



COLLEGE OF FOREIGN LANGUAGES



THE 2ND INTERNATIONAL CONVENTION OF LANGUAGE AND APPLIED LINGUISTIC STUDIES



ICOLALS 2024

LANGUAGE CANVAS:

*Painting Cultural Connections,
Crafting Tomorrow*



Gazi University
College of Foreign Languages
Conference Hall, Gölbaşı Campus

icolals@gazi.edu.tr



11-12 October 2024
09:00 - 17:00

<https://dilbilimkonferansi.gazi.edu.tr/>



Değerli bilim insanları ve kıymetli misafirlerimiz,

Hepinizi saygı ile selamlıyor ve Yabancı Diller Yüksekokulu olarak düzenlemekten büyük mutluluk duyduğumuz 2. Uluslararası Dil ve Uygulamalı Dilbilim Çalışmaları Konferansına hoş geldiniz diyorum.

Yüksekokulumuz, misyonu doğrultusunda öğrencilerine uluslararası standartlarda yabancı dil öğretim olanağı sunmakla beraber asırlık bir çınar olan Gazi Üniversitesinin yabancı dil öğretim tecrübesi ile dil ve dil öğretimi alanında disiplinler arası çalışmaları da desteklemektedir. Bu amaç doğrultusunda bu yıl ikincisini düzenlediğimiz konferansımızın teması olan ‘Dil Tuvali’ sadece kültürün bir parçası ve taşıyıcısı konumunda salt bir olgu olarak dili ele almanın ötesinde dilin her bir birey için geleceği şekillendirme gücüne vurgu yapmaktadır. Bireysel farklılıkları ve farklı dil kullanımlarını küresel boyutta insanoğlunun kültür mozağımızın bir yansıması olarak ele aldığımızda konferansımızdaki çalışmaların dil çeşitliliğinin de kurumsal boyutta Üniversitemizin dil öğretim alanındaki tecrübesinin ve bu tecrübenin doğurmuş olduğu güçlü bir eğitim kültürünün yansıması olarak değerlendirmek mümkündür. Dilin sadece akademik bir alan olmakla kalmayıp bireyin sosyal ve kültürel kimliğinin de bir yansıması olduğu gerçeğinden hareketle, konferansımızda sanatsal faaliyetler ve sosyal sorumluluk içeren bilgilendirme sunuları da yer almaktadır. Bu bağlamda özellikle katılımcılarımızı yabancı dilin kendi karakterlerinde ve hayata bakış açılarında bıraktığı izleri fırça darbeleri olarak fuaye alanımızda yer alan dil tuvalimize bırakmaya davet ediyorum. Umuyoruz ki bu iki günün sonunda dil tuvalimiz de etkinliğimizde yer alan çalışmaların bizlere katacağı yeni bakış açıları gibi dil öğretim tecrübelerimizin farklı perspektiflerini de bizlere hatırlatacaktır.

Bu vesile ile konferansımızın gerçekleşmesinde bizlere destek olan Üniversitemiz üst yönetimine huzurlarınızda çok teşekkür ediyorum. Yine bugün etkinliğimizin gerçekleşmesinde bize akademik olarak destek olan British Council’a, ABD Eğitim Ataşeliği’ne ve uluslararası yabancı dil akreditasyon kuruluşu EAQUALS’a şükranlarımı sunuyorum. Ayrıca etkinliğimize desteklerini esirgemeyen MacMillan Education’a, Momentum Global’e, National Geographic Learning’e, Blackswan Publishing’e ve Oxford University Press’e katkılarından ötürü teşekkür ediyorum.

Konferansımızda bilgi ve tecrübelerini bizlerden esirgemeyen ana konuşmacılarımız Prof. Dr. Sayın Dinçay Köksal’a, Prof. Dr. Sayın Perihan Savaş’a ve Prof. Dr. Sayın Paşa Tefvik Cephe’ye huzurlarınızda bir kez daha teşekkür etmek istiyorum. Özellikle yoğun programlarına rağmen davetimizi geri çevirmeyip bu iki gün süresince bizlerle birlikte olmalarından dolayı kendilerine minnettarız.

Ayrıca konferansımızın bugün gerçekleşiyor oluşunda büyük emekleri olan bilim kurulumuza ve konferans düzenleme kurulumuza da ayrı ayrı teşekkür etmek istiyorum. Kendilerinin özverili destekleri ile bugün bu konferansı gerçekleştirmenin mutluluğunu yaşıyoruz. Tabi ki siz değerli katılımcılarımıza da etkinliğimize göstermiş olduğunuz ilgiden ötürü çok teşekkür ediyor ve tüm katılımcılarımız için verimli ve keyifli bir konferans olmasını diliyorum.

Dr. Öğr. Üyesi Mustafa Akın Güngör
Yüksekokul Müdürü

DAY 1 (11.10.2024)

09:00-09:30	REGISTRATION (Foyer Area)			
09:30-10:00	OPENING REMARKS (Main Conference Hall)			
10:00-10:30	MUSIC (Main Conference Hall)			
10:30-11:30	PLENARY SESSION 1 (Main Conference Hall) Yabancı Dil Eğitiminde Kalite Güvencesi Süreçleri ve Akreditasyon Döngüsü Prof. Dr. Dinçay KÖKSAL President of EPDAD Executive Board Member of CEENQA			
11:30-12:00	* Poster presentations and art exhibition are in the foyer area.			
	Poster 1 Fatma Kıymaz EFL Teachers' Personal Practical Knowledge in Teaching Speaking Skills: A Case Study from Gaziantep University			
Concurrent Sessions 1 (12:00-12:20)	A 101	A 102	A 103	A 104
12:00-12:20	Lect. Merve Korkmaz Bir Elin Nesi (?) Var? İki Elin Sesi (?) Var. Toplumsal Katkı İyi Örnekleri: Gazi Üniversitesi YDYO Örneği	Saqib Arslan & Assist. Prof. Dr. Betül Kınık A Systematic Review of Research on Artificial Intelligence in Language Learning and Teaching (2019-2024)	Assist. Prof. Dr. Sevcan Bayraktar Çepni Assoc. Prof. Dr. Şakire Erbay Çetinkaya Student Readiness for Guided-Meditation for English Writing: Focusing on Satisfaction, Challenges, and Way-outs from Insider and Outsider Perspectives	Lect. Dr. Tarık Uzun Phonological and Attitudinal Dimensions of Pronunciation Training: A Comprehensive Analysis of Learner Insights
12:20-13:20	LUNCH BREAK			
13:20-14:20	PLENARY SESSION 2 (Main Conference Hall) Artificial Intelligence in Foreign Language Teaching and Learning: Friend or Foe? Prof. Dr. Perihan SAVAŞ Middle East Technical University Department of Foreign Language Teaching			
14:20-14:35	COFFEE BREAK			
Concurrent Sessions 2 (14:35-15:35)	A 101	A 102	A 103	A 104
14:35-14:55	Alp Buğra Öder Critical Sociolinguistic Evaluation of An Eighth Grade Turkish English Coursebook	Dilara Bağcı & Prof. Dr. Kemal Sinan Özmen Echoes of the Past and Present: A Retrospective Exploration of Language Teachers' Emotional Trajectories and Emotion Regulation Strategies	Assist. Prof. Dr. Samad Joshani Shirvan Challenges in Teacher Education for Novice Teachers in Teaching English for Medical Purposes	WORKSHOP 1 Lect. Shannon Roach Thinking Creatively to Think Critically

	A 101	A 102	A 103	
14:55-15:15	Lect. Aygul Aktash Contrastive Analysis of Traditional and Corpus-influenced English Textbooks	Lect. Talha Erdal Preservice Teachers' Beliefs about Grammar Teaching: A Case Study at a State University	Ayşenur Kılıç From Pre-Service to Practice: Tracing Changes in EFL Teachers' Self-Positioning	
15:15-15:35	Lect. Dr. Süreyya Ömer Yabancı Dil Olarak Rusça Öğretiminde Parçacıklar: Uygulama Örneği	Lect. Dr. Pelin Erdoğan Mind Matters: Empowering Pre-Service English Teachers with Mental Health Training	Satı Doymaz Hıdır & Assoc. Prof. Dr. Müzeyyen Nazlı Güngör An Investigation Into A Novice EFL Instructor's Written Feedback Literacy: A Case Study	
15:35-15:50	COFFEE BREAK			
Concurrent Sessions 3 (15:50-16:30)	A 101	A 102	A 103	A 104
15:50-16:10	Lect. Duygu Alaçam Dehneliler Turkish EFL Learners' Refusal Preferences and the Effects of Their Proficiency Level on the Production of Refusal Strategies	Res. Assist. Özlem Demir & Prof. Dr. Kemal Sinan Özmen Challenges and Insights from Prospective English Teachers	Res. Assist. Gözde Kırmızı & Asst. Prof. Dr. Simla Course From Striving to Struggling: Perfectionism, Reflection, and Burnout in the Turkish EFL Teaching Context	Res. Assist. Dr. Merve Öksüz Zerey Insights and Strategies from Instructors on Designing AI-Enhanced Classroom Tasks
16:10-16:30	Res. Assist. Md Monaem Hossain (Online Presentation) Metaphor Comprehension through Register Variation in Young Adults as a Second Language in South Asia	Lect. Ash Altuntaş & Lect. Nurda Karadeniz Kayalı AI-Assisted Language Learning: A Distraction or Assistance?	Yaren Elibol & Assist. Prof. Dr. Şafak Müjdecı Assessment- Related Perceptions and Practices of In-Service EFL Teachers: A Multiple Case Study	Assist. Prof. Dr. Özge Gümüş Pondering the tertiary level EFL Learners' Emotional Reflexivity with a special emphasis on Directed Motivational Currents (DMCs)*

DAY 2 (12.10.2024)

PLENARY SESSION 3 (Main Conference Hall)
Sample Models of CPD and Some Suggestions for Effective Practice

Prof. Dr. Paşa Tevfik CEPHE

Gazi University
Gazi Faculty of Education
Department of Foreign Languages
Head of the Department

COFFEE BREAK

* Poster presentations and art exhibition are in the foyer area.

Poster 2

Ekaterina Bozdoğan & Ela Uğurlu & Beren Nisa Kutsal
Integrating sustainability in ELT through student-generated VR content

**Concurrent
Sessions 4
(11:00-12:00)**

A101

A 102

A 103

A 104

11:00-11:20

**Res. Assist. Gökçe Topluk &
Assoc. Prof. Dr.
Gülten Genç**

Investigating the Factors
Influencing Learner Well-
Being in the Digital Learning
Environments: A Systematic
Scoping Review

**Öğr. Gör. Dr. Emine
Demirkazık**

Endişe Ve Kaygı İfade
Eden Arapça-Türkçe
Deyimler Üzerine
Anlambilimsel Bir
İnceleme

**Assoc. Prof. Dr. Müzeyyen
Nazlı Güngör &
David Read &
Assist. Prof. Dr. Mustafa
Akın Güngör**

Navigating Materials
Adaptation in Turkish
Secondary Schools

WORKSHOP 2

**Lect. Amir Hossein
Esmkhani**

Drama, beyond
language teaching!

