discourse, semantic change, social media discourse

[1]Res. Asst., Bartın University, Faculty of Humanities and Social Sciences, Department of Translation Studies, E-mail: b.berkoran@gmail.com, ORCID: 0000-0002-4180-2320.

Adapting Cultural Intelligence for Effective Cross-Cultural Collaboration in Online Learning Contexts

Meryem AKÇAYOĞLU[1] **Azra TAJHIZI**[2]

Abstract

In an increasingly globalized educational landscape, cultural intelligence has become a key component for effective cross-cultural collaboration in online learning environments. This qualitative study investigated how learners from diverse cultural backgrounds experience and develop cultural intelligence during collaborative online learning activities, and how this influences communication, teamwork, and learning engagement. The study was grounded in the Cultural Intelligence (CQ) framework and social constructivist learning theory. A qualitative research design was employed, using semi-structured interviews and reflective journals as primary data sources. The participants included international university students enrolled in fully online collaborative courses. The data were analysed thematically to identify recurring patterns related to cultural awareness, adaptation strategies, and challenges in intercultural interaction. The findings indicated that cultural intelligence played a significant role in shaping learners' ability to navigate misunderstandings, negotiate meaning, and build trust in virtual teams. However, participants also reported barriers such as language differences, differing communication styles, and varying expectations of group work. The results further revealed that structured instructor support and explicit intercultural training enhanced students' ability to collaborate effectively across cultures. This study attempts to contribute to the growing body of research on intercultural competence in digital education by offering empirical insights into how cultural intelligence is enacted in online collaborative settings. It also provides implications for educators seeking to design more inclusive and culturally responsive online learning environments that foster global citizenship.

Keywords: cross-cultural collaboration, online learning, intercultural competence, inclusive education, global citizenship

[1]*Corresponding Author*: Assoc. Prof. Dr., Mardin Artuklu University, Faculty of Letters, Department of Translation and Interpreting, E-mail: meryemakcayoglu@artuklu.edu.tr, ORCID: 0000-0002-4761-4160.
[2]Lect., Maragheh University, Department of English Language Teaching, E-mail: azra.tj@gmail.com, ORCID: 0000-0001-8281-9914.

From Emergency Remote Teaching to the AI Era: Lessons Learned for EFL Lecturers' Professional Identity and Voice

Ezgi ÖKSÜZ[1]

Abstract

Institutional support systems for language educators remain a critical area of study in the aftermath of the digital transformation that began with the COVID-19 pandemic. A new era of change driven by Generative Artificial Intelligence (GenAI), which is reshaping teaching and learning and placing renewed demands on professional adaptation, continues to challenge educators before they have had a chance to rethink their pedagogical practices and professional identities. This study serves as a longitudinal follow-up to a mixed-methods dataset originally collected during Emergency Remote Teaching (ERT), comprising a teacher survey and semi-structured interviews with 12 volunteers. Building on these earlier findings, the study will examine how EFL instructors navigate continuing digital transformation. Follow-up semi-structured interviews with a purposive subsample of active language instructors from the original cohort will provide an opportunity to revisit these experiences in the context of the GenAI era. The qualitative data from both periods will be coded and analysed through the lens of critical digital pedagogy, evaluating the dataset without assuming direct equivalence between the two technological contexts. The combination of past and present reflections may reveal deep-seated tensions surrounding shifting professional identities, institutional alienation, and the preservation of instructional voice. In this paper, I will demonstrate how unaddressed baseline vulnerabilities from past crises can further erode educators' professional autonomy during periods of rapid technological acceleration. Ultimately, I will argue that empowering EFL lecturers in the GenAI era calls for a systemic shift in institutional policy that extends beyond mere technical training; instead, institutions must actively promote fair and equitable conditions where human-centred pedagogy and teacher voice co-construct the integration of technology, so that educators remain autonomous agents who actively shape, rather than solely implement, digital educational frameworks.

Keywords: EFL teacher identity, teacher voice, generative AI, longitudinal study, critical digital pedagogy

[1]Lect., Çukurova University, School of Foreign Languages, E-mail: ezgicelebi@cu.edu.tr, ORCID: 0000-0001-8529-1676.

