KTU
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10ᵀᴴ INTERNATIONAL KTUDELL CONFERENCE

Language, Literature, and Translation

29-30 May 2025 - Trabzon, TÜRKİYE

BOOK OF ABSTRACTS

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10th INTERNATIONAL KTUDELL CONFERENCE

LANGUAGE, LITERATURE & TRANSLATION

Karadeniz Technical University
English Language and Literature
in collaboration with
School of Foreign Languages

Venue

29-30 May 2025

Osman Turan Convention Center Trabzon/TÜRKİYE

10th INTERNATIONAL KTUDELL CONFERENCE

LANGUAGE, LITERATURE & TRANSLATION

CONFERENCE PROGRAM

29-30 May 2025
Osman Turan Convention Centre,
Karadeniz Technical University, Trabzon, TÜRKİYE

www.ktu.edu.tr/ktudellconference2025

	DAY 1 (29.05.2025) HALL 1
09:30	Opening Ceremony in HALL 1
10:00	**İbrahim YEREBAKAN** *(Keynote Speaker)* Palestine through the Eyes of Contemporary British Dramatists; Caryl Churchill, David Hare and Harold Pinter
10:30	**Recep Şahin ARSLAN** *(Keynote Speaker)* Projecting the Future of Foreign Language Teacher Education
11:00	**COFFEE BREAK**
11:15	**Elif SARI** *(Chair)* AI vs. Human Scoring in EFL Writing: An Analysis of Interrater and Intrarater Reliability **Handan İLYAS KARATAŞ, Hasan SAĞLAMEL** Perceptions of Tertiary-level Instructors towards Multimodal Writing **Feruza AVASXONOVNA ERGASHEVA** Innovative Technologies of Teaching English to Engineering Students
12:15	**LUNCH BREAK in DINING HALL**
13:30	**John SILVER** *(Keynote Speaker)* Effective Teacher-to-Teacher Observation and Feedback
14:00	**Hüseyin Atahan İNAN** *(Keynote Speaker)* Nasıl Öğreniyorlar? Büyük Dil Modellerinin Mekanizması ve Sınırları [How Do They Learn? The Mechanism and Limitations of Large Language Models]
14:30	**COFFEE BREAK**
14:40	*SPECIAL SESSION: TRANSLATION (STUDIES) IN THE AI ERA* **Işın ÖNER, Zehra Begüm BENGİ** Yapay Zeka Amaç mı, Araç mı? Kullanma Kılavuzu Yazımı ve Çevirisinde Makine ve İnsanın Rolü [Artificial Intelligence: A Means or an End? The Role of Machines and Humans in Writing and Translating User Manuals] **Ayşe Banu KARADAĞ, Hilal ÖZTÜRK BAYDERE, Nilüfer ALİMEN, Muhammed BAYDERE** *Panel* (*Moderator* : Işın ÖNER): Çeviri(Bilim)de Yeni Sorular ve Yeni Yönelimler [New Questions and Directions in Translation (Studies)]
16:00	**Merve ARAZ** *(Chair)* A Case Study on Turkish Retranslations of William Saroyan's "The Human Comedy" **Refika Zuhal VURAL** New Modal of Preparation for (Remote) Simultaneous Interpreting with Multimodal Discourse Analysis for Interpreting Tasks **Betül SARI, Hilal ÖZTÜRK BAYDERE** Evaluating the Performance of Machine Translation Systems in Literary Translation with a Focus on Creativity and Lexical Diversity

	DAY 1 (29.05.2025) HALL 2
09:30	Opening Ceremony in HALL 1
10:00	Keynote Speeches in HALL 1
11:00	**COFFEE BREAK**
11:15	**Bekir DİRİ** *(Chair)* Çeviriyaratım Yoluyla Türkçede Marka Kimliği Oluşturma: Ledvance Çeviriyaratım Örneği **Semih OKATAN, Tolga AYTATLI** İnsan ve Makine Çevirisi: Çevirinin Kuramsal Boyutu Doğrultusunda Karşılaştırmalı Bir Analiz **Mehmet Yiğit GÜNTEKİN, Muhammed BAYDERE** Evaluating Terminology Translation in Turkish Master's Theses: Quality and Improvement Potential
12:15	**LUNCH BREAK in DINING HALL**
13:30	Keynote Speeches in HALL 1
14:30	**COFFEE BREAK**
14:40	**Gülşah UYAR, Tuba TÜRKEL** *(Chair)* Teacher Learning Based on Experience as Student-teachers: Apprenticeship of Observation from CA Perspective **Tuba TÜRKEL, Gülşah UYAR** Fostering Self-Directed Language Learning: An Empowerment Journey in and beyond the Classroom **Fahriye SÜMER** Opinions of the Highschool ELT Teachers about Using Poetry in English Lessons
16:00	**Hatice Kübra ÇALIŞKAN** *(Chair)* Socioeconomic Status Effect on Self-agency in English Language Learning among Middle School Students in a Private School Setting in Türkiye **Ahmet KARAYONCA** Lowering Foreign Language Speaking Anxiety in the Context of Foreign Language Teaching Approaches' and Cognitive Behavioral Therapy Techniques' Intersection **Amadu KAMARA, Mustafa Naci KAYAOĞLU** A Liberian Teacher and Turkish Students' Insights into English as a Lingua Franca in Cross-cultural Contexts

DAY 1 (29.05.2025) HALL 3

09:30	Opening Ceremony in HALL 1
10:00	Keynote Speeches in HALL 1
11:00	**COFFEE BREAK**
11:15	***WORKSHOP*** **Heidi DEMELLO** Translanguaging from the Streets of Istanbul: A Student Journalism Project
12:15	**LUNCH BREAK in DINING HALL**
13:30	Keynote Speeches in HALL 1
14:30	**COFFEE BREAK**
14:40	**Selçuk ŞENTÜRK** *(Chair)* Non-Toxic Masculinities in Elif Shafak's "10 Minutes 38 Seconds in This Strange World" **Seher AKTARER** Words of Grief: Linguistic Expressions of Emotion in Medieval Elegiac Poetry **Cihat ÖZTAY, Fehmi TURGUT** More Real than Reality Itself: Hyperreality in Margaret Atwood's "The Handmaid's Tale" **Samet ASLANOĞLU, Cüneyt ÖZATA** Technological Freedom or Threat? Transhumanism and Socio-political Reflections in Karel Čapek's "R.U.R"
16:00	**Şevket Sarper DÖRTER** *(Chair)* Anxiety, Improvisation, and Creative Potential in Ivan Vladislavić's "Portrait with Keys" **Suzan DENİZ** Meeting the Father on the Hero's Journey: An Investigation of "The Giver" **Umut Numan KÖROĞLU, Şehadet Nur DEMİR** "Beowulf" Destanının Canavarları Üzerine Bir Değerlendirme: Anglo-Sakson Dönemindeki 'Öteki' Kavramı

DAY 1 (29.05.2025) HALL 4

09:30	Opening Ceremony in HALL 1
10:00	Keynote Speeches in HALL 1
11:00	**COFFEE BREAK**
11:15	**Mediha SERTER, Raşide DAĞ AKBAŞ** *(Chair)* EFL Learners' Use of Collocation Learning Strategies **Şadıman HUNUTLU, Savaş YEŞİLYURT** The Effect of Adventure Education on Students' Willingness to Communicate in English **Saadet KÜÇÜKBAYRAK** Enhancement of Literary Critical Skills through Creative Storytelling and Creative Writing: Studying Four-aspect Critical Taxonomy
12:15	**LUNCH BREAK in DINING HALL**
13:30	Keynote Speeches in HALL 1
14:30	**COFFEE BREAK**
14:40	**Fatih KILIÇ** *(Chair)* Development of an AI-powered Telegram Chatbot for English Language Learning Based on English File 4th Edition **Nurefşan ÖZBAKIR, Emrah EKMEKÇİ** The Impact of Using Chatbots in Teaching Speaking Skills: A Systematic Review **Zehragül KÖSE, Emrah EKMEKÇİ** A Systematic Review on The Impact of Chatbots on Autonomous Learning in Foreign Language Education **Zuhal KARDEŞLER, Dilek BÜYÜKAHISKA** Exploring the Utilization of ChatGPT in English Language Teaching: Perspectives of ELT Instructors and Teachers
16:00	**Handan İLYAS KARATAŞ, Raşide DAĞ AKBAŞ** *(Chair)* Systematic Review on Individual Differences **Nurgül BEKDEMİR** An Investigation into Inter-rater Reliability in Scoring Integrated Listening-writing Tasks in an EFL Context **Seyhan ÇAĞLAR ERDOĞAN, Fikriye ÇAKRAK, Ali Şükrü ÖZBAY** Corpus Analysis of Lexical and Structural Patterns in Scientific Research Articles: Insights into Academic Writing

DAY 1 (29.05.2025) HALL 5	
09:30	Opening Ceremony in HALL 1
10:00	Keynote Speeches in HALL 1
11:00	**COFFEE BREAK**
11:15	**Bahar Ayşe ATEŞALİ** *(Chair)* Silenced Identity and Fragmented Self in Patrick McGrath's "Asylum"
	Ahmet KARAYONCA Analyzing "Song of Roland" and "Richard the Lion-Heart" According to Occidentalism and Orientalism
	Cihat ÖZTAY, Tuncer YILMAZ Beyond the Body: Digital Consciousness and the Question of Selfhood in Greg Egan's "Diaspora"
12:15	**LUNCH BREAK in DINING HALL**
13:30	Keynote Speeches in HALL 1
14:30	**COFFEE BREAK**
14:40	**Tuncer YILMAZ** *(Chair)* Deconstructing Human Exceptionalism in Margaret Atwood's "Oryx and Crake": A Posthumanist Perspective
	Yasemin BAYSAL, Sinem ÇAPAR İLERİ "Alice Müzikali": The Psychoanalytical Reading of the Contemporary Theatre Adaptation of "Alice's Adventures in Wonderland"
	Yıldıray ÇEVİK The Postcolonial Identity through Shadow Projection in "The White Tiger"
	Hasan ALKAN, Fehmi TURGUT Moral Politics in David Hare's "Stuff Happens"
16:00	**Abdullah Nejat TÖNGÜR** *(Chair)* Exploring the Silent Outcry: "The Family" by Buchi Emecheta
	Hasan ALKAN Character Theory in "A Raisin in the Sun" by Lorrainne Hansberry
	Deniz UZUNLAR Hypocrisy of Virtue: Social Reform and Female Body in Shaw's Theatre

	DAY 2 (30.05.2025) HALL 1
10:00	**Adriana Iulia WANIEK** *(Keynote Speaker)* Digital Humanities and Women's Literary Contribution in Pre-modern Times
10:30	**COFFEE BREAK**
10:45	**Mehmet TAKKAÇ** *(Chair)* Integrating Gamification in Teaching English Literature **Gencer ELKILIÇ** Depiction of Men and Women in Turkish and English Proverbs: A Cross Cultural Study **Ayşegül TAKKAÇ TULGAR** How to Improve Intercultural Communication Literacy in Young Learners
12:05	**LUNCH BREAK in DINING HALL**
13:20	**Sinem ÇOL** *(Keynote Speaker)* Beyond Words: "The Inner Translation of Learning"
13:55	**Nalan DEMİR** *(Chair)* Feeling with Others: The Representation of Empathy in a Young Adult Novel **Murat ALKAN, Fehmi TURGUT** Silencing the Dissent: Pathologization of Resistance in Tom Stoppard's "Every Good Boy Deserves Favour" **Fatmanur KALKAN, Fehmi TURGUT** The Binary of the Self and the Other: Third Space Theory in Ayad Akhtar's "The Who & The What" **Perihan Nisan SARAL** A Child of Romantic and Gothic Literature: Mathilda as the Double of Mary Shelley
15:15	**COFFEE BREAK**
15:25	**Hale YAĞLIDERE** *(Chair)* Identity Formation in Nervous Conditions: A Symbolic Interactionist Perspective **Merve AYDIN, Tuncer YILMAZ** David Mitchell's Dystopian Vision in "The Bone Clocks": Surveillance, the Dehumanization and Climate Change in the Collapsing World **Gizem SERDAR ÖMÜR** Was Gaslighting Born Yesterday?: A Feminist Narratological Analysis of Psychological Manipulation in "Jane Eyre" **Tuğçe KAPTAN TABATABAEI MALAZI** Power Types in Conflict Resolution: Analysing Soft, Hard, Wise and Smart Power in Shakespeare's Plays

	DAY 2 (30.05.2025) HALL 2
10:00	Keynote Speech in HALL 1
10:30	**COFFEE BREAK**
10:45	**Berivan SALTIK** *(Chair)* Gender, Technology, and Nationalism in Türkiye's First AI and Virtual Influencers **Rezzan ALAGÖZ** Yapay Zekâ Destekli Sistemlerde Irksal ve Toplumsal Cinsiyet Eşitsizlikleri **Zeki KANDAŞOĞLU, Nazan YILDIZ ÇİÇEKÇİ** A Feminist Analysis of Social and Moral Norms in George Eliot's "Adam Bede" **Yaren ERGENÇ, Nilgün MÜFTÜOĞLU** Tracking the Voice of AI in Literary Fiction: A Comparative Study of AI's Short Story with Edgar Allan Poe's "The Premature Burial"
12:05	**LUNCH BREAK in DINING HALL**
13:20	Keynote Speech in HALL 1
13:55	**Gencer ELKILIÇ** *(Chair)* Narrative Features of Turkish and English Proverbs **Çağrı GÜMÜŞ** The Effects of AI Enhanced Telecollaborative Language Learning Projects on Language Learners' Creative Thinking Skills: A Review and Future Directions **Ayşe GİRGİN ÇATAN, Öznur SEMİZ** EFL Students' Ideal L2 Self in Predicting Their Willingness to Communicate **Tuncay GEZDER** AI Tools Used in EFL Settings and Its Impact on EFL Instructors and Learners
15:15	**COFFEE BREAK**
15:25	**Sibel YILDIZ** *(Chair)* Student Beliefs about L1 Use in the English Language Classroom **Zahra KOUHESTANIAN, Öznur SEMİZ** EFL Learners' Classroom Engagement in a Context of Private Education **Ayşegül AĞAOĞLU, Fehmi TURGUT** A Critical Discourse Analysis of The EU Türkiye 2024 Report: Actor Description as a Discursive Strategy **Noor Fadiladtun MOTTIDIN, Norazrin binti ZAMRI** Childhood Traumas in Speech Acts Theory in "Harry Potter" Novels

	DAY 2 (30.05.2025) HALL 3
10:00	Keynote Speech in HALL 1
10:30	**COFFEE BREAK**
10:45	*WORKSHOP* **Sarah Rochelle HOWE** Tell me more! Enhancing Elaboration through Phrasal Verbs
12:05	**LUNCH BREAK in DINING HALL**
13:20	Keynote Speech in HALL 1
13:55	**John SILVER, Aycan YAMAN, Özlem BAKIR AYTAÇ** Professional Development Opportunities from the Regional English Language Office
14:15	*WORKSHOP* **Alissa NASHOLD** Language Learning Inspired: Moving beyond 'Beginner' through Quotes and Cultural Sayings
15:15	**COFFEE BREAK**
15:25	*WORKSHOP* **Shannon ROACH, Ashanti LEE** Thinking Skills Applied: Boosting Thinking Skills with Creativity and AI

	DAY 2 (30.05.2025) HALL 4
10:00	Keynote Speech in HALL 1
10:30	**COFFEE BREAK**
10:45	**Murat ALKAN** *(Chair)* **, Fehmi TURGUT** Political Neurotics in 20th Century Political Drama **Tuğçe KAPTAN TABATABAEI MALAZI, Fehmi TURGUT** "Haunted by the Past", "Trapped in The Present - The Apple Family": "The Hopey Changey Thing" by Richard Nelson **Zehranur ÇINARLAR, Nazan YILDIZ ÇİÇEKÇİ** A Princess in Exile: The 'Other' of Man and Being Medea
12:05	**LUNCH BREAK in DINING HALL**
13:20	Keynote Speech in HALL 1
13:55	**Berivan SALTIK** *(Chair)* Headscarves on Screen: The Cultural Shift in Turkish Television **Burcu METE, Fehmi TURGUT** Polarization as a Political and Ideological Discursive Strategy in the EU-Türkiye Report for 2024 **Emin KATLAN, Ayşe Hümeyra AYDIN, Betül ÖZDEMİR** Investigating the Influence of Video-dubbing Tasks on the Intelligibility and Comprehensibility of Public School Students' English Speaking Pronunciation **Nur Aishah binti ZORAIDI, Pavethere Devan KANESAN, Noor Fadiladtun Binti MOTTIDIN, Muhammad Azamuddin Bin NONG AZMI** The Illocutionary Acts in Lavender Linguistics Portray on Social Media
15:15	**COFFEE BREAK**
15:25	**Ayşe GİRGİN ÇATAN, Raşide DAĞ AKBAŞ** *(Chair)* Exploring Attitudes and Motivations of Secondary School Turkish Students Learning English as a Foreign Language **Esra DEMİRCİ, Hasan SAĞLAMEL** The Perceptions of English Language Teachers regarding Drama Integrated Language Lessons **Peruze YÜCEŞAN, Hasan SAĞLAMEL** Second Language Learning and Dyslexia **Shirin SADAGHIAN** The Impact of Mindfulness on Encouraging Lurking Students to Speak in Online English Courses

DAY 2 (30.05.2025) HALL 5
10:00 Keynote Speech in HALL 1
10:30 **COFFEE BREAK**
10:45 **Badegül CAN EMİR** *(Chair)* Новая советская женщина в контексте феминистской литературной критики: «виринея» Лидии СЕЙФУЛЛИНОЙ
Halil YILMAZ Analysing Ilya Khrzhanovsky's "4" through the Lens of Mikhail Bakhtin's Carnivalesque
Özlem RECEBLİ Ethics and Inequality in Biotechnology: A Study of Paolo Bacigalupi's "The Windup Girl"
Zeynep ÖTER, Özlem ÇAKMAKOĞLU The Quest for Self-Reconstruction: A Kohutian Approach to "Mrs. Dalloway"
12:05 **LUNCH BREAK in DINING HALL**
13:20 Keynote Speech in HALL 1
13:55 **Fatma Aylin BAYRAKÇEKEN AKIN** *(Chair)* Incorporating Artificial Intelligence into Translation of Shakespeare's Sonnets
Rumeysa Nur ÇAKMAK, Muhammed BAYDERE Toward Operationalizing Machine Translation Literacy: A Preliminary Investigation
Refika Zuhal VURAL What Chat GPT4omni Represents for Simultaneous Interpreting: Its Advantages and Limitations
Ercan DEMİRCİ Çevirmen Yönüyle Antoine Galland ve "Binbir Gece Masalları"nı Çeviri Sürecine Dair Bir Değerlendirme
15:15 **COFFEE BREAK**
15:25 **Nurselin ÇELİK, Muhammed BAYDERE** *(Chair)* Edebi Eserlerdeki Kültürel Ögeler Bağlamında İnsan Çevirileri ile Yapay Zekâ Destekli Sistemlere Ait Çeviriler Üzerine Bir İnceleme
Özlem ERDOĞAN BUZLUDAĞ "Sineklerin Tanrısı"nın Türkçe Çevirilerinin Çoğuldizgedeki Konumunun Belirlenmesi Üzerine Bir Çalışma
Ercan DEMİRCİ Edebi Çeviride İnsan ve Makine: Postkolonyal Bir Metnin Çeviri Deneyimi

DAY 1 (29.05.2025) HALL 6 - VIRTUAL PRESENTATIONS
09:30	Opening Ceremony in HALL 1
10:00	Keynote Speeches in HALL 1

11:00	**Mehmet Yiğit GÜNTEKİN, Fehmi TURGUT** A Critical Discourse Analysis of EU 2024 Türkiye Report with Teun van Dijk's Ideological Square Framework
	Irena SHEHU Developing Intercultural Competence through Education: Strategies for an Inclusive Classroom
	Ahmet Fatih YILMAZ Exploring the Functions of L1 Use in a Turkish EFL Classroom: A Case Study of a 5th Grade Preparatory Class in Burdur
	Dilber ÇAKAR EFL Teachers' Perceptions on Blended Learning: A Study on Educational Approaches and Classroom Practices
	Ecehan ACAR A Literature Review on Classroom Management in Turkish EFL Classes
	Eda DANIŞMAN Bringing a Learner Centred Approach into the Classroom: A Performance Task Fostering Communicative Competence with the Integration of Formative Assessment
	Fatma DANİŞ, Selma Deneme GENÇOĞLU An Examination of the 10 Core Values from the Turkish Ministry of National Education's Values Education Framework in the 2024 Edition of the 10th Grade English Coursebook and Workbook
	Hande BAŞTÜRK, Dilek BÜYÜKAHISKA Research on the Academic Satisfaction and Self-efficacy among Pre-service English Language Teachers
	Hatice Berna ÖZDEMİR KELEŞ Exploring AI in Language Learning: Insights from Türkiye
	Hatice Berna ÖZDEMİR KELEŞ Pre-Service EFL Teachers' Reflections on Cooperating Teachers' Practices during Emergency Remote Teaching
	Hümeyra DÜZENLİ, İkbal Nur ÇEVİK Strategies Developed by English Language Teachers throughout Their Careers
	Mariam BOUAOUD The Problematic of Literary Translation
	Nalan BOZAN AI for Designing a Course on Community Interpreting
	Cüneyt ÖZATA Beyond Utopia: Foucault's Heterotopia and Spatial Critique
	Kari STUNELL "Playing with Languages" in French Pre-school as a Method for Building Positive Attitudes to Linguistic and Cultural Diversity
	Yakup ÜLKER, Marina AGIENKO Exposing the Colonial Mentality in "Gulliver's Travels"

13:30	Keynote Speeches in HALL 1

14:30	**Mehmet Akif YILDIRIM** Investigating Willingness to Communicate across Educational Stages in Turkish EFL Learners
	Melike BEKTAŞ Exploring the Influence of the Erasmus Program on Postgraduate Education Decisions: A Study at OKÜ Faculty of Arts and Sciences
	Rabia ACAR, Hasan SAĞLAMEL Voices of EFL Teachers: Effective Speaking Assessment Practices
	Şerife AYGÜN, Recep Şahin ARSLAN Complex Dynamic Systems Theory as a Theoretical Framework to Study Turkish Preparatory School Students' Causal Attributions to Their Perceived Achievements and Failures in Learning English
	Yeliz BAYKAL, Selma DENEME GENÇOĞLU Lexical Diversity Indices across Genres
	Zeynep ÖZTÜRK DUMAN, Mustafa Naci KAYAOĞLU A Comparative Study on Professional Development of English Language Teachers in Turkey: English Language Teaching Graduates and Non-English Language Teaching Graduates
	Zeynep ÖZTÜRK DUMAN, Mustafa Naci KAYAOĞLU English Teachers' Opinions on the Characteristics of Effective English Teachers: Trabzon Case
	Beáta BILIKOVA Public Communication: Purposes and Intentions
	Bera Taragay KARAOĞLU, Ali Şükrü ÖZBAY Developing a Technical Vocabulary List for Metallurgy Education: A Corpus-based Approach
	Christoph HAASE Lexico-semantic Complexity in Learner EAP: Approaches, Parameters, and Results
	Derya COŞKUN Exploring AI Integration in K-12 English Classrooms: A Systematic Review
	Olcay ŞENER ERKIRTAY An Analysis of Emine Sevgi Özdamar's Mutterzunge from the Perspective of Metonymy
	Özlem ÇAKMAKOĞLU A Cautionary Tale on Eden Lost: "Lord of the Flies"
	Burak Sunguralp TEKİN Accusations in Video Game Playing Activities: An Interactional Perspective
	Serhat ARSLAN Akademik Çeviri Eğitiminde Yeni Bir Sayfa: Yapay Zeka ile Geleceğe Hazırlık
	Rümeysa DÜZ, Öznur SEMİZ Research Literacy Levels of Turkish EFL Students
	Nataliia ZHUKOVYCH DORODNYKH Linguistic and Cultural Socialization of Refugees as a Special Form of Migration – Theory, Practice, Modern Problems

	DAY 2 (30.05.2025) HALL 6 - VIRTUAL PRESENTATIONS
10:00	Keynote Speech in HALL 1
10:30	**Eduard DRANCAK** The Use of Non-finite Dependent Clauses in Academic Texts Written by Native and Non-native (Slovak L1) English Speakers
	Füsun EROL Exploring the Formative Assessment on ELT Context: A Literature Review
	Hazan Gupse TAŞCI, Arif YILDIRIM Rusçanın Öğretimi ve Öğreniminde Sanal Gerçeklik Teknolojisinin Rolü: Avantajları ve Dezavantajları
	İrem AYDIN, Recep Şahin ARSLAN AI Bias in Automated Essay Scoring: A Case Study on Turkish EFL Learners' Writing Assessment
	İrem YILDIRIM, Hüseyin PARLAK Yabancı Dil Öğretiminde Resmi Yazışma Dili Kullanımı ve Öneminin Rusça-Türkçe Örneğinde İncelemesi
	Irena SHEHU A Review of Pedagogical Strategies and Activities for Developing Listening Skills in Advanced Language Learners
	Mehmet Burak BÜYÜKTOPÇU Kazım Karabekir Paşa'nın "Tarihte Almanlar ve Alman Ordusu" Eserinde Alman İmgesi
	Nihan ERDEMİR Examining the Role of Teacher, Peer, AI Feedback, and Self-Reflection in EFL Postgraduate Academic Writing: A Qualitative Inquiry
	Özlem AKÇAY, Aysel SARICAOĞLU Explicit Focus on Syntactic Complexity in an EFL Coursebook: A Developmental Perspective
	Rümeysa DÜZ, Hasan SAĞLAMEL Exploring the Effects of AI-based Feedback on EFL students' L2 Writing Autonomy
	Şifa KOLLAK, Arif YILDIRIM Lojistik ve Gümrükleme Terimleri Üzerine Bir İnceleme: Rusça-Türkçe Dış Ticaret Sözlüklerinde Eş Değerlik Sorunu
	Zekiye ÖZER ALTINKAYA, Ramazan YETKİN Exploring the Readiness of Learners for AI-assisted Language Education
	Bahattin ŞEKER Dönüştürücü Yazarlık; Fransız 'Edebi Ziyasını' Türk 'Edebi Ziyası'na Dönüştüren Yazar: Halit Ziya
	Safaa Falah Hasan ALSARAGNA The Trauma after Homecoming in Sam Shepard's "States of Shock"
	Ayşegül AĞAOĞLU, Muhammed BAYDERE Machine Translation in Journalism: Navigating Ethical Challenges in the Digital Age
	Aqsa FAROOQ, Kashifa KHALID, Laiba AAMIR Exploring the Unheard Voices: Impact of Double Marginalization of Women in Drama serial "Daastan"
	Roda Lana SUNA Gölgedeki Temsiller: Virginia Woolf'un "Bayan Dalloway", "Kendine Ait Bir Oda" ve "Deniz Feneri" Romanlarında Erkek Karakterler
	Tuncer AYDEMİR, Mehmet Başak UYSAL Hybridity through Mimicry: A Multi-layered Identity Crisis in Abdulrazak Gurnah's "By the Sea"
13:30	Keynote Speech in HALL 1
14:00	**Diana MECKOVA** Literature and Music
	Ece Sibel ÇELİK Bioconservative and Bioethical Analysis of "Behind Blue Eyes"
	Emrah PEKSOY Lexical Contours of the Mind and Experience: A Computational History of Psychological Categories in Fiction
	Jaroslav KUSNIR From Diasporic Identities to Transnation: Julie Koh's "Sight" and "The Three-dimensional Yellow Man"
	Juliána PAVLINSKÁ Reimagining the High Fantasy Tradition: Cozy Fantasy and the Literary Aesthetics of Comfort
	Lara Su YAMAN Education, Silencing and Marriage in Anne Brontë's "Agnes Grey" and "The Tenant of Wildfell Hall"
	Mahmut Ekrem ALTUN Charlie Chaplin's Film "The Immigrant": A Marxist and Semiotic Perspective
	Mert Can BEKEN, Nazan YILDIZ ÇİÇEKÇİ Gender Performativity and Androgyny in Virginia Woolf's "Orlando: A Biography"
	Mert Can BEKEN, Fehmi TURGUT Postcolonial Nostalgia in "The Fraud" by Zadie Smith
	Mine SEVİNÇ KAYAHAN The Corporeal Body and Monstrous Spaces in Shafak's "The Gaze"
	Mizgin DEMİRKAYA Otherization of Women Through Language in Christina Dalcher's Vox
	Özge CEDİT An Intersectional Approach to A Land of Permanent Goodbyes by Atia Abawi
	Özge ÖZGÜN From a Poetic Tragedy to a Transhumanist Projection: Tithonus' "Quest for Immortality"
	Burcu YAMAN Evaluation of Translation Product Examples in Terms of Translation Ethics within the Framework of Pierre Bourdieu's Concepts
	Güliz CAN ProjectIQ for Language Services: AI-driven Intelligent Systems for Enhanced Project Management, and Multilingual Translation
	Ramazan ÖZBAY Contemplative Distress and Divine Consolation in "The Chastising of God's Children": A Forgotten Middle English Mystic's Manual
	Ramazan ÖZBAY Intersections of Medieval Science and Literature: A Textual Analysis of Selected 14th Century English Works
	İrem Gül KONUK, Dilek BÜYÜKAHISKA Examining The Self-efficacy and Perspectives on Native Language Use in Foreign Language Classrooms of Pre-service English Teachers

10th International KTUDELL Conference: Language, Literature, and Translation

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Exploring the Silent Outcry: "The Family" by Buchi Emecheta

Abdullah Nejat TÖNGÜR
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Abstract

In The Family (1990), Nigerian-British author Buchi Emecheta's focus on a Jamaican family, the Brilliantons, and particularly on Gwendolen, whose plight as a poor girl is worsened after her parents move to Britain when she is 7 in the late 1960s as she feels rejected, cheated and lost. In the absence of parental care and guidance, despite her grandmother's efforts, she is abused, raped, blamed, ostracised, and silenced by her people, and her personal and emotional growth is hindered and delayed. The aim of this paper is to show that Gwendolen's hopes to heal and to rid of her problems wane when she is finally summoned to 'Moder Kontry' as she faces abuse, neglect and incestuous rape again from her parents who are also portrayed to be struggling with the difficulties of living on the fringes of the British society. This paper also seeks to display that the far-reaching effects of colonialism, which are manifest with alienation, dialect differences, cultural differences, internal racism and internalisation of inferiority complex, belonging to neither home or host country, procrastinate Gwendolen's development as a person, who, in the end, manages to make a living with her baby despite familial, class, financial, and social predicaments.

Keywords: *Emecheta, Gwendolen, alienation, rape, racism*

Exploring the Functions of L1 Use in a Turkish EFL Classroom: A Case Study of a 5th Grade Preparatory Class in Burdur

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Abstract
The use of the mother tongue (L1) in English as a Foreign Language (EFL) classrooms has gained increasing recognition, particularly in relation to translanguaging and code-switching. While some scholars advocate for an L2-only approach, others argue that L1 can serve as a facilitating tool when used judiciously. This case study explores an English teacher's L1 use and the functions it serves in a 5th-grade preparatory class in Burdur, Türkiye. Four classroom hours were recorded, transcribed, and qualitatively analysed to identify patterns and purposes of L1 use. Findings indicate that the teacher primarily employed L1 for academic purposes, such as explaining grammar and vocabulary, eliciting responses, reviewing content, and checking comprehension. Additionally, the teacher frequently translated activity instructions without verifying student understanding, which may lead to overreliance on L1. While the teacher acknowledged the usefulness of L1 in certain contexts, her self-reported beliefs did not always align with actual classroom practices. This study highlights the need for teacher awareness and training in balancing L1 and L2 use in EFL instruction. Although the study reports on a small sample, by providing context-specific insights, the findings contribute to the ongoing debate on L1 integration in secondary school EFL settings, emphasizing its role in supporting early-stage language learning.

Keywords: *Mother tongue, L1 use, code-switching, translanguaging, secondary school EFL*

Lowering Foreign Language Speaking Anxiety in the Context of Foreign Language Teaching Approaches' and Cognitive Behavioral Therapy Techniques' Intersection

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Abstract

CBT is based on the premise that an individual's thoughts, feelings, and behaviors are interconnected, and that maladaptive thoughts can be restructured to promote healthier emotional and behavioral outcomes (Beck, 2011). CBT is particularly effective for treating anxiety by identifying and altering negative thought patterns that exacerbate feelings of fear and nervousness. In the context of FLSA, language learners often exhibit irrational thoughts such as "If I make a mistake, I will be humiliated" or "My accent will prevent me from being understood," which can heighten anxiety and prevent active participation (Woodrow, 2006). By using CBT techniques, learners can be taught to challenge these irrational beliefs and adopt more realistic and constructive thoughts (Horwitz, 2001). Certain FLT methods and strategies naturally align with CBT techniques, particularly in terms of creating supportive learning environments, gradual exposure, and cognitive restructuring. One such approach is task-based language teaching (TBLT), which encourages learners to engage in meaningful communication through real-world tasks. TBLT's emphasis on communication for functional purposes, rather than focusing solely on accuracy, mirrors CBT's principle of reducing the focus on perfection and reframing mistakes as part of the learning process (Ellis, 2003). By designing tasks that emphasize communication rather than evaluation, teachers help reduce learners' fear of failure, similar to how CBT uses exposure techniques to reduce anxiety about feared situations (Beck, 2011). Additionally, mindfulness-based language teaching (MBLT), which incorporates mindfulness practices into language learning, can be viewed as aligning with CBT's relaxation techniques. Mindfulness promotes self-awareness and non-judgmental acceptance of one's thoughts and feelings, which can help learners remain calm and focused during speaking tasks (Shapiro, Astin, Bishop, & Cordova, 2005). Research has shown that mindfulness-based interventions can reduce anxiety and improve performance in high-stress situations, such as foreign language speaking (Pattison & Wills, 2014). Cognitive restructuring, a core element of CBT, can also be implemented in FLT through various techniques. One common method is the use of positive self-talk and affirmations to counter negative thought patterns. For instance, teachers can encourage students to replace thoughts such as "I can't speak properly" with "I am improving with every conversation" (Woodrow, 2006). This technique not only challenges the negative thoughts that fuel FLSA but also reinforces a growth mindset, encouraging learners to see mistakes as opportunities for improvement rather than failures. Furthermore, collaborative learning strategies, such as pair work or small group discussions, can help reduce anxiety by providing learners with a supportive and less judgmental environment in which to practice speaking. These interactions mirror the supportive frameworks used in CBT, where individuals are encouraged to practice new skills in a controlled, low-pressure setting before progressing to more challenging situations (Beck, 2011). The intersection of Foreign Language Teaching (FLT) methods and Cognitive Behavioral Therapy (CBT) techniques presents a promising avenue for addressing foreign language speaking anxiety. By incorporating principles such as cognitive restructuring, gradual exposure, and mindfulness into language instruction, teachers can create an environment conducive to lowering FLSA.

