

ICLEC 2025

PROCEEDINGS

of the

7th International Conference on
Language, Education and
Culture

at

Istanbul Arel
University

2025

7th INTERNATIONAL CONFERENCE ON LANGUAGE, EDUCATION AND CULTURE (ICLEC)

10-12 September 2025

at

Istanbul Arel University

PROCEEDINGS

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ISBN: 978-93-5763-179-2

1st Edition



Istanbul – 2025

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FOREWORD

International Conference on Language, Education and Culture (ICLEC) is organized in cooperation with İstanbul Arel University, Shanlax International Journal of Education, Oxford University Press and KeD Publishing, on 10-12 September, 2025. ICLEC aimed at presenting contemporary research on three basic themes: Language, Education and Culture.

We would like to express our gratitude to all partners (journals, universities, participants and speakers) who helped us realize the conference. Special thanks go to İstanbul Arel University for hosting our conference this year.

Dr. Ahmet Selçuk Akdemir
on behalf of the organization committee

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Participants by countries:

Albania, Algeria, Bahrain, Egypt, Austria, Iraq, Sri Lanka, India, China, Kenya, Mexico, Pakistan, Italy, Turkey.

Total papers from Turkey: 7 papers (with 5 Turkish participants)

Total papers out of Turkey: 19 papers (with 33 participants from 13 countries).

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Enhancing the Acquisition of Italian as a Foreign Language through Peer Assessment: Insights from a Tertiary English-Language Program

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This study presents a peer assessment model implemented with 22 third-year English-language students learning Italian as a foreign language at Ismail Qemali University, Vlorë, during the 2024–2025 academic year. Students completed a writing task on everyday communication, then exchanged work with a peer to provide structured feedback using a criterion-based checklist focusing on grammar, vocabulary, coherence, and task completion. A follow-up discussion allowed clarification of errors and misconceptions. One week later, students completed a second, similar writing task individually. Performance was analyzed in terms of error frequency, lexical variety, and syntactic accuracy. Results showed clear improvement, especially in avoiding previously identified mistakes. Students reported increased confidence and greater awareness of language errors. Findings suggest that guided peer assessment fosters reflection, collaboration, and active learning. Practical recommendations include training in feedback skills, clear rubrics, and dedicated time for peer dialogue in foreign language classrooms.

Key words: *language acquisition, peer assessment, Italian as a foreign language, L2 writing, collaborative learning, higher education.*

Extended Realities in Language Education: Innovation and Embodiment

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Extended Reality (XR) technologies are increasingly being recognised as powerful tools to enhance digital education, with growing research in English Language Teaching (ELT) pointing to their potential to promote immersion, interactivity, and learner engagement. While such technologies have been investigated in general ELT contexts, their role within English for Specific Purposes (ESP) remains underexplored, despite ESP's centrality in preparing learners to operate effectively in professional, disciplinary, and intercultural environments. Addressing this gap, the present paper reports on the ESP-XR Project, a PRIN-funded initiative that explores the integration of Augmented Reality (AR) into tertiary-level ESP instruction. The project develops and tests the ESP-XR application, a prototype AR platform designed for three distinct disciplinary domains: medical English, business English, and legal English. The paper discusses how AR features such as embodiment, spatial interaction, and gamification can be pedagogically harnessed to simulate realistic professional environments without sacrificing linguistic authenticity or academic rigour. Beyond methodological innovation, the study reflects on the broader pedagogical implications of embedding XR into ESP. On the one hand, AR-enhanced instruction offers opportunities for active, situated learning, enabling students to practice communicative tasks in safe yet realistic contexts. On the other hand, it raises challenges related to scalability, training, and ensuring inclusivity in technology-mediated education. By addressing these issues, the project positions XR not merely as a technological add-on, but as a means of rethinking how professional communication skills are taught, assessed, and transferred across academic and workplace contexts. The findings of the ESP-XR Project thus contribute to advancing research on digital innovation in ESP by combining corpus linguistics, applied linguistics, and educational technology. More broadly, the project highlights how XR technologies can support a shift towards learner-centred, embodied, and authentic approaches to language education, offering

insights of relevance to educators, syllabus designers, and policymakers engaged in the internationalisation and digital transformation of higher education.

Key words: *Extended Reality (XR), Augmented Reality (AR), English for Specific Purposes (ESP), corpus-based pedagogy, gamification.*

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A Study to Analyse the Inaccuracies in ChatGPT-Powered Responses to User Queries

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With the goal of identifying and analysing the many kinds of inaccuracies that arise in different circumstances, this study investigates the inaccuracies that are present in ChatGPT's answers to user queries. Since conversational AI is still crucial to user contact and information distribution, it is critical to comprehend these inaccuracies to improve the dependability and efficiency of these systems. ChatGPT and other conversational AI systems have completely changed the way people use technology by offering smooth, instantaneous answers to a wide range of questions. Because these systems can process natural language and produce logical, context-aware responses, they are widely employed in applications ranging from customer service to educational tools. But even with their strengths, these models can make mistakes. To classify the errors into several categories, such as factual errors, contextual misunderstandings, ambiguous responses, grammatical errors, term confusion, etc., we gathered a varied sample of questions from the English department teachers at the Virtual University of Pakistan. We evaluated the incidence and type of these errors using both quantitative and qualitative methods, looking at potential root causes associated with model training, data constraints, and language barriers. The results show common fault patterns and shed light on how these mistakes affect user experience and confidence in AI systems. The study's conclusions offer suggestions for raising ChatGPT's response accuracy, highlighting the necessity of ongoing model improvement, improved training techniques, and the incorporation of user feedback mechanisms to reduce errors in subsequent iterations of conversational AI systems.

Keywords: *inaccuracies, ChatGPT, user, queries.*

Comparative Analysis of Urdu and English Language: An In-Depth Analysis of Syntactic Structure, Clause Formation, Phrase and Word Order

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This research aims to analyze syntactic differences between Urdu and English language with a particular focus on syntactic analysis, clause formation and word order. This work is pinned with multi-dimensional framework, Chomsky (1957,1965) Generative grammar, the major focus is X-bar theory by (Chomsky, 1970; Jankendoff, 1977) to assess phrase structure. Further, CP-TP clause model, (Chomsky, 1981) helped to investigate the differences among English and Urdu clauses. To support this contrastive analysis (Lado, 1957) provided lens for this work. Authentic Urdu and English sources containing simple, compound and complex sentences are used for this effort. For this study qualitative linguistic method, descriptive and comparative structure is used; sentences are manually segmented in to clauses and phrases to in-depth analysis of English and Urdu analysis. This study not only helpful for Second language teaching or acquisition but it is also helpful in cross-structural analysis of both languages. It provides research dimensions for Sociolinguistics and Applied linguistics.

Keywords: *Comparative analysis, Syntactic structure, Clause formation, Word order and Phrase formation.*

Contemporary Configurations of Digital Violence among Higher Education Students

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This study is part of the activities of the Digital Violence Observatory of the Academic Body UTCAN-CA03 Information and Communication Technologies at a Technological University in Quintana Roo, Mexico. It analyzes contemporary manifestations of digital violence among higher education students. Using a quantitative, descriptive design and a representative sample of 1,106 students, the study examines the incidence, typology, channels of perpetration, and institutional awareness of this issue. The data collection instrument was expert-validated, with a Cronbach's Alpha of .903. Results show that 10.7% of students have been direct victims of digital violence, with higher prevalence among women and those aged 21–24. Common practices include stalking, gossip, griefing, non-consensual sexting, and firedooring, with gender-differentiated patterns. A concerning normalization of digital violence was observed, as a significant portion of students admitted engaging in such behaviors. Facebook, WhatsApp, and Instagram were the primary platforms used for these aggressions. Furthermore, 74.9% of respondents were unaware of institutional reporting mechanisms, posing a critical barrier to addressing and preventing these cases. The study concludes with a call for urgent development of educational policies, institutional protocols, and awareness strategies to foster safe, human-rights-respecting digital environments in universities.

Currently, development and growth of digital technologies have given rise to a significant transformation on the way people communicate and access to information. Generalized use of internet and social networks have optimized social interactions and knowledge trading. However, these advances have created a suitable environment for digital violence. These manifestations of violence in a digital background can lead to psychological, social and economical high impact consequences, which sustains the need to approach this challenge from an integral and multidisciplinary perspective.

In this regard, Ortega et al. (2024) argue that technology industry has improved connectivity with the purpose of facilitating social interaction at smart digital environments. Such spaces, structured by a highly complex technological ecosystem, have led to a major transformation of social dynamics, modifying the way of individuals to communicate, to access information and to participate at the digital environment.

Social networks have implemented updates of their emotion-recognition algorithms with the purpose of optimizing user experience and encourage major interaction within digital platforms. Similarly, instant message apps have broadened their functions to strength creation of digital environments that facilitate communication (Suárez & Del Campo, 2024).

Nevertheless, digital violence manifestations at such spaces use to go unnoticed, which allows thriving of deliberate or negligent behaviors that threat users' human rights. Likewise, these incidents are conditioned by several psychological, social and context factors, which evidences the need of approaching this issue from an integral perspective that comprehends both technological regulations and social awareness.

Moreover, forms of expression within cyberspace continue evolving, which facilitates anonymous participation at aggressive or outgoing acts. As a result, violence has been normalized as a way of communication driven by emotions like rage and frustration. Furthermore, cultural and social factors encourage discriminatory behaviors based on race, gender, sexual orientation, religion, physical appearance, etcetera.

Keywords: *digital violence; university students; gender; social networks; digital education.*

L'implication de l'innovation pédagogique et l'intelligence artificielle dans l'amélioration des pratiques collaboratives lors des apprentissages. Quels apports innovants pour la communauté scientifique

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Cette communication se propose d'explorer comment l'innovation pédagogique, notamment par l'intégration du numérique et de l'intelligence artificielle (IA), transforme les pratiques collaboratives dans les apprentissages. Notre démarche s'articule autour de la problématique suivante : Comment les innovations pédagogiques intégrant l'IA contribuent-elles à améliorer les pratiques collaboratives en apprentissage, et quels sont les apports novateurs pour la communauté scientifique ? À travers une analyse des usages de l'IA dans de différents contextes au sein du département de français, nous porterons une attention particulière à l'analyse des outils favorisant une collaboration plus efficace, une meilleure co-construction des savoirs et une implication effective des apprenants.

Nous nous appuierons sur une revue de littérature sélectionnée à cet effet, et des études de cas effectifs, réalisées auprès d'un échantillon représentatif d'étudiants inscrits en Licence et Master, ayant des cours en ligne ou en présentiel, afin d'identifier les mécanismes par lesquels les outils numériques et l'IA peuvent représenter un frein ou un levier à la collaboration lors de l'apprentissage. Comme le souligne Carré (2005), « l'apprentissage, c'est l'ensemble des dispositions relativement durables qu'a l'individu d'engager, de contrôler et de conduire ses apprentissages, c'est-à-dire d'apprendre tout au long de la vie ».

Nos hypothèses de recherche s'articulent comme suit:

- L'intégration du numérique et de l'IA dans les dispositifs pédagogiques favorise le développement de compétences collaboratives, telles que les interactions, la coordination, la réflexion et la résolution de problèmes en équipe.
- Le numérique et l'IA permettent de personnaliser les activités collaboratives en fonction des besoins et des profils des apprenants, améliorant ainsi leur engagement et leur motivation dans le cadre d'un apprentissage en autonomie.

- Le numérique et l'IA offrent de nouvelles possibilités d'évaluation des compétences collaboratives, permettant un suivi plus personnalisé des progrès des apprenants.

En conclusion, cette communication vise à mettre la lumière sur les potentialités et les défis apportés par les outils et dispositifs innovants permettant la d'inclure de nouvelles pratiques collaboratives en apprentissage. Nous souhaiterions que notre présente contribution permettra d' enrichir la réflexion de la communauté scientifique sur cette question angulaire qui se pose autour de l'enseignement-apprentissage en milieu universitaire. Comme le soulignait déjà Pierre Lévy, « l'intelligence collective est une intelligence partout distribuée, sans cesse valorisée, coordonnée en temps réel, et conduisant à la mobilisation effective des compétences ».

Mots clés : Culture numérique. Apprentissage collaboratif. L'autonomie de l'apprentissage. Enseignement-Apprentissage du français.

Mergers and Lay Offs as a Debt Management Practices for Effective Service Delivery among Public Universities in Kenya

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Service delivery in the universities is paramount as it implies a sustained supply of a competent human capital for a country's long-term development and prosperity as well as provision of the solution to different problems. Service delivery among public universities in the country is however at jeopardy, owing to the massive debts they have been subjected to, following capitation short falls. In an effort to service this debt, public universities in the country have resorted to a range of debt management practices. It however remains unexplored in the Kenyan body of knowledge, how these how these debt management practices by public universities influence their service delivery. In light of this, the investigation sought to establish the effect of merger and lay-offs as a debt management practice for effective service delivery among public universities in Kenya. The Study was grounded on the New Public Management theory. This study employed the descriptive research design. The study targeted public universities in Kenya, who total 40, as per the Commission for University Education The accessible population in the present study totals 1362 and includes top management, middle management, teaching, non-teaching and low-level management staff from Egerton University. A sample size of 93 is determined, who were sampled by the stratified sampling (probability) sampling technique. The major data used in this study were gathered via a survey form. In the data processing, both inferential and descriptive statistics were generated. Inferential statistics included both Pearson and regression analysis while descriptive statistics included frequencies, percentages, means and standard deviations. The study found that mergers of had a considerable effect on the provision of services among public universities in Kenya ($\beta = .093$, Sig. = $.005 < .05$). It was

further established that staff lay-offs has a considerable effect on the provision of services among public universities in Kenya ($\beta = .714$, Sig. = .011<.05). The study's conclusions reveal a complex landscape in which various debt management strategies affect public universities in Kenya. Mergers significantly influence service quality, highlighting the need for meticulous planning and support during transitions. Staff layoffs, despite their financial appeal, strongly affect service delivery, emphasizing the delicate balance required between fiscal responsibility and maintaining educational excellence. Effective debt management policies should thus prioritize educational quality, transparency, and stakeholder engagement.