Ritual, Caste, and the Silenced Female Body: A Feminist Critical Discourse Analysis of Premchand's "Kafan" and "Mandir"

Canan YOĞURT[1]

Abstract

This paper examines the representation of subaltern women in Munshi Premchand's short stories "Kafan" (कफ़न, "The Shroud") and "Mandir" (मंदिर, "The Temple") through feminist critical discourse analysis. It argues that caste, poverty, patriarchy, and ritual authority work together to produce the female body as a site of silence, disposability, and denied dignity. Rather than treating ritual as a purely religious practice, the study reads it as a social discourse that regulates women's bodies, voices, and access to recognition. While "Kafan" locates the silenced female body within the domestic and funerary economy of poverty, "Mandir" places it at the threshold of a sacred space structured by caste-based exclusion. In "Kafan," Budhiya's reproductive suffering and death are mediated largely through narrative absence and male speech; in "Mandir," Sukhiya's attempt to enter a temple with her sick child directly challenges caste-based religious exclusion. The comparison therefore foregrounds two related forms of silencing: the erasure of a woman's bodily pain within domestic poverty and the refusal of a caste-oppressed mother's voice within a sacred public space. Methodologically, the paper focuses on narrative voice, lexical choices, agency, spatial exclusion, and the symbolic function of ritual practices. The shroud in "Kafan" and the temple in "Mandir" are read as discursive sites where social inequality is both naturalised and exposed. Premchand's stories reveal how everyday discourses of caste purity, ritual duty, male authority, and poverty regulate women's bodies and restrict their access to recognition, compassion, and justice. In this reading, silence becomes not a sign of passivity, but a narrative site where Premchand exposes the intertwined violence of caste, poverty, ritual authority, and patriarchy.

Keywords: feminist critical discourse analysis, caste, ritual, female body, Hindi literature

[1]Dr., Çukurova University, School of Foreign Languages, E-mail: yogurtcanan@gmail.com, ORCID: 0000-0002-6841-108X.

AI-Assisted English Language Learning in Multilingual Classrooms: Equity, Access, and Learner Support in Under-Resourced Contexts

Manzoor AHMAD[1]

Abstract

English language learning (ELL) is being transformed by Artificial Intelligence (AI) through personalized instruction, adaptive feedback, and multilingual learning support. While AI has demonstrated significant potential to improve language learning outcomes, existing research has largely focused on technologically advanced educational settings, leaving multilingual and under-resourced classrooms comparatively underexplored. This gap raises important concerns regarding educational equity, digital inclusion, and the ability of AI to support learners facing linguistic, technological, and socio-economic challenges. This paper examines the potential of AI-assisted English language learning to promote equitable access and learner support in multilingual classrooms operating under resource constraints. Using a conceptual and critical review approach, the study employs a purposive review of recent peer-reviewed research, policy documents, and scholarly literature on AI-assisted language learning, multilingual pedagogy, responsible AI, and digital inclusion. The discussion is grounded in the principles of Computer-Assisted Language Learning (CALL) and multilingual pedagogy, which provide the theoretical foundation for examining equitable AI integration in English language education. The paper explores how AI-driven technologies, including intelligent tutoring systems, generative AI, adaptive learning platforms, and multilingual conversational agents, can facilitate personalized instruction, language scaffolding, formative feedback, and inclusive learning experiences. It also addresses key challenges such as inadequate digital infrastructure, limited connectivity, unequal access to devices, algorithmic bias, teacher preparedness, and concerns related to ethics, privacy, and responsible AI governance. The paper emphasizes the need for context-sensitive AI integration that strengthens equitable access, multilingual learner support, and inclusive English language learning in under-resourced educational settings. It proposes a conceptual framework for equitable AI integration grounded in multilingual pedagogy, digital inclusion, and responsible educational practice. The study concludes that sustainable AI adoption requires investment in infrastructure, teacher professional development, culturally responsive design, and inclusive policy frameworks. It contributes to current discussions on AI-assisted language education by offering practical and policy-oriented insights for educators, researchers, and policymakers working in multilingual and under-resourced contexts.