Keywords: *Cognitive Distortions, Behavioral, Anxiety, Core Beliefs*

Analyzing "Song of Roland" and "Richard the Lion-Heart" According to Occidentalism and Orientalism

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Abstract
Occidental means according to Cambridge online dictionary, relating to the western part of the world, especially the countries of Europe and America. Occidentalism, as defined by Avishai Margalit, a dehumanizing picture of the West. In Occidentalism: The West in the Eyes of its Enemies with Ian Buruma (The Penguin Press, 2004), Margalit explored anti-Western stereotypes and followed their origin to the West itself. Like Edward Said's thought of Orientalism, the classic study emerged in 1978 that depicts how Europeans have long stereotyped non-Westerners as infantile and unreasonable, Margalit and Buruma blame that the slanderous cliches that nourish Occidentalism were maintained by Europe's intellectual rebels from the eighteenth, nineteenth, and early twentieth centuries (Margalit& Buruma, 2004). Another definition of Occidentalism is so different from the first one. Couze Venn's Occidentalism is adopting western science and institutions while retaining Asian character (Venn, 2000). Saracens are the main part of this study. So, who are Saracens? Saracen is a word used in the past by Christians for a Muslim who fought in one of the religious wars of the 11th, 12th, 13th, and 17th centuries, against Christians in the Cambridge online dictionary. This study has two primary sources. First one is La Chanson de Roland, English the Song of Roland, Old French epic poem that is probably the earliest (c. 1100) chanson de geste and is considered the masterpiece of the genre (Chelsey Parrott-Sheffer, 2023). Second is romance of Richard the Lionheart which is about Richard I (died 1199) king of England. He is famous with Third Crusade (1189–92) which made him a popular king in his own time as well as the hero of countless romantic legends. This romance was written about 1300s (Barrow, 2023). In my project, I will search and try compare negative and positive Saracen image and Westerner image in Song of Roland and Richard the Lion-Heart to illustrate the items which is suitable to Occidentalist and Orientalist views. I want to take two excerpts from two different western nations' medieval literature i.e., English and French, which were written in medieval times in different genres i.e., a romance (Richard the Lionheart), and a chanson (Song of Roland) to make a broad analysis in the context of oriental and occidental studies. However, there are approximately three hundred years between two texts, but the historical Richard I is so close the Song of Roland and both texts have been studied under the medieval studies in the departments of Medieval Studies at academic institutions.

Keywords: *Occidentalism, Orientalism, Christians, Saracens, Discourse*

Language Learning Inspired: Moving beyond 'Beginner' through Quotes and Cultural Sayings

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Abstract
When learning other languages, especially as adults, we want not only to communicate our basic needs but to express and understand the nuances of ideas and viewpoints. However, the vocabulary we acquire at the beginning of a language-learning process may not always lend itself to this goal and we may get frustrated with our communicative limitations and ability to fully represent ourselves. Among many strategies for achieving more satisfying self-representation and improving the self-perception of our own ability to move towards fluency lies the potential of drawing strength, beauty and humor from literature and cultural expressions. Everyone present at this conference has had moments of inspiration and insight through literature. In this workshop, the presenter will share some of her experiences using quotes from literature, as well as cultural sayings, to uplift her language learning and sense of self and ability in other languages. Participants will engage in small-group discussions and share their own approaches and sources of inspiration related to literature and language learning. The lively topic of cultural sayings will be enhanced by reflection on the challenge of translating both words and cultural concepts into other languages. We will also engage with the added variable of using phone translation apps and potential miscommunication when phrases are not directly translatable.

Keywords: *Language learning, literature, translation, culture*

A Liberian Teacher and Turkish Students' Insights into English as a Lingua Franca in Cross-cultural Contexts

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Abstract

As English continues to serve as a global Lingua Franca (ELF), this mixed-method study explores Turkish students' experiences, challenges, and benefits in learning ELF, incorporating insights from a Liberian educator in a university-level prep program. This mixed-method study explores Turkish students' experiences, challenges, and benefits in learning English as a Lingua Franca (ELF), incorporating insights from a Liberian educator in a university-level prep program. A total of 80 university students attending the English Prep Program at Karadeniz Technical University participated in the study. Although the analysis is still in progress, it is expected to offer valuable hands-on information and empirical data that will contribute to a deeper understanding of the dynamics of teaching and learning English as a Lingua Franca in a cross-cultural context.

Keywords: *English as a Lingua Franca (ELF), cultural diversity, Turkish students, Liberian educator, inclusive pedagogy*

Exploring the Unheard Voices: Impact of Double Marginalization of Women in Drama serial "Daastan"

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Abstract
Double marginalization of women is not something new or newly emerged concept, but it has been existing even before partition 1947. Women faced subjugation and otherness by patriarchy, society, as well as partition of war like situations that made women suffer twice. The purpose of this research was to observe the role of female characters in the Pakistani drama serial "Daastan", in which doubly marginalization and subjugation of women is brilliantly portrayed through the resilient character of Bano, and how such resilience and fortitude turned into psychic and emotional disorientation as the consequences. For the analysis, dialogues related the themes of doubly marginalization were extracted from different episodes of the serial which have the focal significance. The dialogues are then critically analyzed through the lens of Trauma Theory by Cathy Caruth, an American Trauma Theorist, which was developed in 1990s, which emphasizes that trauma makes the survivor enter into the realm that is nearer to death, which brutally changes the whole definition of life for them. The objectives of this research were to explore the resilience through the character of Bano, and to investigate the impact of doubly marginalization on her psychological state, and for the collection, purposive sampling technique is used. The result of this research has shown how women suffer more than men, because they suffer twice at the hands of social and patriarchal othering, as well as by the sufferings caused and created by war or partition like situations, and how trauma has power to transform an audacious and resilient woman into a mentally unfit human. Predominantly, it is concluded that women are marginalized since the very start, either by the male gender or societal norms, or by the partition, showing women suffer twice, by facing most challenging circumstances. Most significantly, for future researches, researchers can also reflect upon the stories of such unseen and unheard women who went through doubly marginalization during partition times or the women who are still finding their place and identities in this contemporary patriarchal world, but their voices are suppressed, to give voice to the voiceless, and the researchers can also study and investigate the role of Bano's Sikh son, Ahmad, to touch upon the least studied area of traumatic impact on children.

Keywords: *Double Marginalisation, trauma, emotional disorientation, women struggle*

EFL Students' Ideal L2 Self in Predicting Their Willingness to Communicate

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Abstract
The ideal L2 self describes the linguistic identity that learners hope to develop when they engage in language learning. A learner's ideal L2 self is notably connected to their intention to perform in the language. It serves as a motivational factor, driving learners to achieve their language goals. The aim of this study was to investigate the role of the ideal L2 self in predicting learners' willingness to communicate (WTC) in English. Participants were 85 Turkish secondary school students (ages 10–14, M = 11.77). Data were collected using the Ideal L2 Self Scale (Dörnyei & Taguchi, 2009) and the Willingness to Communicate Scale (Peng & Woodrow, 2010), both of which ensured reliable measurement of the variables under study. The data were analysed using SPSS 22.0, a statistical software commonly employed in educational research. Results showed high levels of both ideal L2 self and WTC (M = 3.66–4.09; SD = .58–.77). No significant gender differences were found. However, older students reported lower levels of ideal L2 self and WTC. A significant positive correlation was found between ideal L2 self and WTC ($p < .01$). The implications of this study suggest that teachers can foster students' willingness to communicate by creating a classroom climate that builds self-confidence through encouragement, offering low-stakes opportunities for communication, and promoting language use without fear of making mistakes. Furthermore, students are more likely to participate in communicative activities when they believe they can become the language users they aspire to be. Overall, this study highlights the importance of integrating motivational strategies into language instruction to enhance learners' willingness to communicate in English.

Keywords: *Ideal L2 self , Willingness to communicate, EFL*

Exploring Attitudes and Motivations of Secondary School Turkish Students Learning English as a Foreign Language

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Abstract
This study investigates the attitudes and motivations of secondary school students engaged in learning English as a foreign language, emphasizing the significance of individual variances despite similar language proficiency levels. Recognizing that these variances can profoundly influence language learning processes, the research aims to reveal the students' perspectives on English, a Western language, within the culturally diverse educational environment including languages such as Arabic language learning. A comprehensive literature review has revealed a scarcity of studies focusing on the views and motivations of students studying English as a foreign language alongside Arabic in Imam Hatip Secondary Schools in Türkiye. The current descriptive case study seeks to fill this gap by highlighting the importance of understanding students' attitudes and motivations, which may facilitate more effective language learning practices. The data that was gathered was examined using descriptive statistical analysis. ANOVA and the t-test were also employed to ascertain the associations between the variables. The findings indicated that AMTB mean scores followed normal distributions. Additionally, AMTB data indicated that learners' motivations weren't significantly different based on their grade, gender, or age. The findings are suggested to contribute valuable insights to the growing field of language learner motivation research, ultimately aiding educators in supporting students' language learning journeys in this process.

Keywords: *EFL, motivation, Imam Hatip Secondary School*

A Critical Discourse Analysis of The EU Türkiye 2024 Report: Actor Description as a Discursive Strategy

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Abstract

This study deals with Actor Description as political and ideological discursive strategy in the European Union Türkiye 2024 Report. Within the framework of Ideological Discourse Analysis (IDA) and Political Discourse Analysis (PDA), the study interrogates how key actors, including the European Union (EU), Türkiye's government, opposition parties, judiciary, and civil society organizations (CSOs), are represented in the report. Further, it discusses the general implications of such representations based on how they reflect the strategic priorities of the EU and how these are consequentially relevant to public discourses. This paper therefore offers a multilayered lens through which one can investigate the asymmetrical power relations and ideological contestations immanent within EU-Türkiye relations.

Keywords: *Critical Discourse Analysis, politics, ideology, actor description, Türkiye, EU Reports*

Machine Translation in Journalism: Navigating Ethical Challenges in the Digital Age

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Abstract
This paper investigates the ethical and practical implications of machine translation (MT) usage in Turkish journalism, centering on a case study of a prestigious media outlet that published a Google Translate version of a foreign news article without disclosure. The study explores how such practices may not only violate content ownership norms but also erode journalistic transparency and accountability. By examining the textual features of the machine-translated article and comparing it with both similar MT products and originally composed Turkish news pieces, the research highlights critical discrepancies that challenge established journalistic standards. Drawing on interdisciplinary perspectives from translation studies, media literacy, and journalism ethics, the paper argues that the lack of source attribution in machine-translated content raises significant ethical questions about the responsibilities of news organizations. Moreover, the research examines whether current ethical frameworks can adequately address the challenges posed by the growing use of MT in newsrooms and concludes that there is an urgent need to update ethical standards to protect content integrity and enhance media literacy, as translation studies can help improve journalistic ethics by promoting responsible and transparent MT practices. The study advocates for stronger practices to prevent misrepresentation and uphold trust in journalism. Additionally, as MT usage expands globally, the findings extend beyond Turkish media, providing valuable insights for news outlets worldwide facing similar challenges. Ultimately, this interdisciplinary investigation bridges journalism and translation studies, contributing to a broader discourse on technology's impact on media ethics and laying the groundwork for future research and policy development in an era increasingly shaped by machine translation.

Keywords: *Machine Translation, News Translation, Media Literacy, Turkish Media, Media Ethics*

How to Improve Intercultural Communication Literacy in Young Learners

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Abstract

Fostering effective interaction with people from different cultural backgrounds, intercultural communication literacy is essential not only to promote successful language development for educational purposes but also to facilitate effective interaction within multicultural societies. Raising awareness regarding the dynamics of intercultural communication and incorporating purposefully designed practices into language classes can support the development of such literacy. Grounded on a cycle from awareness to production, instructional content and practices for intercultural communication literacy cover major elements such as openness, acceptance, cultural sensitivity, respect, empathy, adaptability and self-reflection. Preparing, presenting and practicing this comprehensive content in language classes, foreign language classes in particular, require specific consideration of the attributes of learner profiles. Taking particular characteristics of young learners learning English as a foreign language into consideration, teachers should enrich content and practices to equip young learners with knowledge and skills to develop their intercultural communication literacy within the reach of their cognitive, individual and social development. Thus, drawing on theoretical background regarding the characteristics of young learners and specifics of intercultural communication literacy, this paper aims to present useful tips and classroom practices that can be followed and implemented while teaching English to young learners. Each proposed practice highlights which specific dimension of intercultural communication literacy the practice addresses and how the content can be integrated and practiced in language classes. Within this holistic framework, the content aims to offer teachers and material developers an insight into the promotion of intercultural communication literacy in early English language education.

Keywords: *Intercultural communication literacy, teaching English to young learners, classroom practices*

Новая советская женщина в контексте феминистской литературной критики: «виринея» Лидии СЕЙФУЛЛИНОЙ

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Abstract
Женщина – это индивид, чья подчинённая роль в обществе и ограниченная свобода, определяемая мужским доминированием и социальными нормами, являются устоявшимися явлениями. Вследствие этого, на протяжении всей истории женщина была одной из ключевых фигур борьбы за равноправие. Данное гендерное неравенство, коренящееся в социальных установках, имеет глубокую историю в России, как и во всём мире. До Октябрьской революции 1917 года социальные роли женщин предопределялись гендерными ограничениями, а сфера их деятельности была в значительной степени ограничена домашним хозяйством. Однако с приходом к власти большевиков ситуация изменилась: была поставлена цель активизировать участие женщин в общественной и экономической сферах жизни. Новая социалистическая власть стремилась к формированию образа новой советской женщины, стимулируя женскую независимость и их активное вовлечение в процесс социалистического строительства в экономической, социальной и культурной областях жизни. Повесть «Виринея» Лидии Сейфуллиной, одной из значимых фигур советской литературы послеоктябрьского периода и свидетеля упомянутых процессов, представляет собой важный литературный пример для осмысления роли женщин в революционном процессе и их нового статуса в советском обществе. Виринея олицетворяет собой образ новой женщины, порождённой Октябрьской революцией. Освободившись от пассивности, свойственной традиционному крестьянскому образу, она обретает независимость и силу характера, совмещая в себе роли матери и революционерки. Её выход за рамки традиционных социальных ролей и обретение самостоятельности отражают фигуру новой женщины, формируемой социалистическим обществом. Данное исследование посвящено анализу повести Лидии Сейфуллиной «Виринея» с точки зрения феминистской литературной критики. В произведении женская репрезентация рассматривается в контексте концепции новой женщины, а также исследуется влияние революционных преобразований на эмансипацию женщин, их положение в социалистическом обществе и трансформацию гендерных ролей. В этом контексте проводится оценка значения произведения для современного читателя, а также его вклада в обсуждение актуальных проблем, связанных с положением женщин. Исследование также нацелено на повышение осведомленности в соответствии с 5-й целью Повестки дня в области устойчивого развития ООН – «Обеспечение гендерного равенства» – и на внесение вклада в литературоведческие и гендерные исследования в данном контексте.

Keywords: *Новая советская женщина, Лидия Сейфуллина, Виринея, Октябрьская революция 1917 года, феминистская литературная критика*

Silenced Identity and Fragmented Self in Patrick McGrath's "Asylum"

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Abstract
Patrick McGrath's Asylum subverts Victorian novel conventions with its complex depiction of power, mental illness, and gender interactions. The book obscures the distinctions between the institution and the external world, implying that the separation between sane and crazy is unreliable and there is no boundary between them. Narrated by Dr. Peter Cleave, a psychiatrist whose impartiality is being questioned, the narrative centers on Stella, a figure whose voice is consistently suppressed by patriarchal and institutional authority. Stella is deprived of narrative agency and progressively internalizes her pain. In reaction, she disengages from the identity forced upon her and reasserts her corporeal existence as an act of defiance. Her estrangement from conventional responsibilities as a wife and mother ends in the demise of her son, Charlie, ultimately resulting in her gradual self-destruction and shattered identity. Her body serves as the principal medium of expression, a physical insurrection against societal limitations. Conversely, Peter Cleave manifests as a figure of institutional authority who imposes escalating control over both Stella and Edgar. Through the manipulation of their lives, Peter creates a deceptive character that conceals his true ambitions and intentions, transforming Stella into an object of scrutiny rather than a subject of comprehension. This study contends that Asylum attacks the psychiatric hospital as a construct that engenders a "false self" in response to societal norms. The story critiques traditional concepts of sanity, identity, and control via Stella's physical defiance and eventual demise, presenting a troubling depiction of how institutional authority suppresses and devours the individual.

Keywords: *Fragmented Self, Silenced Identity, Asylum, False Self*

Dönüştürücü Yazarlık; Fransız 'Edebi Ziyasını' Türk 'Edebi Ziyası'na Dönüştüren Yazar: Halit Ziya

Bahattin ŞEKER

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Abstract

Murasaki Shikibu'nun bireyin iç dünyasına ve toplumla ilişkisine dair hikâyelerin yer aldığı Genji'nin Hikâyesi ile 11. yüzyılın ilk yıllarında Japonya'da başlayan roman serüveni, Batıda 17. yüzyılda Cervantes'in Don Quijote eseriyle modern bireyin ve modern romanın hikâyesine dönüşür. Bu dönüşüm, 18. yüzyılda varoluş ve ahlak problemlerinin tartışıldığı, neredeyse salt anlamda felsefî eserlerle devam ederken 19. yüzyılda, birey ve toplum ilişkilerinin edebî estetik ve felsefî boyutta işlenmesiyle doruk noktasına ulaşır. Bu yüzyılda tercüme faaliyetlerinin gelişmesi, Avrupa'yı roman ihracatı yapan bir kıta haline getirmiştir. Türk edebiyatındaki roman serüveni Giritli Aziz Efendi'nin Muhayyelât-ı Aziz Efendi uyarlama eseriyle 1796'da başlasa da 19. Yüzyılın ikinci yarısı, roman türünün Türk edebiyatına girdiği bir dönem olarak kabul edilmektedir. Avrupa'da romanın altın çağını yaşadığı bu dönemde, Batı romanlarının özellikle de Fransız romanlarının Türkçe' ye çevirileri ve uyarlamaları Türk edebiyatındaki ilk romanlar olarak ortaya çıkar. Ancak, milli ve yerli roman denilebilecek tarzdaki Şemsettin Sami'nin Taaşşuk-ı Talat ve Fitnat (1872), ilk edebî Türk romanı olarak kabul edilen Namık Kemal'in İntibah (1876) ve ilk Türk polisiye romanı Ahmet Mithat Efendi'nin Esrâr-ı Cinâyât (1884) romanlarında, her ne kadar özgün yanları bulunsa da gerek teknik gerekse konu bakımından Batı edebiyatının etkileri görülmektedir. Bu nedenle yaratıcı dönüştürme bakımından çok güçlü olmasalar da ilkler arasında sayılmaktadırlar. Bu çalışmada, Fransız edebiyatına hâkim olan, eserlerinde realizmin toplumsal gerçekçiliğini, natüralizmin toplumsal determinizmini ustaca yansıtan Halit Ziya'nın Fransız roman tekniğini ve esin kaynaklarını dönüştürerek Türk romanına nasıl bir zenginlik ve yenilik kazandırdığı eklektik ve karşılaştırmalı bir yöntemle ortaya konulacaktır.

Keywords: *Dönüştürücü Yazarlık, Esinlenme, Fransız Modern Romanı, Halit Ziya, Kültürel Dönüşüm.*

Public Communication: Purposes and Intentions

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Abstract
Drawing on John Searle's theory of speech acts and his concept of intentionality, this research aims to explore the ways in which public figures use language and manage their public communication. In our research we draw on John Searle's earlier work, which takes a distinctly functionalist view of the concept of intentionality. This can be seen, for example, in Expression and Meaning (Searle, 1979). The key notion here is illocutionary purpose as an aspect of illocutionary force. However, Searle's later work, such as Intentionality (Searle, 1983), which represents an apparent turn from functionalism to mentalism (Nerlich and Clarke, 1996), is also considered. We believe that there is an urgent need to further promote the study of public communication and its persuasive potential, while at the same time raising public awareness of the impact that a carefully crafted statement or speech can have. The point of departure for the present research is that, in recent times, public communication is no longer primarily aimed at informing the public, but is tailor-made according to the effect or response it is intended to elicit. Thus, the use of specific linguistic material and its organisation into individual statements is a matter of deliberate, targeted choice. The results obtained through textual and comparative analysis of selected instances of public communication provide the basis for demonstrating a variety of approaches to influencing and shaping public opinion in the desired way by public figures. The paper also touches on the issue of manipulative communication strategies and explores the distinction between persuasive and manipulative communication.

Keywords: *Public communication, speech acts, illocutionary purpose, intentionality*

Çeviriyaratım Yoluyla Türkçede Marka Kimliği Oluşturma: Ledvance Çeviriyaratım Örneği

Bekir DİRİ
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Abstract

Giderek küreselleşen dünyada pazarlama, çeviri talebinin en önemli itici güçlerinden biri haline gelmiş ve hem çeviri çalışmaları hem de çeviri sektörü içinde yeni eğilimlerin ve yaklaşımların ortaya çıkmasına neden olmuştur. Bu bağlamda öne çıkan kavramlardan biri de çeviriyaratımdır. Çeviriyaratım, geleneksel çeviri uygulamalarının ötesine geçerek yaratıcılığı, kültürel uyarlamayı ve hedef metnin duygusal etkisini ön planda tutar. Bu çalışma, Alman aydınlatma markası Ledvance için gerçekleştirilen Türkçe çeviriyaratım uygulamalarını incelemekte ve üç spesifik örneği, bunların geri çevirileri (back translation) ve çeviriyaratım sürecinde çeviriyaratım uzmanları tarafından sunulan gerekçeler ile birlikte analiz etmektedir. Karşılaştırmalı bir analiz yoluyla farklı çeviriyaratım uzmanlarının kullandığı stratejiler, uygulanan yaratıcı özgürlük düzeyi ve müşterinin tercihleri ile marka yönergelerinin getirdiği kısıtlamalar ele alınmaktadır. Çalışma, kaynak metne sadakat ile hedef pazara uyarlama arasındaki dengenin nasıl kurulduğunu; dilsel, kültürel ve pazarlama odaklı faktörler çerçevesinde değerlendirmektedir. Ayrıca, bu araştırma çeviriyaratım süreci ile geleneksel çeviri süreci arasındaki farklılıkları da ele alarak, üç farklı çeviriyaratım uzmanının karar alma kriterlerini incelemektedir. Çeviri tercihleri, geri çevirileri ve bunlara ilişkin gerekçeleri analiz edilerek çeviriyaratım sürecinde rol oynayan bilişsel ve stratejik unsurlar ortaya konmaktadır. Elde edilen bulgular, pazarlama odaklı metinlerin dilsel ve kültürel sınırları aşarak nasıl uyarlanabileceğine dair derinlemesine bir anlayış sağlamayı amaçlamakta ve hem çeviri profesyonelleri hem de çeviriyaratım çalışmaları alanındaki akademisyenler için önemli çıkarımlar sunmaktadır.

Keywords: *Çeviriyaratım, geri çeviri, uyarlama, yaratıcı çeviri*

Developing a Technical Vocabulary List for Metallurgy Education: A Corpus-based Approach

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Abstract

Vocabulary instruction is a significant and complex area of focus in English for Academic Purposes (EAP) research. Previous studies have examined various aspects of EAP vocabulary, including the needs of learners, the vocabulary used in academic contexts, and specialized technical vocabulary. Metallurgy English, a key subset of EAP vocabulary, is essential for individuals working in the field. The aim of this study is to develop a technical vocabulary list specifically for students pursuing education in metallurgy. To construct this list, a corpus of 439,643 tokens was compiled from publications in SSCI- and SCI-indexed journals. The technical vocabulary list was generated using AntWordProfiler, based on the target corpus. The analysis revealed that 22.44% of the words in the corpus were not included in the General Service List (GSL) or the Academic Word List (AWL). To assess the effectiveness of the created vocabulary list, 16 students were tested on their proficiency with the terms. This study highlights the importance of developing a specialized technical vocabulary list for metallurgy, as these terms constitute a significant portion of the academic material students will encounter in their studies.

Keywords: *Corpus, EAP, word list, metallurgy*

Gender, Technology, and Nationalism in Türkiye's First AI and Virtual Influencers

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Abstract

This paper explores how artificial intelligence and virtual influencers are emerging as gendered national figures, focusing on some of Türkiye's first AI-driven female personas. Using Türkiye's first AI brand ambassador, Seren Ay; the first Turkish artificial intelligence model, Asena İlik; and Türkiye's first virtual influencer, ALARA X as case studies, this paper examines how these figures act as lenses through which cultural, nationalistic, and gendered narratives are reshaped in the digital era. As women have historically been positioned as boundary markers of the nation by representing and transmitting national, ethnic, and cultural ideologies and identities, it can be argued that AI women also serve as national representatives. Their names are constantly associated with Türkiye, further emphasizing their ties to the country. Seren Ay and Asena İlik, for instance, represented Türkiye in the world's first AI beauty pageant. Many people struggle to believe that they are not real. As the lines between digital and real-world influence become increasingly blurred, it should be questioned whether AI women are reshaping the relationship between gender and nation or simply fitting into traditional roles. This paper attempts to understand these new dynamics, exploring how gender, technology, and nationalism are evolving and considering the possible effects of the digital landscape on today's world.

Keywords: *Virtual Influencers, Gender and Technology, National Identity, Digital Culture, Gendered Representation*

Headscarves on Screen: The Cultural Shift in Turkish Television

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Abstract

Despite Türkiye being a Muslim-majority country, the presence of Muslim women wearing headscarves as main characters in Turkish TV series is a relatively new and controversial phenomenon. Although headscarves are widely accepted in daily life, their visibility on mainstream television has been limited. There has always been a tense relationship between popular culture and religion. Popular culture has been associated with low status and light entertainment, while religion with respect and seriousness. Respect for and sensitivity to religion have limited its place in popular culture. Women wearing headscarves first appeared on TV in respectable professions, such as TV anchors, or on religion-focused channels like Samanyolu TV and Kanal 7. However, the increasing presence of head scarves in mainstream media in recent years marks a significant change. The most popular prime time series now include female characters who wear headscarves, and they explore topics related to religion and conflicts between religious and secular groups. This paper examines the veiled Muslim women in popular Turkish television series and how the new dynamics reflect a broader cultural shift. Drawing on the concept of convergence culture, it argues that including veiled women in popular culture has become inevitable in the digital age. Many women with headscarves have become popular on the internet. In response, television producers have had to adapt to these changing social dynamics, even though some audiences have resisted this shift. By looking at these changes, this paper provides insight into the evolving intersection of religion and media in Türkiye's contemporary cultural landscape.

Keywords: *Headscarf representation, Turkish television, Popular culture, Religion and media, Convergence culture*

Evaluating the Performance of Machine Translation Systems in Literary Translation with a Focus on Creativity and Lexical Diversity

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Abstract
This study aims to make an evaluation of the translation of Shakespeare's Othello (1622) using human translation and machine translation systems. Although its use in the field of translation is increasing day by day, there are limited studies conducted to understand how much machine translation systems will develop in the field of literary translation. There are also limited studies in the literature on the evaluation of machine translation performance regarding drama texts. The reason for choosing a work from the theater genre in the study is that it has a more dialogue-oriented structure compared to other literary genres. The motivation of the study is to test whether the criticisms that machine translation systems receive in applications aimed at translating genres such as novels and short stories are also present in this genre. The objects of the study are Özdemir Nutku's (2023) translation of Othello and the automatic machine translation of the same work to be obtained from the DeepL machine translation system. In the study, the automatic translation of the text was first obtained with the DeepL system, and then the text produced by Özdemir Nutku was transferred to the digital environment. Then, a comparative descriptive analysis was conducted. After this analysis, the lexical diversity of the source text, human translation and automatic translation were examined based on the methodology proposed by Brglez and Vintar (2022). The creativity of the same texts was examined based on the methodology proposed by Corpas Pastor and Noriega-Santiáñez (2024). The results obtained were compared for all three texts and these findings were discussed together with the human evaluation. Thus, the study aims to contribute to the literature by evaluating the effectiveness of machine translation systems in literary translation applications. In an era where the role of humans in the translation process is often questioned, we aim to explore the limitations and advantages of technology in text types, such as literary texts, where human involvement is most prominent.

Keywords: *Machine translation, human translation, theatre translation, lexical diversity, creativity*

Accusations in Video Game Playing Activities: An Interactional Perspective

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Abstract
This paper examines accusations in naturally occurring video game playing activities. Employing the analytic mentality of ethnomethodology and conversation analysis, this paper demonstrates the gamers' observable and reportable orientations to the fair progression of their games. Drawing on a corpus of video data (about 8 hours) in which participants engage in football video games at homes and game cafes, this paper shows that gamers treat the conduct of the avatar footballers on the virtual pitch as accountable. Specifically focusing on the accusation sequences, this paper discusses how gamers mark the transgressive conduct of their opponent gamers in explicit ways. By way of elucidating the interactional practices involved in the work of accusing another gamer during game play, this paper describes the social organization of accusations in mediated activities. The empirical analysis highlights the descriptions used by the accusing parties, through which they portray the conduct of the opponent gamers' avatars as fierce. This not only holds the opponent gamers as responsible for moving away from the normal and expected ways of playing the game but also establishes the relevance for the intervention of the referees, run by the game algorithm. The responses to accusations mostly argue that the conduct on the virtual pitch is fair, characterizing it as conforming to the rules of the games. This paper presents insights into better understanding the moral work in situated activities and the accusations in video game play, as well as their social characteristics and implications. It also contributes to the recently increasing body of studies, examining Turkish from an interactional perspective.

Keywords: *Accusations, accountability, morality, video games, social interaction*

Polarization as a Political and Ideological Discursive Strategy in the EU-Türkiye Report for 2024

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Abstract
This study analyzes the European Union's 2024 report on Türkiye with a focus on 'polarization' as a political and ideological discursive strategy using Critical Discourse Analysis (CDA). By analyzing the linguistics and discursive patterns, the study reveals how the EU describes social power and inequalities in Türkiye. The EU portrays itself as a defender of democratic norms, 'us', and reflects Türkiye as a figure departing from these norms, 'them', concerning issues such as democracy, human rights, foreign policy, economy, governance, and migration. This 'us' and 'them' division is specifically noticed on the foreign policy issue. The EU criticizes Türkiye's positions towards Cyprus and Hamas. The EU strengthens its positive sides, whereas it highlights the negative sides of Türkiye, depicting Türkiye as a disalignment with the norms of the EU. Content analysis was conducted to deeply analyze the polarization dichotomy of 'us' and 'them'. This study sheds light on CDA studies by demonstrating how language reinforces polarization, which has a significant implication for the EU-Türkiye relations and larger geopolitical dynamics.

Keywords: *Critical Discourse Analysis, polarization, Türkiye, European Union*

Evaluation of Translation Product Examples in Terms of Translation Ethics within the Framework of Pierre Bourdieu's Concepts

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Abstract

Globalization and technology affected the act of translation. Also with the development of trade and communication networks increased the importance of translation. Therefore a transformation has begun that effected production methods,financial policies, social phenomenia and information sharing. This transformation didn't only affect the act of translation but also the ability to sell product in the world market. Elements such as commercial competition and effective marketing products brought Bourdieu's concepts illusio, space, field, capital, doxa and habitus. For instance today book's entering best seller list can be the main reason fir its translations to many languages. This competitive environment directs publishing houses and translators to implement different strategies such as adding, changing, removing from the text, adapting and domesticating, For example, book covers are changed and presented as new translations, page numbers are reduced, textual elements such as prefaces, epigraphs, illustrations and titles are removed from the translated product. Using previous translations of the text causes the same mistakes to be repeated. Elements and indicators belonging to foreign cultures are replaced with target culture indicators and out-of-context elements are added. Information about these additions and abbreviations is often not provided. Unvisibility of the translators who applied these strategies is another issue. For what purposes are these applications made and are translation ethics taken into consideration? According to the examples presented in this study, it is seen that this issue is sometimes not taken into consideration and therefore commercial concerns and competition come to the fore. Bourdieu's theory does not only include institutions but also actors such as translators, and readers who shape the translation product. To produce good and ethically compliant translation products, conscious translators, readers and employers are needed.

Keywords: *P.Bourdieu, Space, Habitus, illusio, Translation Ethics*

The Effects of AI Enhanced Telecollaborative Language Learning Projects on Language Learners' Creative Thinking Skills: A Review and Future Directions

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Abstract

In an English as a Foreign Language (EFL) setting, motivating students to learn the target language is often a significant challenge for language teachers. The language is viewed not as a tool for real-life communication but generally as a school subject in which students practice the language to achieve high scores in the exams. The reason behind this is the learners' limited opportunities to use English in authentic, everyday situations. As a result, language teachers must adopt sound and up-to-date methods and tools to increase student motivation and promote meaningful language use. One of the most common tools for fostering communication in the target language among students and motivating the students to learn the language as a tool for communication is telecollaborative language learning projects. These projects enable language teachers to provide their students with fruitful opportunities to experience the actual use of the target language. Besides increasing learners' motivation and intercultural awareness, online intercultural exchanges (OIE) contribute to the development of creative thinking skills. Therefore, these projects require creative and well-planned task design with various collaborative activities where learners find a solution for real-world challenges faced by many people from diverse locations. In recent years, the integration of artificial intelligence (AI) tools into virtual exchanges has become increasingly popular. AI-enhanced telecollaboration poses numerous benefits, and the impacts of AI integration into these projects have been investigated by various researchers in the field. Therefore, this paper reviews recent seminal articles to examine the current role of telecollaborative projects. Additionally, it explores the role of AI-enhanced telecollaboration in the development of language learners' creative thinking abilities. As well as giving examples of collaborative activities utilized in actual telecollaborative language learning projects, this paper addresses the challenges experienced by language teachers and learners participating in such projects.