Key words: Mergers, Layoffs, Debt management, Service Delivery.

Diaspora Ailelerinde Yetişen Çocuklarda Dil Kaybı ve Kültürel Yabancılaşma

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Giriş

Küreselleşme, göç hareketleri ve kültürlerarası etkileşim, aile yapılarından dilsel pratiklere kadar pek çok alanı derinden dönüştürmüştür. Bu dönüşümün en görünür etkilerinden biri, diaspora ailelerinde yetişen çocukların yaşadığı miras dili kaybı ve buna bağlı gelişen kültürel yabancılaşmadır (Fishman, 1991). Bu çalışmanın amacı, miras dilinin kaybının çocuklarda kimlik oluşumu, aidiyet hissi ve kültürel bellek üzerinde nasıl bir etki yarattığını incelemek ve bu süreci çocuk edebiyatı bağlamında değerlendirmektir. Konunun önemi, dilin yalnızca iletişim aracı değil; aynı zamanda kültürel kimliğin, toplumsal belleğin ve aile içi bağların taşıyıcısı olması gerçeğinden kaynaklanmaktadır (Grosjean, 2010; Aksan, 2020).

Diaspora kavramı, bireylerin doğdukları topraklardan çeşitli nedenlerle göç ederek farklı bir ülkeye yerleşmeleri ve buna rağmen kültürel bağlarını koruma çabalarını ifade eder (Safran, 1991). Bu bağlamda miras dili (heritage language), bireyin ailesinden öğrendiği fakat çoğu zaman yaşadığı toplumda baskın olmayan dildir (Montrul, 2012). Kültürel yabancılaşma ise bireyin kendi kültürüne yönelik içsel bir uzaklık, aidiyetsizlik ve “arada kalmışlık” hissi yaşaması olarak tanımlanmaktadır (Aksoy, 2012; Berry, 1997). Göçmen ailelerde özellikle ikinci kuşak çocuklar, evde konuşulan dil ile kamusal alanda kullanılan dil arasında sıkışarak kimlik çatışması yaşayabilmektedir.

Bu problemin çocuk edebiyatıyla birlikte incelenmesi rastlantısal değildir. Çocuk edebiyatı, yalnızca estetik bir anlatı alanı değil; aynı zamanda kültürel aktarımın, temsilin ve kimlik inşasının güçlü bir aracıdır (Nikolajeva, 2014). Masallar, ninniler, aile hikâyeleri ve resimli kitaplar çocukların dil gelişimini desteklerken aynı zamanda kültürel değerlerle ilk karşılaşmalarını sağlar. Ancak diaspora çocuklarının, miras dilleriyle üretilen bu anlatılardan uzaklaşmaları, kültürel belleğin aktarımında ciddi kopukluklara yol açmaktadır.

Bu makale, sosyolinguistik, çocuk edebiyatı, kültürel çalışmalar ve psikoloji alanlarındaki araştırmaları bir araya getiren nitelikte bir derleme (literature review) çalışmasıdır. Literatür taramasında hem ulusal hem de uluslararası akademik yayımlar incelenmiş; temalar dil kaybı, kültürel yabancılaşma ve edebiyatın onarıcı rolü başlıkları altında değerlendirilmiştir. Bu yönüyle çalışma, yalnızca sorunu tanımlamakla kalmayıp, çocuk edebiyatının kültürel köprü olma potansiyelini de tartışmaya açmaktadır.

Miras Dili Kaybı ve Aile İçindeki Dil Politikaları

Miras dilinin korunmasında aile, çocuğun ilk temas kurduğu sosyal ve kültürel çevre olması nedeniyle belirleyici konumdadır (Spolsky, 2009). Ancak diaspora ailelerinde dil aktarımı, yalnızca ebeveyn isteğine bağlı bireysel bir süreç değil; aynı zamanda sosyal baskılar, eğitim sistemi, medya dili ve ekonomik uyum gibi dışsal faktörlerle biçimlenen karmaşık bir politik tercihtir (King, 2023). Fishman'a (1991) göre bir dilin kuşaktan kuşağa aktarımı sekteye uğradığında, dil canlılığını yitirir ve aile içi iletişim sadece pragmatik bir düzleme çekilerek kültürel taşıyıcılık niteliğini kaybetmeye başlar.

Göçmen aileler çoğu zaman, çocuklarının buldukları topluma daha hızlı entegre olabilmeleri için baskın toplum dilini tercih etmekte; bu da "ev içi dil politikası" olarak miras dilinin bilinçli ya da farkında olmadan geri plana itilmesine yol açmaktadır. Türkiye diasporası üzerine çalışan Sevinç (2016), Hollanda'daki Türk ailelerin önemli bir kısmında ebeveynlerin çocuklarının okul başarısını artırmak için ev ortamında dahi Almanca konuştuklarını, ancak bunun aile içi kültürel bağları zayıflattığını belirtmektedir. Benzer şekilde Montrul (2016), ikinci ve üçüncü nesil çocukların çoğunda miras dilinin pasif hale geldiğini ve bu durumun zamanla kültürel bellekte silinmelere yol açtığını savunur.

Bu bağlamda, miras dili kaybı yalnızca dilsel bir mesele değil; aynı zamanda kimlik, aidiyet ve kuşaklar arası bağların dönüşümüdür. Dil kaybına uğrayan çocuklar, ebeveynleri ve özellikle büyük ebeveynleriyle derinlikli iletişim kurmakta zorlanmakta, duyguları ifade etme becerileri daralmakta ve aile hafızasına erişimleri kısıtlanmaktadır (Guardado, 2018). Aile içinde dilin düzenli kullanımını teşvik eden hikâye anlatıcılığı, masal okumaları, ninni ve dualar gibi geleneksel pratiklerin zayıflaması, miras dilinin yalnızca gramatik yapısının değil, duygusal ve kültürel dokusunun da kaybolmasına neden olmaktadır (Curd-Christiansen, 2013).

Bu nedenle aile dil politikaları, sadece “hangi dil konuşulacak?” sorusuyla sınırlı olmayıp, “hangi kültür aktarılacak, hangi geçmiş korunacak, çocuk kim olarak yetişecek?” sorularını da beraberinde getirmektedir. Makalenin ilerleyen bölümlerinde bu dilsel kırılmanın çocuk edebiyatında nasıl temsil edildiği ve edebiyatın bu kaybı onarmadaki rolü tartışılacaktır.

Kültürel Yabancılaşma ve Kimlik Sorunsalı

Diaspora çocuklarının yaşadığı kültürel yabancılaşma, yalnızca dilin kaybolmasıyla değil; dil üzerinden aktarılan değerlerin, duyguların ve aidiyet biçimlerinin kopmasıyla derinleşen çok yönlü bir süreçtir. Berry (1997), göçmen çocukların çoğunlukla iki kültür arasında kaldığını, bu durumun ise “marjinalleşme” adıyla tanımladığı bir kimlik boşluğu meydana getirdiğini belirtir. Özellikle miras dili yeterince içselleştirilemediğinde, çocuklar hem aile kültüründen uzaklaşmakta hem de içinde yaşadıkları toplumda tamamen kabul görmedikleri için “ne tam buraya ne de oraya ait” bir konumda kalmaktadır.

Kültürel yabancılaşmanın en görünür boyutu, kuşaklararası iletişimde yaşanan kopuştur. Çocuklar, ebeveynlerinin veya büyük ebeveynlerinin duygularını, geleneksel anlatılarını ya da dini-kültürel ifadelerini tam olarak anlayamadıklarında yalnızca kelimeleri değil; geçmişi, aile hafızasını ve kolektif benliğin parçalarını da kaybetmektedir (Berry, 1997). Bu durum, çocuklarda hem duygusal mesafe hem de kültürel aidiyette belirsizlik yaratmaktadır. Aksoy’un (2012) belirttiği üzere kültürel yabancılaşma, bireyin kendi köklerine karşı yabancılaşma hissetmesiyle başlar ve zamanla bir “sessiz kopuş”a dönüşebilir.

Kimlik inşası bu süreçte en kırılgan alanlardan biridir. Çocuklar, okulda baskın kültürün dilini konuşurken evde farklı bir kültürel beklentiyle karşılaşır; bu da “çift benliklilik” olarak adlandırılan bir bilişsel ve duygusal gerilim doğurur (Grosjean, 2010). Dil kaybı yaşayan çocukların çoğu, duygularını ana dilde ifade edemedikleri için iç dünyaları ile ailelerinin dünyası arasında görünmez bir duvar örer. Bu noktada kültür yalnızca öğrenilen bir olgu değil, aynı zamanda yaşanan ve hissedilen bir kimlik alanı olarak karşımıza çıkar.

Sonuç olarak, kültürel yabancılaşma yalnızca sosyolojik bir durum değil; psikolojik, dilsel ve edebi boyutları olan karmaşık bir süreçtir. Dilin kaybedilmesi, kültürün de sessizce erimesine neden olmakta ve bu erime özellikle çocukluk döneminde kalıcı kimlik kırılmaları bırakabilmektedir. Bir sonraki bölümde, bu kırılmanın çocuk edebiyatında nasıl temsil bulunduğu ve edebiyatın bu boşluğu nasıl doldurabileceği tartışılacaktır.

Çocuk ve Gençlik Edebiyatında Dil ve Kimlik Temsilleri

Çocuk ve gençlik edebiyatı, diasporada büyüyen çocuklar için yalnızca bir okuma deneyimi değil, aynı zamanda kültürel aidiyetin hatırlanmasını ve yeniden inşasını sağlayan bir sembolik mekândır. Buckingham (2015), çocuk edebiyatını kolektif hafızayı taşıyan bir kültürel araç olarak tanımlar ve bu tür eserlerin göçmen çocuklarının kendilerini temsil edebilecekleri bir yansıma alanı sunduğunu vurgular. Özellikle diaspora temalı eserlerde, dil kaybı, kültürel çatışma ve kimlik sorgulaması gibi deneyimler edebi motiflere dönüşmektedir.

Bu eserlerde en sık karşılaşılan temalardan biri, çocuğun “sessiz kimlik arayışı”dır. Göçmen çocuk karakterler, çoğu zaman kendilerini ifade etmekte zorlanan, iki kültür arasında sıkışmış bireyler olarak betimlenir. Dilsel kırılma bu süreçte önemli bir yer tutar; çünkü çocuk hem evde miras dilini hem de dış dünyada hâkim dili konuşmak zorundadır. Bu durum iki dillilik, kod değiştirme (code-switching) ve kültürlerarası müzakereyi çocuk anlatılarının merkezine yerleştirir (Garcia & Wei, 2014). Özellikle diyaloglarda yer alan İngilizce-Türkçe veya Almanca-Türkçe geçişler, çocuğun zihinsel ve duygusal bölünmüşlüğüne edebi bir göstergesi hâline gelir.

Diaspora çocuk edebiyatında bir diğer dikkat çekici unsur “kayıp dil” ve “kayıp büyükbaba/büyükanne figürü”dür. Bu figürler, çoğunlukla geçmişe ait bir kültürel hafızayı temsil eder; ninenin anlattığı masal, dedenin söylediği bir türkü ya da artık anlaşılamayan bir deyim, dilsel kopuşun sembolik anlatımıdır. Bu anlatılar, çocuğun kökenine dair hafızasını canlı tutarken aynı zamanda duygusal bir kayıp duygusunu da görünür hale getirir.

Dünya çocuk edebiyatında Shaun Tan, Pam Muñoz Ryan veya Michael Morpurgo gibi yazarlar; göç, bellek ve aidiyet temalarını çok kültürlü perspektiflerle işler. Türk diasporasında ise Ayşe Kulin, Elif Şafak ya da Betül Tarıman gibi yazarların çocuklara yönelik eserlerinde Almanya, Fransa veya Hollanda’da büyüyen çocukların, hem Türk hem de Avrupa kimlikleri arasında kurmaya çalıştıkları köprüler anlatılır (Pamuk, 2021). Özellikle Almanya’daki Türk çocuklarının yaşadığı dilsel kayma, “anneannemin dilini unutuyorum” gibi ifadelerle çocuk edebiyatının duygusal dokusuna işlenmiştir. Bu anlamda çocuk edebiyatı, diaspora çocuklarına yalnızca dilsel bir model değil, aynı zamanda kaybolan kimliklerin yeniden üretildiği bir duygu ve düşünce alanı sunmaktadır.