Keywords: artificial intelligence (AI), English language learning (ELL), multilingual classrooms, educational equity

[1]PhD Candidate, Aligarh Muslim University, Department of Linguistics, E-mail: manzoor.ahmad4024@gmail.com, ORCID: 0009-0008-1057-5023.

A Case Study: A Self-Evaluation of Teacher Talk in an EFL Classroom Using Walsh's SETT Framework

Burcu YALDIZ[1] **Naile CANLI CİNGÖZ**[2]

Abstract

Teacher talk plays a crucial role in shaping learner participation and language development, although teachers rarely get the opportunity to rigorously investigate how their interactional choices in the moment correspond with their educational goals (Walsh, 2011). This case study fills that gap through a self-evaluation of teacher talk in an English as a Foreign Language (EFL) classroom, contributing to ongoing conversations in language teacher education on reflective practice. The study adopts a qualitative, discourse-analytic research design. A three-hour Listening and Speaking class was held with pre-intermediate learners (ages 18-21) in a Turkish university preparatory program. The class was audio-recorded and fully transcribed. The transcript served as the primary data source and was analysed through Walsh's (2011) Self-Evaluation of Teacher Talk (SETT) framework. The analysis proceeded in two stages: first, the transcript was segmented and coded across four SETT modes—classroom context, skills and systems, materials, and managerial; second, teacher and learner turns within each mode were examined for interactional features (e.g., questioning type, feedback, wait time, turn allocation) to assess alignment between stated pedagogical goals and actual classroom discourse. The results show recurrent patterns of mode convergence supported extended learner turns and negotiation of meaning. However, mode divergence, such as extended teacher turns, excessive echoing, and limited wait time, hindered learner-initiated interaction. The findings highlight the importance of continuous alignment between pedagogical aims and interactional practice in effective teacher talk and contribute to wider efforts to develop teachers' Classroom Interactional Competence (CIC). The study has practical implications for teacher reflection. The use of SETT as a formal self-evaluation technique can help instructors develop more awareness of their interactional choices, which eventually leads to fairer and learner-centred classrooms.

Keywords: SETT framework, teacher talk, classroom interactional competence, classroom discourse, learner participation

[1]*Corresponding Author*: Lect., Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, E-mail: burcuyaldizb@gmail.com, ORCID: 0000-0002-2436-6491.

[2]Dr., Konya Technical University, Foreign Languages Coordination Office, E-mail: ncanli@ktun.edu.tr, ORCID: 0000-0001-6367-6348.

The Language of Collapse: Power, Justice, and Inequality in J. G. Ballard's *Hello America*

Dilek TÜFEKÇİ CAN[1]

Abstract

James Graham Ballard (1930-2009), an English novelist, essayist, and satirist, is recognized for fiction that provocatively explores the intersections of human psychology, technology, sexuality, and mass media. Initially writing in the American and British science fiction traditions and associated with post-apocalyptic narratives, Ballard employed a relatively conventional style; however, he later developed techniques to blur the boundaries between fiction and reality. His 1981 science fiction novel *Hello America* centres on an expedition to North America, which has become uninhabitable due to ecological disaster following an energy crisis. Set in 2114 AD, the narrative follows the European steamship SS Apollo as it travels to America to investigate the cause of increased radioactive fallout in England. The novel, particularly in its conclusion, implies a continued European dependence on America and offers a parody of American culture and power. This paper analyses *Hello America* through the frameworks of critical discourse analysis developed by Norman Fairclough, Michel Foucault, and Teun A. van Dijk, focusing on how language operates as an instrument of oppression. Language functions as a mechanism of power, actively constructing social hierarchies rather than merely describing them. Instead of portraying ecological collapse as an isolated environmental event, Ballard reveals the enduring influence of ideological structures that perpetuate inequality even after civilization's decline. This paper concludes that *Hello America* contends that achieving social justice requires more than ecological restoration; it necessitates transforming the discursive systems that legitimize inequality and suppress alternative perspectives.

Keywords: J. G. Ballard, discourse, power, justice, inequality

[1]Assoc. Prof. Dr., Balıkesir University, Faculty of Education, Department of English Language Teaching, E-mail: tufekci@balikesir.edu.tr, ORCID: 0000-0001-8067-6032.