11:20-11:40

**Lect. Hatice Türkmen &
Assoc. Prof. Dr. Müzeyyen
Nazlı Güngör**

Computerised Dynamic
Assessment of Grammar in
Use

**Prof. Dr. Erdiñ Doğru
&
Faruk Şen**

Arapça ve Türkçede
Meçhul / Edilgen Yapıların
Karşıtsal Çözümlemesi

Lect. Talha Erdal

Learners' Beliefs About
Language Learning: A Case
Study of a Vocational
School of Justice in Tukey

11:40-12:00	<p>Lect. Dr. İbrahim Halil Topal</p> <p>A Cutting-Edge AI Tool for Multimedia Translation: Rask.AI in Focus https://www.rask.ai</p>	<p>Öğr. Gör. Dr. Hayrullah Çetinkaya & Doç Dr. Mehmet Ali Kılıay ARAZ</p> <p>Arapçada Beş İsmın Öğretilmesinde Yöntem Önerisi طريقة مقترحة في تدريس الأسماء الخمسة في اللغة العربية</p>	<p>Lect. Dr. Maide Yılmaz</p> <p>A Systematic Review of Research on AI Chatbots in EFL Classrooms</p>	
12:00-13:00	LUNCH BREAK			
Concurrent Sessions 5 (13:00-14:00)	A101	A 102	A 103	A 104
13:00-13:20	<p>Lect. Ashhan Nur Erol</p> <p>How Many Rs in 'Strawberry'?: Reinterpreting English Teaching Through the Scope of AI</p>	<p>Merve Dişengi</p> <p>Modern Dönem Arap Edebiyatında Öne Çıkan Kadın Yazarlar</p>	<p>Lect. Talha Erdal</p> <p>Evaluation of the Voluntary Preparatory School of English Through the Eyes of Students: A Case Study at a Public University</p>	<p>WORKSHOP 3</p> <p>Lect. Dr. İbrahim Halil Topal</p> <p>Using Emotional Intelligence through Short-Animated Movies in Language Classrooms: A Demonstration</p>
13:20-13:40	<p>Lect. Nurşah Sak Türe</p> <p>Digital Escape Rooms in EFL Classes: Utilizing Online Museum Collections for Integrating Language and Culture</p>	<p>Arş. Gör. Dr. Meryem Melike Güngenci & Prof. Dr. Musa Yıldız</p> <p>Yabancı Dil Öğretiminde Dinleme ve Konuşma Becerilerinin Geliştirilmesi: Arapça Öğretmen Adayları Üzerine Bir İnceleme</p>	<p>Lect. Dr. Zeynep Özdem Ertürk</p> <p>Can Teachers' Emotional Support and Students' Academic Emotion Regulation Reduce Anxiety</p>	
13:40-14:00	<p>Lect. Dr. Hatice Özlem Anadol</p> <p>Artificial Intelligence versus Human Raters in Assessing Speaking Skills</p>	<p>Öğr. Gör. Dr. Hayrullah Çetinkaya</p> <p>Arapçaya Giren Kelimeler ve Arapçalaştırma Yöntemleri الكلمات الدخيلة إلى اللغة العربية وطرق تعريبها</p>	<p>Assist. Prof. Dr. Samad Joshani Shirvan</p> <p>Some Key Points on Learning and Teaching Medical English in Medical Education</p>	
14:00-14:20	COFFEE BREAK			

Concurrent Sessions 6 (14:20-15:20)	A 101	A 102	A 103	A 104
14:20-14:40	<p>Ludka Kotarska</p> <p>Eaquals and Quality Assurance in Higher Education.</p> <p>(online presentation)</p>	<p>Dr. Öğr. Üyesi Aliye Genç</p> <p>Yabancı Dil Fransızca Öğretiminde Kültürlerarası İletişim Bağlamında Çeviri Faaliyetlerinin Ve Ana Dile Başvurma Durumlarının İncelenmesi (Défi A1 Ders Kitabı Örneği)</p>	<p>Öğr. Gör. Dilek Tahir</p> <p>Netzwerk Neu A1 ve A2 Ders Kitaplarındaki Türk İmgelerinin Barthes Modeline Göre İncelenmesi</p>	<p>WORKSHOP 4</p> <p>Öğr. Gör. Ash Altuntaş</p> <p>Homework Reinvented: Differentiating Homework for Every Learner Using Choice Boards</p> <p>(Participants may bring laptops for this workshop)</p>
14:40-15:00		<p>Öğr. Gör. Alp Kaan Kılınç & Prof. Dr. Güldem Alev Özkök</p> <p>Yabancı Dil Olarak Türkçe Öğretiminde Argüman Öğretimine Yönelik Bilgi İşlemsel Düşünme Stratejilerine Dayalı Öğrenme Nesneleri Geliştirme</p>	<p>Dr. Öğr. Üyesi Kübra Çelik</p> <p>Ekofeminist Söylemin Dublaj Yoluyla Aktarımı: Moana Örneği</p>	
15:00-15:20	<p>Prof. Dr. Ali Shehadeh</p> <p>Framework for Organizing Error Correction Strategies in The L2 Classroom</p>	<p>Arş. Gör. Dr. Aygül Şahin Toptaş</p> <p>Yapay Zeka Destekli Dil Öğrenimi: Üniversite Öğrencilerinin Deneyimleri ve Değerlendirmeleri</p>	<p>Assoc. Prof. Dr. Ömer Gökhan Ulum & Asst. Prof. Dr. Yusuf Kasimi</p> <p>Cultural Representation in EFL/ESL Textbooks: Analyzing the Distribution Across Kachru's Inner, Outer, and Expanding Circles</p>	
15:20-15:50	CLOSING REMARKS (Main Conference Hall)			

From Pre-Service to Practice: Tracing Changes in EFL Teachers' Self-Positioning

Ayşenur KILIÇ

Positioning theory, as proposed by Davies, Harré, and Van Langenhove (1999), provides a conceptual framework for understanding how identities are constructed in social interactions. This paper examines the relationship between identity formation and language learning in Second Language Acquisition (SLA), specifically in the context of English as a Foreign Language (EFL) classrooms. According to Walsh (2011), a teacher's ability to manage interactions determines who can participate and when and shapes the available learning opportunities. Moreover, the theory highlights the fluidity and complexity of conversational identities, which are constructed and reconstructed through social interactions and the adoption of various positions (Kayı-Aydar, 2012). This qualitative study explores the evolution of English as a Foreign Language (EFL) teachers' self-positioning from their pre-service years through their teaching careers. The study employs reflective journals and semi-structured interviews with six EFL teachers to understand how teachers' self-positioning changes and what triggers these changes. The data analysis will use discourse analysis to examine the complexities of identity formation and positioning processes in depth. The anticipated findings are expected to indicate that classroom interactions with students and the experience teachers gain significantly impact teachers' identities and positions. However, further analysis is necessary to grasp these dynamics fully. This paper contributes to the ongoing discussion on self-positioning and identity formation, offering insights into the complex interaction between classroom dynamics, positional identities, and the process of language acquisition.

Arapçada Beş İsmın Öğretilmesinde Yöntem Önerisi

Öğr. Gör. Dr. Hayrullah ÇETİNKAYA

Doç Dr. Mehmet Ali Kılav ARAZ

Arapça Dünyanın birçok bölgesinde, özellikle Ortadoğu, Asya ve Afrika ülkelerinde en çok kullanılan diller arasında yer almaktadır. Her dilin kendine özgü kuralları olduğu gibi Arapçanın da kendine özgü kullanım kuralları vardır. Bu kurallar arasında yer alan konulardan biri de diğer isimlerden farklı ve özel kullanım koşulları olan altı, yaygın olan haliyle beş isimdir. Bunlar babası/أبو, kardeşi/أخو, kayınpederi/حمو, ağzı/فو, sahibi/ذو isimleridir. Bu beş isim, isim tamlaması yapısı içerisinde tamlayan/mudâf olarak kullanılmaktadır. Arapçada mudâf olan bir ismin başına belirlilik eki olan ال, sonuna da belirsizlik işareti olan tenvîn diğer bir ifadeyle nekra hareketinin konmadığı bilinmektedir. Buna rağmen bu isimler verilirken çoğu yerlerde bu kuralın göz ardı edildiği ve baba/أب, kardeş/أخ, kayınpeder/حم, ağzı/فو, sahip/ذو şeklinde veya baba/أب, kardeş/أخ, kayınpeder/حم, ağzı/فو, sahip/ذو şeklinde verildikleri görülmektedir. Bu da anlam hatası ve tamlama hatası problemi olarak kendini göstermektedir ve ilk problem budur. Diğer bir problem ise beş isme eklenen ve kendileriyle birlikte kullanılması zorunlu olan uzun sesliler diğer bir ifadeyle elif/ا, vâv/و, yâ/ي'dan oluşan med harflerinin kullanım becerilerinin Arapça öğrencilerinde yeterince gelişmeden önce bu isimlerin verilmesidir. Diğer ve asıl problem ise, bu beş ismin öğretilmesi sürecinde Arapça öğrencilerine öncelikli olarak kullanım şartlarının öğretilmesidir. Bu çalışma bu sorunları aşmanın basit ve işlevsel yolları olabileceğini ortaya koyma amacıyla hazırlanmıştır. Bu çalışmada beş ismin tanıtılması, uzatma sesleri ve işlevleri, isim tamlaması ve beş ismin öğretilmesinde öneri örnekleri verilmiştir.

Yabancı Dil Olarak Türkçe Öğretiminde Argüman Öğretimine Yönelik Bilgi İşlemsel Düşünme Stratejilerine Dayalı Öğrenme Nesneleri Geliştirme

Öğr. Gör. Alp Kaan KILINÇ
Prof. Dr. Güldem Alev ÖZKÖK

Bu çalışma, yabancı dil olarak Türkçe öğretiminde argüman öğretimine yönelik bilgi işlemsel düşünme stratejilerine dayalı öğrenme nesneleri geliştirilmesi üzerinedir. Bilgi işlemsel düşünme; ayrıştırma, örüntü tanıma, soyutlama ve algoritmik düşünme basamaklarından oluşan (Krauss ve Prottsman, 2016) 21'inci yüzyılın önemli üst düşünme becerilerindedir (P21, 2011). Birbirinden farklı birçok disiplinde eğitim müfredatlarında yerini alan bilgi işlemsel düşünmenin (Kong ve Abelson, 2019; Tissenbaum vd., 2018) yabancı dil öğretimiyle bütünleşmesine ilişkin çeşitli çalışmalar yapılmakta ve başarılı sonuçlar alındığı gözlemlenmektedir (Hsu vd., 2022; Parsazadeh vd., 2021; Hsu ve Liang, 2021; Sabitzer vd., 2018; Fronza ve Gallo, 2016). Bu bağlamda, bilgi işlemsel düşünme; parçalara ayırma, parçalar arası ilişkiler kurma, konuya ilişkin olan ve olmayan parçaları ayıklayarak yapı iskeletini çıkarma ve sürecin sonucunda bir öğrenme çıktısı üretebilmek için gereken adımları algoritmik düşünme ile kurgulama aşamalarıyla yabancı dil öğretiminde öğrenme güçlüklerinin yaşandığı alanlarda pedagojik bir strateji olarak kullanılabilir. Bu amaçla, alanyazın taramalarına ve öğretici gözlemlerine dayalı olarak hem ana dili olarak Türkçe konuşurlarının hem de yabancı dil olarak Türkçe öğrencilerinin öğrenme güçlüğü yaşadığı alanlardan biri olduğu tespit edilen argümantasyon süreçlerine ilişkin (Qin ve Karabacak, 2010; Ka-kan-dee ve Kaur, 2015; Karabayır ve Derzinevesi, 2015) Howell ve Kemp'in (2008) ortaya koyduğu kuramsal içerik öncelikle Knapp ve Watkins'in (2006) Tür, Metin, Gramer modeli kapsamında dil/içerik, yapı, gramer ve değerlendirme şeklinde sınıflandırılmış; ardından ilgili bölümler bilgi-işlemsel düşünme stratejileri çerçevesinde dijital öğrenme nesnelere dönüştürülmüştür. Çalışmanın yabancı dil olarak Türkçe öğretiminde ve yabancı dil öğretimi alanında bilgi-işlemsel düşünme stratejilerinin daha fazla kullanımına yönelik bir ön çalışma ve rehber olması amaçlanmaktadır.

İngilizce Konuşma Becerilerini Değerlendirmede Yapay Zeka ile İnsan Değerlendiricilerinin Karşılaştırılması

Öğr. Gör. Dr. Hatice Özlem ANADOL

Bu çalışmanın amacı, üç yapay zekâ aracının (ChatGPT 3.5, Gemini, YouChat) ve iki öğretim görevlisinin, İngilizce konuşma becerilerini değerlendirmedeki puanlayıcı güvenilirliğini çok yüzeyli Rasch modeli kullanarak incelemektedir. Değerlendirme, yapay zekâ araçları tarafından verilen puanların insan yargısına kıyasla tutarlılık ve güvenilirliğini belirlemeye odaklanmaktadır. Çalışmanın verileri B1 grubunda eğitimlerine devam eden bir örneklemden toplanacaktır. Kullanılacak konuşma görevi, verilerin toplandığı yabancı dil okulunda Avrupa Dilleri Ortak Çerçeve Programı (CEFR) konuşma yeterliliklerine dayanarak oluşturulmaktadır. Çalışma, yapay zekanın yabancı dil becerilerini değerlendirmelerindeki rolünü anlamaya katkıda bulunmakta ve yapay zeka araçlarının puanlama süreçlerinin ölçeklenebilirliğini ve verimliliğini artırma potansiyelini vurgulamaktadır. Ayrıca, yapay zekâ araçlarının hızlı geri bildirim sağlama, büyük veri setlerini analiz etme ve farklı bağlamlarda puanlama tutarlılığını sağlama konusundaki önemini tartışmaktadır. Çalışma ayrıca, yapay zekanın tutarlılığını insan değerlendiricilerin bağlamsal anlayışıyla birleştiren hibrit modellere duyulan ihtiyacı vurgulamaktadır.