Keywords: *Telecollaboration, Intercultural Awareness, Digital Literacy, eTwinning*

Lexico-semantic Complexity in Learner EAP: Approaches, Parameters, and Results

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Abstract

his contribution explores software-aided techniques for enhancing the teaching of English for Academic Purposes (EAP) through the application of custom-made academic learner corpora. It introduces a novel program designed to automatically evaluate the lexico-semantic complexity of texts, thus providing educators and students with quantitative insights into academic language proficiency. The study details empirical findings from corpus analyses concerning different parameters characteristic of academic writing. Central to this research is the integration of a significant component of the semantic web initiative, which aids in parsing the nuanced relationships between words. The corpus data utilized in this study is drawn from the CUJOE project, a self-compiled corpus that encompasses a diverse range of student academic writing styles. This corpus is juxtaposed against other established datasets of academic texts and popular science articles, offering a broad spectrum for comparative analysis. Furthermore, the contribution suggests practical applications of this tool in educational settings, particularly in fostering self-assessment capabilities among students. By enabling learners to gauge the semantic complexity of their own writing, this methodology not only enhances language skills but also promotes a deeper understanding of academic discourse. It therefore not only advances the field of EAP pedagogy but also provides actionable insights for educators looking to integrate technology into language teaching practices.

Keywords: *Academic Writing, Corpus Linguistics, English for Academic Purposes, Learner English*

More Real than Reality Itself: Hyperreality in Margaret Atwood's "The Handmaid's Tale"

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Abstract
First coined by Jean Baudrillard, hyperreality refers to the state in which people cannot distinguish between reality and its representation in simulation, especially in highly technological postmodern societies. Hyperreality is one of the major themes of Margaret Atwood's "The Handmaid's Tale," in which the boundaries between simulation and reality appear to become increasingly blurred. In Atwood's dystopian world, there are underlying political and ideological structures to the characters' interpretations, reflecting and distorting present societal concerns. In Gilead's regime, such ruling policies distort individual actual experiences into a hyperreal state that erodes the genuineness of personal identity and human relationships through diverse strategies of propaganda and ritualistic practices. The distortion of reality strengthens the repressive structures of power, where the characters move within an atmosphere in which their perceptions are coloured by the fictions created by the state. This eventually leads to a reflection on what constitutes truth and how community control affects individual freedom. Atwood urges the reader to examine the impacts of hyperreality in their lives and to be aware of how ideology and media can distort our view of reality. The study concludes that Atwood's The Handmaid's Tale is a narrative that explores the relationship between individuals and a dystopian society that combines the real with the fake, making it more believable than reality itself.

Keywords: *Margaret Atwood, The Handmaid's Tale, reality, hyperreality*

Beyond the Body: Digital Consciousness and the Question of Selfhood in Greg Egan's "Diaspora"

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Abstract
Posthumanism challenges the conception of humanity as a fixed, biologically defined entity, interrogating how technology and artificial intelligence reconfigure understandings of identity, agency, and embodiment. A central debate within posthumanist scholarship concerns the concept of disembodiment—the idea that consciousness can exist independent of a bodily form, which raises questions about the nature of selfhood and continuity. In Greg Egan's novel Diaspora, published in 1997, a posthuman future is conceived in which consciousness transcends the limitations imposed by biological bodies, creating a speculative investigation of the concepts. The following discussion examines how Diaspora provokes challenging traditional notions of identity through its demonstration of digital consciousness, with particular reference to the presentation of the polises—self-contained, self-perpetuating AI entities existing outside of the physical realm. On the basis of the novel's treatment of continuity of self, memory, and independence, this paper analyses the extent to which Egan is describing virtual life as an authentic extension of personhood or as a displacement of human being. This research also inquires whether Diaspora affirms disembodied intelligence as a desirable posthuman condition or dissolves the transition from organic life to an entirely digital state of being. By engaging with posthumanist theory and examining philosophical texts on embodiment, this essay contends that Egan's novel neither fully confirms nor completely denies digital transcendence but complicates the consequences of such a transition. Ultimately, Diaspora is an exploratory examination of the future of consciousness, challenging the persistence of self in transcendence of the body and querying whether embodiment is an essential component of identity.

Keywords: *Posthumanism, Disembodiment, Digital Consciousness, Selfhood, Identity Continuity*

Beyond Utopia: Foucault's Heterotopia and Spatial Critique

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Abstract
This study contrasts utopia with Foucault's heterotopia, exploring their implications on how space shapes society. Utopia, seen in ideal societies like Plato's Republic and Thomas More's Utopia, envisions a perfect world of harmony. In contrast, Foucault's heterotopia, emerging in the mid-20th century, critiques spatial arrangements. These real places reflect, challenge, or reverse social norms, disrupting our understanding of space as purely physical and influencing people's behavior. Foucault's heterotopias, discussed in his 1967 lecture 'Des espaces autres,' disrupt norms, subvert language, and reveal social realities often overlooked. They symbolise broader discourses, housing elements considered abnormal or deviant, thus challenging and negotiating meanings, disrupting conventional control. The study posits that examining heterotopias clarifies the complexities of urban and digital spaces, strengthening spatial theory. Grounded in Foucault's perspectives, this study explores the dynamic relationship between environments and cultural practices. By contrasting utopian ideals with Foucault's critique, this paper advances discussions on space, society, and the spatial dimensions of social structures.

Keywords: *Foucault, Utopia, Heterotopia, Place, Space*

Hypocrisy of Virtue: Social Reform and Female Body in Shaw's Theatre

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Abstract

The intersection of moral ideology, performative virtue, and the gendered body is pervasive in the theatre of George Bernard Shaw. Grounded in a Fabian socialist framework, Shaw's dramaturgy problematizes bourgeois constructions of morality by revealing their entanglement with economic interests and institutional hypocrisy. His plays stage virtue not as an inherent moral quality, but as a socially codified performance that often serves to obscure systems of exploitation, especially those related to gender and class. Through ironic characterisation and dialectical structure, Shaw critiques the commodification of the female body, exposing how women are simultaneously idealised and economically marginalised within patriarchal capitalist systems. Rather than depicting female figures as passive victims or moral archetypes, Shaw constructs them as intellectual agents capable of challenging dominant narratives. This presentation contends that Shaw's theatre functions as a discursive site where moral norms are not only questioned but theatrically deconstructed. In doing so, Shaw redefines both the function of the stage and the role of the female body in it as a vehicle of social critique and ideological resistance. Ultimately, this study positions Shaw's plays as radical interventions in the cultural production of virtue and femininity in modern drama with particular attention to Mrs. Warren's Profession, Major Barbara, and Pygmalion.

Keywords: *George Bernard Shaw, morality, female body, gender, institutional hypocrisy*

Exploring AI Integration in K-12 English Classrooms: A Systematic Review

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Abstract
The rapid evolution of educational technologies has established artificial intelligence (AI) as an important factor in reshaping teaching practices within K-12 settings. Although considerable efforts have been made to enhance educators' AI skills, practical strategies for embedding these technologies in daily instruction remain underexplored (Cheah et al., 2025). Therefore, this systematic review investigates how AI is integrated into K-12 education, with a particular focus on English language instruction. The peer-reviewed studies published between 2022 and 2025 will be analyzed to identify key themes and trends surrounding the use of AI in K-12 English classes. Peer-reviewed studies published between 2022 and 2025 will be analyzed through content analysis method to identify key themes and trends in the application of AI in K-12 English classrooms. By synthesizing current research, the study aims to highlight best practices and potential pitfalls in AI adoption. It is anticipated that AI tools will emerge as significant contributors to creating personalized and engaging learning environments. At the same time, the review is expected to reveal challenges such as inadequate teacher training, accessibility concerns, and ethical issues with AI implementation. As a result, the findings will offer valuable insights for educators, curriculum developers, and instructional designers, and to inform future research and policy development, ultimately guiding effective and ethical incorporation of AI in K-12 English teaching practices.

Keywords: *K-12 English classrooms, artificial intelligence, systematic review*

Literature and Music

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Abstract
The main research goal of the present proposed project is to analyse selected fiction of both Cruz and Whitehead and the way they contribute to not only American culture, but also to popular culture. I will fulfill the research goal by using a quantitative research (through the research method- a questionnaire) and a qualitative research (through the research method- an analyse. The expected results will contribute to the history of Afro - American literature and to further its development as well as offering suggestions how literature and music can be connected together. It hopes to offer solutions how Art can be seen from different perspectives (how speech of Martin Luther King can be used in poetry). The result of a questionnaire contributes to understand Afro- American culture for Slovak people as well. What is more, it can inspire the Slovak school educational system and teachers of American literature. (The United States of America can inspired Slovakia and vice versa). On the other hand, I will contribute to the field of Music.

Keywords: *Music, Literature, Rap Music*

EFL Teachers' Perceptions on Blended Learning: A Study on Educational Approaches and Classroom Practices

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Abstract
This study investigates the perceptions and experiences of EFL (English as a Foreign Language) teachers who work in primary schools in Trabzon, Türkiye, regarding the use of blended learning in their classrooms. Blended learning, which combines in-person instruction with on-line or digital resources, has gained prominence, especially in the post-Covid 19 educational landscape. Drawing on semi-structured interviews with 12 EFL teachers, the research explores their understanding of blended learning, its perceived benefits and challenges, and the support mechanisms required for its effective implementation. Findings reveal that teachers generally perceive blended learning as a valuable approach to enhance student engagement, accessibility, and learning outcomes. However, they face significant challenges, including technical limitations, inadequate professional development, and varying levels of student readiness. Despite these obstacles, participants highlighted the potential of blended learning to appeal to diverse learning needs and improve language acquisition. The study underscores the importance of addressing barriers such as insufficient infrastructure, limited teacher training, and the need for clearer guidelines to optimize the integration of blended learning in EFL contexts. By providing targeted professional development and improved technical support, educational institutions can empower teachers to effectively implement this model, ultimately enhancing language learning experiences. The research contributes to the growing body of knowledge on blended learning in EFL settings, particularly within the Turkish education system, and offers insights for future studies and policy development.

Keywords: *Blended learning, EFL, teachers' perceptions*

Bioconservative and Bioethical Analysis of "Behind Blue Eyes"

Ece Sibel ÇELİK
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Abstract

Behind Blue Eyes (2020) is a cyberpunk novel written in English by a Polish writer named Anna Mocikat. The paper aims to discuss the novel from a bioconservative and bioethical perspective, highlighting the potential physical and ethical negative consequences of a possible highly technological world. Behind Blue Eyes centers around a female protagonist with technological augmentations as a part of a military unit named the Guardian Angels. Set in the year 2095, the novel takes place in a high-tech world where labour-intensive jobs are performed by artificially intelligent robots and cyborgs. Behind Blue Eyes demonstrates the outcomes of advanced technology such as providing equality and exceeding the biological, intellectual, and ethical limitations of human nature and the consequences of this freedom. The outcomes of the 'physical upgrades' are dehumanization and the loss of human essence in terms of emotions and free will which are the 'spiritual downgrades' made by the government. The novel is studied ethically in a dystopian environment in terms of high-tech augmentations in organic human bodies, which enable the Olympias Conglomerate to control and oppress through a surveillance system. Bioconservatives oppose these unethical human augmentations and the surveillance system that can be constructed in a high-tech future to practice control over citizens. Behind Blue Eyes also delves into artificially enhanced hybrid cyborgs, raising bioethical concerns such as respect for autonomy, beneficence, justice, and nonmaleficence. This paper, therefore, aims to analyse and critique the application of the surveillance system with the use of technological advancements by arguing the opinions of bioconservative scholars and bioethical concerns. Ultimately, it aims to reach a bioconservative conclusion that foresees a noxious and uncontrollable or overly controlled future that is constructed by enhancements and the surveillance system in Behind Blue Eyes.

Keywords: *Cyberpunk, Bioconservatism, Bioethics, Surveillance, Cyborg*

A Literature Review on Classroom Management in Turkish EFL Classes

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Abstract

Teachers and methods applied in the classrooms play a key role in learning from the perspective of students. This paper describes the effects of classroom management on learning environment in Turkish EFL classes. It reviews learning environment and classroom dynamics affecting learners' behaviour. It also defines the difficulties teachers face when they attempt to manage the classroom and find the balance in active learning. Reviewing strengths of EFL education in Türkiye with the current practices is a further point. Another main focus of the review is to comment on how effective and skilled classroom management has been in last ten years in Türkiye. Due to the importance of methods and teachers' role in classroom management, it has become mandatory to examine its function in Turkish EFL classes. In order to fulfill this, reviewing the studies from previous years has been essential. What students need to pursue a high-quality education is not only the language skills but also a well-managed classroom. Improving the proficiency in that field is quite related with the analyzing previous practices and following the studies. The purpose of the review is to comment the earlier research and it suggests practical insights to improve the quality of management in classrooms.

Keywords: *Classroom management, EFL classes, language skills*

Bringing a Learner Centred Approach into the Classroom: A Performance Task Fostering Communicative Competence with the Integration of Formative Assessment

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Abstract

The desired outcome of language learning is to communicate accurately and appropriately in a target language, thus, being competent in various language areas. Communicative competence requires language to be used through contextualized, purposeful and authentic tasks with a gap for communication as well as aligning with the principles of social constructivism. Social constructivism, approaching language learning as a social process, encourages collaborative learning with which students build communicative competence through interaction, discussions and feedback. The aim of this paper is to describe the principles of social constructivism and communicative competence along with the demonstration of a performance-based task with the integration of formative assessment, which promotes continuous development as well as providing feedback on current learning and desired goals through different tasks. The sample performance-based task includes continuous blending of instruction and assessment, leading into opportunities for both learners and teachers of EFL to receive feedback and make learning and teaching visible to be monitored. Hence, this paper provides a practical model of a performance-based task developed by the author with reference to an EFL coursebook. This paper aims to enable teachers to develop an understanding of the key concepts and theories for a learner centred classroom, along with designing and implementing similar performance tasks.

Keywords: *Communicative competence, social constructivism, formative assessment, EFL, performance task*

The Use of Non-finite Dependent Clauses in Academic Texts Written by Native and Non-native (Slovak L1) English Speakers

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Abstract

The present research is focused on the employment of a specific type of dependent clause, namely non-finite dependent clause, in written academic texts. The analysis was performed on academic texts produced by native and non-native English-speaking (Slovak L1) writers at different proficiency levels, namely M.A. and PhD. theses. The aim of the research was to determine whether the (non)native English speaker status and the proficiency level of the producers of academic texts have a significant impact on the employment of non-finite dependent clauses in the selected academic text types. The research was performed manually on a small-sized corpus of authentic samples of the selected academic text types, employing the methodology of corpus linguistics. The incidence of non-finite dependent clauses was investigated using quantitative research methodology. The characteristic features of the individual text types were determined via comparative analysis. Statistical tests were used to determine whether the differences between the text types are significant. The research found significant differences in the employment of non-finite dependent clauses in the analyzed academic text types depending on the (non)native English speaker status as well as the proficiency level of the producers. The determined characteristics of the individual text types were also compared with the characteristics associated with different stages of academic writing development provided by Biber et al. (2011). The findings have important implications for academic writing instruction at universities.

Keywords: *Non-finite dependent clauses, structural complexity, academic text types, academic thesis, native English speakers, non-native English speakers*

AI vs. Human Scoring in EFL Writing: An Analysis of Interrater and Intrarater Reliability

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Abstract

With the rise of advanced generative artificial intelligence (AI), particularly following the launch of OpenAI's Chat Generative Pre-trained Transformer (ChatGPT) in 2022, researchers have shown growing interest in its educational applications. One such application is its integration into EFL writing assessment as an Automated Writing Evaluation (AWE) tool. Building on this interest, the present study examines the scoring consistency and reliability of ChatGPT-4 by comparing its scores with those of two professional human raters. The study used 50 essays written by Turkish EFL learners in a classroom-based writing assessment context. Each essay was assessed twice by ChatGPT-4 and the human raters using the same analytic scoring rubric, with a three-week interval between the two scoring sessions. Descriptive statistics and paired-samples t-tests were conducted to compare mean scores, while correlational analyses were used to assess interrater and intrarater reliability across different raters and sessions. The findings revealed that the scores assigned by ChatGPT-4 were closely aligned with those given by human raters, suggesting that AI-generated assessment can approximate human judgment in writing assessment. Additionally, ChatGPT-4 exhibited greater consistency over time, indicating a lower degree of score fluctuation compared to human raters. This increased stability suggests that AI-based scoring tools may reduce the variability commonly observed in human grading, which can be influenced by factors such as fatigue, subjectivity, or contextual bias. These results suggest that ChatGPT-4 have the potential to serve as reliable supplementary assessment tool in AWE. The higher stability of AI-generated scores over time indicates that such tools may help reduce variability in grading, providing more consistent assessment procedures for EFL learners.

Keywords: *Automated Writing Evaluation (AWE), AI scoring, ChatGPT-4, interrater reliability, intrarater reliability*

Investigating the Influence of Video-dubbing Tasks on the Intelligibility and Comprehensibility of Public School Students' English Speaking Pronunciation

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Abstract
This study investigates the influence of video-dubbing tasks on the intelligibility and comprehensibility of enhancing students' pronunciation in speaking. Conducted as a classroom action research, the study targeted eighth-grade students at a secondary school in Maçka, Trabzon, Türkiye. The research involved a total of 12 students. To collect data, the researcher utilized observation to assess the integration of video-dubbing in the teaching-learning process and tests to measure students' pronunciation improvement throughout the implementation. The study was carried out in two cycles, each consisting of four sessions. The findings revealed that video-dubbing effectively enhanced students' pronunciation skills. Therefore, it can be concluded that incorporating video-dubbing in the learning process has a positive impact on students' speaking abilities, particularly in pronunciation.

Keywords: *Video-dubbing, pronunciation, intelligibility, comprehensibility*

Lexical Contours of the Mind and Experience: A Computational History of Psychological Categories in Fiction

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Abstract

This study probes the historical trajectories of higher-order semantic categories—Cognition, Perception, and Affect—as lexical constellations shaping narrative fiction's psychological depth from the 18th to 21st centuries. These categories comprise curated lists of words: Cognition encompasses terms tied to thought and reasoning (e.g., 'know,' 'think'), Perception includes sensory and observational lexicon (e.g., 'see,' 'hear'), and Affect captures emotional states (e.g., 'feel,' 'love'). Integral to fiction's articulation of mental and emotional experience, they inform character interiority and reflect broader literary dynamics, such as historical periodization. Employing a literary-historical distant reading approach, this research analyzes a corpus exceeding 10,000 novels from the HathiTrust Digital Library, spanning four centuries. Computational tools—BookNLP for semantic word extraction and the LIWC dictionary for psycholinguistic exploration—facilitate the identification and quantification of these category-specific terms across the corpus. This methodology reveals longitudinal patterns in their usage, tracing shifts in prevalence and configuration. The findings are significant, affirming prior insights into period-specific narrative trends in English language fiction while uncovering novel lexical arrangements that enrich our understanding of these categories' roles. By charting their evolution, the study elucidates how psychological vocabulary interweaves with cultural context to define fiction's aesthetic and experiential contours. This investigation thus reframes narrative fiction's engagement with the phenomenology of mind and emotion, offering fresh perspectives on its historical development and reinforcing the value of computational analysis in literary scholarship.

Keywords: *Literary history, distant reading, psychology, narrative fiction, distant reading*

Çevirmen Yönüyle Antoine Galland ve "Binbir Gece Masalları"nı Çeviri Sürecine Dair Bir Değerlendirme

Ercan DEMİRCİ
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Abstract
Bu çalışma, ünlü Fransız doğubilimci Antoine Galland'ın "Binbir Gece Masalları"nı çevirme sürecini ve bu çevirinin hem kültürel hem de edebi açıdan önemini incelemektedir. Galland, 17. yüzyılın sonlarına doğru Osmanlı İmparatorluğu'na yaptığı seyahatin ardından Arapça'dan Fransızcaya "Binbir Gece Masalları"nı çevirerek bu eseri Batı dünyasına tanıtmıştır. Galland'ın çevirisi, sadece bir dil aktarımından öte, Batı'nın Doğu kültürlerine ve edebiyatına dair bakış açısını şekillendiren önemli bir dönemeçtir. Galland, masalların özgün yapısını koruyarak, Batılı okura egzotik bir Doğu dünyası sunmaya çalışmış, fakat bazı yerlerde metnin anlamını değiştirecek derecede kültürel adaptasyonlar yapmıştır. Bu bağlamda, Galland'ın çeviri sürecinde kullandığı yöntemler, sadece dilsel değil, aynı zamanda kültürel çevirinin de önemli bir örneğini teşkil etmektedir.
Dünya edebiyatının en önemli eserlerinden olan "Binbir Gece Masalları", hem Doğu hem de Batı edebiyatlarını etkilemiş bir külliyat olarak kabul edilmektedir. Masallar, genellikle Orta Doğu ve Asya'nın çeşitli halklarının anlatılarından derlenmiş ve yıllar içinde farklı kültürler tarafından benimsenmiştir. Bu eserin önemi, sadece bir hikâye koleksiyonu olmanın ötesinde, zengin bir kültürel mirasın taşıyıcısı olmasıdır. Galland'ın çevirisi, bu kültürel mirasın Batı dünyasında daha geniş bir kitleye ulaşmasını sağlamış ve Batı'da "Doğu" algısının şekillenmesine katkı sağlamıştır. Bu bildirinin amacı, Galland'ın çevirmenlik yönünü ilgili eserin çeviri sürecini irdeleyerek, bu sürecin Batı'daki "Binbir Gece Masalları" algısını nasıl dönüştürdüğünü incelemektir. Sonuç olarak, Galland'ın çevirisi, sadece bir dilsel aktarım değil, aynı zamanda iki kültür arasındaki etkileşimin ve dönüşümün önemli bir örneğidir. Bu çevirinin, masalların Batı'da benimsenmesinde ve "Doğu" hakkında yeni bir bakış açısının ortaya çıkmasında kritik bir rol oynadığı sonucuna varılacaktır.

Keywords: *Binbir Gece Masalları, Antoine Galland, çeviri, çevirmen, Doğu ve Batı*

Edebi Çeviride İnsan ve Makine: Postkolonyal Bir Metnin Çeviri Deneyimi

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Abstract

Postkolonyal metinler, tarihsel ve kültürel bağlamda sömürgecilik sonrası toplumların kimlik arayışlarını, kültürel dönüşümlerini ve dilsel dinamiklerini yansıtan önemli yapıtlar arasında yer alır. Bu metinler, sadece edebi bir anlatı değil, aynı zamanda postkolonyal eleştirinin ve kültürel yeniden yapılandırmanın bir yansımasıdır. Bu çalışmada, Cezayirli Frankofon yazar Assia Djebar'ın 1985 yılında yayımlanan "L'Amour, la fantasia" adlı romanı ve Ayşegül Sönmezay tarafından 2001 yılında Türkçeye çevrilen "Aşk ve Fantazya" eseri üzerinden bir çeviri analizi yapılmıştır. Çalışmanın amacı, postkolonyal bir metnin çeviri sürecinde insan çevirmeni ve yapay zekâ uygulamaları (Google Translate, ChatGPT, Gemini) tarafından önerilen çevirilerin karşılaştırılmasını yaparak, edebi çevirinin ne ölçüde yapay zekâ tarafından başarıyla gerçekleştirilebileceğini araştırmaktır. Araştırmada, Fransızca kaynak eserden 10 örnek seçilmiş ve bu örnekler insan çevirmeni ile yapay zekâ araçlarının önerdiği makina çevirileri ile karşılaştırılmıştır. Çalışma, özellikle makine çevirisinin postkolonyal metinlerde ne kadar işlevsel olduğunu ve bu çevirilerin edebi anlamı, dilin inceliklerini ve kültürel bağlamı nasıl taşıdığını incelemektedir. Ayrıca, bu karşılaştırma, makine çevirilerinin edebi metinlerin çevirisinde ne kadar başarılı olduğunu ve yapay zekâ uygulamalarının çeviri alanında gerçek bir çözüm sunup sunamayacağını tartışmaktadır. Sonuç olarak, yapılan analiz, makine çevirisinin kültürel ve dilsel bağlamı tam olarak anlamada sınırlı kaldığını, insan çevirmeninin edebi metinlerdeki incelikleri ve kültürel alt metinleri aktarmada daha etkin olduğunu göstermektedir. Ancak, yapay zekâ uygulamaları, basit ve doğrusal metin çevirilerinde giderek daha başarılı sonuçlar elde etmekte ve gelecekte edebi çeviriye katkı sağlama potansiyeline sahip olmaktadır. Bu çalışma, makine çevirisinin edebi çeviriye katkısı üzerine bir başlangıç noktası oluşturarak, postkolonyal metinlerin çevirisinde yeni bir bakış açısı sunmayı amaçlamaktadır.

Keywords: *Postkolonyal metin, edebi çeviri, yapay zekâ uygulamaları, insan çevirisi, makine çevirisi*

The Perceptions of English Language Teachers regarding Drama Integrated Language Lessons

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Abstract

This study aims to explore the perceptions of tertiary-level teachers regarding drama integration and to explore pedagogical implications based on these teachers' perceptions. In a state university, the study was conducted with 11 tertiary-level language teachers with a qualitative research design. The data was gathered through semi-structured interviews. Conducting content analysis of the data, it was revealed that the teachers were positive toward the drama integration, although only some of them implemented it more effectively than others due to some challenges such as syllabus, course book, or educational background. They were aware of its benefits for the language learning process. As a result, it was found that the teachers lacked knowledge related to drama integration and needed in-service training to broaden their knowledge.

Keywords: *Drama integration, language teachers, drama-integrated language learning*

Opinions of the Highschool ELT Teachers about Using Poetry in English Lessons

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Abstract
Using literary works in ELT lessons has been debated for years. It has positive effects on students. Moreover , literary works, such as short story,poems,songs, novels, articles and plays can affect students emotions and critical thinking so learning become permanent. Especially, poetry is a good material for students thanks to its rhyme and rhythm in it. This study aims to see the opinions of the highschool ELT teachers about using poetry. For the purpose of the study, a four- questioned interview was made with seven teachers working in the highschools in Alaçam, Samsun. According to the informations taken from interview, poetry is seen useful and efficient material for English lessons since it can easily catches the students attention and can broaden their minds so they can look from different point of views. They expressed that the students can develop their cultural knowledge both in their mother tongue and target language. Another advantage of using poetry mentioned by the teachers is that the effect on their grammar knowledge and their language skills. It was stated by the teacher that students can learn new words with their pronounciation, new grammar structures in the poems. Also they can write the true spelling of the words. Poetry is mentioned as a perfect way by the teachers to make the students think critically and create new poetry examples or other literature genres. The teachers talked about the negative experiences they had while using poetry such as students' level and lack of knowledge on their own mother tongue. However, these obstacles can be dealt by picking up suitable poetry samples for the students' level and understanding. As parallel with other studies and researchs,this study shows that ELT teachers have positive attitudes about using poetry in ELT lessons. They think that poetry fosters students' language skills, creativity, cultural competence, emotional intelligence both on the target language and their mother tongue. Thus , students can overcome the shyness they have while using English when they get the power of able to talk about a poem and to create their own poems. With that point of view, it can be said that the book used in the lessons can have more poems . And the teacher can be given the chance to get the experience about how they can use poems in their classes.

Development of an AI-powered Telegram Chatbot for English Language Learning Based on English File 4th Edition

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Abstract

In this study, we present the development of an AI-powered Telegram chatbot designed to support English language learning for A1, A2, and B1 level students. The chatbot, named "LELA Teacher Bot," was built using the Python-based Quart framework and is fully integrated with an AI model tailored to a predefined set of learning objectives. The system is structured around the Oxford English File 4th Edition series, specifically the Elementary (A1-A2), Pre-Intermediate (A2-B1), and Intermediate (B1) levels. Each book's units were meticulously analyzed, and vocabulary lists, grammar topics, reading passages, and writing prompts were pre-defined to train the AI within strict pedagogical boundaries. Students and teachers are assigned unique 8-digit class codes, ensuring a structured learning environment where teachers can monitor student progress. Upon accessing the bot, students are required to enter their class code and select the book and unit they wish to study. The chatbot then provides vocabulary exercises, grammar explanations, AI-generated grammar exercises, reading comprehension tasks, and writing prompts—all within the predefined scope of each unit. A critical feature of this system is its strict adherence to the specified curriculum, preventing any deviation from the intended learning material. The chatbot does not generate content beyond the predefined vocabulary, grammar rules, or complexity level of the selected book. Moreover, it actively prevents users from steering conversations toward unrelated topics, maintaining a focused and effective learning experience. This AI-powered system demonstrates the potential of intelligent tutoring assistants in language learning by providing structured, interactive, and adaptive content delivery. Future enhancements may include expanding content coverage, integrating voice-based interactions, and incorporating student performance analytics to further personalize the learning experience.

Keywords: *AI chatbot, English language learning, Telegram bot, Quart framework, curriculum-based AI training*

Incorporating Artificial Intelligence into Translation of Shakespeare's Sonnets

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Abstract

Shakespeare's sonnets are famous for their intricate wordplay, beautiful metaphors, and strict poetic structure, which present significant challenges for literary translators. This conference paper aims to present how English Translation and Interpretation students at university level interpret Shakespeare. This paper explores the assistance of Artificial Intelligence (AI) while translating Shakespeare's sonnets, focusing on how Neural Machine Translation (NMT) and Large Language Models (LLMs) handle the complexities of Early Modern English, iambic pentameter, and rhetorical devices. While AI surpasses human beings in processing linguistic datasets and generating grammatically coherent translations, it often misses poetic meter, cultural nuance, and multiple meanings peculiar to Shakespearean verse. Through comparative analysis of AI-generated translations, this study evaluates the strengths and limitations of AI in preserving the sonnets' figurative language, symbolism, rhythm, rhyme scheme, and emotional depth. Moreover, the role of human translator's post-editing is monitored for refining AI-assisted translations to maintain artistic integrity. The findings show that AI can serve as a valuable tool for preliminary translation and linguistic analysis but requires translator intervention to achieve literary fidelity to the source. This research contributes to the discourse on AI in literary translation, pointing out to the fact that a hybrid approach is necessary to balance technological efficiency with human creativity in rendering Shakespeare's timeless poetry across cultures.

Keywords: *AI translation, Shakespeare, sonnets, literary translation, poetic structure, NMT, post-editing.*

An Examination of the 10 Core Values from the Turkish Ministry of National Education's Values Education Framework in the 2024 Edition of the 10th Grade English Coursebook and Workbook

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Abstract

This study evaluates the integration of the Ministry of National Education's (MoNE) ten core values—justice, friendship, honesty, self-discipline, patience, respect, love, responsibility, patriotism, and altruism—within the 10th-grade English coursebook and workbook 2024 edition. Using qualitative document analysis, the findings reveal that while values such as Respect, Responsibility, and Patriotism are prominently featured across the units, others like Justice, Love, and Patience are less emphasized. The analysis highlights the effective use of cultural, historical, and contemporary contexts to align the content with MoNE's Values Education Framework. However, the distribution and depth of value integration are uneven, echoing critiques in previous studies of values-based education in Turkish curricula. Comparisons with prior research underscore the need for more comprehensive and reflective approaches to fostering students' understanding and internalization of values. Recommendations are provided to enhance the holistic representation of core values in future curriculum development, emphasizing interactive activities and collaborative learning strategies. This study contributes to ongoing discussions on values education in EFL materials, highlighting its potential to support both academic and personal development in secondary education.

Keywords: *Values Education,Ministry of National Education (MoNE),Cultural and Historical Contexts,Core Values*

The Binary of the Self and the Other: Third Space Theory in Ayad Akhtar's "The Who & The What"

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Abstract
Through blending of many concepts and connections, the third space is a hub for creative and multicultural discourse where new and creative ways of understanding are developed. Globalization and hybridity theories are related to the third space issue. Increased cultural hybridization and the ensuing effects of globalization are two of the main causes behind the emergence of the third space.Ayad Akhtar's The Who & The What raises questions about assimilation into mainstream American culture versus the preservation of cultural heritage. This study aims to analyze how characters negotiate these tensions and the impact on their sense of self and community. The study also analyzes some other related issues like interpersonal relationships, identity and belonging, religion and secularism, gender roles and family dynamics, and Islam and modernity as starting points. The study contends that these issues either legitimize assimilation or undermine cultural preservation.

Keywords: *Third Space Theory, American Drama, Ayad Akhtar, The Who & The What, American Culture*

Innovative Technologies of Teaching English to Engineering Students

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Abstract
This article highlights several ways to effectively teach English to future engineering students, as well as modern and innovative educational technologies used in the language and its learning. Today, the main focus is on the training of qualified, knowledgeable, mature engineering students in technical and polytechnic higher educational institutions. This was highlighted at a video selector meeting on June 20, under the chairmanship of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, on the issues of training personnel in engineering fields and further improving the activities of higher educational institutions. In this regard, a modern, innovative approach to language teaching and learning is required from foreign language teachers of higher education institutions. In recent years, the issue of using new information technologies in higher education institutions has been increasingly raised. It is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of engineering students, to teach them to learn a foreign language in practice. Innovative technological methods of teaching and learning English and Internet resources were used in the research process. Distance learning system, working with platforms, online tests and exercises were used for students to master a foreign language and use it communicatively and cognitively. Today, the biggest task of the teacher is to create conditions for each student to learn the language in practice, to be able to use it without difficulty in reading, listening, writing and speaking, and to choose such teaching methods that allow them to show their activity and creativity. Another main task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, use of new information technologies, Internet resources, distance education help to implement a person-oriented approach in the educational process, provide individualization and differentiation of teaching, taking into account the individual abilities of students, their level of learning.Forms of working with computer training programs in foreign language classes include: learning terms and vocabulary related to the field of engineering; practice pronunciation; teaching dialogic and monologic speech; teaching reading, listening comprehension, writing and speaking; use without grammatical interference.

Keywords: *Language, distance education, communicative, cognitive, educational technologies, project, activity, interactive methods*

Exploring the Formative Assessment on ELT Context: A Literature Review

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Abstract

The aim of this study is to examine the published research on formative assessment in English language teaching (ELT) from 2017 to 2024. Formative assessment, which is defined by continuous evaluation, and feedback has drawn interest as a means of improving student learning outcomes and teaching methods. This literature review explores key themes, including teacher and student perceptions, assessment effectiveness, and contextual factors influencing the implementation of formative assessment strategies. The results show how important formative assessment is for encouraging student participation, promoting autonomy, and highlighting areas in need of development. The effective use of formative assessment, however, depends on teachers' comprehension of the assessment process and institutional setting in addition to the techniques utilized. This review also highlights the challenges teachers face in applying these strategies effectively, such as large class sizes, time constraints, teachers' literacy and sociocultural factors, all of which can make it difficult to perform formative assessment effectively. In addition, the research draws attention to the necessity of professional development programs that give teachers the tools they need to effectively implement formative assessment techniques. In order to assist in minimizing challenges and improve assessment processes, it also highlights how crucial it is to establish institutional structures that are supportive. According to the results, formative assessment can improve learning outcomes and encourage more individualized and purposeful instruction in ELT classes. Overall, by highlighting formative assessment's benefits and challenges, this study enhances our understanding of the subject. It emphasizes how important it is to conduct more research in order to investigate innovative approaches for assessment and create comprehensive systems of support for teachers.