From Referent to Sign: Authentic Voice as Commodity in Natasha Brown's *Assembly* and *Universality*

Cihan YAZGI[1]

Abstract

How does the contemporary literary marketplace consume the very authenticity it demands? To answer this question, this paper will argue that Natasha Brown's *Assembly* (2021) and *Universality* (2025) constitute a deliberate diptych that traces the transformation of authenticity from an embodied referent into a marketable sign, exposing the mechanisms through which literary institutions solicit, authenticate, and ultimately commodify marginalized voices in the name of diversity and inclusion. Read together, the novels reveal a transformation in the meaning of authenticity itself. In *Assembly*, authenticity remains anchored to a referent—a racialized body and an irreducible lived history—articulated through lyric interiority. In *Universality*, by contrast, authenticity detaches from lived experience and becomes a transferable, marketable sign, exemplified by the counterfeit gold bar and the strategic recoding of a white character as Black for broader appeal. Through close reading, the paper will analyse this transformation across three interconnected registers: the institutional performance of inclusion within corporate and literary cultures; the formal strategies that convert persons into products; and the rhetoric that naturalizes commodification as common sense. Drawing on Baudrillard, Ahmed, Spivak, and Banet-Weiser, while keeping textual analysis in the foreground, the paper will argue that Brown's fiction exposes a cultural economy in which class is systematically omitted while race is abstracted into a consumable category, suggesting that these processes are driven less by racial motives than by the commercial imperatives of the literary marketplace. Ultimately, the paper will demonstrate how Brown's novels reconceptualize voice as a contested site where representation, equity, and commercial value converge, questioning whether contemporary literary institutions can empower marginalized voices without simultaneously commodifying them.

Keywords: *Assembly*, *Universality*, commodification of authenticity, literary marketplace, metafiction

[1]Asst. Prof. Dr., Ankara Hacı Bayram Veli University, Faculty of Letters, Department of English Language and Literature, E-mail: cihan.yazgi@hbv.edu.tr, ORCID: 0000-0001-5914-156X.

Teaching Voice, Not Just English: *The Voice Cycle* in the University Preparatory EFL Classroom

Kübra YAZGI[1]

Abstract

In language education, voice is often treated as the outcome of learning: once students acquire sufficient vocabulary and grammar, meaningful communication is expected to follow. My experience as a university preparatory EFL instructor suggests otherwise. Many students arrive with the linguistic potential to communicate, yet struggle to formulate ideas, justify opinions, evaluate evidence, and engage critically with perspectives different from their own—even in their native language. If learners are expected to have a voice, how can language classrooms help them develop one? This paper will argue that voice should be viewed not as the product of language learning but as one of its primary objectives. To address this challenge, it introduces *The Voice Cycle,* a four-stage pedagogical framework that moves learners from encountering ideas through purposeful reading and listening, to interrogating ideas through guided reflection, negotiating ideas through collaborative dialogue, and finally articulating ideas through speaking and writing. Within this framework, authentic texts and media become catalysts for critical engagement, exposing learners to diverse perspectives while modelling reasoned argumentation. Building on this foundation, learners engage in scaffolded practices—including dialogic discussions, debates, opinion essays, collaborative inquiry, and digital storytelling—that support them in constructing arguments, responding to alternative viewpoints, and communicating their own ideas with confidence. Together, these practices reimagine the university preparatory EFL classroom as a microcosm of society where students learn to listen critically, question assumptions, negotiate meaning, and participate constructively in dialogue before they are expected to do so in academic and civic life. In this sense, social justice is not an additional classroom topic but a pedagogical commitment enacted through equitable opportunities for learners to question, respond, negotiate meaning, and be heard. Participants will leave with *The Voice Cycle* and practical strategies for cultivating learner agency, inclusive participation, and meaningful dialogue.

Keywords: learner voice, argumentation, critical literacy, university preparatory EFL, dialogic pedagogy

[1]Lect., Middle East Technical University, School of Foreign Languages, E-mail: kyazgi@metu.edu.tr, ORCID: 0000-0002-0488-7310.