Ekofeminist Söylemin Dublaj Yoluyla Aktarımı: Moana Örneği

Dr. Öğr. Üyesi Kübra ÇELİK

Feminist hareketin kadın üzerinde kurulan tahakkümün yanı sıra doğaya ve hayvana yönelik baskıcı tutumu da kapsayacak şekilde genişlemesi ekofeminist kuramı ortaya çıkarmıştır. Köklerini feminizm, sosyoloji ve ekolojiden alan ekofeminist anlayışa göre ırk, sınıf ya da cinsiyetten doğan ayrımcılık ile doğaya ve hayvana uygulanan tahakkümcü anlayış ortak paydada buluşur (Mies ve Shiva, 1993). Tüm bu tahakküm türleri cinsiyetçi-doğa karşıtı söylemin oluşmasına yol açmıştır. Kadın, doğa ve hayvanları aşağı gören bu dil kullanımının ekofeminist kuram aracılığıyla çözümlenmesinin toplumsal bir farkındalık yaratarak toplumların dönüşümüne katkı sağlayacağı düşünülmektedir. Bu noktadan hareketle ortaya çıkan bu çalışmanın amacı, bir animasyon filmi olan Moana (2016) 'da kadın ve doğa arasında yakınlık kuran öğeleri ve bu öğelerin Türkçeye aktarımını Türkçe dublaj aracılığıyla inceleyerek ekofeminist anlayışın kültürlerarası dolaşımında geçirdiği dönüşümleri ortaya koymaktır. Yapılan inceleme neticesinde Moana (2016)'nın güçlü kadın karakter, doğa ana imgesi, kadına, doğaya ve hayvana yönelik aşağılayıcı tutum sergileyen erkek karakter, kadını görünmez kılan geleneksel cinsiyetçi dil kullanımını ile örülü bir film olduğu görülmüştür. Ekofeminist bir bakış açısıyla okunabilecek bu örneklerin Türkçeye aktarımında çevirmen kararları Molina ve Albir (2002) tarafından derlenen çeviri teknikleri aracılığıyla ele alınmıştır. Görsel-işitsel çeviri türü olan dublaj çevirisi hem yazılı hem de sözlü çeviriyi barındırması nedeniyle çevirmen için zorlu bir alandır zira dublaj metni dublaj sanatçısının karşısına seslendirilmek üzere bir yazılı metin olarak çıkar. Dolayısıyla çevirmenin hem yazılı hem de sözlü dilin inceliklerine hakim olması ve görseli ile uyum içinde bir işitsel ürün ortaya koyması beklenir. Bir filmin orjinal dilinden farklı bir dili konuşan bir topluma ulaştırılmasını amaçlayan dublaj çevirisinde çeşitli dönüşümler, kaymalar ve yer değiştirmeler görülebilir. Nitekim bir dublaj çevirisinden beklenen yalnızca bir metnin değil kültürel göndermelerin de dublaj kurallarına uyum sağlayarak yerleştirilmesidir (Mingant, 2010, 730). Yapılan çeviri değerlendirmesi ile Moana filmindeki ekofeminist öğelerin; öyküntü, uyarılama, yer değiştirme, daraltma ve düzenleme teknikleri aracılığıyla Türkçeye aktarıldığı ve Türkçe dublajda yansıtılan ekofeminist bakış açısında dönüşümler yaşandığı sonucuna ulaşılmıştır.

Arapça ve Türkçede Meçhul / Edilgen Yapıların Karşıtsal Çözümlemesi

Prof. Dr. Erdiñ DOĞRU

Faruk ŐEN

Bilindiđi gibi zihinlerde üretilip geliştirilen düşünceleri, iç dünyamızda ortaya çıkan duygu durumlarını, somut veya soyut kavramları başkalarına aktarmak, iletebilmek ve ifade edebilmek dil becerisi ile sağlanmaktadır. Dil becerisi insanın doğuştan sahip olduđu bir beceridir ve onu diđer canlılardan ayıran önemli bir özelliktir. Her iki dilde de edilgen yapılar en genel tabirle, bir cümlede özne'nin ortada olmadığı, işin kim tarafından yapıldığının bilinmediđi, gerçek öznenin söylenmediđi/bilinmediđi cümleler ve yapılan işin/eylemin ön plana çıkarıldığı cümle yapıları olarak ifade edilebilir. Arapça ve Türkçede edilgen yapılar; işlevleri ve kullanım tercihleri bakımından, günlük kullanım dışında, şiir ve düz yazıda edebi ve sanatsal kaygılarla kullanılmaları bakımından, cümlede özne bulunup bulunmaması bakımından ele alınmaları yönüyle, edilgen cümlede özne cümleden çıkarılarak, yapılan işin, ön plana çıkarılması bakımından, Türkçedeki sözde özne ile Arapçadaki naibu'l-fa'ilin, görev ve işlev olarak öznenin yerine geçmesi bakımından benzerlik göstermektedir. Diđer taraftan; ayrı dil ailelerine mensup olmalarından dolayı biçimsel olarak edilgenleştirme kuralları bakımından, fonetik işaretlemeye ihtiyaç duyulup duyulmaması bakımından, eril/dişil ve ikil/çoğul çekimlerinin yanı sıra fiilin sonunda her zamir için ayrı bir çekimleme formu bulunması bakımından, iki dilde de geçmiş, şimdiki ve gelecek zaman kipleri bakımından, fiillerdeki olumsuzluk ekleri/edatları bakımından farklılıklar olduđu gözlemlenmiştir. Son iki yüzyılda yaşanan dilbilim gelişmelerinde önemli çalışmalardan biri de karşıtsal çözümleme olup anadil ile hedef dil arasındaki benzerlik ve farklılıkları incelemektedir. Buradan hareketle, bu çalışmada Arapça ve Türkçedeki edilgen yapılar konusu ele alınıp, bu açıdan iki dil arasındaki benzerlik ve farklılıklar ortaya konulmaya çalışılmıştır. Bu araştırmanın, yabancı dil eğitime ve dilbilim çalışmalarına küçük bir katkı sunması hedeflenmektedir.

Yabancı Dil Öğretiminde Dinleme ve Konuşma Becerilerinin Geliştirilmesi: Arapça Öğretmen Adayları Üzerine Bir İnceleme

Arş. Gör. Dr. Meryem Melike GÜNGENCİ
Prof. Dr. Musa YILDIZ

Bireyler, sosyal varlıklar olarak, iletişim kurma gereksinimi içindedir ve etkili iletişim, büyük ölçüde hem konuşma hem de dinleme becerilerine dayanmaktadır. Celce-Murcia vd. (2014)'e göre, iletişim, bilginin tüm taraflara anlaşılır bir şekilde iletilmesini içermektedir. Konuşma becerilerinde yetkinlik kazanmak, küresel bir toplumda kendini ifade etme ve etkileşim için büyük bir öneme sahiptir (Rao, 2019). Bununla birlikte, yabancı dilde konuşma becerilerinin geliştirilmesi, dilsel ve bilişsel gelişim için temel olan dinleme becerilerinin kazanılmasını takip etmektedir (Barron-Gutty ve Chupradit, 2009; Seneviratne ve diğerleri, 2019). Konuşulan kelimeleri ve bağlamı anlamak için gerekli olan dinleme becerisi, anne karnında gelişmeye başlamakta ve öğrenme ve iletişimde sürekli bir rol oynamaktadır (Melanlıoğlu, 2012; Tilwani vd., 2022). Brown ve Lee (2015), iyi dinleme becerilerinin genel dil yeterliliğini artırdığını belirterek, bunların akademik ve mesleki başarı için önemini vurgulamaktadır (Bozorgian, 2012). Özellikle Arapça gibi benzersiz alfabelere ve fonetik sistemlere sahip dillerdeki zorluklara rağmen, etkili dil öğrenimi için dinleme becerilerini geliştirmek hayati öneme sahiptir (Abu Rabia, 2019; Aburezeq, 2019; Aldhafiri, 2020). Bu bağlamda, dinleme ve konuşma becerileri arasındaki ilişkiyi anlamak, dil öğrenme zorluklarının üstesinden gelmek ve etkili iletişim kurmak için önemli olduğu söylenebilir. Yabancı dil öğretiminde karşılaşılan zorlukların üstesinden gelmek için etkili öğretmen eğitimi hayati bir rol oynamaktadır. Öğretmenlerin, öğrencilerinin yabancı dil öğrenme sürecindeki engelleri aşmalarına yardımcı olabilmesi için kendilerinin de bu süreçte karşılaştıkları zorlukları anlamaları ve bunlara yönelik stratejiler geliştirmeleri gerekmektedir. Nitelikli öğretmenlerin yetiştirilmesi, bu sürecin başarılı bir şekilde yönetilmesine ve öğrencilerin yabancı dil becerilerini etkili bir şekilde geliştirmelerine katkı sağlamaktadır. Bu noktada yabancı dil öğretiminde önemli faktörlerden biri olan öğretmen eğitimi, dikkate alınması gereken temel unsurlar arasındadır. Öğretmen adaylarının konuşma ve dinleme becerilerinde karşılaştıkları zorlukların ele alınması, gelecekteki öğretmen adaylarının karşılaşılabileceği zorluklar ve fırsatlar hakkında değerli bilgiler sunabilir (Han, 2017). Bu çalışma, Arap Dili Eğitimi Bölümünde öğrenim gören öğretmen adaylarının dinleme ve konuşma becerilerinde karşılaştıkları zorluklar tespit edilerek bu zorluklar arasında anlamlı bir ilişki olup olmadığını araştırmayı ve bu ilişkiden yola çıkarak Arap Dili Eğitimi Bölümüne yönelik öğretim programı için öneriler sunmayı amaçlamaktadır.

Yapay Zeka Destekli Dil Öğrenimi: Üniversite Öğrencilerinin Deneyimleri ve Değerlendirmeleri

Arş. Gör. Dr. Aygöl Şahin TOPTAŞ

Dil öğrenme, çağımızın hızla değişen ve teknolojinin etkisiyle gelişen bir alandır. Son yıllarda yapay zekâ destekli dil öğrenme uygulamaları, geleneksel yöntemlere alternatif olarak öne çıkmaktadır. Bu çalışmada, üniversite öğrencilerinin yapay zekâ tabanlı dil öğrenme deneyimlerini ve değerlendirmelerini ele alarak, bu yenilikçi teknolojinin dil öğrenme süreçlerine olan etkisini incelemek amaçlanmıştır. Yapay zekâ destekli dil öğrenme deneyimlerini değerlendirmek üzere yabancı dil eğitimi bölümünde okuyan bir grup öğrenciyle nitel araştırma yöntemleri kullanılarak görüşmeler gerçekleştirilmiştir. Görüşmeler, odak grupları ve bireysel görüşmeler şeklinde yapılmıştır. Araştırmada yabancı dil eğitimi alanında okuyan öğrencilerle gerçekleştirilen görüşmelerden elde edilen bulguları sunarak, yapay zekâ destekli dil öğrenmenin öğrencilerin dil becerilerini geliştirmedeki rolü tespit edilmek istenmiştir. Katılımcılarla yapılan görüşmelerde, yapay zekâ tabanlı dil öğrenme uygulamalarını kullanma alışkanlıkları, bu uygulamaların dil becerilerini geliştirmedeki etkisi, tercih nedenleri, karşılaşılan zorluklar, geleneksel ve yapay zekâ tabanlı öğrenme yöntemleri arasındaki farklar, uygulamanın dil öğrenim sürecine entegrasyonu ile ilgili öneriler, örnek deneyimler ve öğretici geri bildirimlerin etkililiği gibi konular ele alınmıştır. Katılımcılar, yapay zekâ destekli dil öğrenme uygulamalarının dil becerilerini geliştirmede etkili olduğunu belirtmişlerdir. Bu uygulamaların esnekliği, kişiselleştirilmiş öğrenme deneyimi sunması ve anında geri bildirim sağlaması gibi avantajları tercih etmelerinde etkili olmuştur. Ancak, öğrenciler bazı zorlukları olduğunu da ifade etmişlerdir, özellikle yapay zeka teknolojilerinin dil öğrenme sürecine daha iyi entegre edilmesi ve öğretici geri bildirimlerin daha etkili hale getirilmesi gerektiği vurgulanmıştır. Öğrenciler, geleneksel ve yapay zekâ tabanlı öğrenme yöntemleri arasında farklar bulunsa da, her ikisinin de kendi avantajları olduğunu ifade etmişlerdir. Bu çalışma, yapay zekâ destekli dil öğrenme uygulamalarının üniversite öğrencileri üzerindeki etkilerini anlamak ve daha etkili öğrenme stratejileri geliştirmek için önemli bir adım sağlamaktadır.