Keywords: *Formative Assessment, Summative Assessment, ELT Teachers' Practices, Feedback, Self-Assessment, Peer Assessment*

Depiction of Men and Women in Turkish and English Proverbs: A Cross Cultural Study

Gencer ELKILIÇ

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Abstract

Proverbs are forms of expression that reflect a nation's culture, ways of life, beliefs, customs, and traditions, based on experiences accumulated over many years. Although different cultures have different proverbs, it is sometimes possible to come across similar proverbs. The aim of this study is, therefore, to determine how men and women are expressed in Turkish and English proverbs from two different language and culture groups, and to determine which gender is more prevalent in these proverbs. Additionally, it is to determine whether men and women take on similar positive or negative roles in the proverbs of both cultures. In this context, the Turkish Proverbs Dictionary prepared by Aksu, Akalın, and Toparlı (2022) was used to examine Turkish proverbs, and the Oxford Dictionary of Proverbs (Speake, J. (ed.), 2015) was used for English proverbs. The results of the study have been presented in tables.

Keywords: *Turkish proverbs, English proverbs, men, women, culture*

Narrative Features of Turkish and English Proverbs

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Abstract

Proverbs, which have been spoken for years and continue to exist by being passed down from generation to generation, hold a very important place in all societies due to their characteristics of being short, concise, impartial, containing lessons and advice, and reflecting traditions and customs. As they express quite a good amount of information with their short structures, they are used frequently in the daily lives of people as well as in their literary works. It is well known that one of the main characteristics of proverbs is their fluency in expression, making long and complex meanings easily understandable. To this end, this study aims to examine the structures of the proverbs in both Turkish and English cultures and determine what kind of narrative features they have. For this purpose, the Turkish Proverbs Dictionary prepared by Aksu, Akalın, and Toparlı (2022) was used to examine Turkish proverbs, and the Oxford Dictionary of Proverbs (Speake, J. (ed.), 2015) was used for English proverbs. The results of the study have been presented in tables.

Keywords: *Turkish proverbs, English proverbs, structure, narrative features*

Was Gaslighting Born Yesterday?: A Feminist Narratological Analysis of Psychological Manipulation in "Jane Eyre"

Gizem SERDAR ÖMÜR

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Abstract

Are manipulation tactics such as gaslighting, love-bombing, or ghosting unique to the 21st century? While these terms are modern, manipulative techniques themselves are as old as life on Earth. In nature, animals, insects, and even plants use deception as a survival strategy. When it comes to human relations, manipulation goes beyond mere survival, shaping power dynamics and social structures. Gendered psychological manipulation, the theme of madness, in particular, has been a central theme in feminist literary criticism, especially in examining the portrayal of women's agency in literature. In this study, I intend to shed light on how Charlotte Brontë's infamous novel Jane Eyre (1847) employs gendered manipulation as a narrative device to create tension, enhance the mystery, and reflect power imbalances in relationships in 19th-century Victorian society. Through a feminist narratological approach, drawing from Susan Lanser's article "Towards a Feminist Narratology", this study analyses the ways in which Rochester and St. John exert psychological control over Jane, shaping both her personal journey and the novel's narrative structure. By focusing on Jane's shifting agency within the text, this study highlights how Brontë's narrative techniques expose the constraints imposed on women in Victorian society. Ultimately, this research foregrounds the role of literature in delineating the power dynamics between genders and suggesting insights into manipulation that remain relevant in contemporary discussions on relationships and autonomy.

Keywords: *Gaslighting, Psychological Manipulation, Manipulative tactics, Manipulation, Gender, Feminist Narratology*

ProjectIQ for Language Services: AI-driven Intelligent Systems for Enhanced Project Management, and Multilingual Translation

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Abstract
The ProjectIQ for Language Services initiative explores the role of Artificial Intelligence (AI) and Intelligent Information Systems (IIS) in multilingual translation project management and human resources (HR). This project resulted in the development of an interactive, AI-enhanced platform designed to support translation project managers, HR professionals, and academics in translation studies by providing streamlined access to AI-driven translation tools, project management resources, and HR optimization strategies. A core focus of the project is enhancing multilingual accessibility through automated translation workflows and AI-assisted verification methods. The platform's translation process incorporated automatic machine translation, post-editing, back-translation, and AI-assisted verification using Chat GPT to improve linguistic accuracy and contextual relevance. The cross-checking method identified significant translation inconsistencies, such as domain-specific misinterpretations (e.g., "Project Management Tools" mistranslated as "Prime Minister Tools" in Arabic). This demonstrates the limitations of fully automated translations and underscores the importance of human-AI collaboration in maintaining translation accuracy. Beyond translation, ProjectIQ integrates AI-powered functionalities, including smart search bars, automated FAQ systems, interactive HR toolkits, and intelligent feedback forms, all designed to improve information retrieval and workflow efficiency in translation project management. Ethical considerations in AI-driven translation and HR processes are also incorporated, ensuring fairness, transparency, and responsible AI application. The project was executed following structured project management phases (initiation, planning, execution, monitoring, and closing), with iterative refinements ensuring usability and reliability. Future developments will focus on expanding AI-driven multilingual capabilities, refining translation consistency verification methods, and enhancing user engagement through real-time feedback systems. By demonstrating how AI and IIS can optimize translation workflows, multilingual accessibility, and HR efficiency, ProjectIQ provides a practical model for AI-assisted digital resource hubs in translation studies and industry applications. These findings contribute to the broader discussion on AI-enhanced multilingual content management and knowledge dissemination. Additionally, by reducing unnecessary browsing and improving search efficiency, IIS-driven tools contribute to sustainability by minimizing energy consumption, making the platform an environmentally friendly solution that aligns with green digital practices. To sum up, this project highlights the transformative role of AI in language accessibility, not only by enhancing multilingual translation accuracy but also by enabling the seamless adaptation of digital content for diverse linguistic audiences.
* This term project was prepared at İstanbul 29 Mayıs University for the Doctoral Program in Translation and Interpreting Studies (TRE 633 Human Resources and Project Management in Translation) under the supervision of Professor Işın Bengi Öner.

Teacher Learning Based on Experience as Student-teachers: Apprenticeship of Observation from CA Perspective

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Abstract

Reflection has taken its place as a crucial aspect of language teacher education (LTE) after the emergence of the sociocultural view. Although, it has been studied extensively (e.g. Copland et al., 2009; Skovholt, 2018), how reflection occurs still deserves in-depth exploration. Also, collaborative reflection of student-teachers (STs) without a teacher trainer merits further study as it has not attracted enough attention yet. With these in mind, this study explores collaborative data-led reflective dialogues of transnational STs by applying Conversation Analysis (CA). Data collection procedure includes three steps. In the first step STs design an online task in groups of 3 or 4. In the second step, students perform the task created by STs. Finally, STs watch recordings of students' performance and reflect on their task design experience. This study focuses on the last step of the data collection: screen recordings of reflection. The micro-analysis of the data revealed that STs adopt an evaluative stance and problematize/criticize various aspects in their own virtual exchange (VE). While doing so, they also establish a common ground with students by referring to their observations of students' performance and drawing on their own experiences. Moreover, these reflections on students' performance and their VE experience led them to make conclusions and gain implications about their future practices. Namely, teacher learning is based on the reflection of ST's own experience and students' data. The fingerprints of teacher learning were revealed with change of epistemic stance by using various syntactic markers and lexicon in extended turns. Hence, by combining with their observation, they take their experience as STs in LTE program as a learning opportunity for future career which resonates with Lortie's (1975) notion of apprenticeship of observation. Drawing on the findings, implications are provided for LTE.

Keywords: *Reflection, pre-service teachers, teacher education, conversation analysis, observation*

Identity Formation in Nervous Conditions: A Symbolic Interactionist Perspective

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Abstract

Based on the thoughts of George Herbert Mead and developed by Blumer, symbolic interactionist approach asserts the world of meaning and action arising from social interactions among people. Thus, symbolic interactionism is the theoretical fabric that reinforces individuals are created through meaningful interactions, accordingly, these interactions help them determine their social roles and construct their self-perceptions. Social roles such as spouse, child, or sibling are the prominent roles for individuals to redefine themselves. The dynamic nature of redefining process through social interactions in terms of the roles clarifies that individuals create multiple identities in different social settings. In the light of this individual-oriented sociological theory, this study attempts to apply its theoretical foundations into one of the most outstanding works of postcolonial literature, Tsitsi Dangarembga's Nervous Conditions. In exploring issues of gender, roles, meaning and identity in her novel, Dangarembga invites the reader to reinterpret the social relations of the main character, Tambudzai by means of identifying her self-esteem among the male-centered African society and colonial practices of the new land. By leaning on the general principles of symbolic interactionism, this study clearly sheds light on the different self-defining manners of Tambudzai in different social milieus and multi-layered cultural circumstances as a result of her interactions with the other individuals in her daily life. Thus, Nervous Conditions offers a new insight into the flexible structure of Tambudzai's social roles by touching upon the essential points of symbolic interactionist approach in order to re-define her identity through colonial practices.

Keywords: *Symbolic interactionism, Nervous Conditions, Tambudzai, identity, meaning, social role*

Analysing Ilya Khrzhanovsky's "4" through the Lens of Mikhail Bakhtin's Carnivalesque

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Abstract

From a Deleuzian perspective, it could be argued that today cinema rivals numerous art forms. Throughout its historical development, cinema has traveled a complex path, with its relationship to other arts and sciences often put to the test. But cinema has established its place primarily through theories and their owners. Figures such as Hugo Münsterberg, Rudolf Arnheim, Béla Balázs, and Sergei Eisenstein are among the first that come to mind. This study focuses on analyzing the film "4" directed by Ilya Khrzhanovsky through the lens of carnivalesque developed by Russian philosopher Mikhail Bakhtin, who was also a literary theorist. The film in question is the debut work of Ilya Khrzhanovsky, one of Russia's young directors, and was first presented to audiences in 2004. The screenplay was written by Vladimir Sorokin, a prominent figure in contemporary Russian literature. A carnivalesque approach is immediately evident in the narrative as the characters create new fictive identities for themselves. This approach is strengthened by the director's visual preferences that are filled with grotesque elements. Therefore, it is proposed that examining this work through carnivalesque may offer new perspectives on the film. The narrative that is based on the creation of new fictive identities aside, when film scenes are evaluated from a carnivalesque perspective, carnival elements are found both in the incorporation of naturalistic elements into the narrative and in the use of dissonant sounds and pale colors that disrupt harmony. The study concludes that the director's choices enhance the effect in portraying dichotomies explored in the narrative, such as village-city and real-fiction, thus making the carnival work in this manner.

Keywords: *Ilya Khrzhanovsky, Mikhail Bakhtin, Carnivalesque, Four, Vladimir Sorokin*

Perceptions of Tertiary-level Instructors towards Multimodal Writing

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Abstract

In the communication world, there has been a move from traditional print media to digital platforms, including the Internet, emails, and multimedia presentations. Such a move has resulted in a proliferation of modern tools and multimodal approaches which are increasingly integrated into writing pedagogy. However, the extent to which EFL instructors embrace the multimodality in writing remains relatively underexplored. This study seeks to address this gap by examining EFL instructors' perspectives on multimodality, which is defined as the use of multiple communication modes—written, oral, nonverbal, and visual—to convey meaning. The nature of multimodal writing, its significance for foreign language educators and learners, the key advantages and potential and actual weaknesses, and the perspectives of tertiary-level instructors regarding its use in L2 writing contexts. The perspectives of seventeen instructors who were chosen through convenience sampling from three state universities in the Black Sea Region were elicited. This was accomplished by conducting structured interviews with ten questions intended to explore how tertiary-level teachers use and perceive multimodal writing. According to the results, multimodal writing has several advantages, especially when it comes to its usefulness and divergence from conventional techniques. Additionally, the teachers stressed how well it engages students' senses, which leads to longer-lasting learning. These results will lead to a number of conclusions.

Keywords: *Multimodal writing, multimodality, EFL writing, instructor perspectives*

Systematic Review on Individual Differences

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Abstract
Individual differences such as learners' motivation, willingness to communicate, personality traits, language aptitude and gender play a crucial role in language learning. The present research examines how these individual differences are explored in two selected Turkish-based journals. The journals to be explored were Journal of Language and Linguistic Studies (JLLS) and Journal of Language Teaching and Learning (JLTL). Through an extensive examination of the articles in the aforementioned journals, the present research identifies the tendencies in research focus, the methodological approaches and publication patterns over a ten years period of time (2012-2022). The findings reveal that among the five individual differences scrutinized, motivation takes the lead; in other words, motivation is the most frequently studied individual difference in the articles in two journals mentioned above. Gender and willingness to communicate (WTC) are less frequently studied than motivation; however, more frequently studied than language aptitude and personality types. One striking finding is that, through the examination of the articles in ten years of two journals, there were no studies about language aptitude and personality types. As for the methodological approaches, most of the research seems to be carried out by quantitative methods. Qualitative and mixed method studies are few in number. The findings are supposed to contribute to researchers and stakeholders.

Keywords: *Individual Differences, Language Learning, Motivation, Willingness to Communicate, Gender, Language Aptitude, Personality Types*

Research on the Academic Satisfaction and Self-efficacy among Pre-service English Language Teachers

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Abstract
A well-qualified teacher depends on a effective teacher education system. In teacher education system two components stand out: self-efficacy and academic satisfaction. These two factors play a vital role in shaping the future teachers and preparing them for success in the profession. This study examines prospective English teachers' perception of their teaching self-efficacy, academic satisfaction, the relationship between these two variables, and the impact of gender role on these factors. The research emphasizes the significance of the academic satisfaction and self-efficacy in shaping the development of future English teachers. This is an example of quantitative study. Akademik Yaşam Doyum scale and The Teacher Sense of Efficacy scale short form were used to evaluate the satisfaction and self-efficacy level of pre-service English teachers. The Teacher Sense of Efficacy scale short form consisted of 12 items and Akademik Yaşam Doyum scale consisted of 8 items. These two scales were applied to 64 pre-service English teachers. The results emphasized that prospective English teachers generally display high self-efficacy levels, with varying opinions on their academic satisfaction. A slight positive connection was observed between self-efficacy and satisfaction, while no significant gender differences were observed in these areas. The study, conducted with 64 fourth-year English Language Teaching students at Ondokuz Mayıs University, suggests that future research could benefit from expanding the sample size, using broader measurement tools, and incorporating multiple data collection methods for a more in-depth and comprehensive analysis. These findings underscore the importance of teacher education programs that foster both self-efficacy and academic satisfaction.

Keywords: *Pre-service English teachers, self-efficacy, academic satisfaction, pre-service teacher preparation, English language teaching*

Moral Politics in David Hare's "Stuff Happens"

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Abstract

This study explores the intersection of morality and politics in David Hare's Stuff Happens through the lens of "moral politics," a framework that examines how ethical concerns influence political decisions, policies, and their outcomes. The play, set against the basis of the Iraq War, is considered as a dramatic exploration of the moral dilemmas faced by key political figures involved in the decision-making process. It further applies the framework of "moral politics" to an analysis of David Hare's Stuff Happens, a play that dramatizes the political and ethical complexities surrounding the decision to invade Iraq. Moral politics describes the moment when morality and politics converge, when ethical concerns shape decisions about policies, actions, and their consequences. Observed through this glance, the moral dilemmas and "ethics of power" portrayed in the play, focusing on how individuals navigate the tension between moral imperatives and political objectives are examined. In general, Stuff Happens depicts the ethical challenges faced by politicians including justifications for war, questions of legitimacy, and the profound consequences of military actions. By exploring these moral dilemmas, the study investigates how various characters address issues such as accountability, privilege, and the ethical dimensions of power relationships between nations. Additionally, the focus of this analysis is the "ethics of power", analyzing how power dynamics within and between nations shape moral decision-making and accountability. By this way, this study aims to examine the intersection of moral values with power, privilege, and accountability, examining how individuals with diverse personalities navigate their responsibilities and roles considering these dynamics.

Keywords: *David Hare, Stuff Happens, moral politics, ethics, power*

Character Theory in "A Raisin in the Sun" by Lorrainne Hansberry

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Abstract
This study examines Lorraine Hansberry's A Raisin in the Sun through the perspective of character theory, by focusing on how the characters embody, negotiate, and resist the sociopolitical tensions embedded within mid-twentieth-century African-American experience. Character theory in this play explores how the characters' personal and collective identities are shaped by their aspirations, social pressures, and familial relationships. The study explores the ontological and psychological extents of character construction, analyzing how each figure in the play emerges not only as an individual with interior conflict and desire but also as a symbolic placement of collective struggle, aspiration, and deferred dreams. Drawing upon frameworks from classical, realist, and post-Brechtian character theory, the research situates the Younger family members within a dramatic structure where identity is both inherited and constructed, both fixed and fluid. By foregrounding the interplay between personal agency and systemic oppression, the study reveals how Hansberry reconfigures traditional notions of character to dramatize the intergenerational tensions of race, class, and gender. Each character functions as both subject and symptom of a fractured American promise. Ultimately, the study contends that the characters in A Raisin in the Sun resist reduction to mere psychological types; instead, they emerge as living dialectics of hope and disillusionment, realism and idealism resonating far beyond the walls of their living space. Through the lens of character theory, Hansberry's play is revealed not only as a domestic drama but as a refined meditation on identity, inheritance, and the complex architectures of resistance.

Keywords: *A Raisin in the Sun, character theory, Lorraine Hansberry, conflict, character*

Exploring AI in Language Learning: Insights from Türkiye

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Abstract
With the advent of the technological era, the use of artificial intelligence (AI) across various disciplines has become increasingly widespread. Undoubtedly, among these disciplines, education—particularly foreign language instruction based on interactive learning—holds a significant position. The growing diversity of AI tools highlights their expanding role in both foreign language classrooms and out-of-class learning processes. A large and growing body of literature has emphasized the vital role of AI in learning and teaching foreign languages and called for further studies on the issue. However, various concerns regarding the use of AI tools in foreign language instruction have also emerged in these studies, specifically through examining the attitudes of both students and teachers. It is evident that the research primarily addresses ethical issues, pedagogical limitations, and biases related to implementation. Moreover, some of the main discussion topics in teaching of English as a Foreign Language (EFL) context include the impact of AI integration on students' creative thinking skills, teachers' role in guiding AI technologies, and the effects of Automated Writing Evaluation (AWE) feedback on writing quality, especially using chatbots. Although the limitations of technology are acknowledged, its impact on language learning should not be underestimated. The systematic and conscious integration of AI tools into foreign language instruction has the potential to enhance learning by making it more effective, motivating, and accessible. Considering the increasing role of AI tools in EFL classes, it is important for educators or stakeholders to develop and implement strategies that optimize the use of these technologies for both teachers and students. In line with this goal, this study aims to present a comprehensive literature review on the perceptions of AI tools in foreign language instruction. Through the analysis of academic studies conducted in Türkiye, this review identifies existing gaps in the field and offer recommendations for the systematic integration of AI into language education, either for each of the four language skills individually or in an integrated approach.

Keywords: *Artificial intelligence, AI tools, EFL, technology in education, perceptions*

Pre-Service EFL Teachers' Reflections on Cooperating Teachers' Practices during Emergency Remote Teaching

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Abstract

This study aims to examine the reflective journals of pre-service English as a Foreign Language (EFL) teachers who participated in teaching practicum through an online platform (EBA) developed by the Ministry of National Education of the Republic of Türkiye during the pandemic to identify their cooperating teachers' perspectives on their strengths and weaknesses in material use, body language, gestures, facial expressions, tone of voice, and teaching the four language skills. This qualitative case study was conducted with eight students (six female, two male) studying in the undergraduate English Language Teaching (ELT) program at Akdeniz University in the 2020-2021 academic year. The data were collected through reflective journals of the pre-service EFL teachers in line with the tasks assigned each week. A total of 24 reflective journals written by the eight students about their mentor teachers, whom they observed through the online platform (EBA), were analyzed. Findings indicate that all cooperating teachers generally overlooked material use during the Emergency Remote Teaching (ERT) process and primarily focused on teaching reading skills among the four language skills. However, pre-service English teachers provided positive reflections on their mentor teachers' use of body language, gestures, facial expressions, and voice tone. Additionally, the study presents further insights for transitioning to emergency remote teaching in potential regional or global crises.

Keywords: *Pre-service teachers, cooperating teachers, EFL, reflective journals, emergency remote teaching, language skills*

Socioeconomic Status Effect on Self-agency in English Language Learning among Middle School Students in a Private School Setting in Türkiye

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Abstract

This study investigated the relationship between socieconomic status (SES) and self-agency in English language learning among middle school students in a private school setting in Türkiye. Building upon Albert Bandura's Self-Efficacy Theory, this research used a quantitative research design in order to find out the relationship between SES and self-agency in English language learning. First, an Academic Self-Efficacy Scale, including a section for self-reports of demographic characteristics, was used to collect data. A convenience sample of participants included 53 middle school students aged 11 to 12 years. A simple linear regression analysis revealed to statistically important relationship between SES and academic self-efficacy within this sample. These findings contrast with previous research that suggested a correlation between SES and academic achievement. A potential explanation for this divergence is to protective effect of the private school environment, where resources and institutional support may mitigate disparities associated with SES. This study underscores the need for further research to identify other confounding factors, such as teacher support, parental involvement, and peer influence, teaching resources, that may influence self-agency. Limitations of this study include a small sample size, highligting the need for broader investigatens into factors influencing self-agency in diverse educational settings and socieconomic backgrounds.

Keywords: *Socioeconomic Status (SES), Self-agency, Self-efficacy, Educational equity, Academic achievement, English Language Teaching (ELT)*

Rusçanın Öğretimi ve Öğreniminde Sanal Gerçeklik Teknolojisinin Rolü: Avantajları ve Dezavantajları

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Abstract
Kullanıcıların giyilebilir cihazlar aracılığıyla tasarlanan üç boyutlu dijital ortamlarla etkileşime girmesini sağlayan sanal gerçeklik teknolojisi, günümüzde başta oyun sektörü olmak üzere sağlık alanından turizme ve eğitime kadar pek çok alanda tercih edilmektedir. Eğitim alanında yabancı dil öğretim ve öğrenim süreçlerinde de kullanılan sanal gerçeklik teknolojisi, yabancı dil eğitiminde bireylere farklı öğrenme deneyimleri sunmaktadır. Günümüzde sanal gerçeklik teknolojisi, yapay zeka gibi yabancı dil olarak Rusça öğretim ve öğreniminde kullanılan alternatif yöntemlerden biri haline gelmiştir. Sanal gerçeklik teknolojisi, Terra Alia, Noun Town: VR Language Learning gibi oyunlaştırılmış uygulamaları, Mondly VR, Immerse VR gibi eğitim odaklı uygulamaları ile Rusça eğitiminde yer almaktadır. Rusça öğretim ve öğrenim süreçlerinde tercih edilen oyunlaştırıcı özelliği bulunan sanal gerçeklik uygulamaları, bireylere daha çok görev temelli dil eğitimi sunmaktadır. Eğitim odaklı sanal gerçeklik uygulamaları ise dil öğrenimini genellikle konuşma pratiğini ön planda tutarak vermektedir. Yapay zeka teknolojisinden yararlanarak oluşturulan konuşma alıştırmaları, bireylerin öğrendiklerini kalıcı hale getirmekte ve bu süreçte hedef dilde yaşanabilen iletişim güçlüğünün önüne geçebilmektedir. Aynı zamanda fonetik açıdan zengin bir yapıya sahip olan Rusçanın yabancı dil olarak öğrenilmesinde pratik odaklı bu yaklaşım bireylerin telaffuzunu da geliştirmektedir. Ancak otomatik ses tanıma özelliği nedeniyle bazen yanlış telaffuzlar da uygulamada doğru olarak nitelendirilebilmektedir. Ayrıca sanal gerçeklik uygulamalarının oyunlaştırıcı ve eğitim odaklı dil öğrenim içeriklerinin görsel açıdan zengin olması dil öğrenimini daha ilgi çekici kılabilmektedir. Bu avantajların yanı sıra sanal gerçeklik dil uygulamalarında hedef dile ait kültürel unsurların yetersizliği bir dezavantaj oluşturabilmektedir. Bu çalışmada da nitel betimsel araştırma yöntemi dikkate alınarak, sanal gerçeklik teknolojisinin dil eğitiminde sağladığı kolaylıklar ve olası sınırlamalar belirlenmeye çalışılarak söz konusu bu teknolojinin Rus dili özelinde avantaj ve dezavantajları üzerinde durulacaktır.

Keywords: *Sanal gerçeklik, Yabancı dil olarak Rusça, Dil öğrenimi, Dil öğretimi, Avantaj, Dezavantaj*

Book of Abstracts

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Translanguaging from the Streets of Istanbul: A Student Journalism Project

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Abstract
Perspectives have begun to shift with regards to how much L1 students should be able to use in the language teaching classroom. Researcher on the topic has pointed out several benefits of adopting a translanguaging approach, wherein students are allowed to use all of their linguistic resources for meaning-making (Bonacina-Pugh et al., 2021). In this presentation/workshop, the presenter will share a student-led journalism initiative by university-level English preparatory students that draws upon translanguaging for content creation and publishing; ultimately leading to increased English acquisition for the participants. Workshop attendees will come away with an adaptable framework they can use to facilitate student journalism groups and to generate lively language sharing discussions in the English classroom.

Keywords: *Translanguaging, journalism, project-based learning, negotiating meaning, English teaching, Writing, Translation, multiculturalism*

Strategies Developed by English Language Teachers throughout Their Careers

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Abstract
During their four years of faculty education, pre-service English language teachers have taken many courses that consist of both theoretical and practical knowledge to implement in their future classes. In these courses, they have learned numerous strategies related to language teaching. This study aims to uncover the strategies employed by English language teachers and to what extent they are able to implement the theoretical knowledge throughout their professional careers. Therefore, the research is designed to understand how teachers implement the theoretical knowledge they acquire during their education into classroom practices. The study was conducted using a case study approach, one of the qualitative research methods. Data were collected through semi-structured interviews with 10 high school English language teachers. Participants were selected through the convenience sampling method, and data were gathered via online interviews. The collected data were analyzed using the descriptive content analysis method through MaxQDA software and examined within the framework of the Miles and Huberman Model (1994). Based on the analysis of qualitative data, the results showed that English language teachers adopt various strategies in their teaching processes and frequently use student-centered techniques in the classroom. They generally emphasize the integration of technology and motivational techniques within their teaching strategies.

Keywords: *English language teaching, teaching strategies, teacher education, classroom practices*

AI Bias in Automated Essay Scoring: A Case Study on Turkish EFL Learners' Writing Assessment

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Abstract

Artificial intelligence-powered assessment has been one of the most researched topics in recent years due to the fact that it saves teachers' time and provides a more objective scoring. In this vein, automatic essay scoring (AES) systems, using artificial intelligence infrastructure, are increasingly being used to measure writing skills, which is the most suitable area to be measured in language assessment. However, little research has been done on the issues of bias in these systems, especially with regard to non-native English speakers. This study aims to reveal bias and cultural patterns in essay scores generated by ChatGPT. A dataset of 100 essays from B1-level Turkish university students will be assessed both by human raters and an AI model, ChatGPT 4. The study aims to discover if AI gives lower ratings to the work of non-native learners in comparison to human assessors and to investigate the elements that may contribute to the scoring discrepancies. The areas of anticipated bias include AI's rigid stance on grammatical errors, its preference on Western academic structures, and its inability to recognize and adapt to syntactic patterns from the learners' L1. In addition, the fact that the AI may ignore common features of Turkish rhetorical traditions in essay scoring may lead to more score differences. The study will suggest that AES models need to be calibrated to accommodate cultural variations in academic writing and be trained on diverse non-native English corpora to ensure fairness in evaluation. The findings will contribute to the discussion on AI fairness in education and the future of AI-assisted grading in multilingual contexts.

Keywords: *Automated Essay Scoring, AI Bias, EFL Writing Assessment, Cultural Patterns*

Yabancı Dil Öğretiminde Resmi Yazışma Dili Kullanımı ve Öneminin Rusça-Türkçe Örneğinde İncelemesi

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Abstract

Günümüzde resmi ortamlarda etkili bir iletişim ve etkileşim sağlamak için iş akışını belirli kurallar çerçevesinde yürütmeye yardımcı olan elektronik, klasik ve benzeri gönderiler şeklinde gerçekleştirilen yazılı iletişim büyük önem arz etmektedir. Kurumsal iş yerleri, resmî kurumlar vb. çalışma ortamlarında arz, talep, rica, gereğinin yapılması, çözüm öneri gibi hususlarda bilgi aktarımını sağlayan yazılı iletişim, e-posta, mektup, not ve raporlar aracılığıyla birey veya gruplar arasında resmi bilgilerin paylaşımını mümkün kılmaktadır. Yazılı iletişim sözlü iletişime kıyasla kurumlar arası kalıcı iletişimde önemli bir rol oynamaktadır. Kurumlar ile etkileşim içerisinde olduğumuz her alanda yazılı iletişim araçlarına gerek duyulmaktadır. Bilhassa öğrenci-öğretmen, öğrenci-idare (dekanlık, öğrenci işleri, rektörlük), öğretmen-idare, idare-Yükseköğretim Kurulu vb. kurumlar arasında bulunulan etkileşimde yazılı iletişimin rolü oldukça önemlidir. Yabancı dil eğitiminin lisans ve lisansüstü eğitim sürecinde eğitim kurumları, resmî kurumlar ve mesleki ortamlarda kullanılan yazılı iletişim becerilerinin öğrenciler tarafından edinilebilmesi son derece önemli bir yere sahiptir. Öğrencilerin eğitim kurumlarında ana dilinde ve eğitimini aldıkları yabancı dilde geliştirecekleri resmi yazılı iletişim becerileri ve edindiği yazılı iş iletişimi eğitimi gelecekteki pratik kullanım ihtiyaçlarını karşılayacaktır. Bu bağlamda kültürlerarası etkileşimde dahi, resmi yazılı iletişim türleri alanında dil eğitimi esnasında edinilen bilgi ve becerilerin öğrencinin ileride etkileşimde bulunacağı uluslararası eğitim kurumları ile iş birliğinde düzenleyici faktör olacağı da şüphe götürmez bir gerçektir. Rusça-Türkçe dil çiftinde resmi yazılı iletişim üzerine eğitim-öğretim süreci bakımından yapılan incelemeler sonucunda elde edilen bulgular göz önünde bulundurulduğunda yazılı iletişimin öğrencinin kelime bilgisi, sözdizimi ve dilbilgisi bakımından ana dilinde olduğu kadar yabancı dil yeterliliğinin gelişmesine de katkıda bulunduğunu belirtmemiz gerekir. Çalışmanın temelini oluşturan yazılı iletişim, karşılaştırmalı dil bilgisi analizi yöntemiyle farklı dil ailelerine ait Rusça-Türkçe dilleri örneğinde resmi yazışmalar açısından incelenmiştir. Resmi iş akışı bu kapsamda ilgili diller açısından değerlendirildiğinde içeriği, yapısı, yazım kuralları, biçim ve üslup özellikleri bağlamlarında ne tür benzerlik veya farklılıklar gösterdiğinin ortaya çıkarılmasının amaçlandığı çalışmada yapılan incelemeler sonucunda elde edilen bulgular ve karşılaşılan farklılıklar çerçevesinde ortaya çıkan sorunlar tartışılarak çözüm önerileri sunulmuştur.

Keywords: *Yazılı iletişim, resmi yazışma dili, dil eğitim-öğretim süreci, karşılaştırmalı analiz, Rusça-Türkçe dil çifti*

Developing Intercultural Competence through Education: Strategies for an Inclusive Classroom

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Abstract
Intercultural competence plays a crucial role in modern education, enabling individuals from diverse cultural and linguistic backgrounds to communicate and collaborate effectively. In an increasingly interconnected world, where societal challenges like prejudice, discrimination, and inequality persist, fostering this competence through education is essential for promoting mutual respect and understanding. This study focuses on innovative strategies and experiential learning approaches that educators can employ to nurture intercultural competence in classrooms. University College Beder serves as a compelling case study, with its diverse student body comprising individuals from around the world. Key methods explored in this paper include identity reflection exercises, team-building activities, collaborative group work, and international virtual exchanges. These strategies not only enhance students' cultural awareness but also encourage critical thinking, problem-solving, and innovation. The findings demonstrate how inclusive teaching practices can bridge cultural divides, fostering acceptance and collaboration among students. The research underscores the transformative potential of education in addressing social challenges and shaping harmonious, culturally enriched communities. Moreover, it highlights the crucial role of teacher adaptability and awareness in cultivating inclusive learning environments that celebrate diversity. By integrating intercultural competence into education, teachers can equip students with the skills needed to thrive in a globalized society, ultimately contributing to the creation of equitable and inclusive educational systems

Keywords: *Intercultural Competence, Diversity, Experiential Learning, Exercises, Cultural Awareness, Multicultural Classrooms*

A Review of Pedagogical Strategies and Activities for Developing Listening Skills in Advanced Language Learners

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Abstract
This article explores key concepts and methodologies in the teaching of listening, emphasizing its complexity and the need for thoughtful planning to ensure effective instruction. Listening is regarded as one of the most challenging skills to teach, requiring a deep understanding of its underlying processes and instructional strategies. The paper is structured into two main sections. The first section provides a comprehensive background on the teaching of listening, including an overview of the two fundamental listening processes: bottom-up processing, which focuses on decoding sounds and words, and top-down processing, which involves interpreting meaning using prior knowledge and context. It also examines the principles and goals of listening instruction within the broader framework of language education. The second section focuses on practical approaches to enhancing the teaching of listening. It outlines various evidence-based strategies, tools, and resources for improving learners' listening abilities and highlights the significance of creating an engaging and supportive learning environment. Furthermore, it discusses a range of listening activities tailored to different proficiency levels, offering insights into how these activities can be effectively integrated into classroom practice. This paper emphasizes the importance of creating an engaging and supportive learning environment through tailored activities for different proficiency levels. It suggested that educators integrate these strategies to foster students' comprehension, confidence, and communicative competence. This study aims to provide both theoretical and practical guidance for optimizing listening instruction in advanced language learning contexts.