Edebiyatın Bir Köprü Olarak Rolü

Edebiyat, diaspora çocukları için yalnızca bir estetik deneyim değil; dilin yeniden kazanımı, kültürel belleğin korunması ve duygusal iyileşme sürecinde aktif bir köprü niteliğindedir. Fishman (2012), dil kaybının yalnızca iletişim aracıyla ilgili olmadığını, aynı zamanda bir kimlik kaybına dönüştüğünü belirtirken, edebiyatın bu kaybı telafi edebilecek sembolik bir alan sunduğunu ifade eder. Hikâye anlatıcılığı, ninni, masal ve aile arşivlerinde biriken sözlü kültür ürünleri, çocukların hem duyuşsal hem de belleksel düzeyde kökleriyle yeniden bağ kurmasını sağlar. Özellikle anne-baba ya da büyüklerin anlattığı masallar, çocukların dilin melodisini, ritmini ve kültürel değerlerini fark etmesine yardımcı olur.

Çocuk edebiyatında kullanılan anlatı teknikleri, kimlik inşasını destekleyici biçimde kurgulanmaktadır. İç monolog, çoklu bakış açısı ve geri dönüş (flashback) gibi stratejiler, çocuğun içsel çatışmalarını görünür kılar (Hunt, 2017). Okul-aile-edebiyat üçgeninde kurulan bu ilişki, kültürel bağların yeniden inşasında önemli bir rol oynar. Okullarda anadil destek programları, ailelerin evde miras diliyle okuma saatleri düzenlemesi ve çocuk kitaplarındaki kültürel sembollerin güçlendirilmesi, bu bütünsel yaklaşımın temel bileşenleridir (Çetintaş, 2022).

Sonuç ve Öneriler

Diaspora çocuklarında dil kaybı ve kültürel yabancılaşma, yalnızca bireysel bir sorun değil; toplumsal hafızayı, aile bağlarını ve kimlik inşasını doğrudan etkileyen çok katmanlı bir süreçtir. Bu çalışmada, çocuk ve gençlik edebiyatının, dilsel kırılmaları onaran, kültürel belleği canlandıran ve aidiyet duygusunu güçlendiren bir araç olarak nasıl işlev gördüğü ortaya konmuştur. Çocuk kitaplarında yer alan miras dil ifadeleri, masallar, ninniler ve büyük ebeveyn figürleri, geçmiş ile bugün arasında bir köprü oluşturur.

Bu bağlamda bazı öneriler şu şekilde sıralanabilir:

1. Eğitim politikaları: Okullarda iki dilliliği destekleyen ders materyalleri ve seçmeli miras dili programları geliştirilmelidir (García & Lin, 2017).
2. Aile katılımı: Ebeveynler, ev içinde çocuklara miras dilinde kitap okumalı, masal anlatma ve hatıra paylaşma pratiklerini sürdürmelidir.
3. Yayıncılık sektörü: Diaspora deneyimini ele alan özgün çocuk kitaplarının sayısı artırılmalı; özellikle Almanya, Fransa ve Benelüks ülkelerinde yaşayan Türk çocuklarına yönelik içerikler teşvik edilmelidir.

4. Akademik çalışmalar: Bu alanda saha arařtırmaları, çocuk okur gözlemleri ve edebi içerik analizi yöntemleri ile disiplinler arası çalışmalar yaygınlaştırılmalıdır.

Sonuç olarak, edebiyat hem bir hatırlama eylemi hem de geleceğe yönelik bir kimlik inşa sürecidir. Dilin yeniden kazanımı ve aidiyet duygusunun güçlenmesi yalnızca bireyin değil, tüm toplumun kültürel devamlılığı açısından önem taşımaktadır.

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Çocuk Edebiyatı ve Yabancı Dil Öğreniminin Kültürlerarası Farkındalık Üzerindeki Rolü

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Giriş

Küreselleşme, göç hareketliliği ve dijital iletişim teknolojilerindeki gelişmeler, bireylerin erken yaşlardan itibaren farklı kültürlerle karşılaşma olasılığını önemli ölçüde artırmıştır. Bu durum, eğitim sistemlerinin sadece dilsel yeterlilik kazandırmakla kalmayıp, aynı zamanda kültürlerarası farkındalık geliştirmesini de gerekli kılmaktadır (Byram, 1997). Kültürlerarası farkındalık, bireyin kendi kültürünü diğerleriyle karşılaştırarak anlamlandırabilmesi, empati kurabilmesi ve kültürel çeşitlilik içinde etkili iletişim kurabilmesi olarak tanımlanır (Kramsch, 1993). Özellikle erken yaşlarda kazanılan bu farkındalık, çocukların ilerleyen yaşamlarında hoşgörülü, açık görüşlü ve iletişime duyarlı bireyler olarak gelişmelerine katkı sağlar.

Çocuk edebiyatı, dilin estetik boyutunu yansıtırken aynı zamanda kültürel değerlerin ve sosyal normların aktarımında önemli bir araç olarak görülmektedir (Bland, 2013). Hikâyeler, masallar ve çocuk romanları, çocuklara yalnızca dilsel bir deneyim sunmakla kalmaz; farklı toplumlara, yaşam tarzlarına ve düşünce biçimlerine dair farkındalık kazandırır (Nikolajeva, 2014). Bu yönüyle edebiyat, kültürlerarası öğrenmenin doğal bir parçası hâline gelir. Nitekim çocuk edebiyatında yer alan karakterlerin, mekânların ve sembollerin çeşitliliği, çocukların kültürel benlik algısını şekillendirirken aynı zamanda farklı kültürleri anlamalarına yardımcı olur (Mourão, 2015).

Yabancı dil öğrenimi de benzer biçimde kültürlerarası farkındalık için bir kapı aralar. Dil yalnızca bir iletişim aracı değil, aynı zamanda kültürel bir anlam sistemidir (Liddicoat & Scarino, 2013). Bu nedenle, yabancı dil eğitimi kültürden bağımsız düşünülemez; dil öğrenimi sürecinde öğrenciler hedef kültürün değerlerini, sembollerini ve dünya görüşünü de içselleştirirler. Çocuklar, öğrendikleri dil aracılığıyla farklı bakış açılarını tanıma ve kendi kültürlerini yeniden değerlendirme fırsatı bulurlar (Byram & Wagner, 2018). Bu bağlamda,

çocuk edebiyatı ve yabancı dil öğrenimi arasındaki etkileşim, kültürlerarası iletişim becerilerinin gelişimi açısından dikkate değer bir ortak zemin oluşturur.

Bu çalışmanın amacı, çocuk edebiyatı ve yabancı dil öğreniminin kültürlerarası farkındalık üzerindeki rolünü kuramsal ve pedagojik açıdan incelemektir. Derleme niteliğinde hazırlanan bu makale, mevcut literatürü bütüncül biçimde değerlendirerek, çocuklara kültürlerarası duyarlılık kazandırma sürecinde dilin ve edebiyatın nasıl bir köprü işlevi gördüğünü tartışmaktadır. Ayrıca, Türkiye'deki yabancı dil eğitimi bağlamında çocuk edebiyatının pedagojik potansiyeline ve bu alandaki araştırma eksikliklerine de dikkat çekmeyi amaçlamaktadır (Aksan, 2020).

Kuramsal Çerçeve ve Literatür Taraması

Kültürlerarası farkındalık kavramı, dil öğretimi ve edebiyat araştırmalarında 1990'lı yıllardan itibaren giderek önem kazanan bir yaklaşım olarak öne çıkmıştır. Byram (1997), kültürlerarası iletişimsel yeterliği, bireyin hem kendi kültürünü hem de hedef kültürü anlayarak anlam yaratma sürecine aktif biçimde katılması olarak tanımlamıştır. Bu yaklaşım, dil öğrenimini yalnızca sözcük bilgisi veya dilbilgisi öğretimiyle sınırlamayıp, kültürün dilin ayrılmaz bir parçası olduğunu savunur. Kramsch (1993) de benzer biçimde, dilin her zaman kültürel bir bağlam içinde var olduğunu, bu nedenle dil öğrencisinin aynı zamanda bir kültür öğrencisi olduğunu vurgulamıştır.

Edebiyatın dil öğretiminde kullanımı, öğrencilerin yalnızca dilsel becerilerini değil, kültürel duyarlılıklarını da geliştirmeye yardımcı olur (Lazar, 1993). Çocuk edebiyatı bu bağlamda özel bir yere sahiptir; çünkü çocuklar edebi metinler aracılığıyla hem dilin estetik yönünü keşfeder hem de farklı kültürel değerlerle tanışırlar. Bland (2013), çocuk edebiyatının “duygusal öğrenme”yi desteklediğini ve öğrencilerin empati kurma becerilerini artırdığını belirtmiştir. Ayrıca, Mourão (2015) çocuk edebiyatının kültürlerarası farkındalık oluşturma sürecinde öğretmenler için güçlü bir pedagojik araç olduğunu göstermektedir.

Yabancı dil öğreniminde edebiyatın rolü, kültürel temsil ve kimlik inşasıyla da ilişkilidir. Norton (2013), dil öğrenen bireylerin kimliklerini dil aracılığıyla yeniden kurduklarını ve her yeni dilin yeni bir “benlik perspektifi” sunduğunu öne sürmektedir. Bu açıdan, edebi metinlerdeki karakterler ve hikâyeler, öğrencilerin kendi kültürel kimliklerini sorgulamalarına ve başkalarının deneyimlerine empatik biçimde yaklaşmalarına olanak tanır.

Bununla birlikte, Hall (1997) kültürel kimliğin sabit değil, sürekli müzakere edilen bir yapı olduğunu ileri sürerek, edebiyatın bu müzakerede önemli bir araç olabileceğini savunmuştur.

Son yıllarda yapılan araştırmalar, çocuk edebiyatı ve yabancı dil öğreniminin birlikte ele alındığında kültürlerarası farkındalık düzeyini artırdığını göstermektedir. Örneğin, Ghosn (2013) Arap öğrenciler üzerinde yaptığı çalışmada, İngilizce derslerinde çocuk kitaplarının kullanımının öğrencilerin hem dilsel başarılarını hem de kültürel duyarlılıklarını geliştirdiğini bulmuştur. Benzer şekilde, Küçüköğlü (2020) Türk öğrencilere yönelik çalışmada, İngilizce derslerinde edebi metin kullanımının öğrencilerin kültürlerarası farkındalık düzeyinde anlamlı bir artış yarattığını göstermiştir. Bu çalışmalar, çocuk edebiyatının sadece eğitsel bir materyal değil, aynı zamanda kültürel anlam üretiminin ve kimlik inşasının bir aracı olduğunu ortaya koymaktadır.

Kuramsal olarak bu çalışma, Byram'ın (1997) kültürlerarası iletişimsel yeterlik modeline ve Kramsch'ın (1993) "dil-kültür" bütünlüğü yaklaşımına dayanmaktadır. Ayrıca, Vygotsky'nin (1978) sosyokültürel öğrenme kuramı da bu bağlamda önemli bir zemin sunmaktadır. Vygotsky'ye göre dil, bilişsel gelişimin temel aracıdır ve öğrenme toplumsal etkileşim yoluyla gerçekleşir. Dolayısıyla, çocukların farklı kültürleri öğrenme süreçlerinde edebiyatın sunduğu sembolik etkileşim ortamı, hem dil gelişimini hem de kültürel farkındalık inşasını destekler.

Bu kuramsal temeller doğrultusunda, çocuk edebiyatı ve yabancı dil öğreniminin bir arada ele alınması, öğrencilerin sadece dil yeterliği kazanmasını değil, aynı zamanda kültürel empati, açık fikirli olma ve çokkültürlü bir bakış açısı geliştirmesini sağlar. Böylece eğitim, yalnızca bilgi aktarımından ziyade kültürel diyalogun kurulduğu bir alan hâline gelir.

Çocuk Edebiyatı ve Kültürlerarası Farkındalık

Çocuk edebiyatı, dil eğitiminin ötesinde, bireyin toplumsal ve kültürel dünyayı anlamlandırma biçimini şekillendiren güçlü bir araçtır. Edebi eserler, çocuklara yalnızca kelimeleri öğretmekle kalmaz, aynı zamanda farklı yaşam biçimlerini, değer sistemlerini ve kültürel kimlikleri tanıma fırsatı sunar (Nikolajeva, 2014). Özellikle çokkültürlü toplumlarda, çocuk edebiyatı kültürlerarası farkındalığın geliştirilmesi açısından önemli bir eğitimsel işlev üstlenmektedir. Hikâyeler aracılığıyla çocuklar, kendi kültürel kimliklerini yeniden keşfederken diğer kültürlerin bakış açılarını da anlamayı öğrenirler (Aksoy, 2012; Bland, 2013).

Çocuk kitaplarında yer alan karakterler, temalar ve semboller, kültürel farklılıkları görünür kılarak çocukların empati becerilerini güçlendirir. Örneğin, dünya çocuk edebiyatında sıklıkla işlenen göç, kimlik arayışı, aidiyet ve dilsel engeller gibi temalar, çocukların farklı kültürel deneyimlerle özdeşleşmesine olanak tanır (O’Sullivan, 2018). Bu anlatılar, kültürlerarası anlayışın temelini oluşturan “öteki”ni anlama sürecine katkı sağlar. Mourão (2015), çocuk edebiyatının sınıf ortamında kültürlerarası duyarlılığı destekleyen en etkili araçlardan biri olduğunu ve çocukların farklı kültürleri edebi karakterler aracılığıyla keşfettiklerinde dil öğrenme motivasyonlarının da arttığını vurgulamaktadır.