Yabancı Dil Fransızca Öğretiminde Kültürlerarası İletişim Bağlamında Çeviri Faaliyetlerinin ve Ana Dile Başvurma Durumlarının İncelenmesi (Défi A1 Ders Kitabı Örneği)

Öğr. Gör. Dr. Aliye GENÇ

Yabancı dil öğretiminde ana dil kullanımı ve çeviri eylemi tartışılmalı konular arasında yer almaktadır. Bulunduğu dönem itibarıyla değişim gösteren yabancı dil öğretim yöntemleri içerisinde, bu iki olgunun yeri sürekli farklılık arz etmiştir. İletişimsel yaklaşım olarak adlandırılan günümüz yöntemleri ise Avrupa Konseyi tarafından 2001 yılında yayımlanan Diller İçin Avrupa Ortak Başvuru Metni çerçeve programı doğrultusunda yürütülmektedir. 2018 yılında bu metnin genişletilmiş cildinin yayımlanması ile, diller arası aracılık (ing. cross-linguistic mediation, fr. médiation inter-linguistique) kavramı yabancı dil öğretiminde ön plana çıkmaya başlamış, bu doğrultuda ana dil ve çeviri eylemi, sınıf içi etkinliklere dahil edilmiştir. Yeniden ivme kazanan bu özelliği ile söz konusu çalışmada, kültürlerarası etkileşime önem veren, Fransızca öğretiminde ders kitabı olarak kullanılan, Editions Maison des Langues yayınevi tarafından 2018 yılında yayımlanan Défi A1 kitabında, öğrencileri ve öğretmenleri ana dil ve çeviri eylemine yönlendiren alıştırmalar incelenmiştir. Bu doğrultuda öğrenci ders kitabında yer alan alıştırmalar tespit edilmiş, öğretmen kitabında ana dil ve çeviriye tavsiye eden talimatları ile birlikte ele alınmıştır. Başlangıç seviye ders kitabı üzerine gerçekleşen bu çalışma ile A1 düzeyinde ana dil ve çeviriye başvurma durumları ele alınmış, kullanım sıklığı ve yerleri dört temel dil becerisi doğrultusunda analiz edilmiştir. Yabancı dil öğretiminde, ana dil ve çeviri kullanımına katkı sağlamayı amaçlayan bu çalışmada, kültürlerarası iletişim becerilerini geliştirme noktasında ders kitabı özelinde veriler elde edilmiştir. Sekiz ünitelerden oluşan bu ders kitabının ilk dört ünitesinde ana dil ve çeviri uygulamalarına yer verildiği, son dört ünitede ise bu yönetime başvurulmadığı tespit edilmiştir. Elde edilen bulgular neticesinde veriler alan yazın ile karşılaştırılmış, Avrupa Ortak Başvuru Metni'ne uygun olarak yayımlanan kaynak eser üzerine açıklamalarda bulunulmuştur.

Modern Dönem Arap Edebiyatında Öne Çıkan Kadın Yazarlar

Merve DIŞENGI

Edebiyat çalışmalarında Modern Dönem önemli bir yer tutmaktadır. Fransız İhtilali'nin Avrupa'da ortaya çıkarmış olduğu edebî ve fikrîsel değişim 1798'de Napolyon 'un Mısır'ı işgali ile Arap ülkelerine sirayet etmiş, Nahda hareketi ile kendini göstermiştir. Rifâ'a et-Tahtâvî ve Kâsım Emîn gibi Batıya giden aydınlar burada edindikleri izlenimlerini yazdıkları eserlerle ortaya koymuşlardır. Böylelikle bu değişimin öncelikle Mısır'a oradan da diğer ülkelere taşınmasında önemli rol oynamışlardır. Bu aydınların en önemli tespitlerinden biri modern hayata ancak kadın eğitimiyle uyum sağlanabileceği ve Arapların bu konuda çok geri kaldığıydı. Bu sorunun bir an önce çözülmesi için kadın eğitimi üzerine kitaplar yazmış ve kadın edebiyatının ortaya çıkacağı zemini oluşturmuşlardır. Bu nedenle Arap Kadın edebiyatının oluşumu sırasında ve sonrasında kadın biyografilerini ele alan birçok eser yazılmıştır. Bu çalışmada da kaynak olarak 'Îsâ Fettûh, Edîbât 'Arabiyyât: Siyer ve Dirâsât, Muhammed Tuncî, Mu'cemu a'lâmi'n-nisâ', Edhem el-Cundî, A'lâmu'-edeb ve'l-fenn, Ömer Rıza Kahâle, Alâmu'n-nisâ' fi'l-'alem gibi yüzlerce kadının biyografisini içeren eserlerden faydalanılmıştır. Arap kadın edebiyatının oluşumunda yüzlerce kadının ismi ve katkısı bulunmakta ve tüm bu isimlerin ele alınması mümkün değildir. Bu sebeple kadın edebiyatında ismi en çok duyulan en öne çıkan, en çok eser veren ve ilklere imza atan kadın edebiyatçılar tercih edilmeye çalışılmıştır. Arap edebiyatında kadın yazarların doğuşu, çevresel faktörler, mücadelelere ve geçirilen tarihsel aşamalara kısaca değinilmiştir. Araştırma dört bölümden oluşmuştur. Giriş kısmında Modern Dönem Arap edebiyatı özetlenmiş, birinci kısımda Arap kadın edebiyatına yer verilmiştir. İkinci kısımda Arap kadın edebiyatındaki şairlerden öncülerin hayatlarından ve öne çıkan eserlerinden bahsedilmiştir. Üçüncü kısımda ise Arap kadın edebiyatının nesir alanında öne çıkan yazarları, eserleri ve hayatları ele alınmıştır. Sonuç olarak modern dönemde adından söz ettiren ve edebiyat/dil dünyasında kendine kendine daha geniş çerçevede yer edinen kadın yazarların serüveni geniş bir perspektifle sunulmaya çalışılmıştır.

Netzwerk Neu A1 ve A2 Ders Kitaplarındaki Türk İmgelerinin Barthes Modeline Göre İncelenmesi

Öğr. Gör. Dilek TAHİR

Türkiye ile Almanya ilişkileri Osmanlı dönemine dayanmaktadır. Ticari, siyasi ve eğitim ilişkilerinin yanı sıra 1. Dünya Savaşı'nda müttefik olan bu iki ülke geçen yıllara rağmen ikili ilişkilere devam etmiştir. 2. Dünya Savaşı'nın yıkıntılarını onarmak adına işçilere ihtiyaç duyan Almanya, 1961 yılında Türklerin de içinde bulunduğu birçok ülkeden yardım talebinde bulunmuştur. Günümüzde Almanya'da dört kuşaktır yaşayan artık Almanya'nın bir parçası olmuş Türkler bulunmaktadır. Bunun yanı sıra 60 yıldan sonra tekrar Almanya'da pek çok sektörde kalifiye iş gücü ihtiyacı nedeniyle sağlık ve mühendislik alanında birçok Türk Almanya'ya göç etmektedir. Göç etmek isteyen Türklerin ise öncesinde A2 seviyesinde Almanca bildiklerini Alman Kültür Merkezi'nin yapmış olduğu sınavı geçerek kanıtlamaları gerekmektedir. Bu çalışmada bu sınava hazırlanmak adına kullanılan kitaplardan biri olan Netzwerk Neu A1 ve A2'nin içerisinde yer alan Türk imgeleri nitel araştırma yaklaşımlarından doküman incelemesi ve içerik analizi yöntemleri kullanılarak gerçekleştirilmiştir. Bu kapsamda imgeler Barthes'in imge çalışmaları çerçevesinde dilsel metaforlar aracılığıyla ifade edilmiştir. Bu çalışmada, Türkiye ile uzun bir geçmişe sahip olan ve hala Türkiye'den göç almaya devam eden Almanların Netzwerk A1 ve A2 ders kitaplarında Türklere ne denli yer verdikleri sorusu üzerinde durulmuş ve söz konusu ders kitaplarındaki Türk imgelerini tespit etmek amaçlanmıştır. Sonuç olarak ilgili ders kitaplarının Türk imgesi açısından zengin bir içeriğe sahip olduğu neticesine varılmıştır.

Can Teachers' Emotional Support and Students' Academic Emotion Regulation Reduced Anxiety

Assist Prof. Dr. Zeynep Özdem ERTÜRK

Teachers are often the first to notice changes in students' behavior and emotions. Therefore, it is crucial for teachers to be aware of and to possess effective skills in addressing general mental health concerns. Considering these, mental health training for pre-service English teachers could equip teacher candidates with some knowledge and skills to identify early signs of mental health issues and enhance classroom settings. Key elements of such training could include awareness of mental health, the importance of personal well-being, techniques for managing stress, strategies for intervening in crises, cultural awareness and diversity, professional boundaries, and the development of empathetic communication skills. These competencies could strengthen teachers' capacity to improve students' academic outcomes and nurture their emotional well-being. Furthermore, this training could enable pre-service teachers to prioritize their own mental well-being during their pre-service education. In line with these, this presentation aims to attract attention to the potential benefits of mental health training for pre-service English teachers' personal and professional growth and effectiveness in supporting their future students. The presentation attracts attention to the integration of mental health training into teacher education programs in Turkey and bears implications for teacher educators to consider the benefits of mental health training and include them in their course content and educational practices.

EndiŖe ve Kaygı İfade Eden Arapça- Trkçe Deyimler zerine Anlambilimsel Bir inceleme

ğr. Gr. Emine DEMİRKAZIK

Bu alıŖma, Arapada kaygı ve endiŖe duygularını ifade eden deyimleri anlambilimsel aıdan incelemeyi amalamaktadır. Deyimler, bir dilin kltrel ve duygusal ifadelerini yansıtan nemli unsurlar olup, endiŖe ve kaygı gibi duyguların ifadesinde nemli bir rol oynar. Her bir kavram, genellikle baŖka kavramlarla birlikte belirli kalıplar oluŖturur ve bu kalıplar kavramların anlamlarını zenginleŖtirerek onlara yeni boyutlar kazandırır. rneğın, "aklını yitirmek," "aklı takılı kalmak," ve "aklı baŖından gitmek" gibi deyimler, kullanıldıkları baėlama baėlı olarak farklı anlamlar edinirler. Bu deyimler, zihinsel durumları ifade etmek iin kullanılsa da "akıl" kavramından yararlanarak mecazi anlamlar taŖıyabilirler. Bu tr deyimler, dilin ifade gcn artırır ve dinleyici veya okuyucunun anlatılmak istenen duyguyu veya durumu daha iyi anlamasını saėlar. Bu nedenle, kavramların yan anlamları, birlikte kullanıldıkları szcklerle birleŖerek daha derin ve zengin bir ifade yaratır. Yabancı dil ğretiminde, deyimssel ifadeler toplumun kltrne ıŖık tutar ve insan iliŖkilerindeki ayrıntıları, gelenek ve grenekleri yansıtır. Duygular, bireylerin etkileŖimlerinde nemli ve ynlendirici bir rol oynar. KiŖinin zorluklar ve tehlikeler karŖısında hayatına devam edebilmesi, huzurlu bir yaŖam srdrebilmesi ve diėer bireylerle etkileŖim kurabilmesinde duyguların etkisi byktr. Gnlk yaŖamda insanların sıka hissettiėi duygulardan biri de kaygı ve endiŖe halidir. Kaygı, neredeyse tm canlılarda mevcut olan bir duygudur ve insanlık, bu duyguyu bilin düzeyinde deneyimleyen ve gnlk hayatta srekli karŖılaŖan bir tr olarak uygarlaŖmanın bir sonucu olarak kabul etmiŖtir. Her gn deėiŖik biimlerde yeniden Ŗekillenen kaygı, insan yaŖamının kaınılmaz bir parası haline gelmiŖtir. Bu alıŖmada, Arapa ve Trkede kaygı ve endiŖe ieren 20 tane deyim anlambilimsel aıdan karŖılaŖtırmalı olarak incelenmiŖtir. alıŖmada incelenen Trke deyimler, TDK Gncel Szlk, mer Asım Aksoy'a ait Deyimler Szlė adlı kaynaklardan elde edilmiŖtir. Arapa deyimler ise Muhammed Muhammed Dvd'a ait El-mu'cemu'l-mevsi' li'tta'biri'l-istilh fi'l- a'rabyye ve Mu'cemu't-ta'biri'l-istilh fi'l- a'rabyyeti'l-mu'sira adlı kaynaklardan elde edilmiŖtir. Elde edilen Arapa ve Trke kaygı ve endiŖe deyimleri anlambilimsel aıdan incelenmiŖ, benzer ve farklı ynleri ortaya konulmuŖtur. Bulgular, Trke ve Arapa deyim szlklerinden elde edilmiŖtir. Bulguların incelenmesi sonucu ulaŖılan sonulara gre Arapa ve Trkede kaygı ve endiŖe ieren deyimlerin oėunlukla benzer unsurlar ierdiėi gzlenmiŖtir.