Keywords: *Listening practice, teaching listening, listening skill, bottom-up processing, top-down processing*

From Diasporic Identities to Transnation: Julie Koh's "Sight" and "The Three-dimensional Yellow Man"

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Abstract

In her fiction, Julie Koh, a contemporary Asian Australian writer often depicts not only various aspects of the immigrant experience but also gives a critique of contemporary Australian consumerist culture. Her Chinese Australian characters are often depicted as seemingly typically diasporic characters as understood by William Safran but especially the young characters undermine Safran´s notion of this concept. In this paper, I will analyse Koh´s depiction of diasporic Chinese Australian characters and the way the younger characters are depicted as characters close to Bill Ashcroft´s concept of transnation. At the same time, I will analyze Koh´s use of parody as means of critique of the stereotypical understanding of other cultures.

Keywords: *Asian Australian literature, diaspora, transnation, immigrant literature, Australia*

Reimagining the High Fantasy Tradition: Cozy Fantasy and the Literary Aesthetics of Comfort

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Abstract
The high fantasy genre, rooted in the mythopoeic traditions of William Morris and J.R.R. Tolkien, has long been characterized by its elevated diction, heroic narratives, and immersive world-building. However, the recent emergence of "cosy fantasy"—exemplified by titles like Travis Baldree's Legends & Lattes (2022) or Olivia Atwaters' Half a Soul (2020)—signals a deliberate departure from these conventions, privileging intimacy, mundane pleasures, and emotional accessibility over epic grandeur. This paper examines how contemporary cosy fantasy reconfigures the literary legacy of high fantasy, arguing that its narrative and tonal shifts reflect broader cultural and readerly desires for speculative fiction that offers solace rather than sublimity. Through close textual analysis, I situate Legends & Lattes within the broader arc of fantasy literature, contrasting its focus on domesticity and low-stakes conflict with the genre's traditional emphasis on quest narratives and mythic stakes. By drawing parallels to earlier works—such as Ursula K. Le Guin's The Wizard of Earthsea—I demonstrate how cosy fantasy both resists and reinvents the genre's foundational tropes. Central to this study is the question of how Baldree's work, with its deliberate emphasis on café culture, casual dialogue, and quotidian detail, constructs a distinctly literary mode of fantasy that prioritizes emotional resonance over world-building complexity. Ultimately, this paper contends that cosy fantasy does not merely simplify the genre but recalibrates its affective potential, offering a critical lens through which to reconsider fantasy's evolving relationship with its audience.

Keywords: *Cosy fantasy, genre studies, literary aesthetics, Travis Baldree, high fantasy tradition*

"Playing with Languages" in French Pre-school as a Method for Building Positive Attitudes to Linguistic and Cultural Diversity

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Abstract
This presentation focuses on using playing with languages in French pre-school as a means of building an environment inclusive of linguistic and cultural diversity. How far can giving a place to the languages and cultures within the school environment, those of the children, the teachers and the support staff, those which will later be the focus of foreign language learning and those present in the wider society, be used as a tool for building positive attitudes and curiosity about languages? Traditionally France has a very monolingual educational system with an additive rather than a pluralistic approach to language learning. However, the pupil population is increasingly heterogeneous, with children with a wide variety of home languages and cultures in many classrooms. More and more children start pre-school with only partial or zero knowledge of French (the language of schooling), and many other children, perhaps already at ease with the French language, use one or more other languages within their home and/or community environments. In France, three years of pre-school are obligatory for all children. Acquiring French language skills is given a high priority as the pre-school years are seen as a means of "levelling the playing field" and assuring that all children, whatever their socio-economic background, are ready to enter into more formal education at six-years old. However, for children whose home language and/or culture is not that of the school, the transition into pre-school can be experienced as a rupture. The complexity of the interactions between language, culture and identity can mean that children arriving in an environment lacking in cultural reference points and where their language has no place can feel lost and even rejected – which in turn impacts readiness to learn. How does this effect their education? And what can schools do to accompany children in the process of building a plural identity which encourages them to use all of their linguistic and cultural resources as tools for success in the learning environment? The national curriculum in France presents a relatively positive vision of languages. The idea that languages cross-fertilise one another, and that exploring languages generally can help with the acquisition of French is explicitly expressed in official documents. Throughout their three years in pre-school, all pupils are supposed to have language awareness classes, and the education department has published teacher-friendly resources, most recently, in 2023, a guide for introducing language awareness into pre-school, which is designed to help teachers encourage their pupils to explore languages in a playful way. This presentation looks at the specific difficulties of plurilingual and pluricultural children as they enter the school system and how the education system has responded through the production of guiding documents advocating language awareness activities and playful exploration of languages as a means of creating inclusive attitudes, curiosity for otherness and a sense of belonging for all pupils. It goes on to compare student-teacher experiences in the classroom with the national guidance documents for teaching language awareness provided by the department of education, and investigates how far this guidance has been appropriated by pre-school teachers in France.

Keywords: *Inclusion, linguistic and cultural diversity, pre-school, purposeful play*

Education, Silencing and Marriage in Anne Brontë's "Agnes Grey" and "The Tenant of Wildfell Hall"

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Abstract
As the youngest of the Brontë sisters, Anne Brontë has been overshadowed by her sisters' fame for a long time. Even though her reputation is less significant than her siblings, she still provides readers with exceptional female protagonists in her novels Agnes Grey and The Tenant of Wildfell Hall. This comparative study aims to dive deeper into the main female characters' lives in the abovementioned novels and discuss education, silencing, and marriage matters. A thorough literature review was held to combine various perspectives about the author herself, her effects on the feminist movements in the 19th century, and how Bronte handles the morals, upbringing of children, and marriages. Moreover, the way Anne portrays the silencing and degradation of women was also stated in the article. Anne Brontë's first novel, Agnes Grey, and her protagonist Agnes were studied through her depiction of morals and mandatory silence. It was investigated that Agnes' pure instincts were referred to as the source of morality and were too readily decided. In addition, she was implied to be unnoticeable as a governess to avoid conflicts with parents while fulfilling the wishes of the children. Torn in between, the protagonist was eventually observed to stick to her morals and maintain her quietness. On the other hand, the female protagonist of The Tenant of Wildfell Hall was portrayed as an extraordinary, immoral, and unconventional woman due to her lifestyle and parenting choices. Helen Graham, who fled from her husband with her son, was observed to favor equal education opportunities and upbringing environments for children. Moreover, her defiant remarks about the extreme and illogical duties of wives in marriages were emphasized in the novel. Marriages, at that time, were seen as a way for women to financially secure themselves. However, Helen Graham was portrayed as a financially independent woman since she made her living by selling her art. Eventually, Helen was considered a strong and independent woman who stood against social norms. In conclusion, both of Anne Brontë's novels may be regarded as making significant contributions to the feminist movement by including controversial topics of the nineteenth century and creating female characters that defy traditional roles and expectations.

Keywords: *Literature, feminism, education, silencing, marriage*

Charlie Chaplin's Film "The Immigrant": A Marxist and Semiotic Perspective

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Abstract

This study aims to analyse Charlie Chaplin's The Immigrant (1917) in the light of Semiotic and Marxist theories. The film reflects themes such as criticism of capitalism, class struggle and immigrant experience through visual expression and symbolic elements. The symbols, icons and signs in the visual language of the film will be analysed using the semiotic analysis method; with this method, it will be revealed how the film deals with the inequalities and exploitation created by the capitalist system. Marxist theory will be used as the basic framework to understand how the film criticises class conflicts, the relationship between labour and capital and the oppressive role of the state. The methodology of the study aims to analyse the ideological subtext of the film by combining both textual and visual analysis. While Marxist theory provides an interpretation of these meanings in a social and economic context, the semiotic approach will examine the layers of meaning of the film. Combining these two perspectives will show how the film is a comedy and a strong social criticism. Thus, this analysis will try to show how The Immigrant serves as a cry of opposition against the inequalities brought about by the capitalist system.

Keywords: *Charlie Chaplin, The Immigrant, Marxist criticism, semiotics, class struggle, immigration*

The Problematic of Literary Translation

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Abstract
Although literary translation is one of the most famous types of translation, it has been understudied compared to other types of translation like technical and legal translation. What distinguishes literary translation and imposes its study in isolation from other translation types is not only its textual, stylistic, and rhetorical features but also its function. While other types of translation have informative and operative functions, only literary texts, and by extension, literary translations, serve an expressive function. The expressive nature of literary translations makes the translation process a double challenge for the translator in the sense that they are not only concerned with translating the message of the text but preserving the expressive features and adapting them to the target culture, which means that such translations require careful negotiation of meaning, style, and cultural context. Thus, this paper sheds light on the different challenges of literary translation, including linguistic, stylistic, and cultural challenges. In addition, it explores the role of the translator in balancing faithfulness to the source text, making the necessary creative and cultural adaptations, and shaping the interpretation of the literary work in the target culture. To research these points, this paper addresses three main questions: What are the main linguistic, stylistic, and cultural challenges in translating literary works, and how do translators address untranslatability? How does literary translation maintain a balance between faithfulness to the original and creative adaptation? How do the translators' choices shape the reception and interpretation of a literary work in the target culture?

Keywords: *Literary translation, cultural adaptation, translation challenges, faithfulness, creative adaptation*

EFL Learners' Use of Collocation Learning Strategies

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Abstract
Mastering vocabulary is essential in a foreign language (FL) to convey thoughts and feelings accurately; however, learning words in isolation may be insufficient in an English as a Foreign Language (EFL) context. English collocations, words commonly occurring together, may be particularly helpful for EFL learners aiming to sound more native-like, produce natural utterances, facilitate basic language skills including reading comprehension, and enhance writing proficiency. Nonetheless, acquiring English collocations may be challenging and often necessitating teachers' guidance. Therefore, introducing collocation learning strategies (CLS) may benefit the learners' acquisition process. Similar to how learners integrate vocabulary learning strategies (VLSs) into their language learning process, they may also use CLSs to boost their language proficiency. While previous studies have predominantly examined EFL students' use of VLSs, limited attention has been given to CLS. This study aims to identify the strategies from which EFL learners benefit most when studying and practicing collocations. The study utilized a quantitative research design, and data were collected from 54 EFL students from preparatory and freshman classes using the Collocation Learning Strategies Questionnaire, which consists of seven subcategories. Factor analysis was conducted using the SPSS software, and the results revealed that the students employ various CLSs with varying frequencies, though predominantly at moderate levels. The study suggests that EFL teachers should actively guide students in using additional CLS. To enhance EFL learners' language learning experiences, further research is necessary to explore effective methods for integrating CLS into contemporary EFL classrooms.

Investigating Willingness to Communicate across Educational Stages in Turkish EFL Learners

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Abstract
In the context of teaching English as a foreign language (EFL) in Türkiye, willingness to communicate (WTC) is a critical factor, especially in pretertiary education. Yet, the development of communicative skills, such as speaking, listening, and writing, is often overlooked in favour of an emphasis on grammar and reading skills. EFL lessons in Turkish schools primarily focus on preparation for university entrance exams. This test-oriented practice is likely to take the attention off the development of communicative competence, shifting it towards exam preparation. Numerous studies have identified this issue as a significant factor influencing the communicative abilities of university students in Türkiye. Alongside the emphasis on exam preparation, anxiety, motivation, familiarity with the target language, and participation in extracurricular activities are among other independent variables that can potentially influence learners' WTC. Studies indicate that students who have attended an exchange program, live in cities with opportunities for interaction with speakers of English, or communicate in English through online platforms such as computer games or social networks tend to demonstrate higher levels of WTC. Being part of the expanding circle where English is not widely used in daily life, WTC levels in Türkiye are generally measured to be low. This study sought to investigate these factors using a descriptive quantitative approach to determine the extent and variation of learners' WTC levels across different educational stages. From the start to the end of the education, WTC levels were measured across different groups by administering a WTC survey to fourth-year, second-year, and preparatory students. The broader objective of the study was to determine whether a significant influence across university EFL learners' WTC levels was present. It is expected that the results will present practical insights into improving learners' motivation and communication skills and encourage further in-depth inquiries into WTC in the Turkish EFL setting.

Keywords: *Willingness to communicate (WTC), English as a foreign language (EFL), communicative competence, exam-oriented education, language learning motivation*

Kazım Karabekir Paşa'nın "Tarihte Almanlar ve Alman Ordusu" Eserinde Alman İmgesi

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Abstract

1882 yılında İstanbul'da dünyaya gelen Kazım Karabekir (nam-ı diğer Alçıtepe Kahramanı), Kurtuluş Savaşı'nı başlatan komutanlar arasında yer almasıyla ve Doğu Cephesi'ndeki başarısıyla ününü artırmıştır. Harbiye Mektebi'nde üç yıl Alman öğretmenlerden eğitim alan ve 1900-1905 yılları arasında da Alman eğitim ve askeri sisteminden beslenen Karabekir Paşa, 1913 yılındaki Alman Misyon Birliği sayesinde Almanlar ile askeri anlamda da çalışmalarını sürdürmüştür. Birlikte çalıştığı Alman subayların tecrübelerinden de yararlanan Kazım Karabekir, Almanlar hakkında üç kitap kaleme almıştır. Bu kitaplardan biri de "Tarihte Almanlar ve Alman Ordusu" (2001) isimli eseridir. Kazım Karabekir, eserini dokuz ana başlıkta ele almıştır. Eserinde I. Dünya Savaşı'nda görev alan Alman subaylardan hareketle kültür, siyaset, ekonomi ve eğitim konularında imgelerine yer veren Karabekir, eserin ilerleyen kısımlarında da kültür tarihi açısından iş akademisi, inşaat akademisi, sanat akademisi ve ilim akademileri gibi akademiler üzerinden Almanlar hakkındaki eğitime yönelik imgelerini; Beethoven, Händel, Haydn, Mozart ve Schubert gibi sanatçılar üzerinden de Almanlar hakkındaki sanata yönelik imgelerini aktarmıştır. Bu imgeler, imge inceleme yöntemlerinden olan optik imge inceleme yöntemiyle analiz edilmiş ve Kazım Karabekir Paşa'nın oluşturduğu imgeler üzerinden Alman toplumu ve kültürü irdelenmeye çalışılmıştır. Veriler elde edilirken veri toplama yöntemlerinden arşiv tarama tekniğinden yararlanılmış ve kitapta ele alınan konular, tarihi kaynaklar ve dokümanlardan da desteklenerek incelenmeye çalışılmıştır. İnceleme sonucunda Almanların gerek askeri gerek ekonomik yönden Karabekir Paşa'nın övgülerini aldığı, ancak kültürel anlamda kendisinden olmayanı tüm övgülerine rağmen "öteki" olarak tanımladığı tespit edilmiştir.

Keywords: *Kazım Karabekir Paşa, Tarihte Almanlar, Alman İmgesi, Bir Türk Gözünden Almanlar*

Integrating Gamification in Teaching English Literature

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Abstract
Combining such game elements as collaboration, competition, scoring and achievement tracking, gamification has secured a unique place in language education in general and teaching literature in particular. Within the specific context of teaching English literature, gamification presents an interactive pedagogy to replace traditional ways of literary analysis with the presentation and practice of complex literary texts through game-based mechanics while offering an inclusive conduct to address a variety of learning styles and learner differences. Incorporating a game-based approach in teaching literature offers an innovative pedagogy promoting easier and more effective cognition and analysis, fostering creativity, critical thinking and problem-solving skills and promoting motivation and autonomy of learners as active members of the learning process. Setting out from the cognitive, social and affective contributions of gamification, this paper explores the possible ways to integrate game-based practices in teaching English literature, underscoring the potential to convert passive and individual analysis of literary texts into more immersive and interactive sessions. For this purpose, the paper presents theoretical foundations of gamification, practical suggestions regarding effective implementation of game-based practices and pedagogical implications of using gamification in teaching English literature referring to its pros and cons. Thus, highlighting the strategic incorporation of gamification in teaching English literature, this paper offers an insight into how game-based practices can enhance literature classes transforming them into dynamic learning contexts that bridge traditional literary analysis and modern technologies.

Keywords: *Gamification, teaching literature, English literature*

A Critical Discourse Analysis of EU 2024 Türkiye Report with Teun van Dijk's Ideological Square Framework

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Abstract
This study applies Teun van Dijk's Ideological Square framework to critically analyze the European Commission's "Türkiye 2024 Report." Van Dijk's model emphasizes four core strategies: positive self-presentation, negative other-presentation, de-emphasizing negative aspects of the in-group, and de-emphasizing positive aspects of the out-group. By employing these strategies, the analysis uncovers how the report constructs a narrative reinforcing the European Union's ideological authority while critiquing Türkiye's governance, judiciary, and human rights records. The report employs positive self-presentation to highlight the EU's commitment to democratic principles and humanitarian values, while negative other-presentation focuses on Türkiye's systemic challenges, such as judicial independence and freedom of expression. Additionally, the EU strategically omits its internal shortcomings and minimizes Türkiye's achievements, maintaining its perceived superiority in the discourse. This analysis underscores the ideological underpinnings of the report and the broader implications of discourse in shaping international power dynamics and perceptions.

Keywords: *Critical Discourse Analysis, Teun van Dijk, Ideological Square, European Union, Türkiye 2024 Report*

Evaluating Terminology Translation in Turkish Master's Theses: Quality and Improvement Potential

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Abstract

Accurate scientific translation is essential for the effective dissemination and international recognition of research, and theses play a pivotal role in global knowledge exchange. However, research on the quality of terminology translation in Turkish theses—published with abstracts in both Turkish and English for international accessibility—remains limited. This study evaluates terminology translation in Turkish master's theses with English abstracts, emphasizing that accuracy is crucial not only for clarity but also for establishing international academic credibility. Accordingly, fifteen psychology master's theses were randomly selected from the YÖKTEZ [Turkish Council of Higher Education Thesis Center] database for analysis. Terminological accuracy was assessed by comparing abstract translations against researcher-validated reference translations (i.e., 'gold standard' translations). The analysis identified significant translation errors in the examined theses, primarily mistranslations under accuracy category as well as linguistic convention errors (MQM, 2024), highlighting the need for stricter quality control in scientific translation, particularly for postgraduate research. Additionally, the study examined the potential of specialized neural machine translation systems (e.g., DeepL) and large language models (LLMs) (e.g., ChatGPT) in improving terminology translation quality. Findings suggest that ChatGPT demonstrates a stronger potential for enhancing terminological quality compared to DeepL. The study provides recommendations for enhancing translation oversight in postgraduate research, with implications for academic institutions, graduate study authorities, researchers, and authors. Strengthening quality control mechanisms and integrating AI-assisted tools can improve the international credibility and accessibility of academic work from Türkiye.

Exploring the Influence of the Erasmus Program on Postgraduate Education Decisions: A Study at OKÜ Faculty of Arts and Sciences

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Abstract
This study provides an in-depth analysis of the impact of the Erasmus program on the postgraduate education plans and career trajectories of graduates from the Faculty of Arts and Sciences at Osmaniye Korkut Ata University (OKU). Given the growing importance of international student mobility in today's academic landscape, this research explores the long-term effects of the Erasmus experience on students' academic progress, professional aspirations, and cultural adaptation. By employing a mixed-methods approach, the study offers a comprehensive perspective. In the first phase, extensive surveys were conducted to evaluate the academic and professional development of Erasmus participants. In the second phase, in-depth semi-structured interviews were carried out to gain deeper insights into students' personal experiences, the program's influence on their career paths, and how it shaped their global outlook. The findings highlight that Erasmus participation extends beyond academic benefits, fostering international networking opportunities, enhancing intercultural competence, and facilitating smoother entry into the global job market. The study's results emphasize the pivotal role of exchange programs like Erasmus in shaping educational frameworks, reinforcing global academic partnerships, and contributing to the development of internationally minded professionals.

Keywords: *Student Mobility, Higher Education, International Experience, Professional Networking, Intercultural Competence, Career Advancement, Global Education Policies, Academic Exchange Programs*

Postcolonial Nostalgia in "The Fraud" by Zadie Smith

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Abstract
The Fraud by Zadie Smith deftly addresses postcolonial nostalgia while delving into a number of intricate subjects, such as identity, class, and historical legacies. The individuals' interactions with their cultural and personal histories—often managing the lingering consequences of colonialism on their sense of self—are where this topic is most noticeable. Postcolonial nostalgia is the term used to describe the sentimental attachment or longing for a past characterized by colonial relationships; it frequently involves a desire for a place or period that may have actually been tainted by injustice and exploitation. This topic is woven throughout The Fraud as Smith examines the relationship between British culture, which is still shaped by its imperial past, and its colonial past as well as the complicated current of its former colonies. The study asserts that The Fraud conveys postcolonial nostalgia through its multi-layered examination of identity, memory, and the legacy of colonial past. In addition to analyzing how people and communities find it difficult to make sense of their postcolonial present, Zadie Smith criticizes the ways that nostalgia for the past may be exploited to ignore its darker realities.

Keywords: *Zadie Smith, The Fraud, postcolonial nostalgia, identity, class*

Gender Performativity and Androgyny in Virginia Woolf's "Orlando: A Biography"

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Abstract

Acknowledged as one of the most influential figures in feminist thought, Virginia Woolf challenges the patriarchal structures and advocates an equal society for men and women. Her writings show her struggle against the traditional gender identities and how women are excluded from the society. Her novels portray the struggles of women in a society shaped by men. Focusing on the binarities of gender identities, her Orlando: A Biography (1928) is famous for its radical shift between genders, which is the embodiment of a revolt against the period's strict gender identity imposition along with its reflection upon the period's spirit of transformation. Orlando's journey through centuries and genders accentuates Woolf's rejection of social boundaries of gender identities and suggests gender performativity along with an androgynous gender formation rather than an innatist perspective. Therefore, this paper, intending to contribute to ongoing debates in feminist theory, aims to delineate how Woolf challenges fixed gender identities and explores the fluid gender roles and gender performativity by focusing on the androgynous characteristics of Orlando in Orlando: A Biography.

Keywords: *Virginia Woolf, Orlando: A Biography, gender performativity, androgyny*

A Case Study on Turkish Retranslations of William Saroyan's "The Human Comedy"

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Abstract

This study aims to comparatively analyze three retranslations of William Saroyan's The Human Comedy within the framework of retranslation theory. To provide a theoretical grounding for this analysis, I draw upon Antoine Berman's seminal article published in Palimpsestes in 1990, where he enunciates his retranslation hypothesis. Berman argues that the most recent translation of a work tends to be the closest to the source text, potentially representing a "great translation". William Saroyan (1908-1981) is an Armenian American author whose family migrated to the United States of America in 1905. Saroyan, a novelist, playwright, and short story writer, received the Pulitzer Prize for his book entitled The Time of Your Life (1939) and declined it. Being a descendant of Bitlis, Türkiye, Saroyan wrote about his roots and hometown in almost all his works although he could not pay a visit to his hometown until 1964. Signing a contract with MGM Studios to write a movie about the effects of war on people, Saroyan started writing The Human Comedy. However, due to differences between script and the original story, he attempted to cancel the project but could not get any result. The Human Comedy was published as a novel in 1943. The first Turkish translation of The Human Comedy was carried out by Ahmet Hisarlı in 1944 (Yokuş Publishing House); second translation by Nurettin Özyürek in 1964 (Varlık Publishing); and the most recent translation by Beril Eyüboğlu in 2022 (Aras Publishing). Ultimately, this investigation endeavors to provide valuable insights into the intricate decision-making processes of translators, contributing to a deeper understanding of the rationales that shape their choices within the established framework of translation studies.

Keywords: *Retranslation Hypothesis, Antoine Berman, William Saroyan, The Human Comedy*

David Mitchell's Dystopian Vision in "The Bone Clocks": Surveillance, the Dehumanization and Climate Change in the Collapsing World

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Abstract

This study analyzes the dystopian novel called The Bone Clocks (2014) written by David Mitchell, and it is set in England. Mitchell, in addition to winning the World Fantasy Award and the John Llewellyn Rhys, Geoffrey Faber Memorial, and South Bank Show literature prizes, was additionally twice shortlisted for the Booker Prize. The novel examines how state policies systematically oppress individuals and promote control mechanisms and monitoring, leading to ecological destruction and dehumanization. The selected novel consists of six sections, each illustrating a unique moment in the life of Holly Sykes, a 15-year-old girl who chooses to leave her home in 1984 after her mother discovers her relationship with a 25-year-old man, ultimately culminating in her maturation into a distinguished memoirist in the final chapter which is set in 2043. The opening and concluding parts are narrated by Holly, and the other parts are related with individuals who engage with her at various intervals. As the narrative shifts from past to future, Mitchell critiques by creating a dystopian world that embodies a global warming catastrophe and alterations in human behavior indicative of anthropocentrism. Dystopia can be described as a made-up universe, typically set in the future, characterized by harsh authoritarian regimes or societal deterioration; hence, the novel illustrates a future where personal liberties are forfeited since the government employs technology and language as instruments of manipulation, thus this study examines the ramifications of a dystopian society, reflecting the climate change, degradation of personal privacy, and governmental authority in the chosen novel.

Keywords: *The Bone Clocks, David Mitchell, Dystopia, Surveillance, Climate Change*

The Corporeal Body and Monstrous Spaces in Shafak's "The Gaze"

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Abstract

This paper explores the concept of monstrous spaces as sites of liberation for marginalized characters in Elif Shafak's The Gaze (2006). I will specifically discuss how monstrosity is reflected as a trans-national and trans-historical concept in the novel, and therefore resists any confining gender and social norms, offering an alternative framework for understanding identity and embodiment. Through a new materialist feminist lens, this paper will analyse the intersections between corporeality and literary representations of monstrous bodies, arguing that Shafak's novel disrupts the human/non-human binary and reclaims monstrosity as a space of potential rather than limitation. The presence of both monstrous characters and monstrous spaces such as the freak show circus suggests that sites traditionally perceived as oppressive can instead be re-imagined as spaces of agency and transformation. In doing so, The Gaze challenges normative definitions of the body, visibility, and power, demonstrating how monstrosity itself can become a means of resistance and self-actualisation for those excluded from dominant narratives.

Keywords: *Corporeal body, monstrosity, new materialist feminism, Elif Shafak, The Gaze*

Otherization of Women Through Language in Christina Dalcher's Vox

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Abstract

Vox, published by Christina Dalcher in 2018, is a dystopian novel that illustrates the systemic oppression and othering of women's language, both literally and figuratively. Set in a near-future United States, an oppressive regime seizes control and takes away the rights women once had, aiming to push them back into traditional roles. In the novel, women are limited to speaking only 100 words per day, controlled by the bracelets they must wear, which count the words uttered. This restriction makes it challenging for women to have meaningful conversations, participate in educational discussions, and speak or express themselves freely, even within their families. Additionally, if this limit is exceeded, they are punished with painful electric shocks.In this context, as this paper analyzes Vox through the lens of Feminist Literary Theory, it can be argued that the restriction of language functions to silence women both literally and symbolically. This silence reinforces their otherization by patriarchal ideology, depriving women of autonomy, agency, and individuality. Consequently, women are reduced to "the other," aligning with Simone de Beauvoir's (1949) argument in The Second Sex, where she identifies women as secondary and marginalized. Furthermore, Fairclough (1989), in Language and Power, asserts that ideologies are closely tied to language since language is the primary means of social interaction, one that heavily relies on 'common sense' assumptions. Within the novel's context, the effort to silence women reinforces their exclusion from the public sphere, where social, political, and intellectual discourse is shaped and dominated by men under the oppressive regime's gender-based ideology. For instance, the curriculum excludes girls from having higher education, highlighting that their role is to be the "angel of the house." Silence and submission are normalized and naturalized, reinforcing the marginalization of women through state-mandated education and religious statements, which are the means used for the disadvantage of women but for the benefit of men. Dr. Jean McClellan, the protagonist who, like the other characters, at first contributes to the dominant ideology by staying silent, represents the overall struggle of women against mandated silence by the regime. She demonstrates ways of resisting oppression. The government's restriction on women through language not only isolates them from the public sphere but also redefines their identity through the passivity imposed on them. The manipulation by the government through fear and control is strengthened by state propaganda and compliance of the society. Therefore, Vox can be examined as a contemporary work written as a cautionary literary piece in reaction to limitations on women's rights and the suppression of women's voices in various aspects of life, including political, social, and literary fields. The novel emphasizes the importance of feminist resistance and critiques gender-based institutionalized oppression. This paper analyzes the otherization and suppression of women by oppressive, male-dominated ideologies with a particular examination of language as a weaponized tool of control.

Keywords: *Women, Language, Otherization, Patriarchy, Oppression*

Political Neurotics in 20th Century Political Drama

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Abstract
The 20th century was a period of excessive political and social issues, known by wars, ideological conflicts, and existential crises. These tensions found effective expressions in the dramatic literature of the period, in which neurotic figures demonstrate deeper and inner socio-political anxieties. This paper questions how various protagonists in 20th-century drama represent both individual neuroses and political paranoia, which reveals the psychological cost of managing shifting power structures. Characters such as Jimmy Porter in Look Back in Anger by John Osborne, Stanley Webber in The Birthday Party by Harold Pinter, Jack Worthing in The Importance of Being Earnest by Oscar Wilde, John Proctor in The Crucible by Arthur Miller, Willy Loman in Death of a Salesman by Arthur Miller, George and Martha in Who's Afraid of Virginia Woolf? by Edward Albee, and Joe Pitt in Angels in America by Tony Kushner serve as lenses through which larger socio-political concerns are examined. Jimmy Porter's savage rage and dissatisfaction show the disappointments of the post-war British working class, while Stanley Webber's paranoia and psychological suffering express themes of surveillance and oppression in Pinter's absurdist landscape. Jack Worthing's anxiety over identity matter in Wilde's The Importance of Being Earnest, though written at the beginning of the 20th century, previses later representations of personal and political hypocrisy in drama. Arthur Miller's The Crucible and Death of a Salesman both depict characters whose psychological depravation mirrors the oppressive socio-political elements of McCarthyism and capitalist disillusionment. Similarly, Edward Albee's George and Martha are involved in a psychological battle, which reflects comprehensive themes of Cold War anxieties and disappointments about the American Dream. Finally, Tony Kushner's Angels in America demonstrates Joe Pitt as a character straddled between personal desire and political ideology, which illustrates the psychological conflict of conservative harmony in Reagan-era America. This paper argues that these neurotic figures dramatize the meeting of personal unsteadiness and political paranoia. Their anxieties, fury, manipulations, and existential sufferings are not only individual struggles but also expressions of broader societal and ideological conflicts. Through close textual analysis, this study searches for demonstrating how 20th-century drama uses neurotic characters to expose their ingrown fears and contradictions with the critical historical moments. By doing so, the study illuminates the complex interaction between political forces and human psychology.

Keywords: *English Drama, Literature, Political Neurotics, Paranoia, Politics*

Silencing the Dissent: Pathologization of Resistance in Tom Stoppard's "Every Good Boy Deserves Favour"

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Abstract

Tom Stoppard's Every Good Boy Deserves Favour demonstrates the intersection of political authority and individual resistance exposing the systemic suppression of dissent through psychiatric institutionalization in the Soviet Union. This paper focuses on Alexander Ivanov, a dissident confined to an asylum under an invented diagnosis, showing a practice that reflects historical facts of how psychiatry was weaponized against political opponents. By analysing Ivanov's suffering, the study questions the mechanisms of state control that perceiveis resistance as pathology, delegitimizes opposition, and strengthens authoritarian power. By employing a dialectical and critical discourse analytic approach, the paper situates Ivanov within the broader socio-political context of Soviet repression and draws upon primary historical sources and critical theory to explore how Stoppard dramatizes the dehumanization of dissenters. The play's representation of Ivanov's rationality against the institutional narrative of insanity demonstrates a harsh critique of the Soviet regime's efforts to suppress ideological diversity through compelling means. This research contributes to the discourses of the political abuse of psychiatry by examining the intersection of literature, history, and resistance. It focuses on the role of theatre as a tool for critiquing totalitarian structures and increasing marginalized voices. The study ultimately argues that Ivanov's confinement serves as a metaphor for representation of dissents in totalitarian regimes in general.

Keywords: *English Drama, Tom Stoppard, Pathologization of dissent, Freedom of speech, the Soviet Union*

Book of Abstracts

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AI for Designing a Course on Community Interpreting

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Abstract

"AI for Designing a Course on Community Interpreting" is a project* that investigates the potential of Generative AI (GenAI) in addressing two challenges in curriculum design and material development: (1) the tedious nature of documenting and updating syllabi and course materials to meet institutional guidelines and target group requirements, and (2) the scarcity of tailored educational resources for specific language pairs, such as English-Turkish, especially for specialized fields like community interpreting. The project hypothesizes that GenAI can streamline the creation and adaptation of syllabi, lesson plans, and practice materials while requiring human oversight to ensure relevance and accuracy. To test these hypotheses, a 16-week course titled "Specialization in Community Interpreting" was designed for seniors in Translation Studies program, focusing on the English-Turkish language pair. The methodology involves iterative prompt engineering (short vs. detailed prompts), AI-assisted syllabus and lesson plan generation, and adaptation of practice materials using AI chatbots such as Gemini, ChatGPT, DeepSeek and text-to-speech applications (e.g., Speechify). Key findings reveal that detailed prompts yield more comprehensive and actionable outputs, contributed to the development of structured syllabi and lesson plans. However, AI-generated content requires human revision to align with pedagogical goals and institutional guidelines. Text-to-speech tools can be effective for generating natural-sounding audio materials, while AI-assisted rubric creation and material adaptation demonstrates potential for reducing instructors' workload. Despite these advancements, the project underscores the essential role of human intervention, suggesting that AI should be taken as a collaborative tool rather than a standalone solution in curriculum design and material development.

*The researcher conducted this study as part of the term project for a PhD course (TRE634 Writing and Translation of Technical Documentation) in Translation Studies program at Istanbul 29 Mayıs University, under the supervision of Assoc. Prof. Dr. Nilüfer ALİMEN.

Keywords: *Generative AI (GenAI), syllabi documentation, material development, rubric development, community interpreting*

Feeling with Others: The Representation of Empathy in a Young Adult Novel

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Abstract
Young Adult Literature, as it mainly targets young readers, has the potential to enable social development to start at an earlier age. For this reason, it can play an important role in recognizing mental health issues that affect an increasing number of people and in building a society where individuals suffering from these issues are not marginalized. Considering the claims of Narrative Empathy theory regarding the effect of reading on the reader, it is likely that novels addressing mental health issues can develop an empathetic response in the reader. Authors may use various techniques, such as perspective and embodied narration, to develop an empathetic response from the reader towards their characters. However, the direct representation of empathy has been less studied in this context. Therefore, this study analyzes the representation of empathy in a British young adult novel (Am I Normal Yet? by Holly Bourne) that addresses mental health issues. The experiences between the characters in the novel are discussed in the context of empathy. As a result, it has been emphasized that the characters experience different types of empathy, such as experience sharing and mentalizing, which can serve as exemplar schemas for the reader. On the other hand, representations of failed empathy in the novel, as in real life, have also been encountered and discussed in the study.