Ayrıca, çocuk edebiyatı dilsel farkındalıkla kültürel farkındalığı bir arada besleyen bir öğrenme ortamı yaratır. Liddicoat ve Scarino (2013), dil ve kültürün karşılıklı bir öğrenme sürecinde geliştiğini; edebi metinlerin bu etkileşimi destekleyen zengin bir bağlam sunduğunu belirtmiştir. Çocuklar hikâyelerdeki karakterlerin kullandığı ifadeler, selamlaşmalar veya kültürel jestler üzerinden hedef dilin sosyal kullanım biçimlerini öğrenirler. Böylelikle dil, soyut bir öğrenme nesnesi olmaktan çıkarak yaşanmış bir kültürel deneyim hâline gelir.

Son yıllarda yapılan uygulamalı çalışmalar da çocuk edebiyatının kültürlerarası farkındalık üzerindeki etkisini doğrulamaktadır. Örneğin, Çelik (2021) ilkokul düzeyindeki Türk öğrencilerle yaptığı araştırmada, İngilizce derslerinde çokkültürlü çocuk kitaplarının kullanılmasının öğrencilerin farklı kültürlere yönelik olumlu tutumlarını artırdığını göstermiştir. Benzer şekilde, McGillis (2019) çocuk edebiyatının çocuklara “kültürel çeşitliliği doğal bir yaşam olgusu olarak sunma” kapasitesine sahip olduğunu ileri sürmüştür. Bu bulgular, çocuk edebiyatının yalnızca dilsel bir araç değil, aynı zamanda kültürel bilinç kazandıran bir öğrenme ortamı olduğunu göstermektedir.

Sonuç olarak, çocuk edebiyatı aracılığıyla yürütülen dil öğrenimi, çocuklara hem dilsel yeterlik hem de kültürel empati kazandırır. Edebi metinler, çocuklara farklı sesleri, yaşam biçimlerini ve değerleri tanıma fırsatı sunarak onları çokkültürlü bir dünyanın aktif bireyleri hâline getirir. Bu bağlamda, çocuk edebiyatı kültürlerarası farkındalık gelişimi için yalnızca pedagojik bir araç değil, aynı zamanda insani bir köprü işlevi görür.

Tartışma ve Değerlendirme

Bu bölümde, çocuk edebiyatının yabancı dil öğrenimi sürecinde kültürel farkındalık kazandırmadaki rolü, dilsel gelişim, empati ve pedagojik uygulamalar bağlamında ele alınmaktadır. Bulguların değerlendirilmesi, çocukların yabancı dil öğreniminde edebiyatın

yalnızca bir dilsel araç değil, aynı zamanda kültürel aktarım ve kimlik gelişimi açısından da önemli bir köprü olduğunu ortaya koymaktadır.

Çocuklar, edebi metinler aracılığıyla yalnızca yeni sözcükleri ya da dilbilgisel yapıları öğrenmekle kalmaz; aynı zamanda hedef kültürün sosyal normlarını, değerlerini ve davranış biçimlerini de içselleştirirler (Bland, 2013). Özellikle hikâye ve masal türleri, çocuklara farklı kültürel perspektifleri doğal bir bağlamda sunar. Deyimler, metaforlar ve kültürel çağrışımlar yoluyla öğrenciler, dilin ardındaki kültürel anlam katmanlarını çözümlene becerisi kazanırlar (Kramsch, 1998). Bu süreç, hem dilsel farkındalığı artırmakta hem de kültürlerarası anlayışın gelişmesine katkı sağlamaktadır.

Yabancı dil öğreniminde çocuk edebiyatı, empati ve bakış açısı geliştirme açısından da özel bir işlev görür. Farklı kültürel kimlikleri temsil eden karakterlerle özdeşleşme, çocuklara “öteki”ni anlama ve farklı bakış açılarını benimseme fırsatı sunar (Nussbaum, 2010). Bu durum, dil öğrenimini salt bilişsel bir süreç olmaktan çıkararak, duygusal ve ahlaki boyutları da içeren bütüncül bir deneyime dönüştürür.

Pedagojik açıdan bakıldığında, çocuk edebiyatının yabancı dil öğretiminde etkin biçimde kullanılması, kültürlerarası farkındalığın yapılandırılmasına katkı sağlar. Öğretmenler, çok kültürlü hikâyelerin seçimiyle öğrencilerin farklı kültürlere dair meraklarını artırabilir; dramatizasyon, rol oynama ve grup tartışmaları gibi etkinliklerle dilin iletişimsel yönünü güçlendirebilirler (Cameron, 2001). Ayrıca, öğretmenlerin kültürel aracı rolünü üstlenmeleri, öğrencilerin hem dil hem kültür açısından dengeli bir öğrenme deneyimi yaşamalarına olanak tanır.

Ancak mevcut araştırmalar, Türkiye bağlamında bu alandaki çalışmaların sınırlı olduğunu göstermektedir. Özellikle yabancı dil öğretiminde çocuk edebiyatı materyallerinin yeterince kullanılmadığı ve kültürel temsillerde Batı merkezli metinlerin ağırlıkta olduğu görülmektedir (Yılmaz & Kaya, 2022). Bu durum, yerel kültürel öğelerin de dil öğretiminde dengeli biçimde temsil edilmesi gerektiğini ortaya koymaktadır.

Sonuç olarak, çocuk edebiyatı aracılığıyla yürütülen yabancı dil öğretimi, öğrencilerin yalnızca dil becerilerini değil, aynı zamanda kültürel duyarlılıklarını ve empatik düşünme kapasitelerini geliştirmektedir. Bu bağlamda, edebiyatın dil öğretiminde merkezî bir konuma taşınması, 21. yüzyılın kültürlerarası iletişim hedefleriyle uyumlu bir eğitim anlayışını desteklemektedir.

Sonuç ve Öneriler

Bu çalışma, çocuk edebiyatının yabancı dil öğrenimi sürecinde kültürlerarası farkındalık kazandırmadaki belirleyici rolünü ortaya koymuştur. Bulgular, edebiyatın yalnızca dilsel bir araç değil, aynı zamanda bireyin kültürel kimliğini inşa eden, empatiyi geliştiren ve farklı kültürlerle etkileşim kurma becerisini güçlendiren dinamik bir eğitim unsuru olduğunu göstermektedir. Çocuk edebiyatı, dil öğrenen bireylere hedef kültürün normlarını, değerlerini ve toplumsal pratiklerini içselleştirme fırsatı sunarken; aynı zamanda kendi kültürlerine dair farkındalıklarını da yeniden şekillendirmelerine olanak tanımaktadır (Bland, 2013; Kramsch, 1998).

Araştırmanın sonuçları, yabancı dil öğretiminde edebiyat temelli yaklaşımların benimsenmesinin, öğrencilerin hem dilsel yetkinliklerini hem de kültürel hassasiyetlerini önemli ölçüde yükselttiğini göstermektedir. Özellikle erken yaşta yabancı dil öğrenimine başlayan çocuklar, hikâyeler ve karakterlerle kurdukları bağ sayesinde kültürel çeşitliliği çok daha kolay özümsemekte ve kültürlerarası empati geliştirmektedir (Nussbaum, 2010). Bu kritik bulgu, dil öğretiminin yalnızca zihinsel (bilişsel) bir beceri aktarımı olmaktan çıkıp, aynı zamanda değerler eğitimi ve zengin bir kültürel etkileşim süreci olarak ele alınması gerektiğinin altını çizmektedir.

Pedagojik anlamda, öğretmenlerin çocuk edebiyatı materyallerini bilinçli ve stratejik bir yaklaşımla kullanmaları, kültürlerarası öğrenme sürecinin etkinliğini çarpıcı biçimde artıracaktır. Bu noktada, çok kültürlü ve tematik açıdan dengeli metinlerin titizlikle seçimi, öğrencilerin hem hedef kültür hem de kendi kültürleri arasında anlamlı köprüler kurmasına ve bağlantılar tesis etmesine destek olur. Dramatizasyon, rol oynama ve karşılaştırmalı okuma gibi aktif öğrenme etkinlikleri, öğrencilerin edindikleri kültürel farkındalıkları somutlaştırmalarına ve içselleştirmelerine önemli ölçüde katkı sağlayabilir (Cameron, 2001). Ayrıca, öğretmen yetiştirme programlarında, öğretmen adaylarının kültürel aracı ve rehber rollerini güçlendirmeye yönelik özel modüllerin müfredata dâhil edilmesi hayati bir gereklilik olarak önerilmektedir.

Araştırmanın Türkiye bağlamında ortaya koyduğu en önemli sonuçlardan biri, çocuk edebiyatının yabancı dil öğretiminde hâlen yeterince bütünleşik biçimde kullanılmamasıdır. Batı merkezli edebiyat örneklerinin ağırlığı, öğrencilerin farklı kültürleri tanıma olanaklarını sınırlamaktadır (Yılmaz & Kaya, 2022). Bu nedenle, yerel ve evrensel kültürel öğeleri bir

araya getiren özgün edebi materyallerin geliştirilmesi, hem akademik hem de pedagojik açıdan öncelikli bir ihtiyaçtır.

Sonuç olarak, çocuk edebiyatı aracılığıyla yürütülen yabancı dil öğretimi, kültürlerarası farkındalığın, empatik düşünmenin ve dilsel derinliğin gelişimine hizmet eden bütüncül bir yaklaşımdır. Bu bağlamda, gelecekteki araştırmaların edebiyat temelli dil öğretimi uygulamalarının uzun vadeli etkilerini ölçmeye ve farklı kültürel bağlamlarda karşılaştırmalı incelemeler yapmaya odaklanması önerilmektedir.

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ICLEC 2025

Acculturation dans la traduction audio-visuelle des dessins animés pour enfants

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Le phénomène de l'acculturation dans la traduction des contenus animés pour enfants est un processus complexe qui nécessite une compréhension à la fois des dynamiques linguistiques et culturelles. À mesure que la mondialisation s'accélère, la demande de localisation des séries animées pour répondre à la diversité des publics augmente également. Ce processus ne consiste pas seulement à traduire les dialogues, mais implique aussi une adaptation minutieuse des références culturelles et des valeurs sociales. Les dessins animés sont de puissants outils de narration, transmettant souvent des leçons et des morales profondément ancrées dans des contextes culturels spécifiques, ce qui rend leur transformation pour d'autres environnements culturels particulièrement complexe.

L'acculturation dans la traduction audiovisuelle suppose un équilibre délicat entre la fidélité à l'œuvre originale et la nécessité de résonance culturelle auprès du public cible. Les traducteurs et les adaptateurs doivent naviguer entre la préservation du sens initial et l'introduction d'équivalents culturellement pertinents. Cela conduit souvent à l'application de diverses stratégies telles que la domestication et l'étrangéisation. Le choix entre ces stratégies est fréquemment influencé par le groupe d'âge visé et le contexte socioculturel des spectateurs, ce qui façonne la manière dont les récits sont transmis et compris.

Étant donné que les contenus animés pour enfants jouent un rôle crucial dans la socialisation, les implications de cette acculturation dépassent le simple cadre du divertissement. Les récits présentés peuvent influencer de manière significative les perceptions, croyances et identités culturelles des jeunes téléspectateurs. Ce cadre nécessite une prise en compte approfondie des éléments visuels, de l'humour et des composantes éducatives propres à ce type de contenu, soulignant ainsi l'importance d'une approche nuancée de la traduction.

Mots clés : acculturation, localisation, domestication, étrangéisation, enfants.

Öğretim Programlarında Kültürel Mirasın Dönüşümü: Türkiye Yüzyılı Maarif Modeli ve Önceki Programın Karşılaştırmalı Analizi

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Özet

Eğitim programları, toplumsal hedeflerin ve kültürel ideallerin yeni nesillere aktarılmasında temel araçlardır. Bu çalışma, 2024 yılında sunulan Türkiye Yüzyılı Maarif Modeli (TYMM) ile bir önceki (2018) öğretim programını, "kültür öğeleri" bağlamında karşılaştırmalı olarak analiz etmeyi amaçlamaktadır. Çalışmada, her iki programın felsefesi, temel belgeleri ve program çıktıları, kültür öğelerini (değerler, dil, tarih bilinci, medeniyet tasavvuru) ele alış biçimleri açısından incelenmiştir. Yöntem olarak nitel doküman analizi kullanılmıştır. Bulgular, önceki programın "kök değerler" gibi parçalı ve yeterlilik temelli bir yaklaşım benimsediğini; TYMM'nin ise "erdem-değer-eylem" bütünlüğü içinde, daha entegre (bütüncül), medeniyet merkezli ve kimlik odaklı bir kültürel çerçeve sunduğunu göstermektedir. TYMM, kültürü ayrı bir bileşen olarak değil, programın tamamına sinen felsefi bir temel olarak konumlandırmaktadır. Bu çalışma, Türkiye'deki eğitim felsefesinde yaşanan paradigmatik değişimin kültürel boyutlarını ortaya koymayı hedeflemektedir.