From Striving to Struggling: Perfectionism, Reflection, and Burnout in the Turkish EFL Teaching Context

Res. Asist. Gözde KIRMIZI
Assist. Prof. Dr. Simla COURSE

This present study investigated the relationships between perfectionism, reflection, and burnout among Turkish EFL teachers working as instructors in higher education, concurrently exploring their perceptions regarding these constructs. Employing a mixed-method design, quantitative data were collected from 519 teachers across various universities in Türkiye implementing questionnaires, with qualitative data gathered through open-ended questions (n=330) and semi-structured interviews (n=12). Quantitative data was analyzed by employing descriptive, correlation, and multiple regression analysis, while thematic analysis was implemented for qualitative analysis. Initial findings revealed a positive correlation between perfectionism and burnout, while burnout and reflection correlated negatively. Regression analyses identified self-critical perfectionism as a prominent predictor of burnout among the variables, while certain reflective practices emerged as protective factors. The findings of qualitative data unveiled two main categories regarding the perceptions of participants: drivers of challenges (e.g., workload, student disengagement) and coping mechanisms (e.g., colleague-oriented feedback, self-reflection). The findings highlighted the value of fostering a balance in perfectionist tendencies and incorporating reflective practices in teacher training and in-service training programs. Lastly, the results and limitations were discussed in the context of relevant literature, presenting implications and suggestions for future research.

Turkish EFL Learners' Refusal Preferences and the Effects of Their Proficiency Level on the Production of Refusal Strategies

Lect. Duygu ALAÇAM DEHNELİLER

Refusal strategies represent a major challenge for foreign language learners, as the refusals entail the proficiency of the target language and the culture. In order to ease the implementation of refusals, many scholars have conducted studies to find effective ways to utilize refusal strategies appropriately. The main objective of this study is to examine what kind of refusal strategies EFL learners use, and to investigate the impact of EFL learners' proficiency level on the preference of refusal strategies. Eighty Turkish EFL students enrolled in two different proficiency levels at a state university were targeted to be assessed for their capability to form refusal expressions. Applying a written Discourse Completion Task, four situations were established and divided into two categories PDR-high (Power, Distance, and Ranking) and PDR-low situations. Refusal expressions were evaluated to determine whether they were utilized conveniently. Convenience was analysed qualitatively. Qualitative analysis was conducted by means of categorizing the directness level of linguistic utterances. The distinction was made by using fourteen refusal strategies. These strategies were defined by using semantic formula coding. The results showed that A2-level learners employed more direct strategies than B1-level learners. On the other hand, B1-level learners applied slightly more indirect strategies than A2-level learners. Thus, proficiency level affected the performance of refusals. On appropriateness, the proficiency impact was greater for formal refusal strategies than for informal refusal strategies. Regarding related results, pedagogical implications are suggested such as making EFL learners aware of the importance of using refusal strategies and training them to use convenient and culture-specific expressions while refusing an offer or a suggestion.

An Investigation Into A Novice EFL Instructor's Written Feedback Literacy: A Case Study

Satı DOYMAZ HIDİR

Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR

The concept of feedback literacy, a relatively novel term, has emerged as a compelling area of study, garnering significant attention from scholars. As stated by Carless and Winstone (2020), teacher feedback literacy involves the possession of critical knowledge, skills, and attitudes that empower educators to design feedback processes that facilitate students' effective utilization of feedback and actively promote the development of their feedback literacy. Although the literature on this subject is expanding, the exploration of teacher feedback literacy is still relatively in its early stages. Considering all these, based on Lee's (2021) model of a tripartite theoretical framework on writing teacher feedback literacy, the current study aimed to unveil an EFL instructor's written feedback literacy and to investigate the competencies of an EFL instructor, such as 'basic skills, knowledge, values, attitudes, and goals' (Lee, 2021) regarding feedback. To answer the research questions of the research, a basic qualitative research design was adopted embracing a single case study approach. The data were gathered via the voluntary participation of a novice EFL instructor working in the College of Foreign Languages of a state university in Ankara. This case study utilizes various distinct data collection tools, a semi-structured interview, a semi-structured quotation survey, and the participating EFL instructor's written feedback on students' process-oriented essays. Additionally, the participating instructor's students were kindly requested to write response papers to express their opinions after taking written feedback from their instructor. All the data were audio-recorded and will be transcribed and analyzed through the content analysis technique. The findings of this current study will offer an opportunity to observe how the EFL instructor's written feedback literacy can be applied in writing courses.

Pondering the tertiary level EFL Learners' Emotional Reflexivity with a special emphasis on Directed Motivational Currents (DMCs)

Assist. Prof. Dr. Özge GÜMÜŞ

Utilizing an exploratory qualitative research framework, this research systematically investigates the concept of emotional reflexivity within the tertiary educational context specifically, focusing on Directed Motivational Currents (DMCs, characterized by intense and sustained motivation towards a self-concordant goal.. Emotional reflexivity, understood as the ability to critically analyze and navigate one's emotional experiences is essential for sustaining motivation and achieving long-term language learning goals. The data collected through as semi-structured interviews, reflective journals, and follow-up interviews with a group of tertiary-level EFL learners who were engaged in DMCs indicate how DMCs interact with emotional reflexivity in an EFL context. The findings reveal a strong correlation between emotional reflexivity and DMC engagement, suggesting that learners with higher levels of emotional reflexivity are better equipped to overcome challenges in language learning. and maintain motivation. This study provides valuable insights into the intricate interplay between emotion and motivation in language learning, emphasizing the importance of fostering emotional reflexivity to strengthen sustained motivational currents. The implications of these findings are discussed in terms of both theoretical contributions to the understanding of DMCs and practical applications for language instructors seeking to support sustained learner motivation.

Difficulties and Insights from Prospective English Teachers

Res. Assist. Özlem Demir
Prof. Dr. Kemal Sinan ÖZMEN

Developing critical reading and writing skills is essential for English Language Teaching students' academic and professional success. However, many prospective English teachers face challenges in mastering these skills, which can negatively impact their academic performance and undermine their self-confidence. With the recognized importance of these skills for teacher education, many studies have been conducted in ELT; however, the existing literature focuses on general academic challenges. Given the ongoing changes in educational paradigms, more research is needed to explore how to develop these skills and offer different perspectives. With this in mind, this study aims to uncover the current challenges that prospective teachers encounter within critical reading and writing courses and to develop a deep understanding of this context. In line with this, the study employs a qualitative research methodology with a descriptive study design including classroom observation and open-ended surveys to gather comprehensive data in critical reading and writing courses. The data will be analyzed using an inductive analysis to explore the challenges prospective English teachers face. In addition, the study's findings are anticipated to contribute to future practices that could better support prospective English teachers' ability to improve their skills in critical reading and writing.

Echoes of the Past and Present: A Retrospective Exploration of Language Teachers' Emotional Trajectories and Emotion Regulation Strategies

Dilara BAĞCI

Prof. Dr. Kemal Sinan ÖZMEN

Recent research uncovers that language teacher emotions hold immense value in both language teaching and learning. Consistent with this perspective, literature on language teacher emotions has revealed that the concept has complex, nonlinear, and dynamic characteristics in nature, showing trajectories over time. Therefore, understanding the dynamic nature of language teacher emotions and the ways to manage those emotions has become a sine qua non of effective language learning. Although several studies have acknowledged the dynamic nature of language teacher emotions, there is a dearth of research on emotional trajectories language teachers experience and the strategies they apply to regulate their emotions throughout different phases of their professional careers. With this gap in mind, this study seeks to explore how three language teachers' emotional trajectories and emotion regulation strategies fluctuate during different stages of their teaching experience by emphasizing the interplay between emotions and contextual factors through a Complex Dynamic Systems Theory (CDST) perspective. Utilizing a retrospective investigation and employing the CDST perspective, this study will cast light on the dynamic and complex nature of the language teacher emotions through narrative frames and semi-structured interviews. The data will be analyzed using an inductive analysis to investigate emotional trajectories and the leading factors, along with a deductive analysis to explore the emotion regulation strategies during different teaching stages. The findings of the study are anticipated to explore the dynamic nature of language teacher emotions together with emotion regulation strategies they implement across different teaching stages and bring new insights into the concept for future practices that could support and promote language teacher wellbeing and enhance language learning environments.

Cultural Representation in EFL/ESL Textbooks: Analyzing the Distribution Across Kachru's Inner, Outer, and Expanding Circles

Assoc. Prof. Dr. Ömer Gökhan ULUM

Assist. Prof. Dr. Yusuf KASİMİ

This study investigates the cultural representation within English as a Foreign Language (EFL) and English as a Second Language (ESL) textbooks, framed by Kachru's Inner, Outer, and Expanding Circle model. The research analyzes textbooks from one country in each circle—representing the Inner Circle (e.g., the United States or the United Kingdom), the Outer Circle (e.g., India or Nigeria), and the Expanding Circle (e.g., Turkey or China)—to assess the distribution and intensity of cultural content. The study aims to identify how cultural elements from these circles are integrated into language teaching materials, exploring the potential biases or imbalances in cultural representation. By examining these aspects, the research seeks to contribute to a more balanced and inclusive approach to cultural content in EFL/ESL education. The findings are expected to highlight the dominance of certain cultural narratives and suggest ways to enhance the multicultural inclusivity of language teaching resources, thus fostering a more global perspective among learners.

Challenges in Teacher Education for Novice Teachers in Teaching English for Medical Purposes

Assist. Prof. Dr. Samad Joshani SHIRVAN

It seems that the teachers of English for Medical Purposes (EMP) should struggle with issues of inadequate appropriate materials, professional support, low learner motivation, relevant proper syllabus, among others. Regarding teacher education in EMP, it can be mentioned that it is a complex and demanding intellectual work since teaching EMP cannot be accomplished without appropriate preparation. Besides, teacher education in EMP focuses on proficiency and competence, encompassing the necessary knowledge, teaching skills, professional skills, interests, and attitudes towards teaching EMP. Novice EMP teachers may face difficulties in various aspects, such as selecting materials, using appropriate methods and techniques, determining basic organizing principles, considering the target situations in which students will need the language, meeting students' needs, and creating an engaging setting that encourages student participation. However, whether novice EMP teachers can cope with this situation without academic and professional support is questionable. Both appropriate and practical solutions for these challenges should be considered to address them effectively. To improve both teachers' performance and student outcomes, the challenges faced by English for Medical Purposes teachers need to be investigated comprehensively.

EFL Teachers' Personal Practical Knowledge in Teaching Speaking Skills: A Case Study From Gaziantep University

Fatma KIYMAZ

This study investigates the personal practical knowledge of EFL teachers on challenges and strategies involved in teaching speaking skills at Gaziantep University's Preparatory School. The research adopts a descriptive and qualitative approach, gathering data from interviews conducted with nine experienced English as a Foreign Language (EFL) instructors. Content analysis reveals that while improvements have been made in teaching speaking, significant challenges persist, particularly in assessment, time management, and class size. Key themes identified include the use of the first language (L1), pronunciation and intonation teaching, error correction, assessment and classroom management. The findings underscore the need for targeted professional development to enhance instructors' ability to address these challenges. Recommendations include revising assessment practices, reducing class sizes, and incorporating more interactive and communicative teaching techniques. This study contributes to the understanding of the practical knowledge required by EFL instructors and offers insights into effective strategies for teaching speaking skills in higher education contexts.

Contrastive Analysis of Traditional and Corpus-Influenced English Textbooks

Lect. Aygül AKTASH

In recent years there has been an increased interest to language corpora and insights it brings into language teaching. To date the main concern in language education was methodology issues, that is, how to teach. Today with possibilities IT offers there has been a shift of attention toward the content of language classroom curricula, that is, what to teach. Corpus is an inexhaustible source of authentic language samples and renewable resource for language teachers and material designers that they certainly should take advantage of. Information from corpus linguistics in language classroom can be used in several ways ranging from informing material designers in compiling textbooks, dictionaries, for teachers in deciding course content and the order of material presentation, and for learners in developing researcher and analyzer skills while interacting with corpora. The aim of this paper is to contrast traditional (mainstream) English texts with corpus-influenced textbooks in order to find out what the two types of texts account for and neglect in ESL/EFL classroom. For the contrastive analysis I compare three types of English texts: full-fledged four skills textbook, vocabulary text and grammar texts. Each type is represented by a contrastive pair of traditional and corpus-influenced texts. I have come with the material analysis checklist for evaluation of the two types of the texts. The criteria under analysis are syllabus organization, relevance in thematic choice, register and genre sensitivity, quality of exercises, authenticity of texts and provided examples, grammar for the spoken and written context, to mention a few. The findings indicate the necessity for materials developers and textbook writers to redesign traditional texts in accord with authentic language features that corpus studies provide. The main difference between the presentation of language in traditional and corpus-influenced texts is introducing it in the latter through the prism of register variations, context applicability, and sociocultural appropriateness. The next noticeable point is types of activities. Traditional texts still rely on extensive drilling and mechanical reproduction rather than creative production, whereas the common feature in corpus-influenced texts is exercises on noticing in context, extensive analyzing and applying according to the audience which prove to be not mere corpus-driven but equally SLA-driven. However, despite the fact that corpus-influenced texts present a powerful rival to the existing mainstream texts and since both have benefits and limitations as the literature review has indicated, an ideal situation would be their cooperation for the latter to exploit the findings of the former.