EFL Instructors' In-Service Training Needs for Teaching Students with Visual Impairments in Higher Education[1]

Zafer ÜSTÜNBAŞ[2] **Ayşegül Amanda Jane Audrey YEŞİLBURSA[3]**

Abstract

Teaching English to students with visual impairments (SVIs) requires EFL instructors to make reasonable instructional accommodations and adapt their classroom practices. However, instructors without prior experience in this area may lack the necessary methodological knowledge and awareness, and EFL instructors have reported significant pedagogical and affective unpreparedness when teaching SVIs. In this respect, in-service training is of paramount importance to promote equity and support a more inclusive language classroom in higher education. The purpose of this study is to present preliminary findings from a needs analysis conducted as part of an ongoing doctoral dissertation on EFL instructors' in-service training needs. The study adopted a mixed-methods design in which the quantitative and qualitative phases partially overlapped. In the quantitative stage, 201 tertiary-level EFL instructors responded to a needs analysis survey; in the qualitative stage, a subsample of 15 has participated in semi-structured interviews to date, with data collection ongoing. Quantitative findings revealed a notable gap between instructors' attitudes and their perceived competence: instructors reported markedly positive attitudes toward inclusive practice and a strong demand for training, while rating their theoretical knowledge, institutional support, and practical/application skills considerably lower. Preliminary review of the qualitative data suggests a similar pattern, which will be further substantiated through thematic analysis. Overall, these preliminary findings point to a clear need for structured, needs-based in-service training and institutional support.

Keywords: EFL instructors' preparedness, in-service teacher training, inclusive language education, needs analysis, students with visual impairments

[1]This study reports the needs analysis phase of an ongoing PhD dissertation that aims to develop a needs-based in-service training program for EFL instructors teaching students with visual impairment.

[2]*Corresponding Author*: Lect., Bolu Abant İzzet Baysal University, School of Foreign Languages, Department of Foreign Languages, E-mail: zaferustunbas@ibu.edu.tr, ORCID: 0000-0003-2687-4892.

[3]Prof. Dr., Bursa Uludağ University, Faculty of Education, Department of Foreign Language Education, E-mail: ayesilbursa@uludag.edu.tr, ORCID: 0000-0002-4884-7388.

Who Gets to Be a Good Teacher? Female EFL Instructors' Identity Construction in Turkish Higher Education

Emine DEMİR OKUMUŞ[1]

Abstract

This narrative inquiry examines how female English as a Foreign Language (EFL) instructors in Turkish higher education construct their professional identities in relation to dominant ideologies of the "good language teacher." While such ideals are often treated as neutral descriptors, they are socially constructed judgments shaped by native-speakerism, gendered expectations, institutional hierarchy, and the authority to evaluate. Female instructors remain an underrepresented group in higher education research, and their experiences of being measured against, internalizing, or resisting these ideals are seldom foregrounded. The study adopts a poststructuralist theory of identity and power (Norton, 2013; Weedon, 1997), which conceptualizes identity as multiple, contested, and continually (re)constructed through relations of power, a lens well suited to interrogating how judgments of teaching quality are produced and by whom. Native-speakerism, emotional labour, and narrative as empowerment are engaged as situated expressions of this framework. The study adopts Clandinin and Connelly's (2000) three-dimensional narrative inquiry space. It seeks to investigate how participants narrate their trajectories toward becoming a "good" teacher, what representations of good and bad learners and teachers they carry from their schooling, and whom they identify as the arbiters of such judgments. Data were generated from eight female EFL instructors across preparatory programs through a reflective writing prompt, two in-depth narrative interviews per participant, and a member-checking restorying session in which participants co-authored their portrayals. Analysis combined restorying with thematic narrative analysis, attending to emotion talk as evidence of identity work. Findings illuminate how ideological standards of teaching quality are reproduced, negotiated, and contested in instructors' self-perceptions and how narrative itself opens possibilities for voice and empowerment. The study offers implications for female academics' professional development and well-being, as well as for higher education language policy in Türkiye.

Keywords: teacher identity, narrative inquiry, poststructuralist theory, female EFL teachers, positionality

[1]Lect., Çukurova University, School of Foreign Languages, E-mail: demiremine@cu.edu.tr, ORCID: 0000-0002-8634-7253.