Anahtar Kelimeler: *Türkiye Yüzyılı Maarif Modeli, öğretim programı, kültür öğeleri, değerler eğitimi, medeniyet tasavvuru.*

Giriş

Eğitim sistemleri, sadece akademik bilgi ve becerileri değil, aynı zamanda bir ulusun kültürel kodlarını, değerlerini ve tarihsel süreklilik bilincini de aktaran birincil mekanizmalardır. Öğretim programları (müfredatlar), bu aktarımın en somut ve resmi belgeleridir. Türkiye'de Cumhuriyet tarihi boyunca programlar, dönemin toplumsal ve siyasi

hedeflerine göre şekillenmiştir. 2018 yılında uygulamaya konan program, "yeterlilik temelli" bir yaklaşımı benimsemiş ve "kök değerler" adıyla belirli evrensel ve ulusal değerleri programlara entegre etmeyi hedeflemiştir. Ancak 2024 yılında tanıtılan Türkiye Yüzyılı Maarif Modeli (TYMM), "bütüncül insan" felsefesiyle eğitimde yeni bir sayfa açmayı iddia etmektedir. Bu bildirinin temel amacı, bu iki program arasındaki farkı "kültür öğeleri" merceğinden incelemektir.

Araştırma Soruları:

1. TYMM ve önceki program, "değerler"i (milli, manevi, evrensel) kavramsal olarak nasıl ele almaktadır?
2. Her iki programın "tarih bilinci" ve "medeniyet tasavvuru" yaklaşımları nasıl farklılaşmaktadır?
3. Türk dilinin kültürel bir taşıyıcı olarak rolü program felsefelerine nasıl yansımıştır?

Yöntem

Bu çalışmada, nitel araştırma desenlerinden doküman analizi ve karşılaştırmalı içerik analizi kullanılmıştır.

Çalışmanın verileri şu kaynaklardan derlenmiştir:

1. Türkiye Yüzyılı Maarif Modeli ana felsefe metni, ortak metin ve ilgili derslerin (örn. Sosyal Bilgiler, Tarih, Türkçe) öğretim programları.
2. 2018 (veya ilgili önceki) öğretim programlarının genel gerekçeleri, "Kök Değerler" listesi ve ilgili ders programları.

Veri Analizi

Veri seti, önceden belirlenmiş temalar (değerler, medeniyet, dil, kimlik) altında kodlanmıştır. İki programın bu temalara yüklediği anlamlar, vurgu sıklıkları ve kavramlar arasındaki ilişki ağları karşılaştırılmıştır.

Bulgular ve Tartışma

İki programın kültür öğeleri açısından karşılaştırılması, üç temel ekseninde belirgin farklar ortaya koymaktadır:

Değerler Yaklaşımı: "Kök Değerler"den "Erdem-Değer-Eylem" Bütünlüğüne

Önceki program, "adalet, dostluk, dürüstlük, sevgi, saygı" gibi 10 adet "kök değer" belirlemiştir. Bu yaklaşım, değerleri **öğretilmesi gereken ayrı başlıklar** olarak ele alma

eğilimindeydi. Değerler, yeterlilik temelli yapının yanında duran *tamamlayıcı* bir unsur olarak görülmüştür. TYMM ise "erdem-değer-eylem" sarmalını merkeze alır. Model, değerleri (örneğin "adalet") bilmenin (bilişsel) yeterli olmadığını; bunun "adil olma" erdemine (karakter) ve "adil davranma" eylemine (pratik) dönüşmesi gerektiğini vurgular. TYMM, kültürü ve değeri, programın bir parçası (eklenti) olmaktan çıkarıp, "bütüncül insan" idealinin temel harcı (felsefesi) haline getirmeyi amaçlamaktadır. Kültür, öğrenilen bir şeyden çok, içinde olunan ve eyleme dökülen bir varoluş biçimi olarak tanımlanır.

Medeniyet Tasavvuru: "Ulusal Tarih"ten "Medeniyet Havzası" Bilincine

Önceki program, milli kültürü ve tarihi, ulus-devlet perspektifinden ele alırken, aynı zamanda küresel yeterliliklere de vurgu yapmıştır. TYMM ise "bizim medeniyet havzamız" kavramını güçlü bir şekilde öne çıkarmaktadır. Model, Türk-İslam medeniyetini, tarihi, coğrafyayı ve manevi kökleri eğitimin merkezine yerleştirir. Tarih anlayışı, sadece kronolojik bir bilgi aktarımı değil, "milli şuur" ve "medeniyet sürekliliği" bilinci kazandırma amacı güder.

Kültürel kimlik inşasında odak, 2018 modelindeki "ulusal ve evrensel yeterlilikler" dengesinden, TYMM'de "belirli bir medeniyet havzasına aidiyet" bilincine doğru belirgin bir şekilde kaymıştır.

Dilin Konumu: "Beceri" Olarak Dilden "Kimlik" Olarak Dile

Önceki program, dili (Türkçe) temel olarak dört beceri (okuma, yazma, dinleme, konuşma) üzerinden ele almıştır. Dil, bir iletişim aracı ve yeterlilik alanı olarak yapılandırılmıştır.

TYMM, "Türkçenin zenginliği" ve "dilde sadelik" üzerine güçlü bir vurgu yapar. Dil, sadece bir beceri değil, aynı zamanda düşüncenin, kimliğin, değerlerin ve kültürün taşıyıcısı olarak felsefi bir zemine oturtulur. Dil, medeniyetin "ruhu" olarak görülür.

TYMM'de dil, teknik bir beceri olmanın ötesinde, kültürel mirasın ve "bütüncül insan"ın inşasında ontolojik bir role büründürülmüştür.

Sonuç ve Öneriler

Türkiye Yüzyılı Maarif Modeli, önceki programa kıyasla kültür öğeleri konusunda radikal bir felsefi değişim önermektedir. Bu değişim, kültürü programın içine *eklemek* yerine, programın kendisini *kültürel bir felsefe üzerine inşa etmek* olarak özetlenebilir. 2018 (Önceki) Model: Yeterlilik temelli + Kök değerler (Parçalı/Tamamlayıcı yaklaşım).

TYMM (Yeni Model): Bütüncül insan felsefesi + Erdem-Değer-Eylem (Bütüncül/Entegre yaklaşım).

TYMM, daha belirgin, iddialı ve kimlik merkezli bir kültürel çerçeve çizmektedir. Bu durum, modelin uygulanması aşamasında öğretmen eğitimi, ders materyalleri ve ölçme-değerlendirme süreçlerinin de bu yeni kültürel felsefeye göre yeniden tasarlanmasını zorunlu kılmaktadır.

Gelecek çalışmalarda, bu yeni modelin ürettiği ders kitaplarının, belirlenen bu kültürel felsefeyi ne ölçüde yansıttığı incelenmelidir.

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**Avenging Silhouettes: Female Rage and Vengeance as Radical Resistance across
Literature and Film**

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This paper undertakes a comparative analysis of Anvita Dutt's "Bulbbul" (2020) and Salman Rushdie's "Shame" (1983), tracing how both works reimagine vengeance beyond its conventional association with retribution. Rather than positioning female rage as a reductive cycle of violence, the study argues that these narratives transform vengeance into a symbolic and performative language for those historically silenced. By dismantling the patriarchal and national architectures of power that bind women to muteness, shame, and repression, both texts reveal how violence refracted through myth, allegory, and cinematic metaphor becomes a radical mode of articulation. The paper employs comparative textual and visual analysis bringing together close reading of Rushdie's allegorical prose with a semiotic examination of Dutt's visual storytelling. This is further situated within the frameworks of postcolonial feminism, affect theory, and trauma studies which allow for an exploration of how silenced affect is embodied and expressed through violent transformation. Sufiya Zinobia's horrific eruptions and Bulbbul's transformation into a chudail are interpreted as subversive enactments of agency rather than aberrations, bringing the unimaginable costs of shame and repression shockingly to light. This paper's focus is to bring an understanding of female rage and vengeance not as pathological excess but as a counter-discursive act: a form of embodied counter-speech that destabilizes hegemonic orders. Both narratives expose how patriarchal and nationalist structures depend upon the invisibility of women's trauma, and how this invisibility is shattered when silence itself is weaponized.

The paper argues that these works carve out a feminist and postcolonial poetics of vengeance: one where brutality is transfigured into communication, rage into testimony, and silence into power. In doing so, they compel us to rethink vengeance not as destruction but as an affective

and political practice of survival and resistance. This study thus contributes to the growing scholarship on feminist rage, postcolonial affect, and the cultural politics of silence by reframing vengeance as a potent language whereby women challenge the structures that marginalize them by claiming visibility.

Keywords : *Female Rage, Vengeance as Counter-Speech Postcolonial Feminism, Trauma and Silence, Embodied Resistance.*

ICLEC 2025

"Beyond Textbooks: Exploring the Role of Social Media in Language Learning Communities."

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Language education, dominated by prescribed readings, is being reshaped—and enriched—by the affordances of digital environments. While print materials outline the grammar and provide tidy vocabulary lists, they rarely keep pace with everyday linguistic practice, and they rarely simulate the spontaneous negotiation of meaning that characterizes authentic interaction. Drawing from a qualitative systematic review of recent scholarship, this article argues that social media platforms now furnish precisely that missing connection, emerging as expansive, user-responsive ecosystems for language growth. The review centers on the affordances of Twitter, YouTube, and bespoke language-app ecosystems like Duolingo and Hello Talk. Three overlapping themes surface: the capacity of such media to deliver spontaneous and culturally embedded input, the cultivation of low-stakes exchange within collaborative peer networks, and the leveraging of gamification and learner-driven pathways to ignite motivation. The analysis does not overlook difficulties: the risks of misinformation, competition for attention, and the inequitable reach of the digital world. Still, the inquiry concludes that social media is shifting language instruction from the confines of the syllabus to a participatory environment, offering users an open and authentic conduit to the evolving language as it is spoken and shared. This implies that educators have to pedagogically integrate these tools and that learners must learn to effectively incorporate them in an intelligent, tactical manner.

Keywords: *Language Learning , Social Media , Social Communities , Second Language Acquisition (SLA) , Authentic Input , Digital Literacy*

Emotional Adaptation of Freshman Language Students at Universities

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English Language Teaching department is a popular area of study among learners who seek university education. Freshman university students experience different levels of adaptation in their learning journey. Some students accommodate smoothly, whereas others need more coaching and support as they assimilate into their new roles as university students. English Language Teaching department is strenuous due to the English proficiency demands. Students are expected to embrace new ways of scholarly thinking that are unfamiliar to them as well as adjusting at many levels. Some of these include according with new educators, reciprocating with brand-new classmates and adapt to the requirements of the campus life. These modifications include various commitments that become a challenging set of expectations. Students continue their adaptation process throughout the first year with varying degrees of feat. Unfortunately not all students are able to achieve full harmony with their adjustments. To accommodate all learners in their learning journey requires some atonement from the educational context, educator initiative and departmental enhancement. In a research project all freshman students in a university in İstanbul have been invited to participate in a first year language activities group outside of the course hours. Students were informed that they would be engaging in second language speaking activities, play various language games and read and write about different emotions they experience. Half the first year students joined the first year language activities group for a few hours a week. The group activities went on for almost two semesters with diverse exercises such as discussions/group engagement, interactive games and creative writing / journalling activities. Results of the program indicated that learners sustained full motivation throughout the program, took part in various speaking, writing and collaborative tasks and supported each other not only in English communication initiation but also assisted each others' transition into university life. Both qualitative and quantitative findings indicated that this group program went beyond second

language improvement in speaking skills which was the most dominant impetus for joining the group and initiated a sincere sharing space where learners freely shared their opinions and feelings, formed strong bonds and helped their adjustment into the college life. The effect of the group meetings were reflected in learners' classroom presence with increased class participation and general confidence boost. Educators and the academic context might sometimes be reluctant to deal with non-intellect areas of student life, but this research claims otherwise and calls for a more holistic approach to learning and learners. To conclude, young adults starting university education need and appeal for support systems to increase their belonging, strengthen their educational success and self esteem.

Key words: *emotions, language education, adaptation, language proficiency, university life .*

ACKNOWLEDGEMENT

This work was supported by BAP (The Scientific Research Projects Coordination Unit).

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ICLEC 2025

Attitudes and Challenges regarding the Development of Democratic Citizenship in Albanian Schools

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The study addresses the teacher’s transformative role in the pre-university education system for the development of democratic citizenship in Albanian schools, by analyzing their professional attitudes, pedagogical practices, and institutional challenges influencing this process. Emphasis is placed on teachers' initial and continuous training, their capacity to implement inclusive pedagogical approaches oriented toward the mastery of civic competencies, and on students’ taking responsibilities within the community and beyond.

The study relies on a quantitative scientific research method, carried out through a survey using the Google Forms platform. It involved 1705 pre-university teachers in Albania. To successfully finalize the study, this method was combined with qualitative methodologies, employing semi-structured interviews, analysis of educational documents, and national and international studies conducted over the years, aiming to identify the facilitating and obstructing factors for integrating democratic civic education into teaching practices.

The results showed that teachers display a high awareness of the importance of developing citizenship. They value university-level knowledge in this regard, personal experience, as well as trainings. Teachers state that young people should be more active in the decision-making that affects their lives. The use of group work, classroom debate, public discussions, and the development of projects on the community, are practices that prompt democratic citizenship. Additionally, the challenges they face were also identified, such as a lack of necessary material resources, low student interest, overloaded program, curricular limitations, insufficient institutional support, and a shortage of specific trainings in the field of citizenship. The paper emphasizes the importance of offering more trainings in the field of citizenship, the ensuring of the necessary didactic resources for delivering quality teaching, better coordination with other subjects for the integration of citizenship, strengthening teachers' competencies, and creating a more favorable environment for the development of democratic

citizenship in schools. Of particular importance is organizing as many practical activities as possible in the service of the community, addressing current topics, thus contributing to building a more sustainable democratic culture.