How Many Rs in 'Strawberry'? : Reinterpreting English Teaching Through the Scope of AI

Lect. Aslıhan Nur EROL

The question of whether teachers will be replaced by robots in the future has been in the minds of many people across the globe. When it comes to teaching, is this replacement possible? Computers' place in the language classroom has been solidified since their appearance in classes in the 1960s. However, their efficiency only added to what the teacher taught the learners while failing to exceed human teachers' results without humans' help (Bloom, 1984). With the increasing interest in Artificial Intelligence (AI), the question of robot teachers replacing teachers has come to people's minds once again. Although AI has many capabilities across different genres, AI and teacher interactions are mostly considered one-sided in the literature. In reality, teacher-compatible AI (Humble & Mozelius, 2019) is the most efficient way for AI and teachers to work harmoniously, with neither side carrying a heavier workload. There are many tools to be found on the internet to help with language teaching and learning; however, with the overwhelming amount of information online, finding something to enhance the teaching process can be challenging. With an overall view of the literature on AI use in language teaching, this presentation will include some real examples of how AI can be used to enhance an English class, along with suggestions on handling the challenges of using AI as a support tool in the classroom.

Navigating Materials Adaptation in Turkish Secondary Schools

Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR

David Read

Assist. Prof. Dr. Mustafa Akın GÜNGÖR

Teachers often adapt materials to create more effective learning experiences due to the unique characteristics of each classroom, considering varying student backgrounds and needs. Studies highlight the role of coursebooks, which are essential yet sometimes insufficient for addressing communicative and intercultural aspects of English language education. Hence, this qualitative study explores the adaptation of English language teaching materials by ten secondary school English teachers as part of the PRELIM3 Project. Specifically, it examines their perceptions of national coursebooks and their strategies for adapting project materials to enhance language teaching in the "PRELIM3" project, aimed at developing supportive language teaching materials aligned with the national curriculum for less developed regions in Türkiye. Data were collected through triangulation, including weekly teacher narrations of material adaptation experiences, semi-structured post-project training interviews, and analysis of weekly adapted coursebook activities. Additionally, teachers' conference presentations provided insights into classroom material adaptation, reflecting on students' language performance and reactions, as well as teachers' use of materials. Content analysis and coding techniques were used to analyze narrations and interviews, while activities were evaluated based on English language skills targeted, alignment with lesson objectives, and responsiveness to student interests and needs. The study highlights the critical role of material adaptation in meeting students' language learning needs, revealing teachers' perceptions and strategies in addressing the limitations of national coursebooks. Findings underscore the need for contextually responsive materials and offer insights to improve English language education in diverse classroom settings.

Integrating Sustainability in ELT Through Student-generated VR Content

Ekaterina BOZDOĞAN

Ela UĞURLU

Beren Nisa KUTSAL

The main objective of this presentation is to shed light on how to use student-generated VR content in teaching sustainability through ELT. It will focus on developing community and virtual collaboration among teens, who want to contribute to achieving sustainable development goals as active members and contributors to educational networks. This presentation gives real examples of student-generated video content created within online educational communities like the GlobalCoLab Network, iEARN USA, eTwinning, and GOLD using English as a foreign language. It will focus on developing students' digital and linguistic competencies within SDG#3 and SDG#4. This presentation reflects on project-based learning as a core element of teaching sustainability through ELT, emphasizing digital learning activities and interpersonal practices that support the holistic development of students, their voices, and relationships. The audience of this presentation is EFL teachers, educators, and mentors who want to learn how to provide students with collaborative opportunities to learn about SDGs, educate youth on SDGs, and engage more teenagers and young adults to contribute to the world's well-being using video and VR content. A brief virtual tour of the educational outcomes is a part of the actionable advice of this presentation.

Methods The methods of virtual collaborations were chosen according to students' age, and digital and linguistic readiness. Their feedback was vital in evaluating the stages of collaborations throughout the process.

Multidisciplinary Approach The virtual collaborations reflect a multi-disciplinary approach in that all its stages integrate different subjects into the Education for Sustainable Development. Cross-curriculum applications that engage foreign languages and STEAM are embedded in the action plan under the annual themes of ESD.

Metaphor Comprehension through Register Variation in Young Adults as a Second Language in South Asia

Res. Assist. Md Monaem HOSSAIN

Metaphor is a figure of speech, a rhetorical effect of figurative language that directly refers to one thing by mentioning another, from a source domain to the target domain, and an ontological correspondence of ‘tenor’ and ‘vehicle’. The study investigated the attitudes and perceptions of young engineering adults using and comprehending metaphors through English registers in the context of English as a Second Language (ESL) in South Asia. The study intended to examine how young engineering adults comprehend metaphorical meanings through English registers, fostering different communication purposes such as academic and social interactions, shifting their linguistic ideology to register variation, decolonising English language norms, and reclaiming linguistic agency. The data were collected from ‘in group communication’ of the B. Tech engineering students’ community and the 10 B. Tech engineering students’ (boys and girls) semester-final answer scripts at the Indian Institute of Technology (IIT) Kharagpur, India, who have a mutual course titled “English for Communication,” and the 10 B. Sc engineering students’ (boys and girls) semester-final projects from the Bangladesh University of Engineering and Technology (BUET), Bangladesh, who have a mutual course titled “Developing English Language Skills.” The qualitative research was conducted using their ‘in group communication’ and answer scripts, which included a digital ethnographic analysis of cross-cultural diversity and an empirical observation of their English usage patterns and the complex language choices of young engineering adults in their academic writing and social interaction (e.g., conflict, celebration, social gathering, etc.). As evident from the findings of the Indian dataset, register shift and jargon were marked by considerable use of slang and ‘in-group’ terminology in their group communication expressing metaphorical senses from a source domain to the target domain, and the students possessed well-developed metaphoric knowledge and were capable of transgressing this to understand metaphors through register variation. They were aware of the ontological correspondence of ‘tenor’ and ‘vehicle’ and were capable of inferring the metaphorical senses of linguistic stimuli through register shift. On the contrary, the results from the Bangladeshi dataset showed a very low level of register shift inferring metaphorical senses to their academic writing. Furthermore, the study contributes to employing multimodal methodological considerations and approaches in inclusive instructional practices in English learning dynamics. Keywords: Metaphor comprehension, English registers, linguistic diversity, social interaction, academic writing, English as a Second Language (ESL) context.

Framework for organizing error correction strategies in the L2 classroom

Prof. Dr. Ali SHEHADEH

Error correction is vital for maintaining interactive conversation flow. In second/foreign language (L2) learning, in particular, error correction has received considerable attention from L2 researchers in the last three decades. Nevertheless, several classroom-based studies and researchers have observed that L2 teachers tend to use the least effective error correction strategy in their teaching situations (i.e., other-initiation, other-correction). With the classroom teacher in mind, this presentation answers the question “How can L2 teachers organize error correction strategies in their classrooms effectively to facilitate communication and learning?” Informed by conversational analysis research findings in first language (L1) and L2 contexts, the perceived role of learner output and self-correction in L2 learning, the presenter proposes a practical framework for L2 classroom teachers comprising two scenarios, each consisting of three procedures that are organized sequentially from the most to the least preferred and effective based on the particular procedure’s potential to facilitate communication and L2 learning.

Thinking Creatively to Think Critically

Lect. Shannon ROACH

The purpose of this workshop will be to demonstrate how encouraging students to think creatively can help lead students to thinking critically. As educators, we value critical thinking in our classrooms, as well as thinking “outside the box.” Not only does creative and critical thinking increase student engagement in the classroom but it also gives students the space to practice these higher-order thinking skills in a low stakes setting. Just like learning language, thinking skills also need to be practiced. In this workshop, you will learn the difference between creative and critical thinking, why critical thinking is not as difficult as it seems, and a simple technique to get your students thinking creatively. You will then learn how you can apply that technique to other aspects of your class in order to encourage your students to think critically.

Phonological and Attitudinal Dimensions of Pronunciation Training: A Comprehensive Analysis of Learner Insights

Lect. Dr. Tarık UZUN

Pronunciation instruction has been reported to positively impact the development of both segmental (Derwing & Rossiter, 2003) and suprasegmental speech features (Gordon & Darcy, 2016), as well as learners' intelligibility and comprehensibility in L2 (Derwing et al., 1998; Saito, 2011). Building on this understanding, this study investigates the reflective insights of participants (N=82) in a pronunciation training program within a Turkish higher education context. By examining open-ended written reflections collected at the end of the program, participants' perspectives on the phonological features covered, their motivations, engagement, and goals for further pronunciation practice were analyzed. The data were coded and analyzed to identify recurring themes. The results reveal that the pronunciation training program notably increased participants' awareness of critical phonological features, particularly word stress, intonation, and pausing, with word stress emerging as the most frequently mentioned focus area. Many students reported improvements in their pronunciation skills, which led to a marked increase in their confidence when speaking English. Furthermore, the training enhanced participants' understanding of the relationship between accurate pronunciation and intelligibility, further motivating students to continue practicing. The course structure, characterized by engaging and enjoyable tasks tailored to student needs, and the instructor's role in maintaining engagement was widely appreciated. These findings suggest that such focused pronunciation training is effective not only in developing specific phonological skills but also in boosting overall confidence and motivation for effective communication in English.

Critical Sociolinguistic Evaluation of An Eighth Grade Turkish English Coursebook

Alp Buğra ÖDER

With bilingualism on rise, English has come to possess approximately two billion speakers around the world, hence ‘‘Lingua Franca’’. Its global language status has enabled people of different mother tongues to communicative, leading distinctive varieties to emerge. Different models and concepts like Kachru (1983)’s ‘‘Three Concentric Circles’’, Platt et al. (1984)’s ‘‘New Englishes’’ and Schneider (2003, 2007)’s ‘‘Postcolonial Englishes’’ have been proposed to describe English varieties and ever-changing worldwide status of English. The impact these models had on teaching of English is sound, leading to the coinage of ICC and pioneering proactive research in the field. Regardless, the body for teaching English as a Lingua Franca is mostly limited to the perceptions, attitudes and ICC levels of teachers and students by apparently neglecting the sociolinguistic competence of coursebooks. In light of this, the present qualitative research aimed to comprehend the limited research body on sociolinguistic competence of English coursebooks by analyzing the sociolinguistic competence of an eighth grade Turkish English Coursebook ‘‘Mastermind’’ (İlter et al., 2018) through ‘‘Sociolinguistic Evaluation Checklist for English Textbooks’’ by Atar & Erdem (2020). Following the meticulous analysis of audio tracks and activities with regard to the checklist, the coursebook has been found to be complying with the three criteria out of six whereas one criterion is not met and the two are questionable. The first criterion which features the coursebook’s ability to provide non-native and non-standard accents is not satisfactory. The second criterion concerning the native-non-native instances of interaction is ambiguous. The third, fifth and sixth criteria are met as the coursebook includes the cases of successful bilinguals, acknowledges the linguistic ecology of learners and Turkish and strives to change the case of English learning among only the elites of Türkiye. The fourth criterion pertaining to the book’s potential to promote intercultural communicative competence is also ambiguous, sharing the same fate with the second criterion. Details about the issue are discussed further in the paper alongside crucial implications for the models for varieties of English.

Student Readiness for Guided-Meditation for English Writing: Focusing on Satisfaction, Challenges, and Way-outs from Insider and Outsider Perspectives

Assist. Prof. Dr. Sevcan BAYRAKTAR ÇEPNİ

Assoc. Prof. Dr. Şakire ERBAY ÇETİNKAYA

It is of utmost importance for particularly writing instructors at tertiary level to create a supporting classroom atmosphere that promotes both academic success and emotional well-being, as writing is documented as an anxiety-breeding skill. One way to decrease students' affective filter and make them open to language learning is guided-meditation with the potential benefits of enhancing the ability to focus, de-suggesting negative feelings, thereby enhancing self-confidence and academic achievement. Convinced with the potential of guided-motivation accompanied with breathing, music, and monolingual affirmations for language instruction and motivated to combine their academic expertise with their classroom practices to contribute to the existing understanding of the issue, two pracademics conducted an 8-week quasi-experimental study with 46 preparatory program students in an English language teaching program at a north-eastern state university in Türkiye to investigate the possible impacts such classroom interventions. Focusing only one aspect of the mentioned study, the current study aims at qualitatively exploring the first-hand experiences of the participants as the insiders and the two implementers, i.e., researchers, as the outsiders focusing on the satisfaction, challenges, and way-outs of the participants. It also aims at exploring the observations and experiences of the pracademics, focusing on the process of designing the guided-meditation intervention, the implementation, which could serve well for the informed recommendations they would suggest. It is assumed such sharing of in-depth first-hand experiences from both insider and outsider perspectives could help interested parties take informed decisions and contribute to the emotional well-being of their students as well as their academic proficiency.