Keywords: *Young Adult Literature, narrative empathy, empathy, Holly Bourne, Am I Normal Yet?*

Linguistic and Cultural Socialization of Refugees as a Special Form of Migration – Theory, Practice, Modern Problems

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Abstract
The article considers the essence of migration processes, their causes and classification, presents a historical excursion of human migration. The essence of refugee as a special type of migration – forced migration – is defined, when, under the influence of natural, ecological, socio-political and other dangerous factors for a person and his family, a decision is made to urgently change the place of residence and life in general. The need for legal protection of refugees has been determined various approaches to the definition of "linguistic and cultural socialization" in the scientific work of Ukrainian, Polish and foreign scientists are considered, its essential characteristics are revealed. The analysis of modern problems of linguistic and cultural socialization of refugees, in particular faced by refugees from Ukraine, has been studied.

Keywords: *Migration, refugee, language socialization, cultural socialization, modern problems of refugees*

Examining the Role of Teacher, Peer, AI Feedback, and Self-Reflection in EFL Postgraduate Academic Writing: A Qualitative Inquiry

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Abstract

Feedback plays a critical role in the development of academic writing skills, particularly for EFL postgraduate students, who must navigate complex linguistic and structural conventions. While teacher feedback has traditionally been regarded as the most authoritative form of corrective input, recent advancements in artificial intelligence (AI) tools such as Grammarly, Wordtune, ChatGPT, and Quillbot have introduced new possibilities for automated writing evaluation. However, limited research exists on how EFL postgraduate students perceive peer feedback and self-reflection as alternative or complementary feedback sources, particularly in academic writing contexts. This qualitative study explores the perceptions of four EFL postgraduate students enrolled in an academic writing course regarding teacher feedback, peer feedback, AI-generated feedback, and self-reflection. Data were collected through semi-structured interviews, and thematic analysis using MaxQDA. The study hypothesizes that students will perceive teacher and AI feedback as more effective due to their perceived reliability and specificity, while responses to peer feedback and self-reflection remain uncertain due to the limited research at the postgraduate level. The findings will contribute to existing literature on feedback practices in EFL writing instruction and provide pedagogical implications for integrating multiple feedback sources in postgraduate academic writing.

Keywords: *EFL postgraduate students, academic writing, teacher feedback, peer feedback, AI feedback, self-reflection, diary study, qualitative research*

Childhood Traumas in Speech Acts Theory in "Harry Potter" Novels

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Abstract

Unresolved childhood traumas have been shown to profoundly impact children's future behaviours and personalities. While non-fiction literature frequently addresses this issue, J.K. Rowling's Harry Potter series offers a unique exploration of childhood trauma through the lens of fantasy and magic. This study examines how various forms of trauma—such as physical abuse, emotional abuse, neglect, and exposure to violence— are manifested in the lives of the three main characters, Harry Potter, Hermione Granger, and Ron Weasley, during their formative years. Unlike previous studies that primarily focus on gender dynamics in Rowling's works, this research investigates how childhood trauma is reflected through the speech acts of the characters, i.e. Harry Potter, Hermione Granger, and Ron Weasley, using content analysis to examine the first three books: Harry Potter and the Sorcerer's Stone, Harry Potter and the Chamber of Secrets, and Harry Potter and the Prisoner of Azkaban. The analysis, which pays particular attention to the characters' growth and experiences, reveals that while the characters share similar types of trauma, they respond to and express these experiences through different speech acts. Conversely, the study also shows that shared speech acts may correspond to distinct traumatic experiences among the characters. This study emphasises the potential for diverse interpretations of trauma across different fantasy narratives. These preliminary findings also suggest that future studies could explore how other fantasy works represent trauma through specific applications of speech act theory, contributing to a broader understanding of the genre's engagement with real-world issues.

Keywords: *Speech Acts, Childhood Traumas, Harry Potter novels, Mental Health, Content Analysis*

The Illocutionary Acts in Lavender Linguistics Portray on Social Media

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Abstract
The LGBTQ+ community is being recognized worldwide and its awareness is spreading in all sorts of platforms, one of them being Twitter through the hashtag 'Pride Month'. However, this community is considered a minority and people are unaware of their specified language practice known as Lavender Linguistics. The term 'lavender linguistics' is also known as gay language and is define as having a correlation between language and sexual relations. Language is among the many communications gateways to promote LGBTQ+ acceptance and equality, as seen on Twitter where diverse users apply lavender linguistics. The lavender linguistics can be interpreted to identify the terms of the language used that are considered appropriate or offensive when communicating with the minority. Previous study focused on types of illocutionary acts in specific individuals, whereby this research was conducted through content analysis to observe the right terms to communicate and maintain good relationships with people including the LGBTQ+ community. The results of the research showed that the LGBTQ+ community mainly used expressiveness as their illocutionary acts and the most used term found was 'LGBTQ'. Nevertheless, these findings of the research helped to show that the minority is more expressive on social media when they want to share their experiences or to voice out their rights and opinions on the sensitive issues circling the Pride Month celebration. The research was conducted to promote understanding on how users express their views and perceptions of LGBTQ+ and Pride Month, including common lavender linguistics terms on social media in an increasingly open and diverse society. To better understand and learn about lavender linguistics, the research could expand the observation at a Pride Parade to obtain more and different outcomes.

Keywords: *Minority, Lavender Linguistics, Twitter, Illocutionary Acts, Speech Acts*

The Impact of Using Chatbots in Teaching Speaking Skills: A Systematic Review

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Abstract

The advancement of Artificial Intelligence (AI) technologies and their integration into education have facilitated the adoption of innovative tools in foreign language instruction. Among these, AI-powered chatbots have been increasingly utilized in speaking classes, attracting significant research interest regarding their effectiveness in enhancing speaking skills. However, a comprehensive and systematic understanding of how AI-based chatbots contribute to English as a Foreign Language (EFL) speaking instruction remains limited. The present study aims to systematically analyze existing literature and investigate the effects of AI-powered chatbots on the development of speaking skills in EFL contexts. In addition, this study seeks to provide recommendations for future research in the field. In this context, a systematic literature review was conducted across four academic databases, Web of Science (WoS), ERIC, JSTOR, and Springer, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. A total of 26 relevant studies published between 2014 and 2024 were analyzed. The findings indicate that AI-powered chatbots have a positive impact on speaking skill development. Furthermore, the study identifies key technological and pedagogical challenges, as well as students' and teachers' perceptions regarding the integration of chatbot technologies into speaking instruction.

Keywords: *Artificial intelligence-based chatbots, conversational agent, teaching speaking skills*

An Investigation into Inter-rater Reliability in Scoring Integrated Listening-writing Tasks in an EFL Context

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Abstract

This study aims to investigate the variability of scores and reliability in an integrated listening-writing task applied in a compulsory B1 level EFL preparatory program in a Turkish university. A pre-training orientation with a 20-point analytic department rubric was conducted. The analytical rubric includes five criteria: content, paraphrase quantity, paraphrase quality, language use, and overall quality. A total of 95 essays, which were the summaries of a listening task, were scored by ten raters. In the first round, each of five raters scored 19 papers. In the second round, the same papers were scored by each of the 5 raters. If there are any discrepancies of 5 points in the scores, a third rater who was not involved in the first and second scoring sessions scored these papers. Data analysis involved descriptive and inferential statistics to examine variability of total scores and the scores assigned in all the rubric components and interrater reliability between raters. The study offers insight into rater behavior in the evaluation of integrated listening-writing tasks and potential subjectivity in some of the criteria of the analytic rubric, despite the structured nature of the rubric.

Keywords: *Writing assessment, analytic rubric, inter-rater reliability, integrated writing tasks, variability*

Edebi Eserlerdeki Kültürel Ögeler Bağlamında İnsan Çevirileri ile Yapay Zekâ Destekli Sistemlere Ait Çeviriler Üzerine Bir İnceleme

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Abstract
Yapay zekânın çeviri alanında gösterdiği hızlı gelişmeler, bu sistemlerin özellikle edebi metinlerde ne kadar etkili olduğu konusundaki tartışmaları da beraberinde getirmiştir. Yapay zekâ destekli araçların edebi çevirideki kullanımına olan ilgi giderek artıyor olsa da farklı uzmanlık seviyesindeki insan çevirileri ile farklı yapılardaki yapay zekâ destekli sistemlerin çevirileri üzerine kültürel ögelerin çevirisi bağlamında İngilizce-Türkçe dil çiftinde yapılmış karşılaştırmalı araştırma eksikliği dikkat çekmektedir. Bu bağlamda çalışmada, L. Frank Baum'un American Fairy Tales (2003) adlı kitabında yer alan "The Box of Robbers" başlıklı masaldaki kültürel ögelerin farklı çeviri türlerinde (geleneksel nöral makine çevirisi, büyük dil modellerine dayalı çeviri, profesyonel insan çevirisi ve öğrenci çevirisi) ortaya koyulan çevirilerinin karşılaştırmalı olarak incelenmesi amaçlanmıştır. Bu bağlamda masal, Nisan 2024'te Google Nöral Makine Çevirisi ve büyük dil modeli temelli Bing Chat (şu anki adıyla Microsoft Copilot) kullanılarak Türkçeye çevrilmiştir. Ayrıca, Maya Yayınları tarafından 2018 yılında yayımlanan Macidegül Batmaz'a ait profesyonel çeviri ile Karadeniz Teknik Üniversitesi Batı Dilleri ve Edebiyatı bölümünde en az altı çeviri dersi (edebi çeviri dersi dâhil) almış on lisans öğrencisinin çevirileri karşılaştırmalı incelemeye dâhil edilmiştir. Bildiri kapsamında, söz konusu incelemeden elde edilen bulguların edebi çeviri uygulamaları, çeviri eğitimi ve çeviribilim araştırmaları bağlamındaki içerimleri tartışılacaktır. Çalışma ile, yapay zekâ sistemlerinin yaratıcı metinlerdeki potansiyeline yönelik tartışmalara katkıda bulunulurken özellikle kültürel açılardan dikkat ve hassasiyet gerektiren bağlamlarda insan değerlendirmesine ve uzmanlığına hangi noktalarda ihtiyaç duyulduğu irdelenecektir. Çalışmada ayrıca, yapay zekânın edebi çeviri alanındaki dönüşen/dönüştürücü rolüne eleştirel yaklaşılmasına ve insan-yapay zekâ etkileşiminden en iyi sonuçların elde edilebilmesi için yapay zekâ okuryazarlığının geliştirilmesine yönelik önerilerde bulunulacaktır.

Keywords: *İnsan çevirisi, nöral makine çevirisi, büyük dil modelleri, kültürel ögeler, edebi çeviri*

An Analysis of Emine Sevgi Özdamar's Mutterzunge from the Perspective of Metonymy

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Abstract

Emine Sevgi Özdamar, who immigrated to Germany in the 1960s, wrote her works in German, yet she maintained her Turkish roots. Developing a unique writing style, Özdamar introduces Turkish culture to the German reader by applying certain translation strategies. For this reason, Özdamar's works have attracted great attention and have been scrutinized from various perspectives in Migrant Literature and Translation Studies. Moreover, she is perceived as the "representative of Turkish culture and language in Europe" (Ekiz, 2007). Against this backdrop, this study examines Özdamar's Mutterzunge (1990), which consists of four short stories reflecting the linguistic and cultural problems encountered by Turkish immigrants living in Germany. Tymoczko (1999) argues that translation is metonymic and partial, meaning that every language has its own cultural, historical, and religious background that cannot be fully transferred to the target language. Taking this as a departure point, this study analyses Mutterzunge (1990) through the lens of cultural, religious, and political metonymic aspects, highlighting how a source text can be analyzed as a translation. The textual analysis will also be backed by the interview conducted with Emine Sevgi Özdamar.

Keywords: *Metonymy, translation, Emine Sevgi Özdamar*

An Intersectional Approach to "A Land of Permanent Goodbyes" by Atia Abawi

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Abstract

A Land of Permanent Goodbyes (2016), written by American writer Atia Abawi, portrays the devastating impact of war and the sense of loss experienced by individuals and families forced to live as refugees. The book unfolds the story of a young refugee boy, Tareq, and his family's experiences and hardships, during the Syrian War. It follows their journey as immigrants travelling through Türkiye, Greece, and Germany. This paper aims to analyze A Land of Permanent Goodbyes through the lens of intersectionality theory, focusing on the diverse experiences of women and men refugees, particularly in relation to the precariousness of refugee labor. The paper, therefore, will examine two main aspects: first, the condition of women refugees, exploring how gender, refugee status, and social class intersect to shape their experiences; and second, the male experience, particularly that of Tareq, his father, and his cousin Salim, considering the intersection of social class, refugee status, and ethnicity. In the novel, women are portrayed as victims of sexual violence and are limited to low-paying jobs, or are exploited for their bodies as a source of income. Men, on the other hand, face struggles such as finding a job and experiencing marginalization throughout their journey. Thus, examining the characters' various social and political identities helps expand the understanding of intersectionality theory in refugee experiences and highlights how these identities lead to different forms of discrimination.

Keywords: *Intersectionality, refugee, marginalization, discrimination, A Land of Permanent Goodbyes*

From a Poetic Tragedy to a Transhumanist Projection: Tithonus' "Quest for Immortality"

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Abstract

Transhumanism is an intellectual and cultural movement that aims to improve human physical and cognitive abilities through science and technology and to eliminate limiting conditions such as aging and disease. This movement focuses on the potential of human beings to control their own evolution by transcending their biological limits, and aims to reshape cultural identities and social roles. In particular, the quest for immortality is one of the main goals of transhumanism. Literature provides a rich perspective to transhumanist thought by examining the human desire for self-transcendence and the effects of technological developments on human nature. This study aims to analyze Alfred Lord Tennyson's poem Tithonus (1860) in the context of transhumanist themes. The poem is about the Greek mythological character Tithonus' desire for immortality and the tragic consequences of this desire. Tithonus demands immortality from his lover Eos, the goddess of dawn, but forgets to ask for eternal youth. Therefore, although immortal, he continues to age and is trapped in eternal old age. Immortality, which initially seems like a blessing, turns into eternal suffering for Tithonus. In this study, the relationship between the discourse and metaphors in the poem and the concepts of transhumanism is analyzed through close reading and comparative textual analysis. Through Tithonus's desire for immortality and the resulting tragedy of eternal aging, Tennyson's poem reveals the unintended consequences of human's attempt to exceed his\her natural limits and the incompatibility with human nature. Tithonus' forgetting to claim eternal youth while achieving immortality points to the problems of incomplete or unbalanced realization of transhumanist goals. In this context, the study makes an important contribution to the ethical questioning of transhumanist goals. Moreover, this literary analysis provides a critical perspective on transhumanist thought by offering an important insight into the potential negative effects of technological advances on human life.

Keywords: *Alfred Lord Tennyson, Immortality, Tithonus, Transhumanism*

Explicit Focus on Syntactic Complexity in an EFL Coursebook: A Developmental Perspective

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Abstract

Syntactic complexity has received considerable attention in the second language (L2) writing literature, with several researchers looking into different aspects related to syntactic complexity, from genre and prompt to proficiency and L1 (e.g., Martínez, 2018; Nasseri, 2021; Norris & Ortega, 2009; Wolfe-Quintero et al., 1998). There is evidence that the development of syntactic complexity is sequential, with three main stages characterized by coordination at the beginning levels, subordination at the intermediate levels, and phrasal sophistication at the advanced levels (e.g., Atak & Saricaoglu, 2021; Biber et al. 2011; Jiang et al., 2019). Recent years have seen a call for explicit instruction on syntactic complexity in the writing classroom (e.g., Kuiken et al., 2019). As coursebooks are the primary instructional materials, their approach to teaching syntax must be aligned with complexity developmental stages, as evidenced by L2 writing research (e.g., Biber et al., 2011). To our knowledge, no coursebooks have been systematically analyzed regarding how they support L2 learners' syntactic complexity development. In this study, we examine the English coursebook Language Hub by Macmillan Education Limited, answering the following research question: "What are the developmental stages of syntactic complexity in the four levels of the English coursebook Language Hub (Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate) used in Turkish higher education classes? Drawing on Biber et al.'s (2011) framework for the hypothesized developmental stages for complexity features, we code the content of the grammar and vocabulary sections of the coursebooks for specific syntactic features and calculate the frequency of percentage of each feature across the levels. Our initial findings reveal that the order of the syntactic features taught in the English coursebook demonstrates similarities and differences from the comparable developmental trajectories of syntactic complexity as shown in the L2 writing literature. Implications for pedagogy and research are discussed.

Keywords: *Syntactic complexity, L2 writing, coursebook evaluation*

A Cautionary Tale on Eden Lost: "Lord of the Flies"

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Abstract

William Golding's "Lord of the Flies" offers a literary prefiguration of the Anthropocene, the epoch in which human activity has become the dominant influence on climate and environment. Through the microcosm of schoolboys constructing — and ultimately destroying — a fragile society on an uninhabited island, Golding dramatises humanity's inherent capacity for environmental degradation, social collapse, and violence when unmoored from structured civilisation. He crafts a dystopian society that derives its intensity from the chaotic tendencies of human agency. The island, initially portrayed as a pristine Eden, deteriorates under the boys' governance, mirroring how human intervention transforms and often devastates natural ecosystems. The novel anticipates key Anthropocene anxieties: the illusion of human supremacy over nature, the fragility of social order, and the destructive feedback loops triggered by unchecked human desires. Reading "Lord of the Flies" through an Anthropocene lens reveals Golding's narrative as a cautionary tale about the intertwined fates of humanity and the environment, emphasising the moral and ecological consequences of failing to steward the Earth responsibly.

Keywords: *Anthropocene, ecocriticism, "Lord of the Flies", modernity*

"Sineklerin Tanrısı"nın Türkçe Çevirilerinin Çoğuldizgedeki Konumunun Belirlenmesi Üzerine Bir Çalışma

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Abstract

Bu bildirinin amacı William Golding'in 1954 yılında kaleme aldığı, özgün ismi Lord of the Flies olan Sineklerin Tanrısı kitabının çoğuldizgedeki konumunu sorgulamaktır. Çalışmanın çıkış noktası, alegorik bir roman olma özelliği taşıyan bu kitabın, yalnızca ülkemizde değil farklı edebiyat dizgelerinde de çocuk edebiyatı ürünü olarak görülmesi yanılgısına sıkça düşülmesidir. Todova (2022) çocuk edebiyatında sıklıkla şiddet unsurlarının işlendiğini, bunun en ünlü örneğinin ise Sineklerin Tanrısı olduğunu ifade etmiştir. Kitabın çocuk kitabı olarak algılanmasının sebeplerinden biri ise ise küresel çapta bir ün kazanmak amacıyla hem çocuk hem yetişkin edebiyat dizgesine hitap eden eserlerin, yazarlar tarafından üretilmesidir. Shavit'e (1980) göre "yazar, iki farklı okuyucu grubuna hitap ederek okur kitlesini genişletir ve yalnızca bir dizgeye bağlı kaldığı düşünüldüğünde eserini okumayacak okurlara da bu sayede ulaştırır'' ancak Mina Urgan'ın (2008) kaleme aldığı çevirmen sonsözünde, Sineklerin Tanrısı'nın alegorik bir roman olma özelliği taşıması ile gerek karakter isimlerinin seçimi gerekse olayın geçtiği mekanın tasviri göz önünde tutulduğunda, Sineklerin Tanrısı'nın başlangıçta Robert Michael Ballantyne'nin Mercan Adası'nın çağdaş bir uyarlaması olarak algılandığı fakat bu eserin çocuklar için yazılmış bir serüven romanı olduğunu düşünmenin yanlış olduğu vurgulanır. Bu nedenle Zohar Shavit'in (1991) çocuk yazını çevirisinin yazınsal çoğuldizgedeki konumu açısından belirlenmesi (çev. Besen) konusundaki görüşleri çerçevesinde, Sineklerin Tanrısı'nın Özay Süsoy tarafından 1969 yılında İşte Bizim Dünya ve Mina Urgan tarafından ise 1979 yılında Sineklerin Tanrısı adıyla Türkçeye kazandırılmış iki farklı çevirisinin özgün metinde işlenen sözel ve anlatısal şiddet unsurlarının çeviri sürecinde nasıl ele alındığı, çevirmenler tarafından herhangi bir müdahale ya da manipülasyona uğrayıp uğramadığı bu çalışmada incelenmiştir. Çeviri sürecinde çevirmen seçimleri ve kararlarına bakılarak incelenen örnekler neticesinde, çevirmenlerin bu kitabı çocuk kitabı olarak ele almadığı, çocukların dil ve algı düzeyine ya da eğitim amaçlarına uygun hale getirmeye yönelik seçimlerde bulunmadığı ve çeviri eylemini bu doğrultuda gerçekleştirmediği, her iki çevirmenin de sözel ve anlatısal şiddet unsurlarının tümünü hiçbir açıklama, yumuşatma ya da değiştirme olmaksızın Türkçeye aktardığı, kitabın biçemsel, ideolojik ya da karmaşıklık düzeyi özelliklerine müdahale etmediği, çocukların okumasına ya da çocuklara okunmasına yönelik bir tutum ile çeviri sürecinin gerçekleştirilmediği, tüm bu incelemeler sonucunda eserin edebi dizgedeki konumu bağlamında çocuk edebiyat dizgesinden ziyade yetişkin edebiyat dizgesinde konumlanmak üzere üretildiğinin söylenebileceği sonucuna varılmıştır.

Keywords: *Çeviri, manipülasyon, çocuk edebiyatı, çoğuldizge, çocuk edebiyatı çevirisi, şiddet*

Ethics and Inequality in Biotechnology: A Study of Paolo Bacigalupi's "The Windup Girl"

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Abstract

Paolo Bacigalupi's The Windup Girl is a speculative fiction novel set in a 23rd-century dystopia that critically examines the socio-technical entanglements of environmental collapse, genetic engineering, and global capitalism. Through a science and technology studies lens, the novel interrogates how technological advancements shape and are shaped by social structures, ethics, and power dynamics. Emiko, a genetically engineered "New Person," embodies debates on bioengineering, commodification, and the moral boundaries of scientific progress, while characters like Anderson Lake, a corporate agent, and Hock Seng, a refugee, expose the exploitative intersections of technology, economy, and culture. Jaidee Rojjanasukchai, as an environmental enforcer, highlights resistance against technocratic dominance, emphasizing tensions between human agency and ecological forces. By critiquing technoscientific hegemony and its role in perpetuating inequality and ecological degradation, The Windup Girl challenges humanity's reliance on technological solutions for systemic crises, advocating instead for a more ethical and sustainable approach to coexistence with nature and technology.

Keywords: *Dystopia, genetic engineering, The Windup Girl, environmental collapse, speculative fiction*

A Child of Romantic and Gothic Literature: Mathilda as the Double of Mary Shelley

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Abstract

The Romantic Period, accentuating individuality, emotion, and the sublime, paved the way for Gothic literature, which, among others, italicised dark scenery, mystery, horror, and the supernatural. Mary Shelley, a central figure of Romantic and Gothic literature, dazzlingly integrated these elements in her semi-autobiographical novella Mathilda. Mathilda achieves this through the delineation of forbidden love, guilt, loneliness, solitude, mourning, and sorrow, which are the very characteristics of Shelley's period and personal traits. Thus, Mathilda embodies one of Shelley's profound crossings of autobiography and fiction, allowing readers to see into her inner world as well as the cultural and literary currents of the Romantic and Gothic periods. Therefore, this paper aims to explore the autobiographical parallels between Mary Shelley and Mathilda, the protagonist of the novella, a character moulded within the Romantic and Gothic spheres.

Keywords: *Romantic Period, Gothic Literature, Mary Shelley, Mathilda, Autobiography*

Second Language Learning and Dyslexia

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Abstract

Dyslexia, a specific learning disability, has a significant impact on students' ability to learn reading and writing in their mother tongue or a second language. While there have been studies on dyslexic students and their second language learning, the number of studies remains insufficient. This paper is a review article that defines dyslexia and examines its characteristics, particularly its impact on reading, writing, and spelling. Additionally, it explores the preparedness of English language teachers in addressing the needs of dyslexic learners. The paper emphasizes the importance of teacher awareness and training in dyslexia to promote a more inclusive classroom environment. Effective teaching strategies and teachers' awareness can enhance the learning experiences of dyslexic students, helping them overcome language acquisition challenges. To analyse research related to dyslexic students' English learning, the researcher utilized Karadeniz Technical University's library search engine, focusing on terms such as dyslexic, dyslexia, foreign language, and second language learning. The study also reviews similar research conducted in Türkiye, highlighting developments in this field. By shedding light on dyslexia in second language learning, this paper underscores the necessity of equipping educators with the skills and knowledge needed to support dyslexic students effectively, fostering a more accessible and equitable learning environment.

Keywords: *Dyslexia, Dyslexic, Foreign Language, Second Language Teaching*

Voices of EFL Teachers: Effective Speaking Assessment Practices

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Abstract

Recently, the speaking skills of English as a Foreign Language (EFL) students studying at the Ministry of National Education have been measured as part of their language proficiency. However, assessing speaking skills bring multiple challenges, including subjectivity, time constraints, large class sizes, and student anxiety. Therefore, providing constructive feedback and fair evaluations can be difficult for teachers. Despite these challenges, educators need to develop practical strategies to enhance the reliability and effectiveness of speaking assessments. This study explores how EFL teachers in secondary schools view speaking assessment and the best practices they employ. Understanding these insights will shed light on how the transition to assessment of productive skills has been implemented and help develop effective assessment models. The study analyzes responses from 5 English language teachers to an interview and highlight key issues such as inconsistent grading, a lack of training, and difficulties in providing timely feedback. Teachers identify three highly effective assessment strategies that improve the fairness, accuracy, and engagement of speaking evaluations. First, using criterion-based rubrics which ensure consistency in grading and familiarizing students with the evaluation criteria beforehand is facilitating. Next, task-based speaking assessments – e.g., the use of role-plays, debates and discussions- help provide students with more meaningful and realistic speaking experiences. Peer and self-assessment opportunities also prove to be engaging. The results call fort he use of structured rubrics, task-oriented activities, and peer/self-assessment opportunities which will significantly enhance the effectiveness and fairness of speaking evaluations. However, teachers also emphasize the need for improved professional development opportunities to expand and refine speaking assessment methods.

Keywords: *Speaking assessment, teacher perceptions, rubrics, task-based assessment, peer assessment*

Contemplative Distress and Divine Consolation in "The Chastising of God's Children": A Forgotten Middle English Mystic's Manual

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Abstract

Spirituality in medieval England tends to focus on certain 'masterpieces' such as "The Cloud of Unknowing" and Julian of Norwich's "Revelations of Divine Love." Yet "The Chastising of God's Children" (14th or 15th century) still remains unappreciated compared to the deep insights it offers into the relationship between suffering, love, and humility. This article seeks to place "The Chastising" in relation to other writings of Middle English mystical literature by analyzing in detail its long admonitions on endurance and consolation. The emphasis on "chastisement" in the text manifests a theology of pastoral care which views suffering as the divine way for bringing about deep change in a person's life, weaving biblical references with practical advice on how to endure and repent. Utilizing an enlarged set of selected passages, the analysis expresses the distinctive rhetorical stance of the work. Unlike some mystical texts that emphasize the blissful elements of divine union, "The Chastising" focuses on the value of education brought about by suffering, encouraging readers to understand hardship as both corrective and purifying. The discussion places these teachings into their late medieval setting, making some comparison notes with the softer aspects of Julian's writings and the more ascetic instruction of the "The Cloud" corpus. Through examining thematic strands like self-will, spiritual dryness, and the promise of "ghostly gladness," the article illustrates "The Chastising" as an example of how Middle English writers grappled with biblical injunctions, pastoral care, and private devotion. The study utilizes comparative textual analysis and historical contextualization as its methodologies. Extracts are compared not only with scriptural sources but also with contemporary manuals dealing with similar issues to explain the theological rationale and the pedagogical devices employed to address an anxious yet religious reader. The findings are that "The Chastising" does neither minimize distress nor amplify it; rather, it accords tribulation an essential, at times indispensable, role in the believer's spiritual development. The concluding section of the manuscript and further research suggestions offered in the document highlight gaps that would further elucidate the manuscript's possible audience and pragmatic approach to its use. Ultimately, this article illustrates the value of appreciating "The Chastising" as a Middle English text that is often neglected as part of English literature because it has to be incorporated into one more inclusive account of Middle English mysticism, which acknowledges its rich theological and pastoral dimension. The discussion is intended to show how the treatise encourages late medieval Church practitioners to perceive moral discipline and affective devotion employed in tandem as devices designed for encountering divine grace while navigating worldly challenges.

Keywords: *The Chastising of God's Children, Middle English Mysticism, Medieval Devotional Literature*

Intersections of Medieval Science and Literature: A Textual Analysis of Selected 14th Century English Works

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Abstract
The interplay between science and writing in English literature of the 14th century showcases its deep understanding of scientific developments at the time. It is clear that astronomy, alchemy, humoral medicine, and natural philosophy were already intertwined with literature, including theology and philosophy. They were not simply 'added' to existing medieval literature, but rather, scientific knowledge of the time was systematically introduced to give depth to moral allegories, theological reasoning, as well as metaphysics in works of fiction. Through the lens of science, this research focuses on several 14th century texts, such as Chaucer's "Treatise on the Astrolabe," Gower's "Confessio amantis", Langland's "Piers Plowman," John Trevisa's "De proprietatibus rerum" and some anonymous works, such as "the Cloud of Unknowing," "Sir Gawain and the Green Knight," "Pearl." Herewith, this paper aims to conduct a close reading of medieval English texts that intersect with the discourse of science, revealing how medieval English writers incorporated scientific concepts such as the influence of celestial bodies, bodily humors, numeric and elemental changes, not only to weave their tales, but also to strengthen moral and theological arguments. The results demonstrate that the texts express a medieval view which blends scientific inquiry and religion, rather than having a conflicting relationship with one another. In "Piers Plowman," nature's moral philosophy justifies social and moral decline critiques, while in "Confessio amantis," the moral consequences of knowledge are illustrated through alchemy, astrology, and their unconstrained effects. Chaucer's "Treatise on the Astrolabe" marks the beginning of vernacular scientific prose composition, and cosmology and numerology are employed in the construction of the poetry and themes of "Sir Gawain and the Green Knight" as well as "Pearl." This study argues that 14th century English literature was crucial for the explanation, preservation, and circulation of scientific knowledge to wider audiences. These texts demonstrate the synergy of medieval analogical thought writing with divinity's concepts through the framework of the cosmos and faith. Further analysis might consider the impact of scientific thought on illustrations of later audiences by studying the borders of texts and the notes offered by contemporaneous readers engaged with the science, or compare English medieval science and literature with continental counterparts.

Keywords: *Medieval English literature, History of science*

New Modal of Preparation for (Remote) Simultaneous Interpreting with Multimodal Discourse Analysis for Interpreting Tasks

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Abstract
Discourse analysis is referred in any literary and unliterary text to gain and anlayze the underlayer data between the linguistic forms and targeted schematic reflections. Actually it was started to be utilized in translation studies especially in written translations from the Critical Discourse Analysis (CDA) which is derivated from the focus of politics and power relations originally. Moreover, it is used to get the most of multimodal text analysis for different purposes. Thanks to the technological turn in translation studies multimodality and multidimensional data processing became an indispensable need to comprehend the multimodal source text to transfer it into target text more successfully in translation studies. In this study a specific purpoesd multimodal discourse analysis framework will be put forward which is to be used efficiently for a systematic preparations for the most tiring form of interpreting called simultaneous interpreting. In this study, thet specific framework for multimodal discourse analysis framework is aimed to be a specific preparation modal of interpreting which is generated relatively quite rare. The modal that is put forward here is to be expected to ease the performance of human simultaneous interpreters with AI aided software form or manuel form as well as creating a new modal of interpreting especially in respect of a special and systematic preparation for SI. Consequently, according to the new modal's expected gains, it is thought to decrease the stress of performance process, cognitive load of simultaneous interpreters and induce them to produce precautions for the hard terminology to translate and at last it is thought to enpower the prediction of the upcoming espressions of source language text.

Keywords: *Discourse analysis, Discourse analysis and translation studies, Discourse analysis in interpreting, Multimodality in interpreting, Multimodal Discourse Analysis Framework for Interpreting Tasks*

What Chat GPT4omni Represents for Simultaneous Interpreting: Its Advantages and Limitations

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Abstract

In the last decade especially for the last 5 years AI aided softwares started to be used for translation and interpreting settings at a very high rate. Different softwares or programmes which can be used even for the interpretings of the videos became a favorable choice to use because of the zero price and its easeness to access. Especially the last version of ChatGPT 4o (Omni released in 2024, 19th July) is the latest artificial intelligence model developed by OpenAI is faster, more effective and has much more comprehensive features than previous GPT models. GPT 4o draws attention with its text, audio and video processing capabilities. ChatGPT-4o, the latest version of OpenAI's artificial intelligence language model ChatGPT, was designed to improve the gaps encountered in previous versions, attain more accurate results, and offer new features and more successful outputs in SI. Eventhough such capabilities ChatGPT last versions and other featured translation and interpreting tools present, there are some issues that it cannot handle to convert source language cultural notions and local words and expressions and etc. into target language properly yet. In this study, such deficiencies are scrutinized and tried to be addressed in titles with specific examples. Then, how and where such technological devices and AI aided tools of multilanguage processing for interpretings render its task advantageously and in which concepts such tools disfunction are discussed and summarized. And as a result, according to the consequences provided, even so AI last version tools create very practical and good results in simultaneous interpreting, it still really requires a human interpreter management and edition.