Keywords: *Democratic civic education, the teacher's transformative role, pedagogical practices, institutional challenges.*

ICLEC 2025

Information Theory (A Research-Based Approach to Communication and Native Language Teaching)

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Information theory is an interdisciplinary field that studies the processing, storage, transmission, and measurement of information. Originating in mathematics and communication engineering, it has significantly influenced linguistics, computer science, psychology, and communication studies. In both current linguistic and interdisciplinary developments, not only the dissemination of information and message transmission but also its comprehensibility and impact across different fields are gaining particular importance. In an increasingly complex and information-saturated educational environment, efficient approaches are required to enhance language teaching and learning. This study explores the impact of Information Theory on the process of language instruction in pre-university education, focusing on how the structure and quality of information influence content acquisition, reduce cognitive load, and enhance students' communicative efficiency. At the core of this analysis are the key concepts of the theory—entropy, redundancy, and informational density—which provide useful tools for evaluating and improving linguistic input in the classroom. Through an interdisciplinary approach, the study combines elements of applied linguistics, cognitive psychology, and modern pedagogy to develop a theoretical and practical model for implementing this theory in teaching environments. The results are expected to highlight that the careful structuring of information and the use of strategies that reduce cognitive load help develop students' language skills and critical thinking abilities. The study suggests that applying Information Theory in teaching offers a realistic opportunity to optimize the educational process and build more sustainable language competencies. The paper primarily focuses on informative theory within the learning environment and offers a synthesized perspective on its role in communication as a whole. Contemporary schooling aims to enhance student experiences and skills by encouraging them to engage in various practical activities, allowing them to observe and practice what the teacher demonstrates in real-life teaching. Addressing this topic will contribute to the field of education and influence

the treatment of language as a highly important tool that directly impacts student achievement and outcomes.

Keywords: *Information Theory, Communication, Methodology, Language Acquisition, Linguistic Dynamics.*

ICLEC 2025

Abdulrazak Gurnah's "Memory of Departure": A Postcolonial Reading

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Abstract

This paper explores the postcolonial themes and motifs in Abdulrazak Gurnah's novel "Memory of Departure" (1987). The story takes place in an unnamed East African country and deals with the complexities of identity, culture, and belonging in the postcolonial context. Through the protagonist's journey, Gurnah critiques the legacy of colonialism, exploring its impact on individual and collective identities. This paper examines the ways in which Gurnah employs postcolonial tropes, such as the search for identity, the fragmentation of self, and the struggle for cultural authenticity. By analyzing the novel's narrative structure, character development, and thematic concerns, this study reveals the nuanced and multifaceted nature of postcolonial experience in Gurnah's work.

Keywords: Abdulrazak Gurnah, postcolonialism, identity, cultural displacement, hybridity, poverty colonialism, East Africa.

Introduction

Abdulrazak Gurnah is a Tanzanian-born British novelist. Gurnah received the 2021 Nobel Prize in Literature "for his uncompromising and compassionate penetration of the effects of colonialism and the fates of the refugee in the gulf between cultures and continents. He is widely regarded as one of the most important postcolonial writers of his generation. Most of his novels involve the sensibilities of postcolonialism like the exploration of identity, colonialism and its legacy, displacement and migration, multiculturalism and cosmopolitan, and history. His notable works are Memory of Departure (1987), Pilgrims Way (1988), Dottie (1990), Paradise (1994), Admiring Silence (1996), By the Sea (2001), Desertion (2005), The Last Gift (2011), Gravel Heart (2017), and Afterlives (2020). His writings has been recognized with numerous awards. The current study is conducted as a critical review of post colonialism aspects in the novel, Memory of Departure by Abdulrazak Gurnah, one of the most controversial yet admired novelists from Zanzibar, Tanzania. The story, set in coastal East Africa, is told from the perspective of 15-year-old Hassan, who aspires to escape the

violence and poverty of his small village by going to live with a relative in Kenya but does not find what he had hoped for. The legacy is ambiguous, according to postcolonial theorists, because the age of Enlightenment was also an age of empire, and the connection between those two historical epochs is more than incidental. The term postcolonialism is also sometimes used to refer to the struggles of indigenous peoples in many parts of the world. Gurnah pens the feelings of displacement and inner conflict in the psyche of the individuals who try to cross the edge of an ajar door toward liberty. It is evident that Gurnah's characters aspire for decolonization but cannot transgress the boundaries of colonial temperament due to the predicaments of displacement and inner conflict.

His first work, *Memory of Departure*, paints a vivid picture of Africa. The narrator (Hassan) is a teenage boy who seeks to escape from his drunken and depraved father, who is a local government official, and the prejudice that limits opportunities of Arabs like himself. He finishes high school and awaits the result of the examination that will determine his future, but months have passed by without notification. His mother encourages him to visit her brother, who has become a wealthy businessman in Nairobi. There the wise if not worldly Hassan is exposed to a life he can only dream of, an opulent home with rich food, all the luxuries of modern life, and a beautiful cousin that seems to favor him. However, the veneer of this idyllic life is quickly uncovered by Hassan, as he learns more about his uncle and his past, and as he sees the rampant corruption and hypocrisy that infests this modern African city. There is Nairobi, Kenya and the stark difference between the two cities and countries - although admittedly, the squalid seaside town and the capital are as different as the narrator's home and his uncle's. The hero's aspirations and dilemmas reflect the struggles of Third World Africa to shed its colonial skin, with its tradition of poverty and oppression, and to construct a new identity for itself.

Cultural displacement and Hybridity

Cultural displacement and hybridity are two interconnected concepts that are central to understanding the experiences of individuals and communities in the context of globalization, migration, and colonialism. Cultural displacement refers to the experience of being removed or disconnected from one's cultural heritage, traditions, and practices. This can occur due to various factors such as: Migration, Colonialism and Globalization. Cultural displacement can result in feelings of loss, nostalgia, and disorientation. On the other hand, Cultural hybridity

refers to the process of cultural fusion, blending, or mixing that occurs when different cultures interact and intersect. This can result in the creation of new cultural forms, practices, and identities. Cultural hybridity can manifest in various ways, such as: Language, Cuisine, Music and Identity. Cultural hybridity can be a powerful tool for creativity, innovation, and social change. However, it can also be a site of conflict, tension, and cultural erasure.

In the context of Abdulrazak Gurnah's "Memory of Departure", the protagonist Hassan's experiences of cultural displacement and hybridity are deeply intertwined. His journey reflects the complexities of navigating multiple cultural identities, traditions, and practices in the context of colonialism, migration, and globalization.

“Consternation spread among a people whose race had become more a state of mind than any identifiable characteristic.[3]”

Zanzibar has created a deep crisis of cultural identity. The fierce collision between different cultures has destroyed the traditional local social structure and left indelible scars in people's hearts. These scars gradually evolved into deep doubts about their own culture. Hassan strengthened his determination to flee his homeland. For him, Nairobi represents a new hope and freedom. When Hassan arrived in Nairobi, the harsh reality made him deeply aware that no matter where he was, the rootless state of mind was always with him. Faced with the culture shock of an unfamiliar environment, Hassan constantly searches for a connection between himself and the land, often finding himself in a world that he cannot fully comprehend.

Violence and poverty

violence and poverty are two of the most devastating and lasting impacts of postcolonialism. In the context of Abdulrazak Gurnah's "Memory of Departure", the themes of violence and poverty are deeply intertwined with the protagonist's experiences of displacement, identity, and belonging. The novel highlights the lasting impacts of colonialism and the ongoing struggles of postcolonial societies to overcome the legacies of violence and poverty.

“I could only feel terror and loathing for the world they had brought me into. [3]”

Hassan lived in an environment of filth, anger and endless torment and suffering. When he chose to flee home and join his wealthy uncle, he planted the seed of his ideal in Nairobi. However, the rich uncle's contempt for this uncivilized town, his words are full of disdain and

ridicule, and deep down. He defines Hassan as a poor relative who has come from the countryside to beg. The huge material impact caused Hassan's inferiority complex to start a problem. Hassan was extremely sensitive to his every move, and he was afraid that one of his inconspicuous actions would cause his uncle to sweep him away. In his interactions with his uncle's daughter, Salma, Hassan always fantasized about being able to get closer to her. But he knew that Salma could not fall in love with a poor boy like him, so he deliberately kept his distance.

Conclusion

Abdulrazak Gurnah's "Memory of Departure" offers a nuanced and powerful exploration of the complexities of postcolonialism. Through the protagonist Hassan's journey, the novel unpacks the interrelated themes of identity, culture, colonialism, violence, poverty, displacement, and hybridity. Furthermore, this study has highlighted the significance of Gurnah's novel as a postcolonial text that challenges dominant narratives and offers a counter-discourse to the dominant Western epistemology. By centering the experiences and perspectives of the colonized, "Memory of Departure" contributes to a more nuanced understanding of the postcolonial condition.

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Bilgi Çağında Öğretmenlik: "Kürsüdeki Bilge"den "Yol Gösterici Mentor"a Dönüşüm ve Eğitim Fakültelerinin Rolü

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Değişen Paradigma ve Yeni Öğrenme Eko Sistemi

İçinde bulunduğumuz 21. yüzyıl, bilgiyi bir meta olmaktan çıkarmış; bilginin kendisi yerine, o bilgiye ulaşma, onu analiz etme, eleştirel bir süzgeçten geçirme ve yeniden üretme becerilerini değerli kılmıştır. Dijitalleşme, yapay zeka ve küresel ağlar sayesinde bilgi, her an her yerden erişilebilir bir hale gelmiştir. Bu durum, eğitimin ve temel aktörü olan öğretmenin rolünü kökten bir değişime zorlamaktadır. Geçmiş yüzyılın endüstriyel modeline dayalı eğitim sistemi, öğretmeni bilginin merkezi kaynağı, öğrenciyi ise pasif bir alıcı olarak konumlandırmıştır. "Kürsüdeki bilge" (Sage on the Stage) olarak tanımlanan bu modelde, öğretmenin temel görevi, sahip olduğu bilgiyi öğrencilere "aktarmaktı". Ancak bugün, bu modelin bilgi çağının karmaşık problemlerini çözebilecek, yaratıcı ve adaptif bireyler yetiştirmekte yetersiz kaldığı aşikardır. Bu bildirinin temel tezi, günümüzün öğretmen rolünün "bilgi aktarıcılığından", öğrenme sürecine rehberlik eden bir "yol gösterici mentor" (Guide on the Side) rolüne evrilmek zorunda olduğudur (Jones, 2006; McLean & Attardi, 2023). Asıl kritik soru ise şudur: Eğitim fakültelerimiz, bu yeni role uygun öğretmenleri yetiştirmek için ne kadar hazırdır ve hangi adımları atmalıdır?

Yeni Rolün Tanımı: Yol Gösterici Mentor

"Yol gösterici mentor" olarak tanımladığımız yeni öğretmen profili, geleneksel rolün çok ötesinde yetkinlikler gerektirir:

Öğrenme Tasarımcısı: Öğrencilere "ne" öğreneceklerini söylemek yerine, "nasıl" öğreneceklerini keşfedecekleri zengin öğrenme ortamları ve deneyimleri tasarlar. Soru Soran

Otorite: Cevapları veren değil, doğru soruları sorarak öğrencinin merakını tetikleyen, eleştirel düşünmesini sağlayan ve kendi cevaplarını bulmasına yardımcı olan kişidir. Kolaylaştırıcı (Facilitator): Grup dinamiklerini yönetir, işbirliğine dayalı öğrenmeyi teşvik eder ve öğrencinin öğrenme sürecindeki engelleri kaldırmasına destek olur. Kişisel Koç ve Mentor: Öğrencinin sadece akademik değil, aynı zamanda sosyal ve duygusal gelişimini de takip eder. Onların güçlü yönlerini keşfetmelerine, hedefler koymalarına ve bu hedeflere ulaşmak için kişisel bir sorumluluk geliştirmelerine rehberlik eder. Teknoloji Entegratörü: Teknolojiyi bir amaç olarak değil, öğrenmeyi kişiselleştirmek ve zenginleştirmek için etkili bir pedagojik araç olarak kullanır (Bythe, 2025; Larsen et al., 2025; Yücel & Arslan, 2025).

Zorluk: Eğitim Fakültelerindeki Mevcut Durum

Geleceğin öğretmenini bu profilde tanımlasak da, eğitim fakültelerinin mevcut yapısı ve müfredatları, çoğunlukla hala "kürsüdeki bilge" modelini yeniden üretme eğilimindedir. Model Alma Sorunu: Öğretmen adayları, kendi üniversite hocalarından çoğunlukla teorik ve aktarım odaklı (konferans tipi) dersler almaktadır. Öğretim üyelerinin kendileri "yol gösterici mentor" rolünü model olarak sergilemediğinde, adaylardan mezun olunca bu rolü üstlenmelerini beklemek gerçekçi değildir.