A Systematic Review of Research on Artificial Intelligence in Language Learning and Teaching (2019-2024)

Saqib ARSLAN

Assist. Prof. Dr. Betül KINIK

This systematic review, following the PRISMA framework, investigates recent advancements and applications of Artificial Intelligence (AI) in language learning and teaching over recent years. By analyzing empirical studies published in Web of Science-indexed journals, the review identifies significant trends in AI-related research within language education. It highlights the increasing number of publications, diverse research topics, and various methodological approaches employed. Key findings indicate that AI technologies, such as chatbots, automated writing evaluation systems, and virtual reality, are being utilized to enhance personalized learning, provide real-time feedback, and improve learner engagement. However, the review also shows challenges including technological limitations, ethical concerns related to data privacy and algorithmic bias, and the necessity for comprehensive teacher training. The review highlights the transformative potential of AI in language education while emphasizing the importance of addressing existing challenges.

Pedagogical Implications of Artificial Intelligence (AI)-integrated Instructional Design for Equity, Diversity, and Inclusion (EDI)-foregrounded English for Academic Purposes (EAP) Teaching in a Canadian University

Assoc. Prof. Dr. Heejin SONG

In correspondence to the institutional mandate of incorporating equity, diversity, and inclusion (EDI) in curricular planning and practice slated as academic priorities and educational values in Canadian higher education in the recent social upheaval era and in response to the mushrooming discussions and growing attention to the emergence of artificial intelligence and its impact on learning and teaching endeavors across higher education in Canada and globally, this paper addresses the pedagogical challenges and possibilities of creating EDI-foregrounded English for academic purposes (EAP) teaching in the evolving context of artificial intelligence (AI). It aims to demonstrate how the newly developed instructional design in content and language integrated learning (CLIL)-based EAP courses have corresponded to the reality of EDI and the emergence of AI in Canadian higher education. It manifests the necessity of a much more nuanced understanding of EDI within the localized context of EAP teaching situated in a large cosmopolitan city in Canada. It proposes multimodality - and multiliteracies-engaging, and culturally and linguistically inclusive and responsive approaches to EAP teaching wherein pedagogical affordances of AI are critically and carefully incorporated. It also sheds light on new possibilities of AI-incorporated EAP teaching and illuminates how the new adaptation can further scaffold learners' enhancement of critical academic literacies and broaden the parameter of creative application of their existing and emerging linguistic and cultural knowledge into practice.

Preservice Teachers' Beliefs about Grammar Teaching: A Case Study at a State University

Lect. Talha ERDALI

This study investigated teacher candidates' beliefs about grammar teaching at a state university in Turkey, focusing on how these beliefs varied across different GPA scores. Considering the findings of this study, several key insights and considerations emerge regarding grammar teaching.

Importance of Beliefs in Instructional Practices: The study underscores the significant role that teachers' beliefs play in shaping their instructional practices, particularly in the domain of grammar teaching. This aligns with broader educational psychology theories that suggest teachers' attitudes and beliefs influence their teaching approaches and strategies. Understanding these beliefs is crucial for designing effective teacher education programs that can enhance instructional effectiveness by aligning curriculum and professional development with these beliefs.

Variability Across GPA Groups: One of the notable findings is the variability in beliefs across different GPA groups among the candidate teachers. Specifically, beliefs about the appropriateness of indirect grammar teaching methods varied significantly. This suggests that academic performance, as reflected in GPA scores, may influence how teachers perceive and approach certain aspects of grammar instruction. This finding prompts further exploration into the specific factors or experiences that might contribute to these differences in beliefs among GPA groups.

Insights for Teacher Education Programs: The study's implications for teacher education are significant. By recognizing and understanding candidate teachers' beliefs about grammar teaching, programs can better tailor their curriculum and professional development activities. This alignment can help bridge gaps between theoretical knowledge and practical application, thereby enhancing teacher preparedness and instructional quality in grammar education. It also suggests the potential benefit of incorporating reflective practices within teacher training programs, encouraging candidates to critically examine and refine their beliefs based on evidence and educational research.

Limitations and Future Directions: While the study provides valuable insights, it is important to acknowledge its limitations, such as the small sample size and the focus on a single university in Turkey. These factors limit the generalizability of the findings to broader contexts. Future research could address these limitations by expanding the sample size across multiple institutions or conducting longitudinal studies to track changes in beliefs over time. Additionally, exploring the underlying reasons behind the observed differences in beliefs among GPA groups could provide deeper insights into how educational experiences and training shape teachers' beliefs.

Personal Reflection: Personally, this study highlights the complexity of teacher development and the multifaceted influences on instructional practices. As educators, our beliefs are deeply intertwined with our teaching approaches, and recognizing this connection is pivotal for ongoing professional growth. It prompts me to reflect on my own beliefs about grammar teaching and consider how they align with current educational research and best practices. Moreover, as a future educator or current practitioner, this study encourages a proactive approach to professional development, continually reassessing and refining instructional strategies based on evolving beliefs and evidence-based practices.

In conclusion, the study offers a valuable contribution to the field of teacher education by illuminating the relationship between GPA and beliefs about grammar teaching. It suggests actionable insights for improving teacher preparation programs and underscores the ongoing importance of understanding and refining educators' beliefs to enhance teaching effectiveness.

Assessment of Student Perceptions at a State University's Voluntary English Preparatory School

Lect. Talha ERDALI

This study was conducted at a vocational school of justice in Turkey aiming to investigate whether gender differences impact students' beliefs about foreign language learning. Data from 60 students were gathered using the Beliefs About Language Learning Inventory (BALLI) and analyzed using SPSS. Key findings include:

1. Research Questions Explored:
 - o Foreign Language Aptitude: Most students believed learning languages is easier for children and that some individuals have a natural ability for languages.
 - o Difficulty of Language Learning: Many students believed some languages are easier to learn than others.
 - o Nature of Language Learning: Students generally agreed that learning a language involves understanding its culture and requires vocabulary and grammar.
 - o Learning and Communication Strategies: There was strong agreement on the importance of speaking with a good accent and practicing language skills.
 - o Motivation and Expectations: Students were motivated to learn English for personal and career benefits.

Investigating the Factors Influencing Learner Well-Being in the Digital Learning Environments: A Systematic Scoping Review

Res. Assist. Gökçe TOPLUK
Assoc. Prof. Dr. Gülten GENÇ

Well-being, which includes both mental and physical health as well as social and psychological dimensions, is an essential factor in educational achievement and academic progress. Digital environments, on the other hand, have been at the core of our educational and professional experiences and are continuously evolving. Thus, the primary objective of this article is to provide educators with an extensive understanding of the subject matter through a systematic review of the existing literature on “learners’ well-being in digital environments”. This study provides an overview of the existing literature on learner well-being in digital learning environments. Through the systematic scoping review, by utilizing the data obtained from the general educational perspective, it attempts to provide an understanding of how this knowledge could be implemented in digital teaching environments. The findings have been thematically analyzed, and 7 themes were extracted that were identified as having an impact on learner well-being in digital environments, thus suggestions are provided in accordance with the existing academic literature.

Insights and Strategies from Instructors on Designing AI-Enhanced Classroom Tasks

Res. Assist. Dr. Merve ÖKSÜZ ZEREY

The era of Artificial Intelligence (AI) has officially started, and AI has already been transforming various educational landscapes, including foreign language education. This shift, however, requires empirical investigations to pinpoint effective strategies for improved student outcomes. Therefore, this study investigated the insights and strategies from three EFL lecturers from a state university who developed and adapted ChatGPT generated tasks into their teaching practices. The data consisted of semi-structured interviews with the lecturers and sample AI generated tasks they implemented in their classes. The content analysis technique was used in the analysis of the data. The findings indicated that AI-generated tasks complemented the textbook-centered teaching. Considering learning objectives, the lecturers utilized ChatGPT to diversify in-class learning tasks, incorporating interactive elements to promote further student engagement and active learning. As a result, the lecturers reported higher levels of student engagement and motivation. Besides these tasks, the development of alternative assessment tools and evaluation rubrics was reported during the interviews. Accordingly, ChatGPT enabled the lecturers to create a diverse evaluation process. Additionally, they used ChatGPT to develop additional resources such as quizzes, infographics, diagrams, and AI-generated images to help learners have a better understanding of the topic, enriching the learning experience. Their overall experiences with AI, insights derived from the implementation process, and student feedback helped them formulate several strategies for future use. These results were further discussed in light of the current literature to provide practical strategies for educators who seek to enhance their classrooms with AI technology.

Assessment-Related Perceptions and Practices of In-Service EFL Teachers: A Multiple Case Study

Yaren ELİBOL

Assist. Prof. Dr. Şafak MÜJDECİ

This study aims to investigate in-service English teachers' assessment-related perceptions and it seeks to examine the alignment between this perception and their actual practices. Additionally, the research intends to identify any challenges or obstacles that English teachers encounter when applying their perceived language assessment literacy in practical contexts. To achieve these objectives, a multiple case study approach within qualitative methodology will be employed. This will involve the use of semi-structured interviews, reflective journals, document analysis, and follow-up interviews.

A Cutting-Edge AI Tool for Multimedia Translation: Rask.AI in Focus <https://www.rask.ai>

Lect. Dr. İbrahim H. TOPAL

One pressing challenge in English language education is effectively integrating multimedia resources to enhance learning and teaching. Video and audio content are powerful tools for engaging students and providing authentic language experiences. However, their lack of accessibility and the language barrier can limit their utility. To this end, this article evaluates Rask.ai, an advanced AI-assisted website for translating video and audio content to minimize language barriers in language education contexts. The website harnesses advanced AI technology to render high-quality translations, making multimedia content accessible to a broader global audience. The evaluation follows Topal's (2022) recommendations, encompassing a general description, technical features, pedagogical benefits, and challenges associated with the platform. In that regard, the article aims to provide insights into the potential of Rask.ai to transform multimedia accessibility in education, promoting a more inclusive and engaging learning environment.

Using Emotional Intelligence through Short-Animated Movies in Language Classrooms: A Demonstration

Lect. Dr. İbrahim H. TOPAL

Emotions play a vital role in the intricate web of human experience, connecting our experiences, behaviors, and interpersonal connections (Lazarus, 2006). They are the lenses through which we view the world and, consequently, how the world views us. Emotional intelligence (EQ) comes into play in this chaotic environment, acting as a compass that guides learners through the ups and downs of life's emotional waters. Since learners navigate a world of academic rigors, social interaction, and personal development, EQ might be a powerful tool that helps them learn how to manage, control, and use their emotions in the classroom (Packard, 2021). In this context, movies might be leveraged since they come in various genres, offering a kaleidoscope of emotional stimulation (Bradberry & Greaves, 2009). To this end, this workshop primarily intends to raise the audience's awareness of EQ and demonstrate its implementation in language classrooms. For that purpose, it will initially describe the seven principles of EQ (Mayer et al., 2016). It will then explain Mayer et al.'s (2016) modified PUUM model for EQ analysis. The attendees will then be informed about the short animated movie titled "The Boy, the Mole, the Fox, and the Horse." Participants will later be grouped to analyze the given movie using the modified model. The group findings will then be shared, and conclusions will be drawn. Attendees will have hands-on experience on how to analyze movies in terms of EQ and therefore learn how to use it in actual teaching practice.

Drama, beyond language teaching!

Lect. Amir Hossein ESMKHANI

This interactive workshop explores the powerful role of drama in language teaching, offering educators practical techniques to enhance language acquisition in the classroom. Drama is an immersive tool that fosters creativity, collaboration, and communication, making language learning more engaging and effective. By putting students in real-life scenarios and encouraging them to use language in context, drama helps build fluency, confidence, and retention. Participants will be introduced to key drama strategies such as role-playing, improvisation, and script-based activities. These techniques allow learners to practice speaking, listening, and even writing in a dynamic, low-pressure environment. The workshop will include demonstrations of these activities, highlighting how they can be adapted for different language proficiency levels and classroom settings. Beyond theoretical discussions, this hands-on session will provide educators with the opportunity to actively participate in drama exercises, ensuring they leave with practical, ready-to-use activities. We will also discuss the pedagogical benefits of using drama to teach grammar, vocabulary, and pronunciation, focusing on how it can stimulate students' imagination, reduce anxiety, and encourage risk-taking in language use. Whether you are new to drama-based instruction or looking to deepen your practice, this workshop promises to offer valuable insights and practical tools to make language learning more dynamic, enjoyable, and effective. By the end of the workshop, participants will feel confident in integrating drama into their teaching toolkit, transforming their classrooms into lively, language-rich environments.