The Language of Crisis: A Multimodal Critical Discourse Analysis of Economic Inequality in Turkish Satirical Magazines

Muhammed Göktürk İKİNCİ[1]

Abstract

This study examines how Turkish satirical magazines—*Leman*, *Uykusuz*, and *Penguen*—represented economic crisis and class inequality between 2000 and 2018. Situated explicitly within a critical discourse analysis framework, and more specifically Multimodal Critical Discourse Analysis (MCDA), the research treats the political cartoon as a persuasive semiotic mode in which visual and verbal codes work together to make phenomena such as inflation, price hikes, unemployment, and the struggle for subsistence visible within the public sphere. Adopting discourse analysis as its central methodological and theoretical lens, the study investigates how meaning, ideology, and power are constructed through the interplay of language and image. Through irony, exaggeration, and metaphor, cartoons construct a distinctly class-based discourse, juxtaposing the everyday speech of the lower classes against the official discourse of power and elites, thereby exposing dimensions of economic injustice that are otherwise rendered invisible. The analysis focuses on a purposive selection of cartoons published across this period, addressing recurring themes such as the representation of poverty, the erosion of purchasing power, minimum-wage debates, indebtedness, and the widening gap between rich and poor. By analysing how these themes are encoded simultaneously at the visual and textual levels, the study demonstrates how humour functions not merely as entertainment but as a discourse of social justice that critiques class inequality and amplifies the voices of working-class communities. Findings suggest that satirical cartoons operate as a form of counter-discourse that reframes economic crisis as a matter of structural injustice rather than individual fate, positioning the cartoon as a legitimate site of critical discourse inquiry into class and power relations within applied linguistics.

Keywords: multimodal critical discourse analysis, economic inequality, class discourse, political cartoons, social justice

[1]MA Student, Erciyes University, Graduate School of Social Sciences, Department of Eurasian Studies, E-mail: gokturkikinci@gmail.com, ORCID: 0009-0005-1047-1265.

Claiming Voice through English: International Students, Linguistic Injustice, and Identity Negotiation in Turkish Higher Education

Hatice ALTUN[1]

Abstract

This empirical study investigates the relationship between language, identity, and power in the classroom experiences of international students in Türkiye. Specifically, it explores how students use English as a resource for voice, resistance, and identity negotiation in educational spaces governed by Turkish-dominant monolingual norms. The study was conducted at a public university with five international students who had completed a one-year Turkish preparatory programme and were enrolled in 30% English-medium departments, where selected courses were expected to be delivered in English. However, participants reported that instructors frequently used Turkish as the main language of classroom interaction and explanation. While this practice was largely accepted by the majority Turkish-speaking students, it created difficulties for international students by limiting access to academic content, participation, and belonging. Methodologically, the study adopts a qualitative research design. Data were collected over eight weeks through students' personal accounts and three interview sessions with the five participants. The data were analysed through qualitative discourse analysis, focusing on how students narrated exclusion, constructed linguistic identities, represented classroom power relations, and described their responses to Turkish-dominant instruction. Particular attention was paid to moments when instructors' use of Turkish functioned as institutional and linguistic authority, especially when communication broke down and opportunities for negotiation of meaning were limited. The findings suggest that English operated as a counter-resource through which students asserted competence, supported one another, negotiated meaning, and resisted being positioned as silent, deficient, or peripheral classroom members. Rather than functioning only as a medium of instruction, English became a means of claiming legitimacy and challenging monolingual classroom norms. The study contributes to discussions on language, identity, and linguistic justice by showing how international students confront exclusion in multilingual higher education. It calls for pedagogical practices that recognise multilingual identities, equitable participation, and students' full linguistic repertoires.

Keywords: international students, language ideology, identity negotiation, linguistic justice, multilingual higher education

[1]Asst. Prof. Dr., Pamukkale University, Faculty of Education, Department of English Language Teaching, E-mail: haticealtun@gmail.com, ORCID: 0000-0003-4096-4018.