Müfredatın Katılığı: Müfredatlar, 21. yüzyıl becerilerinden (yaratıcılık, işbirliği, dijital okuryazarlık) ziyade, ağır ve kuramsal alan bilgisine odaklanmıştır. Pedagojik formasyon dersleri dahi, teori ağırlıklı işlenmekte, "nasıl mentor olunur?" sorusuna pratik cevaplar sunamamaktadır. Uygulama (Staj) Yetersizliği: Okul uygulamaları (stajlar), genellikle kısa süreli gözlemler veya geleneksel "ders anlatma" denemeleri ile sınırlı kalmaktadır. Adayların mentorluk, koçluk veya proje tabanlı öğrenmeyi tasarlama becerilerini geliştirecekleri derinlemesine saha deneyimleri eksiktir.

Çözüm Ve Öneriler: Eğitim Fakülteleri İçin Yol Haritası

Eğitim fakültelerinin, "yol gösterici mentor"lar yetiştirebilmesi için radikal bir dönüşüme ihtiyacı vardır. Bu dönüşüm için atılması gereken adımlar şunlardır:

Önce Öğretim Üyelerinin Dönüşümü: Dönüşüm, öğretmen adaylarını eğiten öğretim üyeleriyle başlamalıdır. Öğretim üyeleri, kendi derslerini "kürsüdeki bilge" formatından

çıkartıp, atölye çalışmaları, proje tabanlı öğrenme ve çevrimiçi tartışma platformları kullanarak "yol gösterici" rolünü bizzat modellemelidir. Müfredatın Yeniden Tasarlanması: Müfredattan kuramsal yük azaltılmalı; yerine öğrenme tasarımı, eğitimde teknoloji entegrasyonu, proje yönetimi, koçluk ve mentorluk becerileri, çatışma çözümü ve kapsayıcı eğitim gibi uygulamalı dersler eklenmelidir. Uygulamanın Güçlendirilmesi (Klinik Modeli): Stajlar, "uygulama okulları" ile entegre, uzun dönemli "klinik" deneyimlere dönüştürülmelidir. Öğretmen adayları, sadece ders anlatmak için değil, bir mentor öğretmenin rehberliğinde bir öğrenci grubuna koçluk yapmak, bir projeyi başından sonuna yönetmek veya kişiselleştirilmiş bir öğrenme planı hazırlamak gibi görevler üstlenmelidir.

Değerlendirme Sisteminin Değişimi: Öğretmen adaylarının başarısı, "sınavda ne kadar bilgi ezberledikleri" ile değil, "bir öğrenme sorununu nasıl çözdükleri", "bir öğrenciye nasıl etkili geri bildirim verdikleri" veya "işbirlikçi bir projeyi nasıl yönettikleri" gibi performans temelli göstergelerle ölçülmelidir.

Sonuç

Öğretmenin rolü değişmiştir; bu bir tercih değil, bir zorunluluktur. Bilgiye erişimin bu kadar kolay olduğu bir dünyada, öğrencilerin "bilgi aktaran" öğretmenlere değil, o bilgi okyanusunda boğulmamalarını sağlayacak, onlara nasıl yüzeceklerini öğretecek kaptanlara ve mentörlere ihtiyacı vardır. Eğitim fakülteleri bu gerçeği görmezden gelmeye devam ederse, dijital çağın ihtiyaçlarına cevap veremeyen "analog" öğretmenler yetiştirmeye mahkum kalacaklardır. Bu nedenle, tüm eğitim fakültelerini, programlarını ve pedagojik yaklaşımlarını, "kürsüdeki bilgiyi" değil, "yarımın yol göstericisini" yetiştirmek üzere cesaretle yeniden yapılandırmaya davet ediyoruz.

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Hypertext Fiction and Reader Agency: Reimagining Narrative Structure in the Digital Age

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Abstract

Hypertext fiction, a form of digital storytelling that utilises hyperlinks to create non-linear narratives, represents a groundbreaking revolution in contemporary English literature. It is a pioneering form of digital literature that redefines storytelling by employing non-linear narrative structures and interactive reader engagement. Unlike traditional linear texts, hypertext fiction empowers readers to navigate stories through hyperlinks, thereby constructing their own unique paths and interpretations. This paper critically examines the evolution and impact of hypertext fiction on contemporary English literature, focusing on influential works such as Michael Joyce's *afternoon, a story* and Shelley Jackson's *Patchwork Girl*. By analyzing how hypertext disrupts conventional notions of plot, character and authorship, this study explores its broader implications for reader agency and literary creativity. The paper considers the potential of hypertext fiction in educational and cultural contexts, emphasizing its role in fostering critical thinking and innovative literary practices.

Keywords: *Hypertext fiction, digital literature, non-linear narratives, reader agency, interactive storytelling.*

Introduction

The advent of digital technologies has revolutionized storytelling, introducing new forms of narrative that challenge traditional literary conventions. Among these innovations, hypertext fiction stands out as a groundbreaking medium that reimagines the relationship between author, text, and reader. By leveraging hyperlinks to create non-linear and interactive narratives, hypertext fiction empowers readers to engage with stories in unprecedented ways. This paper explores the evolution, characteristics, and significance of hypertext fiction within the broader context of contemporary English literature. Focusing on the seminal works of Michael Joyce's *afternoon, a story* and Shelley Jackson's *Patchwork Girl*, this study investigates how hypertext fiction redefines narrative structure, enhances reader agency, and contributes to the evolving landscape of literary creativity.

Hypertext fiction emerged during the late 20th century, coinciding with the rise of personal computers and the internet. Early hypertext theorists, such as Ted Nelson and Vannevar Bush, envisioned a future where texts could be interconnected through links, creating a web of information that empowered users to navigate and contribute to knowledge in a non-linear and collaborative way. Vannevar Bush's concept of the "Memex", a theoretical machine for associative linking of information, and Ted Nelson's vision of a global, interconnected network of documents called "Xanadu" laid the groundwork for hypertext fiction. Their emphasis on non-linearity, interconnectivity, and user empowerment found fertile ground in the realm of literature, inspiring authors to explore new forms of storytelling that embraced the possibilities of hypertext. With the development of platforms like Storyspace in the 1980s and 1990s, specifically designed for creating and reading hypertext narratives, hypertext fiction gained momentum as a popular medium for literary experimentation and innovation.

Notable works from this era include Michael Joyce's *afternoon, a story* (1987), widely regarded as the first true hypertext fiction. It presents a non-linear, fragmented narrative that readers navigate by clicking on hyperlinks. The story centres on Peter, a divorced man who becomes preoccupied with a car accident he witnessed, suspecting the involvement of his ex-wife and son. The story's unique structure allows readers to make their choices through hyperlinks and determine the plot's progression and meaning. This interactivity challenges traditional storytelling and empowers the reader to actively participate in shaping the narrative. The work has been widely analyzed and debated in literary circles for its innovative approach to narrative and its exploration of themes such as memory, perception, and the nature of storytelling itself.

Shelley Jackson's *Patchwork Girl* (1995) expanded on this concept by blending elements of Mary Shelley's *Frankenstein* with hypertext storytelling, creating a rich tapestry of interconnected texts. It tells the story of a female monster created from body parts, similar to Frankenstein's creature. "This female monster stands at the intersection of being and non-being, life and death, the human and the non-human." (p.92). The narrative is presented as a "patchwork" of interconnected texts, images, and hyperlinks. Readers navigate this network, creating their own unique reading experience. *Patchwork Girl* explores themes of identity, creation, and fragmentation, reflecting the medium's potential for exploring complex ideas in

a non-linear way. These works exemplify the potential of hypertext fiction to challenge traditional notions of linearity and fixed narratives.

Both works eschew traditional linear storytelling. The narrative is fragmented into interconnected lexias or textual units, allowing readers to navigate the story in multiple ways through hyperlinks. Lexia is “a term used by Roland Barthes to define blocks of texts, or ‘units of reading’ that was later expanded by George P. Landow to include other forms of media: ‘blocks of words, moving or static images, or sounds.’” (King, 2009) Hypertext fiction places the reader at the centre of the narrative experience. By choosing which hyperlinks to follow, readers create their own unique path through the story, influencing the plot’s progression and meaning. This interactive dynamic blurs the line between author and reader, fostering a sense of collaboration.

Many hypertext works incorporate multimedia elements such as images, audio, and video, enriching the storytelling experience. These features enhance the narrative’s emotional and intellectual impact, creating a more immersive experience. Hypertext fiction often explores themes that reflect its structural characteristics. Fragmentation, multiplicity, and the interconnectedness of ideas are common motifs, reflecting both the medium’s digital nature and the complexities of contemporary life. Michael Joyce’s seminal work *afternoon*, a story begins with a car accident and unfolds through a series of lexias, each linked to multiple others. The story’s fragmented structure mirrors the disjointed nature of memory and perception, inviting readers to piece together their own interpretations. By granting readers control over the narrative’s direction, it exemplifies the concept of reader agency. Shelley Jackson’s *Patchwork Girl* reimagines Mary Shelley’s *Frankenstein* through the lens of a patchwork narrative, where text fragments, images and hyperlinks come together to form a cohesive whole. The “patchwork” metaphor extends to the reader’s experience, as they must navigate a labyrinth of interconnected texts to construct meaning. This process emphasizes the collaborative nature of hypertext fiction, where the reader becomes an active participant in the storytelling process.

Hypertext fiction fundamentally challenges the traditional concept of a singular authorial voice. The author, instead of being the sole creator of the narrative, becomes more of an architect or designer, providing the raw materials like textual fragments, hyperlinks or multimedia elements for the reader to assemble. This collaborative model of authorship raises

intriguing questions about the ownership of the narrative, the nature of originality, and the very definition of creativity in the digital age. Readers become co-creators of the narrative choosing their own path and influencing the story's trajectory. This active participation fosters a deeper level of engagement, encouraging readers to actively analyze, interpret, and synthesize information. Hypertext fiction, therefore, promotes critical thinking skills and empowers readers to take ownership of their reading experience. This aligns with broader trends in digital culture towards participatory media and user-generated content.

The non-linear structure of hypertext fiction disrupts the traditional conventions of storytelling. These narratives embrace multiplicity, fragmentation, and open-endedness. This approach mirrors the complexities and ambiguities of contemporary life and offers a more authentic representation of the way we experience the world. This challenge to linear narratives resonates with postmodern literary theory, which emphasizes the deconstruction of traditional narratives and the rejection of grand narratives.

Hypertext fiction offers significant potential as an educational tool. Its unique characteristics can be used to create engaging and effective learning experiences. Hypertext fiction provides opportunities for students to express their creativity and critical thinking skills through interactive storytelling. They can create their own hypertext narratives, exploring different pathways and outcomes. As a digital medium, hypertext fiction necessitates the use of digital tools and technologies. Students can develop essential digital literacy skills such as navigation, information retrieval, and multimedia analysis. Hypertext fiction can be used to introduce and explore complex literary themes such as intertextuality, narrative structure, and the relationship between form and content.

Hypertext fiction reflects and contributes to the cultural zeitgeist of the digital age. The interactive and non-linear nature of hypertext fiction aligns with contemporary values of participation, customization, and individual expression. It allows for multiple perspectives and interpretations, reflecting the diversity and complexity of contemporary society. It involves collaboration between authors, readers, and technology developers. This collaborative spirit reflects the interconnectedness of the digital age and the potential for collective creativity. The accessibility of digital tools and platforms makes hypertext fiction a more democratic form of storytelling. This democratization can lead to a greater diversity of voices and narratives.

Despite its potential, hypertext fiction faces several challenges. While digital technologies offer unprecedented opportunities for literary innovation, they also create barriers to access. In regions with limited internet connectivity or lack of access to digital devices, hypertext fiction may remain out of reach for many potential readers. While it offers freedom and agency to readers, it can also lead to navigational challenges and cognitive overload. Readers may feel lost or overwhelmed by the multitude of choices and pathways, hindering their engagement with the narrative. The ephemeral nature of digital work raises concerns about the preservation and longevity of this literary form. Despite its growing popularity, hypertext fiction still struggles to gain widespread critical and scholarly recognition.

Conclusion

Hypertext fiction represents a significant and ongoing evolution in the landscape of contemporary English literature. Its ability to challenge conventions, empower readers, and embrace the possibilities of the digital age positions it as a dynamic and influential force in the ongoing narrative of literary innovation. As we move forward into an increasingly digital future, hypertext fiction offers a compelling vision for how storytelling can adapt, evolve, and continue to captivate and inspire audiences in new and profound ways. Hypertext fiction's impact extends beyond the realm of literature. Its interactive and participatory nature aligns with the values of the digital age, fostering inclusivity, collaboration, and critical thinking. As digital technologies continue to advance, hypertext fiction is poised to play an even greater role in shaping the future of storytelling, education, and cultural discourse.