Keywords: *AI tools ,ChatGPT4omni, AI aided simultaneous interpreting, deficiencies of AI tools in interpreting*

Yapay Zekâ Destekli Sistemlerde Irksal ve Toplumsal Cinsiyet Eşitsizlikleri

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Abstract

Yapay zekâ teknolojilerinin hızla genişleyen kullanımı, toplumsal eşitsizliklerin derinleşmesine yönelik yeni dinamikleri beraberinde getirmektedir. Matematiksel modelleme ve veri odaklı algoritmaların tarafsız ve nesnel olduğu yönündeki yaygın söyleme rağmen, bu sistemlerin temelini oluşturan veri setleri, tarihsel önyargıları ve ayrımcı pratikleri yansıtan kodlamalar içermektedir. Yüz tanıma sistemleri, kredi puanlama algoritmaları, risk profilleme mekanizmaları ve otomatik karar verme süreçleri, ırksal ve toplumsal cinsiyet kategorilerine dayalı olarak ayrımcı sonuçlar üretebilmekte, böylece yapay zekâ tabanlı teknolojiler dijital çağın tarafsız araçları olmaktan öte, yeni bir ayrımcılık biçimini kurumsallaştırmaktadır. Bu çalışma, eleştirel ırk teorisi ve feminist teknoloji çalışmaları perspektifinden hareketle, yapay zekâ destekli karar mekanizmalarının dijital ötekileştirme süreçlerini nasıl pekiştirdiğini analiz etmektedir. Safiye Noble'ın Algorithms of Oppression ve Ruha Benjamin'in The New Jim Code kavramsallaştırmaları ışığında, bu sistemlerin beyaz üstünlüğünü, ataerkil yapıları ve neoliberal kapitalist düzenin hiyerarşik yapılanmalarını nasıl yeniden ürettiği tartışılmaktadır. Örneğin, Amazon'un işe alım algoritmalarının kadın adayları sistematik olarak dezavantajlı hale getirmesi, Google ve Microsoft'un yüz tanıma sistemlerinin koyu tenli bireyleri yüksek hata oranlarıyla yanlış sınıflandırması ve kredi puanlama algoritmalarının beyaz olmayan bireyleri finansal risk gruplarında tanımlaması gibi örnekler üzerinden, yapay zekâ sistemlerinin mevcut toplumsal eşitsizlikleri nasıl sürdürülebilir hale getirdiği ele alınmaktadır. Daha geniş bir çerçevede, dijital teknolojilerin ırksal hiyerarşileri nasıl kodladığı ve teknolojik yönetişim süreçlerinde ötekileştirme pratiklerinin nasıl kurumsallaştığı analiz edilmektedir. Çalışma, renk körü ırkçılık (colorblind racism) ve algoritmik tarafsızlık iddiasının eleştirel bir değerlendirmesini sunarak, dijital platformlarda görünürlük politikalarının nasıl şekillendiğini ve belirli toplumsal grupların sistematik olarak nasıl dışlandığını irdelemektedir. Sonuç olarak, yapay zekânın toplumsal bağlamından bağımsız düşünülemeyeceği, algoritmik yönetişim mekanizmalarının eleştirel bir perspektifle yeniden değerlendirilmesi gerektiği vurgulanmaktadır.

Keywords: *Yapay zekâ, algoritmik önyargı, dijital kimlik, toplumsal cinsiyet, ötekileştirme*

Yapay Zekâ Destekli Sınır Yönetimi ve Göçmenler

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Abstract

Geleneksel olarak göçü düzenlemek için fiziksel sınırlar kullanılmış olsa da günümüzde göç yönetimi giderek daha fazla biyometrik, algoritmik ve veri tabanı destekli dijital sistemler aracılığıyla şekillendirilmektedir. 11 Eylül sonrası güvenlik paradigmasının bir sonucu olarak, biyometrik teknolojilerin sınır güvenliği ve göç kontrolü mekanizmalarına entegrasyonu hızlanmış, bu durum ulus-devletlerin denetim kapasitesini genişleterek içerme ve dışlama süreçlerini yeniden tanımlamıştır. Hükümetler tarafından uygulanan sınır politikaları, vatandaşların göçmenleri bir tehdit unsuru olarak görmesine yol açarken, göç hareketlerini düzenlemeye yönelik her yeni adım, daha katı denetim rejimlerini ve dijital sınır uygulamalarını ortaya çıkarmaktadır. Vize, pasaport, kimlik ve biyometrik tanımlama sistemlerinin zorunlu hale gelmesi, göçmenlerin ötekileştirilmesine ve ulus-devlet içindeki meşru ile gayrimeşru hareketliliğin belirlenmesine katkıda bulunmaktadır. Bu bağlamda, yapay zekâ destekli gözetim teknolojileri günümüzde göç yönetiminin ayrılmaz bir parçası haline gelmiş ve sınırların yalnızca coğrafi değil, aynı zamanda biyometrik, algoritmik ve veri tabanı üzerinden şekillenen dijital yapılar haline gelmesine neden olmuştur. Eurodac, VIS ve Schengen Bilgi Sistemi gibi büyük ölçekli göçmen veri tabanları, biyometrik kimlik doğrulama sistemleri ve yapay zekâ destekli risk profilleme araçları, göçmenleri yalnızca izlenen, kategorize edilen ve yüksek riskli gruplar olarak tanımlanan dijital özneler haline getirmekle kalmamakta, aynı zamanda göçmenlik statüsünü ve hareket özgürlüğünü doğrudan yeniden tanımlamaktadır. Bu çalışma, modern sınır yönetimi pratikleri ve veri odaklı denetim mekanizmaları çerçevesinde, yapay zekâ tabanlı sınır denetim mekanizmalarının göçmenler üzerindeki etkilerini tartışmaktadır. Özellikle biyometrik sınırların, yapay zekâ destekli denetim mekanizmalarının tarafsızlık iddiası altında nasıl toplumsal önyargıları pekiştirdiği incelenmektedir. ABD ve AB sınır güvenliği sistemlerinde yüz tanıma teknolojisinin ayrımcı kullanımı, mülteci kamplarında zorunlu biyometrik veri kaydı uygulamaları ve sınır gözetleme dronlarının belirli etnik grupları orantısız şekilde hedef alması, algoritmik sınır yönetiminin yeni bir biyopolitik denetim mekanizması haline geldiğini göstermektedir. Bu çalışma, yapay zekanın göçmenleri nasıl dijital özneler haline getirdiğini ve göçmenlik statüsünü nasıl yeniden tanımladığını tartışmaktadır. Algoritmik sınırlar, yalnızca fiziksel mekânları değil, aynı zamanda bireylerin yasal statüsünü, hareket özgürlüğünü ve toplumsal kabul görme biçimlerini yeniden şekillendiren bir yapı olarak ele alınmaktadır.

Keywords: *Yapay zekâ, göçmenler, dijital gözetim, algoritmik sınırlar, biyometrik denetim*

Gölgedeki Temsiller: Virginia Woolf'un "Bayan Dalloway", "Kendine Ait Bir Oda" ve "Deniz Feneri" Romanlarında Erkek Karakterler

Roda Lana SUNA
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Abstract

İngiliz edebiyatının önde gelen figürlerinden biri olan feminist yazar Virginia Woolf, 20. yüzyılın başlarında gelişen modernist edebiyat akımının en etkili ve yenilikçi temsilcilerinden biri olarak kabul edilmektedir. Eserlerinde toplumsal cinsiyet rollerine odaklanarak, kadınların edebiyattaki ve toplumdaki konumunu sorgulayan analizler yapmış; böylece dönemin egemen cinsiyet normlarına eleştirel bir bakış sunarak patriarkal yapının birey üzerindeki etkilerini görünür kılmıştır. Woolf, karakterlerin iç dünyalarını derinlemesine yansıtabilmek amacıyla yenilikçi anlatım tekniklerinden faydalanmış; bu sayede onların içsel çatışmalarını ve duygusal derinliklerini ortaya koyarak, toplumsal cinsiyet rollerinin yüzeysel ve kalıplaşmış temsillerinin ötesine geçilmesine olanak tanıyan özgün bakış açıları geliştirmiştir. Bu çalışmanın temel amacı, feminist bir kadın yazarın perspektifinden hareketle, erkek karakterlerin toplumsal cinsiyet rollerini nasıl deneyimlediklerini ve bu rollerin kimlik oluşum süreçlerini nasıl etkilediğini analiz ederek, cinsiyet üzerine yapılan tartışmalara katkı sunmaktır. Bu bağlamda, Virginia Woolf'un Bayan Dalloway, Kendine Ait Bir Oda ve Deniz Feneri adlı eserlerinde yer alan erkek karakterlerin duygusal çatışmaları, bu çatışmaların karakter gelişimi üzerindeki etkileri ve kadın karakterlerle kurdukları ilişkiler, toplumsal cinsiyet dinamikleri çerçevesinde incelenmektedir. Böylelikle bu çalışma, edebiyat incelemeleri ile toplumsal cinsiyet araştırmalarını bir araya getirerek, modernist edebiyatın cinsiyet algısına yönelik yerleşik kabulleri eleştirel bir biçimde değerlendirmekte ve bu bağlamda toplumsal cinsiyetin edebi temsiline ilişkin yeni ve derinlikli perspektiflerin geliştirilmesine katkı sağlamaktadır.

Keywords: *Deniz Feneri, Kendine Ait Bir Oda, maskülinite, modernist edebiyat, Bayan Dalloway, Virginia Woolf*

Exploring the Effects of AI-based Feedback on EFL Students' L2 Writing Autonomy

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Abstract

Autonomy in writing involves students actively overseeing their learning processes from the early stages to the last stages of editing and proofreading. Autonomy development has benefitted much from various situations, including the emergence of AI tools. Such tools have paved a new way to promote EFL students' writing autonomy, as they offer timely and objective feedback tailored to students' needs. However, to what extent these tools have proved to be instrumental for developing learners' autonomy level has not received much attention. The current study aimed to fill this void by investigating whether AI-generated feedback has an impact on perceived L2 writing autonomy of EFL students. 262 English as a foreign language (EFL) students from a Turkish state university participated in the study. Results of the study underscore a positive relationship between using AI tools for feedback and increased L2 writing autonomy. These results suggest that AI-generated feedback can be a valuable and complementary feedback source for promoting L2 writing autonomy among EFL students.

Keywords: *AI-based feedback, corrective feedback, generative artificial intelligence, L2 writing autonomy*

Research Literacy Levels of Turkish EFL Students

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Abstract

Research literacy (RL), defined as the ability to locate, understand, evaluate, and utilize research effectively, is critical for both academic and professional development. The current study aimed to investigate the RL levels of Turkish EFL students, focusing on their research interests, experiences, and confidence as well as examining the potential influences of gender and grade level. The study involved 207 students from the department of English Language and Literature at Karadeniz Technical University, adapting Barlow's questionnaire (2023) to assess participants' research interest, experience, and confidence. The results reveal that a significant majority (83.8%) of participants, even though they attended to a research university, had not previously engaged in research, indicating a need for enhanced research opportunities. One of the interesting findings of the study is that while translation and literature emerged as the most preferred research areas, linguistics was the least favored. Moderate positive correlations were found between the three sub-scales of the questionnaire (i.e. research interest, experience, and confidence). As there are no significant gender differences identified in RL levels, suggesting inclusivity in research engagement. However, significant differences in research experience were found across grade levels, with seniors displaying higher experience due to curricular requirements such as writing a graduation thesis. The study highlights the necessity of fostering research interest early in academic programs to build a strong foundation for research skills and confidence, emphasizing the need for incorporating research opportunities in the curriculum.

Keywords: *Research literacy, young researchers, Turkish EFL students*

Toward Operationalizing Machine Translation Literacy: A Preliminary Investigation

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Abstract

Machine translation (MT) has become an integral feature of digital communication, embedded across diverse platforms and influencing professional translation, academia, business, and everyday interactions. As MT systems continue to advance, users—ranging from professional translators and academics to students and casual digital consumers—are increasingly engaging with both refined and raw MT-generated texts. Despite technological progress, persistent issues such as inaccuracies, misleading outputs, cultural misinterpretations, and biases continue to challenge the reliability of MT. These flaws expose users to significant risks of miscommunication, emphasizing that critical engagement with MT outputs is essential. Grounded in Bowker's (2019) conceptualization of MT literacy and recognizing MT literacy as a core component of broader digital and AI literacy, this study aims to outline the foundational concepts that will inform the future development of a scale for measuring MT literacy. As an initial step, the study synthesizes existing theoretical frameworks and perspectives, undertaking an exploratory analysis to identify potential dimensions and sub-dimensions of the MT literacy scale, as well as the methodology for its construction. Ultimately, the proposed MT literacy scale is intended not only to enhance our understanding of how users interact with MT outputs but also to guide the development of targeted training programs and policies. This will support a more informed and critical use of MT in an increasingly AI-driven digital landscape.

Keywords: *Machine Translation, Machine Translation Literacy, Digital Literacy, AI Literacy, Scale Development*

Enhancement of Literary Critical Skills through Creative Storytelling and Creative Writing: Studying Four-aspect Critical Taxonomy

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Abstract
Enhancing literary critical skills requires more than studying theoretical concepts or critical reviews. New notions developed through experiential learning call for the urgent need to integrate creative skills into studying literary critical terms, concepts, movements, approaches and theories. This study will examine the literary critical outcomes of creative storytelling and creative story writing. The researcher of the present project is a reflective storyteller. She writes in English, using the knowledge of four aspects of critical taxonomy and her own life experiences. The research follows an action research methodology, integrating narrative inquiry to analyse and evaluate every experience, thought, and conclusion. Examining the ability to write a story with this approach assists in improving the structures, patterns, devices and strategies in the story while providing justification for linguistic choices. By examining the stages of story writing, linguistic structures, and word selection, the study transforms storytelling from only a creative activity into a systematic and methodological field of study. Additionally, the study explores the creation and transformation of concrete events and abstract meanings in newly written or revised stories, offering insights into their artistic and linguistic construction. A key objective is to enhance participants' metatextual awareness of storytelling through self-reflective feedback. Expert feedback will play a critical role in this process, contributing to the in-depth analysis of the stories' experiential, narrative, artistic, and linguistic elements. These results and feedback provided by the expert will reveal the progress of the author's story-writing skills and the effect of expert feedback on this development. In summary, the study aims to conduct qualitative narrative inquiry and action research to guide individuals in developing the structural and artistic aspects of story writing while enhancing their language skills.

Keywords: *Critical Skills, Creative Storytelling, Four-Aspect Critical Taxonomy*

The Effect of Adventure Education on Students' Willingness to Communicate in English

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Abstract
In today's world, where English is crucial for communicating with people from diverse cultures, the factors that influence English speaking skills are also essential. In foreign language teaching, learners must be willing to communicate in the target language. Willingness to communicate is influenced by various factors such as psychological, linguistic, sociological and personality characteristics. By understanding these factors, educators can create supportive environments encouraging participation and improving learning outcomes. The aim of this study, in which adventure education serves as a supportive learning environment, is to examine the effect of adventure education on high school students' willingness to communicate in English. In this study, 29 high school 10th-grade students were included in speaking activities with a 10-week adventure education program. This 10-week process was documented by filling in observation forms. According to the descriptive analysis of the data obtained from the observation forms, the students demonstrated a low level of WTC in the initial weeks. However, their WTC levels increased as the students got used to the activities in the following weeks. In addition, thematic analyses revealed that the increase in students' WTC levels was due to positive experiences, English development, psychological and emotional developments, and the active engagement in learning.

Keywords: *Adventure education, WTC, English, speaking*

The Trauma after Homecoming in Sam Shepard's "States of Shock"

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Abstract

This article highlights the concept of homecoming trauma in Sam Shepard's play States of Shock, underlining the psychological and existential struggles of the returning war veteran, Stubbs. The study demonstrates how Shepard reflects the aftermath of war through Stubbs' interaction with society back home and his inability to relocate himself in the civilian life due to his PTSD. Following modern trauma studies, the article examines the difference between battlefield and home environments, arguing that traumatic symptoms could increase upon return. The role of the Colonel, portraying traditional military ideals, furthers Stubbs' suffering by refusing to acknowledge his new situation as wounded veteran. Additionally, the play's depiction of societal trauma, particularly by the secondary characters like Glory Bee and the White Couple, assures the pervasive effect of war trauma beyond the battlefield to civilian life. Shepard's work ultimately criticizes the American militarism, illustrating how trauma could extend beyond individuals and warfare to reshape an entire culture.

Keywords: *Trauma, PTSD, States of Shock, Battlefield, War*

Technological Freedom or Threat? Transhumanism and Socio-political Reflections in Karel Čapek's "R.U.R"

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Abstract

The purpose of this study is to examine Karel Čapek's R.U.R. (Rossum's Universal Robots) from a transhumanism and socio-political perspective. The first use of the term "robot" in R.U.R. marks the beginning of a new era in modern science fiction literature. This dystopian play, published in 1920, attracts attention as an avant-garde text that presents to its readers the transformation of humanity with technological progress and its relationship with machines. While the play describes the emergence of robots that save people from working and relieve them of physical and mental responsibilities, it also reveals the moral, social and socio-political consequences of this technological evolution. As robots relieving people of work has the potential to increase the welfare of society, it also deepens existing socio-political problems such as class distinctions, labor regulations and social inequalities. This study examines how the robots in Čapek's play R.U.R., depicted as structures that abstract themselves and undergo a transformation process in addition to exploring the biological limits of humans, can be interpreted in the context of the critique of transhumanism and its relationship with socio-political structures.

Keywords: *Karel Capek, robot, transhumanism, technology*

Tell me more! Enhancing Elaboration through Phrasal Verbs

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Abstract

This interactive workshop focuses on getting students to notice nuance in language by exploring the use of phrasal verbs to achieve greater precision and depth of expression in academic contexts. Student-centered activities will take participants through various phases of controlled, guided and free practice to encourage deeper elaboration in discussions. Attendees will leave with practical tools to support students in enhancing their academic fluency and communication skills.

Keywords: *Phrasal verbs, practical tips, critical thinking, collaboration, interactive learning*

Examining The Self-efficacy and Perspectives on Native Language Use in Foreign Language Classrooms of Pre-service English Teachers

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Abstract

This research explores the self-efficacy and the use of native language in foreign language (L2) classroom perspectives of pre-service English teachers. Which language to prefer in classrooms is one of the most debated issues in the ELT field. Also, the self-efficacy (SE) levels of the language teachers plays a crucial role. Therefore, this research focuses on both self-efficacy and native language use. The study employed a quantitative approach including two different surveys to assess pre-service English teachers' beliefs in their attitudes and instructional abilities and capabilities toward L1 use and their self-efficacy perceptions. Participants are 89 pre-service English teachers from ELT program. Results of the study showed that pre-service teachers with lower SE levels, generally support native language (L1) use to aid comprehension and reduce anxiety levels of the students. On the flip side, a high efficacy level of the teacher results in the preference of immersive L2 environments. In these classrooms, teachers use L1 in order to enhance language acquisition and comprehension. The findings emphasized that there should be more focus on self-efficacy to achieve a more balanced attitude. With the help of this balance, since it can meet different needs in classrooms under different circumstances and provide a supportive, inclusive learning process, language learning can be optimized and a stimulating language learning atmosphere can be provided. These insights can offer valuable implications for the development of ELT practices.

Keywords: *Self-efficacy, pre-service English teachers, native language use*

Words of Grief: Linguistic Expressions of Emotion in Medieval Elegiac Poetry

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Abstract
The elegiac tradition of the Middle Ages, particularly in Old English, is distinguished by its focus on the themes of loss, exile, mourning, and grief. Parallelly, the ways in which such feelings are employed through linguistic mechanisms within these poems provide a lot of research opportunities in the interaction between language and literature. In this light, the aim of this paper is to examine the ways these emotional states are conveyed in medieval elegies, with a particular focus on lexical choices, syntactic structures, and linguistic patterns. This research discusses the interplay between the semantic realms of grief and syntactical patterns in elegiac poems, like The Wanderer and The Seafarer. In shaping the poetic sound of grief, the formulaic expressions within the language, which not only enhance the emotional depth but also serve as linguistic tools, are explored. Through a thorough and close analysis of the poems, the articulation of the medieval poets' in shaping distinct language strategies to reinforce the elegiac mode of the poems are revealed with an emphasis on the relationship between language and emotion in medieval elegiac poetry. By the same token, this research studies the power of the linguistic expression over the emotional landscape of medieval elegiac poetry.

Keywords: *Elegy, linguistic expression, grief, mourning, the Middle Ages*

Non-Toxic Masculinities in Elif Shafak's "10 Minutes 38 Seconds in This Strange World"

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Abstract

Elif Shafak's 10 Minutes 38 Seconds in This Strange World challenges dominant forms of masculinity by depicting male characters who reject control and violence in favor of care, vulnerability, and emotional bonds. This study examines how Sinan and other marginalized men in Leila's chosen family embody non-toxic masculinities, resisting the rigid expectations of Turkish patriarchy. It explores how their shared displacement allows them to form relationships based on mutual recognition rather than power. Unlike the novel's authoritarian fathers, exploitative clients, and violent enforcers of honor culture, these men do not assert dominance over women but instead offer protection without possession. Their friendships function as acts of quiet defiance against a society that punishes those who do not conform. By centering masculinity on emotional depth rather than aggression, Shafak presents a model of male identity that exists outside patriarchal control. This study highlights how the novel expands the possibilities of masculinity, concluding that care and resistance can coexist in a world that seeks to erase those who do not fit.

Keywords: *Masculinity, Gender, Elif Shafak, Patriarchy*

İnsan ve Makine Çevirisi: Çevirinin Kuramsal Boyutu Doğrultusunda Karşılaştırmalı Bir Analiz

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Abstract
Son yıllarda gerçekleşen teknolojik gelişmeler, makine çevirisinin giderek daha fazla önem kazanmasına yol açmış ve bu da çeviri çalışmalarının bu alanda ön plana çıkan çeviri sorunlarına çözüm önerileri geliştirecek bir odaklanma kazanmasına neden olmuştur. Ancak makine çevirisindeki teknolojik ilerlemeler, üretilen çeviri metinleriyle ilgili yeni tartışmaları da beraberinde getirmiştir. Makine çevirisi araçlarından yapay zekâ destekli çeviri programları ise bu tartışmayı bir adım daha ileriye taşıyarak, çeviride insan faktörünü tartışılır hale getirmiştir. Bu nedenle, yapay zekâ destekli çeviri programlarının ürettiği çevirilerin, çevirinin kuramsal boyutu doğrultusunda tartışılıp ele alınması önem arz etmektedir. Çünkü çeviri, yalnızca sözdizimsel düzeyde gerçekleşen bir eylem olarak değil, aksine bağlamsal yapı içerisinde derin anlamların, dilsel estetiğin, söz oyunlarının veya mecaz anlamların kaynak-erek dil çifti arasında aktarıldığı, çevirmenin sanatsal yeteneğinin devreye girdiği bir süreç olarak değerlendirilip, çok daha karmaşık ve yaratıcı bir eylem olarak nitelendirilmelidir. Bu bağlamda bu inceleme, insan çevirisi ile yapay zekâ çevirisini karşılaştırıp, her iki çevirinin yönünü çevirinin kuramsal boyutu doğrultusunda değerlendirmektedir. Dolayısıyla insan çevirisi anlamın derinliklerini, kültürel nüansları ve dilin estetik boyutlarını çeviride ön plana çıkarırken yapa zekâ çevirisi ise daha çok dil düzeyinde yeterli bir çeviriye ve hız odaklı çalışma prensibine sahiptir. Her iki yaklaşımın arasındaki farkı ortaya koymak çevirinin geleceği, gelişimi ve kuramsal boyutu için önem teşkil etmektedir.

Keywords: *Çeviri, insan çevirisi, makine çevirisi*

Akademik Çeviri Eğitiminde Yeni Bir Sayfa: Yapay Zeka ile Geleceğe Hazırlık

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Abstract

Yapay zekâ, her geçen gün hemen hemen her alanda verimliliği artırmak, maliyetleri düşürmek ve insanlara daha iyi hizmet sunmak için devrim niteliğinde çözümler ortaya koymaya başladı. Aynı şekilde çeviri teknolojilerinde de gerçekleşen hızlı dönüşüm, özellikle yapay zekâ araçlarının yaygınlaşması ile beraber akademik çeviri eğitiminde büyük bir paradigma değişimini tetiklemektedir. Bu sebeple akademik çeviri eğitiminin geleceği hakkında yeniden düşünmek kaçınılmaz hale gelmiştir. Çünkü çeviri bölümlerinde yapay zekâ farkındalığını oluşturmak artık bir tercih değil; bu durum net bir biçimde gereklilik haline gelmiştir. Ayrıca çeviri endüstrisi kartopu niteliğinde büyük bir hızla dijitalleştiği günümüzde, akademik çeviri eğitimi alan öğrencilerin mezuniyet sonrası profesyonel iş hayatlarında karşı karşıya kalacakları o günün teknolojilerine hazır olmaları da yine büyük bir önem taşımaktadır. Bu bağlamda çeviri faaliyetlerinde kullanılan/kullanılacak yapay zekâ araçlarının yalnızca birer teknoloji değil, aynı zamanda çeviri sektöründe görev üstlenecek çevirmenlerin birer iş ortağı olarak görülmesi gerekmektedir. Tüm bu sebeplerden ötürü akademik çeviri eğitiminin ders planlamalarında yapay zekâ araçlarına yönelik kapsayıcı bir şekilde yeni bir sayfa açılması kaçınılmazdır. Açılacak bu yeni sayfa elbette bütünsel bir değişimi kapsamayacaktır; ilkin mevcut ders planları içerisinde kademeli ve sürdürülebilir bir entegrasyon sürecinin planlanması, süreci daha verimli hale getirebilecektir. Bu entegrasyon süreci, çeviri eğitimi alan öğrencilere sadece yapay zekâ temelli teknolojik araçların tanıtılmasıyla sınırlı kalmamalıdır; bu süreç çerçevesinde/neticesinde öğrencilerin söz konusu araçları eleştirel bakış açılarıyla değerlendirebilecekleri bir eğitim anlayışı benimsenmelidir. Ders planlamalarına yönelik olası güncellemeler, güncel tematik yaklaşımlarla çeviri eğitimi alan öğrencilerin ilgili araçlarla tanışmasını ve dolayısıyla deneyim sağlayarak bu araçları verimli kullanmasına olanak tanıyabilecektir. Diğer taraftan yapay zekâ araçlarıyla ve geleneksel yöntemlerle gerçekleştirilmiş çeviri uygulamalarının karşılaştırılması, akademik çeviri eğitim alan öğrencilerin söz konusu teknolojinin potansiyelleri ile sınırlarını alımlaması ve anlamlandırması açısından oldukça değerlidir. Böylelikle yapay zekâ ve insan çevirisi arasındaki ilişki derinlemesine sorgulanabilecektir. Sonuç olarak akademik çeviri eğitiminde öğrencilere yapay zekâ farkındalığı oluşturma, köklü ve büyük dönüşümler gerektirmeden, mevcut ders planlamasına, dolayısıyla eğitim yapısına entegre edilebilen kademeli ve sürdürülebilir bir süreç olarak pekâlâ tasarlanabilir. Böylelikle akademik kurumlar çatısında çeviri eğitimi alan öğrenciler, mezuniyetlerinin akabinde tanışacakları profesyonel iş hayatlarının güncel gerçeklerine de hazırlanmış olacaklardır. Dolayısıyla akademik çeviri eğitiminde kaçınılmaz yapay zekâ entegrasyonu gerekliliği, çeviribilim disiplininin geleceği bakımından öncelikli ele alınması gereken bir alan olarak değerlendirilmektedir. Çalışmamız çerçevesinde ortaya konulan bu gereklilik, çeviri eğitiminde yalnızca akademik bir zorunluluk değil; aynı zamanda çevirmenlik mesleğinin geleceğini şekillendirecek bir adım olarak sunulmaktadır.

Keywords: *Çeviri Eğitimi, Yapay Zekâ, Dijital Dönüşüm, Çevirmenlik*

Complex Dynamic Systems Theory as a Theoretical Framework to Study Turkish Preparatory School Students' Causal Attributions to Their Perceived Achievements and Failures in Learning English

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Abstract

Despite advancements in modern teaching methods and increased language input accessibility, many language learning settings fail to meet expectations. In response, English Pathway Programs (EPPs) have gained popularity among universities to accommodate international students who do not meet conventional language proficiency requirements assessed by IELTS or TOEFL (Cross & O'Loughlin, 2013). This trend reflects global challenges in language acquisition, including in Türkiye, where similar struggles remain despite widespread access to language learning resources. Thus, this research investigates the causal attributions of preparatory school learners through the lens of Complex Dynamic Systems Theory (CDST), highlighting the interconnected and ever-evolving nature of language learning. The analysis is guided by CDST principles, including non-linearity, feedback sensitivity, adaptation, and context dependence (Larsen-Freeman, 2015). Hiver et al. (2020) argue that mixed methods should extend beyond the traditional qualitative-quantitative divide to include individual and group-level analyses alongside exploratory and falsificatory objectives. Accordingly, this study adopts a dynamic framework surpassing traditional methods to explore causal attributions, detect patterns, and uncover variations, relationships, and individual differences in language learning. The study was conducted with 55 preparatory school students at Pamukkale University, employing an integrative research design. The Language Achievement Attribution Scale (LAAS) provided quantitative data on students' attributions to success and failure, while open-ended questionnaires explored individual learning experiences. Findings revealed that students with similar midterm scores perceived success differently, influenced more by individual factors such as goals and motivations than by gender or proficiency level. Pedagogical recommendations emphasize authentic materials, digital tools, and adaptive teaching strategies (Finch, 2004; Tomlinson, 2005) to enhance engagement and success. By adopting CDST and an integrative research design, this study contributes to a deeper understanding of language learning as a holistic, dynamic, and emergent process.

Keywords: *Complex Dynamic Systems Theory, language learning, causal attributions, preparatory school, language acquisition.*

Anxiety, Improvisation, and Creative Potential in Ivan Vladislavić's "Portrait with Keys"

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Abstract

This paper explores how Ivan Vladislavić's Portrait with Keys (2009) subverts dominant temporal experiences of anxiety and stasis through the use of vignettes, nonlinear narratives, and fragmented storytelling, ultimately reframing them as sites of creative potential within the present. Blending memoir, urban observation, and literary experimentation, Portrait with Keys presents a mosaic-like exploration of Johannesburg's rhythms and textures. Through interlinked anectodes, Vladislavić captures Johannesburg's contradictions—its impulsiveness and positive spontaneity, its fluid social dynamics, and its shifting spatial configurations. This fragmented-memoir interweaves personal anecdotes, historical reflections, and encounters with the city's everyday life. Portrait with Keys offers a literary cartography of Johannesburg, resisting fixed narratives and instead embracing the city's layered temporalities and improvisational nature. By engaging with Henri Bergson's idea of élan vital or "life impulse," Vladislavić's work proposes an alternative vision of historical evolution that is creative, divergent, and experiential. Through its exploration of the unpredictable temporalities embedded in multiple historical eras converging within the same present, the text resists and reimagines anxious temporalities as socially and culturally generative potentialities. In this context, this research examines how Portrait with Keys navigates Johannesburg's shifting temporal and spatial landscapes, revealing the interplay between memory, uncertainty, and creative possibility.

Keywords: *Temporalities, South Africa, urban fiction, global south, non-fiction*

Corpus Analysis of Lexical and Structural Patterns in Scientific Research Articles: Insights into Academic Writing

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Trabzon University, Karadeniz Technical University, Karadeniz Technical University

Abstract

English for Academic Purposes (EAP) courses are essential in developing the linguistic proficiency required for academic success among learners of English as a second or foreign language. Recognizing the significance of discipline-specific language acquisition, this study explores the key linguistic features that define academic writing within EAP contexts. Data were collected from a tertiary-level academic writing course which aims to enhance students' academic writing skills by familiarizing them with the conventions of scientific discourse and research communication in their specific fields. To gain deeper insights, quantitative analyses examined the frequency, distribution, and co-occurrence of multi-word combinations, highlighting their role in geophysical engineering texts. Using Sketch Engine, an online corpus tool, the study compared research texts to identify multi-word combinations, syntactic structures, genre-specific terminology, usage patterns, and lexico-grammatical patterns utilized within the framework of EAP. Findings indicated that key lexical items such as "show," "model," "seismic," and "respectively" were frequently used, reflecting the technical and empirical nature of academic discourse in the field. Additionally, lexico-grammatical structures like "in the case of," "as a function of," and "with respect to" were essential for structuring logical relationships in research writing. These results emphasize the need for genre-specific instruction in EAP courses and advocate the integration of corpus-based learning materials adapted to discipline-specific writing practices. By incorporating authentic examples from specialized academic literature, EAP instruction can enhance students' academic literacy, rhetorical competence, and ability to engage effectively in scholarly discourse.

Keywords: *Academic Writing, English for Academic Purposes, Corpus Analysis, Discipline-Specific Language*

Thinking Skills Applied: Boosting Thinking Skills with Creativity and AI

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Abstract
Creative thinking is the gateway to critical thinking, allowing students to explore ideas freely before refining them through analysis and reasoning. As educators, we strive to foster both skills, encouraging students to think "outside the box" while engaging in deeper inquiry. Just as language skills require practice, so do thinking skills—and AI can serve as a powerful tool in this process. These interactive workshops will explore how creative thinking is connected to critical thinking and how AI-generated prompting can enhance both. Participants will engage in hands-on activities to refine their questioning techniques, challenge biases, and strengthen students' reasoning abilities. By leveraging AI tools effectively, educators can support self-regulation, encourage diverse perspectives, and create more dynamic learning environments (Law, 2024; Zhou et al., 2024).

Keywords: *Creative thinking, critical thinking*

The Impact of Mindfulness on Encouraging Lurking Students to Speak in Online English Courses

Shirin SADAGHIAN
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Abstract
Dealing with lurking students who remain passive and refrain from participating poses a challenge in online English courses, limiting both engagement and language acquisition. To overcome this challenge however this study applied mindfulness-based interventions (MBIs) to promote active participation among Turkish English literature students participating in an online course. Seventeen students participated in a series of mindfulness exercises, including mindful listening, and reflection activities, designed to reduce anxiety and enhance focus. Findings indicated that previously passive students exhibited a slight increase in verbal engagement, suggesting that mindfulness techniques can help lower affective barriers and encourage interaction. Drawing upon Social Presence Theory (SPT), this study highlights the role of mindfulness in creating a psychologically safe environment with lower affective filters. Based on SPT, students' perception of social presence in an online environment influences their willingness to engage. By integrating mindfulness, learners may experience a stronger sense of connection with instructors and peers, reducing the psychological distance that often contributes to passive behavior. While the observed change was modest, results suggest that incorporating mindfulness into online English instruction could be a promising strategy to support reluctant speakers. Future research with larger samples and extended intervention periods is recommended to assess the long-term impact of MBIs on student participation.

Keywords: *Online Education, Mindfulnes, Social Presence Theory*

Book of Abstracts

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Student Beliefs about L1 Use in the English Language Classroom

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Abstract
This study investigates High School Students' perceptions about L1(native language) usage in English lessons in Artvin,Turkiye. Employing a mixed-methods approach, the research reveals a significant age effect. Younger students strongly prefer L1 as they see it as a tool for comprehension, attendance and reducing anxiety. Although there is no meaningful gender effect, students emphasize the pedagogical value of L1 in clarifying complex grammar, defining vocabulary, and explaining challenging concepts.While the study highlights the importance of strategic native language integration to support learning, it accepts the potential drawbacks of excessive L1 exposure such as reduced L2 exposure. Findings suggest native language strategies which vary according to the age, context-specific application, and maximizing L2 interaction for effective EFL teaching practices. Future research should study long-term effects of L1 integration on L2 development to promote learner autonomy and inform people about best practices.