Institutional Belonging and Professional Identity of International EFL Instructors at a University Preparatory School: A Phenomenological Study[1]

Demet EMRE TALAY[2] **Seyfi KENAN**[3]

Abstract

In today's globalizing world, with evolving economic and transforming social structures, higher education institutions worldwide are seeking to keep pace with the demands of global transformation, which is also essential to build prestige and remain competitive. The growth of internationalization of higher education has increased the presence of international instructors in universities, creating diverse and multicultural environments. However, research on international academics in Türkiye is relatively limited, particularly in the context of institutions, and less is known about international English as a Foreign Language (EFL) instructors, especially among those working at a tertiary School of Foreign Languages. This study aims to understand the institutional belonging and professional identity transformations of international instructors within a state university environment in Türkiye. Employing a phenomenological study design, a qualitative research method, the study focuses on 17 international instructors representing diverse backgrounds at a single university. Data were gathered through face-to-face, semi-structured interviews conducted with participants selected via purposive sampling. The findings are expected to shed light on how international instructors experience a sense of belonging and perceive their professional identities in the context of Turkish higher education, thereby contributing to the limited literature on international instructors in Türkiye and to broader discussions of institutional belonging and professional identity among international instructors in the higher education context.

Keywords: institutional belonging, professional identity, higher education

[1]This study is a revised version of a chapter from the corresponding author's ongoing and unpublished MA thesis titled "A Case Study on Institutional Belonging, Professional Identity, and Adaptation Experiences of Foreign Academics: Institutional Operations, Organizational Culture, and Pedagogical Practices in a Preparatory School", supervised by Prof. Dr. Seyfi KENAN, to be submitted to the Department of International and Comparative Education, The Graduate School of Educational Sciences, Marmara University, in 2026.

[2]*Corresponding Author*: MA Student, Marmara University, Institute of Educational Science, Department of International and Comparative Education, E-mail: demeetemre@hotmail.com, ORCID: 0009-0000-3743-7917.

[3]Prof. Dr., Marmara University, Faculty of Education, International and Comparative Education, E-mail: seyfi.kenan@marmara.edu.tr, ORCID: 0000-0002-3773-7693.

Beyond Blaming the System: Foreign Language Learning Failure in Turkey as an Emergent Property of a Complex Dynamic Ecology

Sezer Alper ZEREYALP[1]

Abstract

Public and scholarly debate on the persistent underachievement of foreign language, and particularly English, education in Turkey has long gravitated toward single-cause explanations such as an ineffective methodology, a grammar-dominated curriculum, or under-prepared teachers graduating from education faculties. At times, reforms have tended to follow the same linear logic, most visibly in the repeated expansion of instructional hours. Yet measured proficiency has remained low and largely flat, even as households invest heavily in private tuition. This conceptual paper argues that the explanatory frame is itself part of the problem. Drawing on complex dynamic systems theory (Larsen-Freeman & Cameron, 2008) and the ecological perspective on language learning (van Lier, 2004), it reconceptualises foreign language outcomes in Turkey as an emergent property of a multi-layered system in which sociocultural and ideological, institutional, and learner-level factors are coupled through self-reinforcing feedback. Two attractor dynamics are proposed: an assessment–belief–practice loop that stabilises reading- and grammar-oriented learning, and an exposure–motivation loop sustained by limited intercultural contact and ambivalent language ideologies. The analysis explains why single-variable interventions such as adding instructional hours achieve little, and why even the heavy private tutoring that families undertake tends to reinforce the system rather than disturb it. It then reframes the solutions most often proposed as coordinated leverage points capable of shifting the system toward a more communicative state. Implications for national assessment, university admissions, and the cultivation of teacher agency are discussed, and the framework's purchase on emerging technologies such as machine translation and generative AI is briefly considered.

Keywords: complex dynamic systems theory, language ecology, English language teaching in Turkey, washback, language ideology

[1]Dr., Çukurova University, School of Foreign Languages, E-mail: azereyalp@cu.edu.tr, ORCID: 0000-0002-1217-3430.