Evaluation of the Voluntary Preparatory School of English Through the Eyes of Students: A Case Study at a Public University

Lect. Talha ERDALI

This study employs the Context-Input-Process-Product (CIPP) model of program evaluation to assess students' perceptions of the effectiveness of the intensive English language classes offered by the Voluntary English Preparatory School at a public university in Turkey. A mixed-methods approach was utilized, combining both quantitative and qualitative data collection and analysis techniques. Quantitative data were obtained using a validated pre-existing questionnaire, enhancing the study's robustness and enabling comparison with existing research. Qualitative data were gathered through open-ended questions to provide a more nuanced understanding. The sample comprised 84 preparatory students, including 60 from the 2014-2015 academic year and 24 from the 2015-2016 academic year. Quantitative data were analyzed using SPSS 21, with results interpreted through descriptive statistics. Qualitative data were examined using content analysis. The analysis revealed congruent findings across both data types. Students reported dissatisfaction with the physical conditions of the Voluntary English Preparatory School and expressed concerns regarding the intensive English program's focus on speaking skills. Conversely, they expressed satisfaction with their teachers. The study concludes that there is a need to enhance the emphasis on listening and speaking skills within the program and to improve the physical conditions of the school based on student feedback.

Computerised Dynamic Assessment of Grammar in Use

Lect. Hatice TÜRKMEN

Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR

This research investigates C-DA methods to enhance grammar skills of EFL learners. DA goes beyond traditional assessment methods by focusing on the learner's potential for learning rather than just measuring their current knowledge. It looks at problem-solving strategies, thinking processes, and reactions to feedback, focusing on an approach that emphasizes the process. It is adaptable, tailoring to individual performance, and is more culturally aware, recognizing various learning preferences. Particularly effective in language teaching, one type of this method is C-DA. In this model, students receive cues during the assessment to guide them towards the correct answer, with these cues resulting in point deductions. Previous research has shown positive effects of dynamic assessment on the language skills of English learners. However, studies on computer-assisted dynamic assessment are limited and have not covered grammar instruction. This study utilizes both quantitative and qualitative data for the two months of implementation period, and the aim of the research is to measure the impact of C-DA on grammar learning and determine its applicability in educational institutions.

AI-Assisted Language Learning: A Distraction or Assistance

Lect. Aslı ALTUNTAŞ

Lect. Nurda KARADENİZ KAYALI

The rapid advancement of artificial intelligence (AI) has introduced transformative possibilities across various fields, including language education. In the context of English Language Teaching (ELT), AI-assisted tools, such as intelligent tutoring systems, natural language processing (NLP) applications, and adaptive learning platforms, offer personalized and data-driven approaches to language learning. However, as AI increasingly permeates the classroom, questions arise about its role: Is AI a valuable assistant to language teachers, or does it serve as a distraction, disrupting the human-centered dynamics of learning? This presentation critically examines the dual nature of AI in language learning, weighing its benefits against its potential pitfalls. The discussion will explore how AI can enhance individualized learning, support formative assessment, and foster student engagement, while also considering concerns regarding over-reliance on technology, ethical issues related to data privacy, and the risk of diminishing human interaction. Drawing on recent studies and classroom-based case examples, this presentation will offer a balanced perspective on AI's role in ELT, addressing key concerns from both teachers and learners. The aim is to provide educators with practical strategies for integrating AI meaningfully into language instruction, ensuring that technology serves as an enabler rather than a distraction in the language learning process.

Homework Reinvented: Differentiating Homework for Every Learner Using Choice Boards

Lect. Aslı ALTUNTAŞ

In an increasingly diverse classroom, the need to meet the varied learning needs of students has become more essential than ever. This workshop, titled “Differentiated Learning: Enhancing Student Engagement through Choice Boards for Homework”, aims to provide educators with both theoretical and practical insights into differentiated instruction. The session will begin by exploring the theoretical foundations of differentiated learning, focusing on how to tailor instruction to accommodate students' varying readiness levels, interests, and learning profiles. We will discuss key principles such as flexible grouping, varied content delivery, and the importance of providing multiple ways for students to demonstrate their understanding. Building on this foundation, the workshop will introduce choice boards as a practical and effective tool for implementing differentiated learning. Choice boards offer students a range of options for completing homework assignments, allowing them to select tasks that align with their strengths, interests, and preferred learning styles. Participants will be guided through the creation of choice boards that can be adapted for different subjects and grade levels. By the end of the session, attendees will have a clear understanding of how to design choice boards that foster student autonomy and motivation, while ensuring alignment with learning objectives.

A Systematic Review of Research on AI Chatbots in EFL Classrooms

Lect. Maide YILMAZ

Innovative technologies have revolutionised the process of learning and teaching English as a foreign language (EFL). Chatbots, in particular, have made a big impact on language education and become an indispensable part of the field. Despite their widespread use by EFL learners and teachers, research on chatbots in EFL teaching and learning remains limited. As a result, the aim of this systematic review of research published in high-quality journals between 2020 and 2024 in Web of Science (WOS) is to identify and analyse chatbots used in EFL classrooms, as well as provide specific pedagogical implications on how to use them in EFL at different language levels. The methodology followed the PRISMA guidelines for systematic reviews. The results of the detected studies, which were published by high-quality journals, revealed that there was a serious lack of studies in the literature on chatbots and EFL learning and teaching. In addition, the majority of the studies were conducted in higher education; therefore, more research should be conducted in elementary or high school EFL settings. The findings also demonstrated that qualitative research is needed, as over half of the studies are experimental.

Digital Escape Rooms in EFL Classes: Utilizing Online Museum Collections for Integrating Language and Culture

Lect. Nurşah SAK TÜRE

Educational escape rooms have emerged as effective tools for teaching various subjects and practicing essential skills in many different academic fields. In the context of language learning, which is becoming increasingly digital with today's technological advances, game-based approaches like online escape rooms have begun to be used in language learning processes, as they can enhance communication, maintain high levels of engagement, foster collaboration, and promote a learner-centered environment, especially in virtual classrooms to a great extent. Moreover, as culture is a critical component of language learning, online educational escape room activities offer a unique opportunity to deepen cultural understanding through problem-solving and context-based scenarios. This study explores the integration of online museum collections into educational escape room activities designed for EFL (English as a Foreign Language) classes. It proposes that leveraging cultural artifacts or themes from online museums can create rich, immersive contexts that enhance language learning, as well as bringing a new perspective to the learner by making it possible to discover more about the target languages' culture from different aspects. The paper will discuss practical tools and strategies for developing these escape room activities with easily accessible digital cultural items, providing examples suitable for implementation in online classrooms.

Some Key Points on Learning and Teaching Medical English in medical Education

Assist. Prof. Dr. Samad Joshani SHIRVAN

Some Key Points on Learning and Teaching Medical English in Medical Education Medical education is an evolving major that requires continual refinement to remain effective. Without relevant and effective techniques for learning and teaching medical English, medical curricula may not meet meeting educational objectives as expected. It is crucial to explore innovative and alternative methods for learning and teaching medical English from various perspectives. Since there have been technological advancement and wider implications of medical information, both teachers and students are supposed to develop innovative skills through various learning and teaching methods, approaches, and techniques. These should be designed, developed, and implemented based on current requirements for medical English in medical education. Both learning medicine and medical English are considered interconnected processes, and it is important to recognize that medical students have diverse learning styles. Some of the modern key learning and teaching methods in medical education and medical English include Case-Based Learning (CBL), Evidence-Based Medicine (EBM), Problem-Based Learning (PBL), Simulation-Based Learning (SBL), social media and video lectures (e-learning), peer-assisted learning, observational learning, flipped classrooms, and Team-Based Learning (TBL). They can enhance students' thinking through creative approaches to knowledge acquisition and strengthen their professional expertise by developing skills, competency, and leadership in medical education and medical English as well.

Mind Matters: Empowering Pre-Service English Teachers with Mental Health Training

Lect. Dr. Pelin ERDOĞAN

Teachers are often the first to notice changes in students' behavior and emotions. Therefore, it is crucial for teachers to be aware of and to possess effective skills in addressing general mental health concerns. Considering these, mental health training for pre-service English teachers could equip teacher candidates with some knowledge and skills to identify early signs of mental health issues and enhance classroom settings. Key elements of such training could include awareness of mental health, the importance of personal well-being, techniques for managing stress, strategies for intervening in crises, cultural awareness and diversity, professional boundaries, and the development of empathetic communication skills. These competencies could strengthen teachers' capacity to improve students' academic outcomes and nurture their emotional well-being. Furthermore, this training could enable pre-service teachers to prioritize their own mental well-being during their pre-service education. In line with these, this presentation aims to attract attention to the potential benefits of mental health training for pre-service English teachers' personal and professional growth and effectiveness in supporting their future students. The presentation attracts attention to the integration of mental health training into teacher education programs in Turkey and bears implications for teacher educators to consider the benefits of mental health training and include them in their course content and educational practices.

Yabancı Dil Olarak Rusça Öğretiminde Parçacıkların Anlatım Örneği

Lect. Dr. Süreyya ÖMER

Bu çalışmada Rus dilinde mevcut olan БО [işte, muhteşem, çok iyi, aynen, aynen öyle, bak, bak hele vs.], ДА [öyle mi, gerçekten mi, evet, değil mi, tabi tabi, yok ya, daha neler, buyurun, efendim, ya vs.] parçacıklarından hareketle yabancı dil olarak Rusça öğretiminde parçacıkların anlatım örneği verilmeye çalışılmaktadır. Rusçada çastitsı [частицы] terimiyle ifade edilen parçacıklar, Rusçayı yabancı dil olarak öğrenenler için anlaşılması en zor konulardan biridir. Öncelikle parçacıkların tanımı ve yabancı dil olarak Rusça öğretiminde parçacıkların durumu, ardından yukarıda bahsedilen parçacıklar örneklerle ele alınmaktadır. Uzun zamandan beri Rus, Türk, Batı vd. dilbilimcileri tarafından ele alınmasına, çok sayıda kuramsal betimlemesi yapılmasına rağmen parçacıklar hala incelenmesine devam edilmesi gereken bir sözcük türüdür. Günümüzde hala kesin tanımlaması yapılamamış bu sözcük türü yabancı dil olarak Rusça öğretiminde de problematik konulardan biridir.

Arapçaya Giren Kelimeler ve Arapçalaştırma Yöntemleri

(أتمودجًا فعلة باب) تعريبها وطرق العربية اللغة على الدخيلة الكلمات

Öğr. Gör. Dr. Hayrullah ÇETİNKAYA

İnsanlık tarihi boyunca toplumlar, kendilerinden farklı coğrafi ortamlarda yaşayan, farklı toplumlardan veya komşu kavimlerden kendi fillerinde olmayan kelimeler öğrenmişler ve bu öğrendikleri kelimeleri dil yapılarına uydurarak kullanmışlardır. Bu kelimeler, Türkçede alıntı, alıntı kelime veya ödünç kelime kavramlarıyla kullanılmaktadır. Arapçada bu tür kelimeler için kullanılan iki kavram öne çıkmaktadır. Bunlar: Daḥîl/دخيل ve ta'rib/تعريب kavramlarıdır. Daḥîl, Arapçaya girmiş bir kelimenin aslına ve yapısına dokunmadan Arapça harflerle yazılarak Arapçada kullanılmasıdır. Ta'rib ise, Arapçada olmayan bir kelimenin Arapça dil yapısına uydurularak kullanılır hale getirilmesidir. Bu işlem sırasında yabancı kelimeye harf ekleme, kelimedeki harf eksiltme, hareke/sesli harf ekleme veya harekelerin/sesli harflerin yerlerini değiştirme eylemleri yapılabilir. Böylece yabancı kelime Arap dil yapısına uygun hale getirilerek seslendirilmesi ve kullanılması kolaylaştırılır. Bu şekilde kelimelerin fiilleri de türetilerek kullanılmaktadır. Bu tür kelimelerin fiillerinin genellikle fa'lele/فعللة kalıbında türetildiği görülmektedir. Örneğin İngilizce asphalt, Türkçede asphalt olarak kullanılan kelime Arapçaya الأسفلت şeklinde girmiş ve hem mazi/geçmiş zaman asfaltladı/سَفَلَّتْ, hem muzari/geniş zaman asfaltlar, asfaltlamaktadır/يُسَفِّلُ ve hem de mastarı asfaltlamak/سَفَلَّتْ şeklinde türetilmiş olup kullanılmaktadır. Bu çalışmada özellikle modern anlamda Arapçaya girmiş ve fiili de türetilmiş yabancı kelimelerin Arapçada kullanım örneklerine yer verilmiştir. Bu çalışmanın, Arapça çevreleri ve Arapça öğrencileri açısından faydalı olacağı düşünülmektedir. Anahtar Kelimeler: Arap Dili, Arapçalaştırma, Yabancı Kelime, Ödünç Kelime, Ta'rib.