Keywords: *EFL, L1 use, Strategic L1 integration, Student perceptions of L1*

Lojistik ve Gümrükleme Terimleri Üzerine Bir İnceleme: Rusça-Türkçe Dış Ticaret Sözlüklerinde Eş Değerlik Sorunu

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Abstract

Dış ticaretin ülkeler arası ekonomik büyümeye katkı sağladığı yadsınamaz bir gerçektir. Bir ülkenin uluslararası pazarlarda beklentisi dahilinde veya üzerinde ürün satışı gerçekleştirmesi ve bu bağlamda sağlanan üretim artışı, yeni istihdam alanları, imkânlarının oluşmasına ve daha yüksek gelir elde etmesine yol açmaktadır. Bu da ülkenin ekonomik açıdan kalkınmasını desteklemektedir. Rusya ve Türkiye arasında gerçekleşen dış ticari ilişkiler, coğrafi yakınlık, tarihi bağlar ve karşılıklı ekonomik çıkarlar sayesinde gelişmiş ve önemli ölçüde bir ivme kazanmıştır. İki ülke arasındaki ticaret hacmi farklı ticari alanlarda gelişip yoğunlaşırken, jeopolitik dinamikler ve küresel gelişmeler de bu ilişkiyi şekillendirdiğini söylemek mümkündür. Bu çerçevede, özellikle son yıllarda arttığı gözlemlenen bahse konu ülkeler arasındaki ticari ilişkiler, iki dildeki dış ticaret terminolojisinin karşılıklı anlaşılırlığını kritik ve öneminin vurgulanması gereken bir konu haline getirmiştir. Bu çalışma, Rusça-Türkçe dış ticaret sözlüklerinde lojistik ve gümrükleme terimlerinin eş değerlilik sorunlarını incelemeyi amaçlamaktadır. Bu bağlamda, çalışma karşılaştırmalı olarak ele alınan ilgili dillerdeki dış ticaret terimleri arasındaki kavramsal uyumsuzlukları, kültürel, hukuki bağlam farklılıkları ve teknik çeviri hataları gibi temel problem alanlarını ortaya koymaktadır. Çalışmada, Rusça «таможенная очистка» (tamojennaya oçistka) terimi, Türkçeye "gümrükleme" olarak çevrilse de Rus hukuk sistemindeki prosedür detayları nedeniyle Türkçe karşılığının tam anlamıyla kapsayıcı olmadığını söyleyebiliriz. Benzer şekilde «логистическая цепочка» (logistiçeskaya tsepoçka) terimi, Türkçe "lojistik zinciri" ile eşleştirilirken, Rusça da tedarik zincirinin "depolama" aşamasını vurgulaması; Türkçe' deki "nakliye" odaklı anlamla çelişmektedir. Çalışmada karşılaştırmalı dil bilgisi analizi yöntemiyle lojistik ve gümrükleme terimleri incelenmiş, mevcut sözlüklerdeki çevirilerde, bağlam bakımından karşılık gelen sözcüklerde eş değerlik sorunları tespit edilmiştir. Sonuç olarak bu sorunların çözümü için kültürel-hukuki bağlamı da dikkate alan sözlüklerin ve Rus-Türk ticaret odaları iş birliğiyle standart terim listelerinin bu kapsamda geliştirilmesi gerektiği vurgulanmakta ve önerilmektedir. Çalışma, dilsel eş değerlilik sorunları ve çözüm önerilerinin belirlenmesinin ticari riskleri azaltmadaki rolünün ne derece önemli olduğunun altını çizmekte ve akademi-endüstri iş birliğinin önemini ortaya koymaktadır.

Keywords: *Rus-Türk Dış Ticareti, Lojistik, Gümrük, Sözlükbilim, Terim Eş Değerliliği*

Meeting the Father on the Hero's Journey: An Investigation of "The Giver"

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Abstract

Joseph Campbell's book The Hero's Journey draws attention to and analyses the 17 stages that the hero goes through. Campbell gives examples of the journeys of heroes in mythological narratives and the stages they pass through, pointing out that we read/listen to these stages under the guise of adventure. However, the hero's journey is about the hero's maturation and growth. Atonement with the Father, one of the stages the protagonist goes through, is one of the stages the protagonist goes through before obtaining the reward or the thing he is after. The hero's confrontation with his father or another character seen as a father figure also means his confrontation with the figure in power and authority. The father or father figure has the power to give or take away life. If the hero emerges from this encounter with success, he takes the power and authority held by the father into his own body and becomes equally powerful with his father or the figure who replaces him; moreover, he learns to control his power. According to Campbell, this is the central point in the hero's journey because the maturation and growth of the personality is closely related to the proper control of the hero's power. The step in question is not always depicted by the confrontation between the protagonist and the father; mutual reconciliation can also shape this step. In this study, the step of Atonement with the Father will be evaluated through the main character Jonas in Lois Lowry's novel The Giver and his relationship with two different father figures in the book: the character who is the father of the family even though he is not the biological father and the characters in the role of the giver, highlighting the emerging dichotomy.

Keywords: *Atonement with the father, Hero's Journey, Joseph Campbell, The Giver*

Fostering Self-Directed Language Learning: An Empowerment Journey in and beyond the Classroom

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Abstract

With the rise of digital tools and online language learning resources, language learning is no longer confined to the classroom. However, not all learners possess the ability to self-direct their learning beyond the classroom due to a range of factors (Cheng & Lee, 2018; Ghorbani & Golparvar, 2020; Zhang & Liu, 2023). Thus, empowering students to take control of their own learning has become increasingly significant. Given that, this study aimed to explore how a mixed ability group of language learners learned to self-direct their English learning throughout a semester under the guidance of their teacher. Instead of traditional language instruction, the language teacher maintained a structured support system to foster language learner autonomy. Over 12 weeks, students engaged in self-directed language learning practices beyond the classroom, experiencing language learning through watching TV series, listening to English songs, reading graded books, using various language learning apps, and following YouTube channels. In the weekly classroom sessions, learners shared the details of their out-of-class learning, reflected on their learning experience, interacted with their classmates by exchanging their language learning resources and strategies, and taught the newly acquired phrases and idioms to their classmates with the teacher's supervision. Through 12-week-language learning logs and a reflective survey, students reflected on their perceived weaknesses and strengths, documented their progress, and noted the strategies and learning tools they found effective and useless. The findings highlighted the role of the teacher as a facilitator rather than an instructor and emphasized the importance of peer interaction in language learning. Moreover, learners' native language played a crucial role in their understanding of English, and they used Google Translate to support their language learning. This study discusses the implications of fostering learner autonomy in language classrooms, the impact of peer interactions, and the ways language teachers can guide students toward self-directed learning beyond the classroom.

Keywords: *Self-directed, autonomy, beyond the classroom, teacher support*

"Haunted by the Past", "Trapped in The Present - The Apple Family": "The Hopey Changey Thing" by Richard Nelson

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Abstract

Richard Nelson, a prominent playwright in contemporary American theatre, explores the interplay between personal, familial, and national identities. In The Apple Family: The Hopey Changey Thing (2010), he portrays the political and social climate of America during the 2010 midterm elections through the depiction of the intimate struggles of an ordinary American family. The play is about political disillusionment and its impact on individuals, challenging dominant narratives by presenting the experiences of citizens navigating an era of shifting ideologies and national uncertainty. Set on Election Night, November 2, 2010, the play mirrors national political tensions through the deep-rooted conflicts within the Apple family. Focusing on the election, the play also probes into how personal and historical traumas emerge throughout history. All members of the Apple family experience unresolved grief, inherited trauma, and familial dysfunction, revealing how historical struggles transcend generations. The aim of this study is to analyze how The Hopey Changey Thing (2010) represents the tensions between personal identity and national transformation, emphasizing the psychological effects of political disillusionment. The study employs hauntology and psychoanalytic theory as its framework. Hauntology, as introduced by Derrida, provides insight into how the past haunts the present, shaping identity and memory. Freudian psychoanalytic concepts such as repression, displacement, and denial are employed to analyze the Apple family's emotional responses to political and personal anxieties.

Keywords: *Richard Nelson, The Apple Family, political disillusionment, hauntology, identity, trauma, psychoanalysis, American theatre*

Power Types in Conflict Resolution: Analysing Soft, Hard, Wise and Smart Power in Shakespeare's Plays

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Abstract

In his comprehensive exploration of human conditions, William Shakespeare adeptly delves into power struggles. In conflict resolution, Shakespeare refers to four types of power. This study deals with his portrayal of hard, soft, smart, and wise power in conflict resolution within personal and political contexts with a particular emphasis on the plays Coriolanus, Julius Caesar, and Othello. The study seeks to examine how power dynamics play some crucial roles in conflict resolutions. These plays exhibit a comprehensive understanding of the dynamics and resolution of conflicts, as well as the impact of various forms of power. In the plays, Othello's dependence on hard power juxtaposed with Iago's strategic manipulation via smart power culminates in disastrous outcomes. Soft power is most effectively depicted through Antony's blending of rhetoric and military precision in the play Julius Caesar highlighting the importance of balance and adaptability. In Coriolanus, the characters Menenius and Coriolanus are the representatives of contrasting power types. As a talented and experienced politician and orator, Menenius advocates the use of wise power in resolving the conflict between Coriolanus and the plebians. On the contrary, Coriolanus, obsessed with militarism, dominance and control, is all about hard power by rejecting diplomacy and subtly persuading the Plebians for his position in the senate.

Keywords: *Shakespeare, conflict resolution, hard power, soft power, smart power, wise power leadership, personal and political context*

AI Tools Used in EFL Settings and Its Impact on EFL Instructors and Learners

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Abstract

As education is considered one of the main improvement criteria for realities and communities, researchers have been looking at the usage of Artificial Intelligence (AI) in this field. To provide specific information about AI tools in EFL settings, this systematic review underlines essential points such as existing AI tools, research methodologies, as well as limitations of the AI. More specifically, the systematic review examines different applications of AI tools used in evaluation of students' writing and speaking performances as well as an exploration of EFL instructor experiences with AI tools, and EFL instructors' and learners' perceptions of AI tools. This systematic review also presents comprehensive bibliometric analysis to illuminate the salient research trends on AI tools in EFL settings over four years (2020–2024). Articles from Web of Scopus are examined for the bibliometric analysis in order to investigate research patterns in the field. Results of this systematic review show that the future is encouraging for AI tools in ELT contexts. The exploitation of AI tools in this area has greatly contributed to the teaching and learning processes of which productive skills would ensure learners' mastery. The pedagogical implication is that there is openness to integrating AI and education but also caution towards its challenges which include reliability, alignment with given tasks, and lack of pedagogical scaffolding. The systematic review expressed positive perspectives on using AI tools. The mixed research method was also discovered to be the most used. Finally, the current analysis identified major implications that lay a solid platform for future research.

Keywords: *AI tools, educational AI, AI in EFL*

Hybridity through Mimicry: A Multi-layered Identity Crisis in Abdulrazak Gurnah's "By the Sea"

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Abstract

The aim of this study is to examine Abdulrazak Gurnah's "By the Sea" through the combination of cultural mimicry and hybridity to explain how these two dynamics shape a multi-layered identity crisis. Focusing on Homi Bhabha's mimicry and 'third space' theories, this study explores how the main character of the novel, Saleh Omar, navigates between two different cultural worlds within a false identity to survive his exile. However, his mimicry fails creating an authentic belonging; rather, it increases the alienation and internal fragmentation. His experiences reveal that hybridity may tend to be a zone of existential dislocation, rather than a creative place of cultural negotiation. This study argues that Gurnah portrays the postcolonial subject as suspended between cultures and unable to neither reconstruct the past nor integrate into the target society. Through the analysis of silence, displacement and manipulation of identity, this study highlights the destructive structure of hybridity and mimicry, arguing that postcolonial identity formation is characterized more by fragmentation and alienation than by unity.

Keywords: *Abdulrazak Gurnah, By the Sea, mimicry, hybridity, identity crisis, postcolonial literature*

Deconstructing Human Exceptionalism in Margaret Atwood's "Oryx and Crake": A Posthumanist Perspective

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Abstract

Margaret Atwood's Oryx and Crake critiques the foundations of human exceptionalism by presenting a dystopian world where technological advancements and ecological collapse converge. Through the bioengineered Crakers, Atwood dismantles anthropocentric ideals, showcasing a deliberate rejection of traits associated with traditional humanity—hierarchical thinking, aggression, and environmental exploitation. Crake's philosophical and scientific interventions challenge the ethical boundaries of creation, blurring distinctions between humanity and its creations while questioning the value of human uniqueness. This paper employs a posthumanist lens to analyze how the novel deconstructs humanity's self-ascribed superiority. The Crakers embody an alternative, symbiotic existence that contrasts sharply with the anthropocentric behaviors that led to ecological devastation. Snowman, as both a preserver and critic of human culture, provides a nuanced perspective on the remnants of human exceptionalism. His narration underscores the contradictions of valuing humanity's destructive legacy while navigating a world reshaped by Crake's vision. Furthermore, the novel critiques the ethics of bioengineering and technological control, using speculative elements such as the BlyssPluss virus and genetically modified creatures like pigoons and ChickieNobs. These creations underscore humanity's hubris and its inability to coexist harmoniously with nature. Atwood not only interrogates the consequences of human exceptionalism but also invites readers to envision a post-human future where adaptability and ecological interconnectedness replace dominance and exploitation. By dismantling anthropocentric constructs, Oryx and Crake offers a cautionary yet provocative exploration of humanity's place in a fragile, interconnected world. The paper concludes by reflecting on the novel's implications for understanding the Anthropocene and humanity's evolving relationship with technology and the environment.

Keywords: *Posthumanism, human exceptionalism, Margaret Atwood, Oryx and Crake, dystopia, bioengineering, ecological critique*

"Beowulf" Destanının Canavarları Üzerine Bir Değerlendirme: Anglo-Sakson Dönemindeki 'Öteki' Kavramı

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Abstract

Anglo-Sakson dönem edebiyatının en önemli eserlerinden biri olan Beowulf destanının Grendel, Grendel'in Annesi ve Ejderha gibi varlıkları genellikle kötülüğün, kaosun ve yıkımın temsilcileri olarak sunduğu tartışılagelmiştir. Bu karakterler çoğunlukla doğrudan kötülükle bağdaştırılmıştır. Ancak bu çalışmamızda bahsi geçen karakterleri sadece geleneksel anlamda kötü karakterler olarak değil, Anglo-Sakson toplumunun "öteki" kavramını nasıl tanımladığını tartışmak üzere yeniden ele aldık. Destanın kahramanı Beowulf'un en güçlü rakipleri olan Grendel, Grendel'in Annesi ve Ejderha, ilk bakışta sadece kahramanın çarpıştığı canavarlar gibi görülse de, bu karakterler aynı zamanda Anglo-Sakson dönemdeki egemen toplumsal değerler tarafından dışlanan ve toplum sınırlarının ötesine konumlandırılan varlıklardır. Onların destan içindeki rolleri, bireysel kötülükten çok, dışlanmış olmanın, farklı olanın bastırılmasının yansıması olarak değerlendirilmelidir. Grendel'in toplumdan izole yaşaması, annesinin oğlunun intikamı için gösterdiği kararlılık ve Ejderha'nın topluma verdiği zarar, insan toplumundan olmayan bu karakterlerin öfke ve tepkilerini ortaya koymaktadır. Bu bağlamda, bu karakterlerin canavar olarak etiketlenmeleri, onların doğalarından ziyade, toplumun onları nasıl algıladığıyla ilgilidir. İnsan merkezli bakış açısı, "öteki"ni hem korkulacak hem de ortadan kaldırılması gereken bir tehdit olarak görür. Böylece Beowulf destanı sadece Anglo-Sakson dönemdeki bir kahramanın zaferini değil, aynı zamanda toplumun kimleri, nasıl ve neden ötekileştirdiğini ya da kahraman olarak kucakladığını da yansıtmaktadır. Bu sebeple, bu sunumun amacı, Grendel, Grendel'in Annesi ve Ejderha karakterlerini kötülüğün temsilcileri olarak değil, toplumun ötekileştirme sürecinin ve insanın insan-olmayan varlıklara karşı dışlayıcı bakış açılarını örnekleyen karakterler olarak analiz etmektir. Destandaki "canavarlar", toplumsal korkuların ve sınırların ürünü olarak değerlendirilecek, böylece Beowulf destanında "kahraman" ve "öteki" tanımlarının nasıl karşılıklı biçimde inşa edildiği tartışılacaktır.

Keywords: *Beowulf, Grendel, Grendel'in Annesi, Ejderha, Canavar, Öteki*

Exposing the Colonial Mentality in "Gulliver's Travels"

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Abstract
Jonathan Swift, an Anglo-Irish author, is widely recognized for his satirical masterpiece "Gulliver's Travels" written in the 18th century, a time when colonial expansion and imperial policies were actively shaping England. As a true clergyman, Swift critiques the colonial and imperial practices of England during that century through his writing. Instead of openly criticizing these issues, he reflects the colonial zeitgeist and societal corruption under the name of voyages, which is a kind of method called 'hidden criticism'. Besides satirizing the colonial and imperial actions of England, Swift emphasizes corruption in society by touching upon such issues as corrupted moral values and politics of the country as well as people. While criticizing these corruptions in society, we are also educated morally through the voyages in the novel by Swift as if delivering a sermon as a clergyman. Most of the novel's research focuses on the analysis of its fascinating adventure plot and brilliant literary devices – grotesque and allegories, etc. In addition to this, we strongly believe that the meaning of the theme and plot cannot be fully understood from the text alone. Therefore, we made use of a method called New Historicism as we think the author cannot be separated from the work. Through this approach, we explore the historical, social, and political events Swift experienced and how they shaped his writing. With this broad approach, we aim to reveal the colonial zeitgeist as well as the corruption in society during Swift's time as reflected in "Gulliver's Travels".

Keywords: *Colonial Zeitgeist, social and political corruption, monarchy, morality, sermon*

Tracking the Voice of AI in Literary Fiction: A Comparative Study of AI's Short Story with Edgar Allan Poe's "The Premature Burial"

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Abstract

Edgar Allan Poe explores themes of fear, consciousness, and the boundaries between life and death, concepts that have long fascinated writers and readers alike, in his short story "The Premature Burial". Literature, as a form of human expression, has historically served as a medium for exploring such profound ideas, relying on the complexity of individual creativity. While literature has traditionally been the domain of human authors, recent advancements in technology have led to a shift in how literary creation is approached and analysed, introducing the role of artificial intelligence (AI) in this field. The question of whether AI can produce original literary works has become increasingly relevant as text-generation models grow more advanced. This study examines AI's capacity for creative writing by comparing its output to Poe's work, assessing the presence of an independent voice. Building on previous research in literature that has primarily focused on AI's ability to mimic literary styles, this study aims to go beyond by generating AI-written text based on the structural and thematic elements of "The Premature Burial", without directly referring Poe's literary style or the original work, and thus decide whether AI can produce writing that is not merely an imitation but an original creation with its own voice. The findings demonstrate whether AI can develop a distinct literary voice, moving far from mere imitation to a creation of something original. The study reveals that AI effectively mirrors key stylistic and structural elements but also introduces reinterpretations to the story. While following certain predictable patterns, the AI-generated story occasionally diverges in unexpected ways, adjusting its emphasis or changing its narrative style. Through these variations, AI attempts to go beyond surface-level imitation, potentially forming its own unique approach. However, it remains uncertain whether these differences can be regarded as genuine creativity. While AI can generate text that aligns with literary conventions and even exhibits elements of originality, its process remains fundamentally different from human artistic creation. As AI continues to develop, its ability to generate text that mirrors and occasionally differs from established literary forms raises important questions about authorship, creativity, and the future of literature. Ultimately, while AI's ability to create coherent and innovative stories is evident, whether these stories can be considered truly creative remains a matter of ongoing exploration and debate.

* This study is a part of the project titled 'Unmasking Artificial Creativity: A Comparative Study of AI's Short Stories with Edgar Allan Poe's' (Project Id: 1919B012327841) funded by TUBITAK under the '2209-A University Students Research Projects Support Program'.

"Alice Müzikali": The Psychoanalytical Reading of the Contemporary Theatre Adaptation of "Alice's Adventures in Wonderland"

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Abstract
As Lewis Caroll (1832–1898) is considered as "the master of the nonsense literature", Caroll's theatrical adaptation of Alice's Adventures in Wonderland, which is entitled as "Alice Müzikali" in İstanbul, Türkiye, dated back to 2019, includes these nonsensical elements in it as a contemporary theatrical and musical performance. Thus, this article is aimed at analyzing Alice's coming-of-age as a young girl in "Alice Müzikali" and comparing it with the original text, Carroll's Alice's Adventures in Wonderland, and examining both the psychoanalytical and seemingly nonsensical but significant elements in this theatrical adaptation of the canonical text. In order to do this, Alice, as a protagonist, both in Carroll's canonical book and in the contemporary theatre adaptation in Türkiye, is intended to be reevaluated. Lastly, in this article, Alice's plea for freedom and coming-of-age are also tried to be analyzed within the elements of psychoanalytical reading.

Keywords: *Lewis Carroll, Alice's Adventures in Wonderland, psychoanalytical reading, nonsense literature, theatre adaptations, Türkiye*

Lexical Diversity Indices across Genres

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Abstract

As one of the key measures of linguistic complexity, lexical diversity provides insight into students' vocabulary use, and it is among the factors to take into consideration when tracking writing development. The aim of the present study was to assess the lexical diversity indices in students' essays and to determine to what extent they vary across genres. The corpus of the study consisted of 132 essays written in four essay types—for and against, problem solution, opinion and discursive—by 33 ELT and translation and interpreting students studying in preparatory class. Employing a quantitative design, this study used TAALED as a linguistic analysis tool to calculate the lexical diversity indices. Statistical analysis was performed by using JASP 0.19. Descriptive statistics revealed that problem solution essay had the highest mean score in MATTR (Moving Average Type-Token Ratio) which was used to estimate the lexical diversity in this study. The findings are expected to shed light on whether specific essay types encourage more sophisticated lexical choices, provide insights into genre-based writing instruction and raise awareness of lexical variety. In this sense, some implications for future studies and for writing development in ESL classrooms are suggested.

Keywords: *Lexical diversity, lexical diversity indices, lexical density, essay genres*

The Postcolonial Identity through Shadow Projection in "The White Tiger"

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Abstract

The article discusses the identity formation through Jungian shadow projection in The White Tiger (2008), a British-Indian postcolonial debut novel by Aravind Adiga. It explores the ways in which Balram, the main character, casts his shadow in his postcolonial story. According to Mines (2009), colonization's structure permeated every part of a person's existence. The study explores the agents that emerge from the protagonist's shadow, drawing on Carl Jung's theory of shadow projection. At the regional and national level, caste increasingly serves as the foundation for collective identity. Caste conflicts are addressed in the novel, which ultimately leads to the creation of Balram's shadow and shadow projection. According to Jung (1971), the shadow is generated in the repressed or concealed parts of the self, which emerges when people identify with ideal personality traits that are supported by their surroundings. They bury in the shadow those traits that do not align with their perception of themselves. The shadow is made up of what is not allowed to be expressed, whereas the self-image is made up of what is allowed by others like relatives, children, classmates, clergies, and authorities. Since the shadow requires expression as a component of the self, shadow projection as an unconscious outlet is unavoidable (Jung, 1971). According to Jung (1971), projections entail feelings. It shows up as a strong emotional response to a trait in a person or a group. It can be the shadow revealing when this response overwhelms the person with intense hatred or awe. In the novel, Balram casts his shadow in social interactions with Ashok, his Americanized Indian master. Having said this, the article looks into how Balram's master-servant relationship expresses the suppressed emotions and actions he experienced under these pressures. Psychological responses to local and global socio-political demands are accordingly hypothesized to be embodied in Balram's self-oriented shadow projection for maintaining his identity formation in which Balram's various projections are also examined. Thus, through the lenses of Jungian shadow projection, the study intends to present the findings from the sociological and psychological perspectives as the conclusion.

Keywords: *Jung, shadow projection, identity, the self, the other, The White Tiger*

EFL Learners' Classroom Engagement in a Context of Private Education

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Abstract

This quantitative research investigates Turkish EFL students' participation in drama-based English education in terms of cognitive, behavioural, emotional, and social interaction aspects and the influence of age, gender, and English proficiency. A purposive sample of 53 English language learners, consisting of 28 males and 25 females aged between 8 and 32 years, was drawn from a private language institution in Trabzon, Türkiye. All students completed a 40-item, 5-point Likert-type questionnaire designed to assess their engagement in drama-based English language learning across four subscales. The scale demonstrated high internal consistency, with Cronbach's alpha values ranging from .81 to .88. The instrument was developed based on a review of relevant literature and adapted from existing scales in the field of drama pedagogy in language education. Results revealed high overall engagement levels ($M = 3.66$–4.09; $SD = .58$–$.77$) across all subscales. No significant gender differences were found ($p > .05$), suggesting that drama-based pedagogy effectively engages all students. However, engagement was negatively correlated with age ($r = –.54$ to $–.67$, $p < .01$) and significantly lower among A1-level learners ($p < .001$). These findings highlight language proficiency and age as key predictors of engagement in drama-based instruction. The study underscores the importance of integrating drama into EFL curricula and providing additional support for beginner-level students.

Keywords: *Gender, language learner engagement, drama activities, English Language Teaching*

A Systematic Review on The Impact of Chatbots on Autonomous Learning in Foreign Language Education

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Abstract

The advancement of Generative Artificial Intelligence (GEN AI) has proposed advantageous tools to be utilized in language education. Among these diverse tools, chatbots are fast becoming key instruments in learning a foreign language considering their accessibility at any moment and in any setting. Despite the recent studies having intended to integrate chatbots in language learning, their impact on autonomous language learning has yet to be clear. In accordance with this, this research synthesized 10 experimental studies published on Web of Science and SCOPUS in 2019-2025 January to critically examine the relationship between chatbots and autonomous language learning. Evidence driven from the reviewed studies suggests that chatbots play a key role in autonomous language learning as they optimize motivation, facilitate self-regulated learning environment, and supply individual feedback both immediate and delayed in diverse settings, which promotes independent growth mindset to maintain self-directed life long learning. Despite few technical limitations of the chatbots, the results may be encouraging for language teachers and policymakers in at least two major respects: Personalized non-human language partners can foster autonomous language learning in and out of the classroom when the suitable one is used, and they cultivate multiple learning skills such as self-evaluation and leadership on own learning.

Keywords: *Chatbots in ELT, autonomous learning, virtual assistants, self-directed learning*

A Princess in Exile: The 'Other' of Man and Being Medea

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Abstract
Euripides' Medea is a timeless tragedy that explores the complexities of identity, gender, and cultural boundaries. As one of the three great ancient Greek tragedians, Euripides delves deeply into the contradictions of human nature and the tragic realities of life in works such as Andromache, The Trojan Women, and The Bacchae. Medea, both a barbarian princess and a wronged woman, challenges the societal norms and power dynamics of her time. In ancient Greece, the social position of women and men's view of women as the "Other" are further deepened by Medea's dual identity as both a woman and a foreigner. Medea's psychological state reflects the tragic consequences of a marginalized identity, illustrating how being cast aside by societal norms leads her to commit a horrifying crime. In ancient Greek society, women were defined in the shadow of men and positioned outside the center of social life. The historical process of women's search for identity is mirrored in Medea's narrative, as she is continually defined as the "Other." Medea's role in the chain of tragic events is shaped by the betrayal, exclusion, and pressures she experiences, leading her to commit the horrifying act of filicide. Euripides masterfully explores Medea's psychological conflicts and moral dilemmas, using her to expose the fragility of societal order through the theme of Otherness. Medea's position as the "Other" is not merely an individual tragedy but also serves as a critique of society's view of women and foreigners. In this paper, Euripides' Medea will be delineated through the lens of "otherness," focusing on Medea's dual role as both the "Other" of man and the "Other" within society.

Keywords: *Euripides, Medea, Otherness, Woman, Identity*

A Feminist Analysis of Social and Moral Norms in George Eliot's "Adam Bede"

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Abstract

Considered one of the pioneers of feminist criticism, George Eliot's works question women's social roles and moral limitations in Victorian England. Her first novel Adam Bede (1859), challenging the place/position/value of women in society, possesses a peerless seat both in literature and feminist criticism. Through the sharp contrast between her female characters Hetty Sorrel and Dinah Morris, Eliot pictures gender roles assigned to women in the patriarchal Victorian realm. While Hetty's tragedy reveals the destructive effects of society's moral pressures on women, Dinah Morris's endurance and leadership as an independent female preacher show how women can contribute to social change. Besides the female characters, concerning gender roles, Adam, the protagonist, embodies a critique of Victorian masculinity. Examining Adam's personality shaped by traditional values such as honesty and diligence and his relationships with Hetty and Dinah, the paper discusses how patriarchal structures determine perceptions of masculinity and femininity. Adam's romantic disappointment with Hetty and his egalitarian relationship with Dinah offers an alternative perspective on the gender roles of the period. Accordingly, this paper aims to portray social and moral norms in Victorian England by examining George Eliot's Adam Bede from a feminist perspective intending to contribute to current feminist discussions and hot debates on George Eliot's stance in the feminist cause.

Keywords: *George Eliot, Adam Bede, masculinity, femininity, feminist criticism, Victorian era*

Exploring the Readiness of Learners for AI-assisted Language Education

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Abstract

Artificial intelligence (AI) tools are becoming more common in language education. Therefore, it is important to understand how ready learners are for AI-assisted language learning, as this readiness can significantly impact the effectiveness of these tools in supporting language acquisition. However, this aspect has been largely neglected in previous studies. This qualitative study aimed to address this gap by investigating university students' readiness for AI-supported language learning. By exploring learners' perceptions, experiences, and challenges in adapting to AI-supported language learning, this study aims to uncover the key factors influencing their readiness to engage with AI-driven educational tools. Additionally, it explores how AI tools can be integrated to meet students' needs and maximize their potential for success in language learning. Data were collected through semi-structured interviews with 12 university students enrolled in a Vocational English course at a state university. Thematic analysis was employed to identify key patterns in students' experiences, concerns, and expectations regarding AI tools. The results revealed varying degrees of readiness among the students when it comes to using artificial intelligence. While some students expressed confidence in their ability to effectively utilize AI tools, others showed skepticism about their effectiveness and applicability. The findings will provide comprehensive insights into students' readiness, offering valuable implications for educators in optimizing AI-supported learning environments to enhance learning outcomes.

Keywords: *Artificial Intelligence, AI Readiness, AI-Assisted Language Education, Language Learners*

The Quest for Self-Reconstruction: A Kohutian Approach to "Mrs. Dalloway"

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Abstract

The modern era redefines the concept of the self, highlighting its complexity, hierarchical nature, and multicultural aspects. In contrast to their predecessors, modernists revolutionise how humans are understood and interpreted ontologically. This shift facilitates the development of a contemporary approach to analysing the articulation, reconstruction, and reinterpretation of the self. Within this framework, the search for meaning and the process of self-reconstruction emerge as central themes in modern literature. An individual's quest for meaning is shaped through meaningful connections between the self and its surrounding objects. This relational process contributes to the growth of self-culture and deepens the self's exploration and development. Heinz Kohut's theory of "Self Psychology" accentuates the reconstruction of the self, which relies on its psychosocial maturation and communication with selfobjects. The theory suggests that the processes of resolution and self-reconstruction are interconnected, yet a failure of this connection potentially results in pathological conditions affecting the components of the self. Kohut's framework provides a profound perspective on literary characters who navigate the complexities of psychological fragmentation, frequently exhibiting borderline, narcissistic, and paranoid traits. The analysis focuses on three key characters in "Mrs. Dalloway": Clarissa Dalloway, Septimus Warren Smith, and Rezia Warren Smith, examining them through terms such as narcissistic injury and empathic introspection to reveal profound psychological dynamics. This article delves into the self's intricate journey towards meaning, illustrating how the development of self-culture is profoundly shaped by psychological influences.

Keywords: *Heinz Kohut, Modernism, "Mrs. Dalloway", Reconstruction, Self Psychology, Quest for Meaning*

A Comparative Study on Professional Development of English Language Teachers in Türkiye: English Language Teaching Graduates and Non-English Language Teaching Graduates

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Abstract

Professional development of language teachers is remarkably significant not only in terms of increasing individual professional competences but also in terms of sustainability of the quality of language education. With this in mind, this study aims to investigate the self-evaluations of English language teachers working in public schools in Türkiye regarding their professional development and comparatively examines whether there are significant differences between English Language Teaching (ELT) graduates and graduates of Non-ELT departments in terms of professional development. The current study adopts mixed-method research design in which quantitative and qualitative data are used together. Data were collected from 1441 English language teachers across Türkiye between 2018-2020 through a questionnaire including closed-ended questions and an open-ended question. The preliminary findings showed that both groups had limited participation in professional development activities; however, both groups believed in the continuity of professional development. The results of the study will be shared at the conference.

Keywords: *Professional development, English language teachers, ELT graduates, Non-ELT graduates*

English Teachers' Opinions on the Characteristics of Effective English Teachers: Trabzon Case

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Abstract

The role of teachers in effective teaching is one of the main factors that directly affect students' success, especially in English as a language (EFL) teaching. English teachers' personal characteristics, pedagogical skills, classroom management, communication style and relationship with students contribute to the learning process. In this context, this study aims to make a qualitative contribution to the existing literature in the field by revealing the main qualities of an effective English teacher that English teachers attribute to an effective English teacher. The participant group consisted of 135 English teachers working in public schools in Trabzon. The data were collected through a single open-ended question and analysed using content analysis with the help of NVivo software. The data were categorised into meaningful categories and themes were formed. The results of the study will be shared at the conference.

Keywords: *Effective English teachers, English language teachers, teacher qualities, teacher characteristics*

Exploring the Utilization of ChatGPT in English Language Teaching: Perspectives of ELT Instructors and Teachers

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Abstract

This study explores how ChatGPT (Generative Pre-trained Transformer) might be integrated into English Language Teaching (ELT) from the perspective of ELT instructors and teachers. Teachers and instructors who used ChatGPT into their lessons were interviewed, and the results showed a number of advantages. It was discovered that ChatGPT promotes student autonomy, saves time, personalizes learning experiences, and supports assessments. The tool aids in integrating language skills, generates precise content, supports online instruction, and ensures accessibility for students with special needs. Alongside these benefits, concerns about overreliance, ethical considerations, and striking a balance between AI and human interaction were raised. The results highlight the advantages and disadvantages of using ChatGPT in ELT.

Keywords: *ChatGPT, ELT, Integration*

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