Human vs. AI PhD Abstracts: Piloting a Lexical Evaluation Rubric[1]

Meryem ÇALIŞKAN[2] **Yonca ÖZKAN**[3]

Abstract

Artificial intelligence (AI) tools such as *ChatGPT* are increasingly used in academic writing, yet little is known about how expert readers judge the field-specific academic vocabulary (FSAV) of AI-generated texts in specialized genres. This study draws on the complexity–accuracy–fluency (CAF) framework and models of lexical richness, which conceptualize vocabulary quality as a multidimensional construct encompassing diversity, accuracy, and sophistication (Bulté & Housen, 2012; Laufer & Nation, 1995). It also draws on genre theory, which views the abstract as a highly conventionalized genre requiring dense and precise disciplinary language (Hyland, 2000; Swales, 1990). Building on these perspectives, an analytic rubric was developed to evaluate three dimensions of FSAV: lexical variety, precision, and complexity. This paper reports the pilot phase of a doctoral study comparing human-written and AI-regenerated PhD abstracts in English Language Teaching (ELT) in Türkiye. Five ELT doctoral abstracts from the National Thesis Center of the Council of Higher Education (YÖK) were regenerated by *ChatGPT o3* using a standardized prompt, and two native-English-speaking ELT specialists evaluated both versions without knowing their origin. Agreement between the raters was good to excellent across all three dimensions and strongest for precision. Both raters judged the AI versions to be more varied and more precise in their vocabulary, whereas their judgments of complexity diverged. The pilot also showed that raters unfamiliar with Turkish academia may find local conventions, such as institutional acronyms and national examination names, difficult to interpret, which led to refined rater materials for the main study. Overall, the pilot supports the rubric as a reliable tool for evaluating FSAV and suggests that precision may be the dimension that most clearly distinguishes human and AI academic writing.

Keywords: field-specific academic vocabulary, AI-generated text, lexical richness, analytic rubric, inter-rater reliability

[1]This study is a revised version of a chapter from the corresponding author's ongoing and unpublished PhD dissertation titled "Human-written vs AI-generated PhD Abstracts in English Language Teaching", supervised by Prof. Dr. Yonca ÖZKAN, to be submitted to the Department of English Language Teaching, Graduate School of Social Sciences, Çukurova University, in 2026.

[2]*Corresponding Author*: Lect., Adana Alparslan Türkeş Science and Technology University, School of Foreign Languages, E-mail: mcaliskan@atu.edu.tr, ORCID: 0000-0002-3127-6494.

[3]Prof. Dr., Çukurova University, Faculty of Education, Department of Foreign Language Education, E-mail: yoncaca@cu.edu.tr, ORCID: 0000-0001-5279-4568.

Peacebuilding in EFL Teacher Education in Türkiye and Bosnia and Herzegovina

Aykut DEMİRYÜREK[1] **Sarina BAKIĆ**[2]

Abstract

Peacebuilding-oriented EFL pedagogy addresses social justice, inclusion, intercultural communication, and social responsibility. Yet program-level preparation in these areas remains limited in EFL teacher education. This comparative qualitative study aims to examine two pre-service EFL teacher education contexts in Türkiye and Bosnia and Herzegovina. The dataset comprises semi-structured interviews with 8 teacher educators, written responses from 40 pre-service teachers, and a close analysis of 21 program documents. The results show that neither program offers a dedicated course in peacebuilding-oriented EFL pedagogy. In the Bosnian context, explicit peace-related content is concentrated mainly within the interculturality framework of English Language Teaching (ELT). In the Turkish context, related content is dispersed across intercultural education, language awareness, and classroom management. However, teacher preparation in both settings lacks continuity, explicitness, and classroom application; while concepts such as inclusion and social justice are recognized, their practical implementation remains uncertain. In light of the findings, this study proposes a dedicated peacebuilding-oriented EFL pedagogy framework focused on inclusive communication, equitable participation, and sensitive classroom practices.

Keywords: peacebuilding-oriented EFL pedagogy, EFL teacher education, curriculum mapping, intercultural communication, social justice

[1]*Corresponding Author*: PhD candidate, Çukurova University, Faculty of Education, Department of English Language Teaching, E-mail: aykutdemiryurekk@gmail.com, ORCID: 0000-0003-1052-3588.

[2]Prof. Dr., University of Sarajevo, Faculty of Political Sciences, Department of Sociology, E-mail: sarina.bakic@fpn.unsa.ba, ORCID: 0000-0002-3031-4970.

LIST OF PARTICIPANTS

No	Role	Name Surname	Academic Title	Institution
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