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Impact of Hypermedia-based Learning of William Wordsworth’s Poetries on Descriptive Adjective Development: A Study Based on the ‘Professional English Course’

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Abstract

Hypermedia-based William Wordsworth’s poetry learning; mentions to enable poetries by William Wordsworth containing graphs, images, animation, sound and hypertext with productive learning strategies displays a dominant quantity in the achievement of the students learning English as a second language. This study was handled to identify the productivity of hypermedia-based teaching in the descriptive adjective development tracked in the Professional English (PE) with true-life learning styles: activities and arrangements in recitation with video-based sound method. The term descriptive adjective denotes to a word that modifies or describes a noun or pronoun and expounds the qualities of someone or something freely or in comparison to something else. The study was led with members of PE course at the Sri Lanka Youth Vocational Training Centre of National Youth Services Council. Ninety students from PE – class - A were tied up as an experimental group and equivalent numbers of students from class - B were involved as the controlled group. A pre-test was led for both the groups to discover the prior expertise level of descriptive adjectives of the students and the mean differences were found to be negligible for both the groups from the pre-test. Later, the experimental group used hypermedia-based learning based on selected learning strategies for six months with ninety hours learning while the controlled group was

taught without the use of hypermedia-based William Wordsworth's poetry learning. After six months a post-test was conducted for both the groups. When the post-test was conducted the mean (-0.099) was to some extent enriched for the group - B than the pre-test, and the mean (-2.979) was significantly improved for the group - A in the post-test. Therefore, it is found that there is a positive relationship between the hyper-media based learning and the performance in descriptive adjective development. The research results show that hyper-media based William Wordsworth's poetry learning expands descriptive adjective development of the learners of English as a second language.

Keywords: *Hypermedia, Recitation, William Wordsworth's poetry, Video-based sound, Adjective development.*

Introduction

The students' enactment in descriptive adjective development over hypermedia-based learning is an attention in today's language education. Hypermedia conglomerates several types of media messages into teaching and learning preparation. Besides, hypermedia is unique of inventiveness of information construction in listening and writing. Hypermedia permits learners to confidently mix pioneering knowledge into their original knowledge bases so that learners grow choice making in information handling with their syllabus contents.

It is considered that little level of association of students in hypermedia-based learning is understood as one of the reasons for dissatisfaction in the performance in the adjective development in academic courses (Savas, 2010). Throughout the historical period, a number of studies that revealed the joining between hypermedia-based William Wordsworth's poetry learning and the performance in the descriptive adjective development determined that an extremely helpful correlation avails between these two variables (Fan, 2012), but there are no research studies done in the context of learning English as Second Language. As per the contextual gap, along with the straight investigation, this study aims at looking into the impact of the hypermedia-based William Wordsworth's poetry learning with selected learning strategies: activities and arrangements in recitation with video and audio-based method in the performance in the descriptive adjective development using data collected from Professional

English course at SLYVTC - Sri Lanka Youth Vocational Training Centre – Sainthamaruthu in National Youth Services Council under the Ministry of Sports and Youth Affairs.

The hypermedia-based William Wordsworth's poetry learning has become potential after the existence of the internet. The learners of English as a Second Language can increase several information regarding related descriptive vocabularies, extensive sentences, inspired thoughts, routine writing construction of paragraphs and so on from the hypermedia-based William Wordsworth's poetry learning (Sasa, 2002). Learners are advanced by the hypermedia-based learning of what is touching on around them and region with awareness of morphological capabilities. And also, hypermedia-based learning exposed ways to learners' lives with various considerate supports, search and treasured articles on diverse subjects worldwide (Nora, 1999). It is found that learners cannot conquer considerable about variety, reliable conditions and signal on pleasures without a hypermedia (Pathan, 2012).

Literature Review:

The significant aim of this section is to review the connected research studies, and their pivotal consequences, gaps related to the context of this research and limitations of the reviewed studies. Astrid (2006) empirically studies the efficiency of merging hypermedia-based literature into the program to advance terminology achievement among youths. The study found that youths who recognised hypermedia-based literature teaching exhibited notable expansion in their terminology skills compared to those who worked on traditional terminology training methods. The researcher decided that the hypermedia-based training deals youths with sensitive and contextualized exposure to vocabulary, leading to better maintenance and application of new words.

William Wordsworth's literature with poetries can be well-defined as a meeting of published and spoken works about human connections which echo the authors' fancy about human varieties of involvements. Literature chains stories, novels, and poems and plays predominantly those that have reputation of art and not just pleasure. Poetry is the image of different structures of a society and its ethnic documents to realize a country or countries (Geoff, 2005). Using literary works in the language classroom has treasured assistances to learners of English as a Second Language. It is commented that teaching literature is

fundamental to ESL students as it offers a expressive setting to learn the language successfully (Lisbeth and Krauss, 2001). English literature brings learners with attention to a extensive selection of vocabulary, comprising fluent expressions, symbolic language, and nuanced vocabulary usage. According to Lisbeth and Krauss, reading literature with poetries aids learners to contextualize novel words, appreciate their meanings, and get their usage in consistent contexts. This coverage to miscellaneous vocabulary improves learners' language capability and thoughtful capacities.

Imad (2005) empirically shapes that there are abundant and mixed explanations of hypermedia-based literature with poetries. Hypermedia-based literature with poetries is as demarcated by Oxford English dictionary is a kind of literature in which the words and terms are the chief circumstance and occur together in attractive, energetic and sole manner to bring moods and opinions. Hypermedia-based literature with poetries is a literary work which deals thoughtful understanding about authors' tempers and other viewpoints in a graceful method. He describes hypermedia-based literature with poetries as "a piece of writing in which words are arranged attractively and musically" (p. 13). "Hypermedia-based literature with poetries is expounded with beat, fine-looking smartness and renowned syntactic constructions. Hypermedia-based literature with poetries is a mode of input experiences, telling histories, expressing moods or ideas. Hypermedia-based literature with poems calls to the fancy through the form, rhythm and term choice that can form bright graphic images for the viewers. Some educationalists and scholars believe that hypermedia-based literature with poetries is a hard sort of world. Trainers understand that hypermedia-based literature with poems is challenging to display in classes, since it is above students' levels', while students claim that literature with poetries is tough to know for it is full of hard descriptive adjectives and terminologies. Marniati (2020) considers that hypermedia-based literature with poetries is respected and operative basis in growing English descriptive adjectives and articulation of pupils.

Leila (2017) mentions that application of poetry-based literature with modern knowledge such as blog types and hypermedia with hypertexts to students originates with a summary and the vigilance of methods and standards of the language in the literary texts and this cares cause sturdy paths to circulate to students simple engaging creations in the writings and to emulate their parts. Lastly the dialectal customs established over language-based and artistic structures

may be used to progress immersed reading which can advance the value of descriptive adjective development in informative technique.

In addition, it is accepted that the learners still experience the difficulties in increasing descriptive adjectives, frequently in speaking as per the current situations. It practices thought-provoking stand for the students to know the words and their usages, because this situation is used in institutes. According to the opinion of Sally (2003), he outlines that the students' descriptive adjective increase is due to poor partaking in authentic circumstances, insufficient backup imaginings and reduced insides. In the meantime the highest number of students develops weariness to new descriptive adjective identification. Also, students have contrary views and opinion towards word formations about descriptive adjectives with prefixes and suffixes.

To overcome these problems, it is essential to track contemporary styles in descriptive adjective development, to share innovations within the lecture hall, to make descriptive adjective-related settings everywhere students will trace straightforwardly by means of their attention, and to alter students to enhance word skills that they will perform all over their lives (Elfa, 2018). In this lookout, to resolve the problematic situation, hypermedia-based William Wordsworth's poetry learning ensembles an authentic source for increasing the vastly needed descriptive adjectives among students.

Poetry is a piece of literature in which words are time-honoured pleurably and caringly Dwyer (2001). In exact, Liaw (2001) considered poem as a literature lettering which awards the writer's relations, dreams and approaches over a self-referential routine of language that harvests an advanced thought of the script for the hearer and utterer. Essentially defined, poetry is a real literacy writing that set likably and progressively to direct practices, thought and strategies. Writing poetry itself is a ground-breaking and thoughtful enthusiastic method (Ozen, 2012). When incorporating in language lecture rooms, poetries could compact probabilities for youths to design their humours and feelings, accordingly educating personal suggestion in students since they compact with world-wide focuses and human anxieties (Cameron, 2001).

Juan (2002) arranged assured teaching systems such as poetry-based explanation training and dynamic achievement. Those specialists applaud that learning literature with poems over technology based training transports well-meant supports for youths and it was certainly

completed. It means that youths' capability for their linguistic accomplishment can be extended from learning literature with poetics. Keser (2009) allied learning poetry-based literature with students' learning style progress. Thomas (1986) stated that literature guides an important part of its sentiment through the sound organization and sound of words including descriptive adjectives.

It states that a number of studies have surveyed the relationship between hyper-media based William Wordsworth's poetry learning with recitation positioned method with video and audio and the performance in the descriptive adjective development reaching to the conclusion that there occurs a positive correlation between these two variables. Hypermedia exhibitions a significant part in the field of education, which chiefly indicates to ease the learning development through the controller of graphics, images, animation, sound, video and other multimedia information with the facility of hypertext. Hypermedia is a blend of many types of media messages into teaching and learning practice. Also, hypermedia is characteristic of freshness of information performance and writing. It permits learners to totally contain diverse knowledge into their original knowledge bases so that learners mature choice makers in information processing with their syllabus contents. In this line of argument the hypermedia based William Wordsworth's poetry learning with recitation positioned method with video and audio can be successfully used for the expansion of descriptive adjectives of students in higher educational institutions too.

Methodology

The determination of the study was to find the connection between the hypermedia-based William Wordsworth's poetry learning with preferred learning strategies and the performance of the students in the descriptive adjective development. Two groups of students were randomly taken from PE course with the directed subject comprehensive reading and vocabulary development from the Sri Lanka Youth Vocational Training Centre - Sainthamaruthu under NYSC under the Ministry of Sports and Youth Affairs. 90 students from Professional English – class - A were used as the experimental group and the equivalent numbers of students from Professional English – class - B were taken as the controlled group.

A pre-test was led for both the groups in descriptive adjective development and the mean differences were tested. When the pre-test was led for both the groups in descriptive adjective

development, the mean differences statistically were tested. Later, the experimental group was educated to follow hypermedia-based William Wordsworth's poetry learning on learning strategies such as Recitation: a digitalized system to recite the exact pronunciation of the words from the poetries and Video-Audio: a digitalized monitor to articulate descriptive adjectives in the lines of the stanzas with sounds and video clippings for six months with ninety or more hours of learning practices and the classes for the controlled group were led with usual leaning practices. After six months a post-test was led for both the groups with parallel difficulty level of descriptive adjective related questions in adjective development and the data were statistically analysed for comparison of any changes as a result of the introduction of hyper-media into teaching and learning activities.

Hypothesis

In order to realize the goal of this research the following hypotheses were established.

H₀: There is no impact of hyper-media based William Wordsworth's poetry learning with learning strategies on the performance in the descriptive adjective development.

H₁: There is an impact of hyper-media based William Wordsworth's poetry learning with learning strategies on the performance in the descriptive adjective development.

Results and Discussion

The data analysis and results take out the representation of data which were collected through pre and post-test for both groups. In this analysis, significant p value and mean difference were principally measured with the support of Statistic Package for Social Science – version 23.

At this point, from the pre-test, the Table 1 below displays that mean value of the marks of group A was 10.1717 with the standard deviation of 2.02611 and group B took the mean of the marks as 11.2321 with the standard deviation of 3.22021. The mean-difference between Group A and B is -0.844 in the independent sample test. The t statistics is -1.122 and

associated p value was as 0.064. It means that the value is more than 0.05 and, therefore the null hypotheses H_0 is not rejected and it shows that the mean differences (- 0.84444) were found as to be negligible between both the groups.

Table 1: Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean				
Pre-test	A	90	10.1717	2.02611	.21706				
	B	90	11.2321	3.22021	.32996				
Independent Samples Test (Pre-Test)									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	13.28	.000	-1.122	178	.064	-.844	.3949	-1.6238	-.0650
Equal variances not assumed			-1.138	154	.064	-.844	.3949	-1.6246	-.0642

The Table 2 below displays paired sample t test of group – B (pre and post). The mean of the marks is as 11.3321 with the standard deviation of 3.13863 in the post-test. The mean of the marks is as 11.4311 with the standard deviation of 3.13143 in the Pre-test. The mean deference between pre and post-test of groups B is - 0.0990 and standard deviation is 3.6338 in the paired sample t test. The t statistics is -0.203 and associated p value was as 0.840. It means that it is more than 0.05 and, therefore the null hypotheses is not rejected and it shows

that the mean differences were found as to be negligible between both the test and expound as there is no considerable improvement in the performance.

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean				
group –	PreTest	11.3321	90	3.13143	.32996				
B	PostTest	11.4311	90	3.13863	.33094				
Paired Samples Test									
		Paired Differences							
	Mea n	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)	
				Lower	Upper				
PreTest –	-	3.638	.3835	-.8399	.6843	-.203	89	.840	
PostTest	.091								

The Table 3 below displays paired sample t test of group – A (pre and post). The mean of the marks is as 11.3662 with the standard deviation of 2.0483 in the pre-test. The mean of the marks is as 14.3452 with the standard deviation of 1.9287 in the post-test. The mean difference between pre and post-test of groups A is – 2.979 and standard deviation is 1.8733 in the paired sample t test. The t statistics is -14.585 and associated p value was as 0.000. It means that it is less than critical alpha value 0.05 at 95% confidential level. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is an impact of hypermedia-based William Wordsworth’s poetry learning with learning strategies on the performance in the descriptive adjective development including positive adjectives, superlative adjectives and comparative adjectives.

Table 3: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
group –	PreTest	11.3662	90	2.04830	.21706

A	PostTest	14.3452	90	1.92877	.20223			
Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
PreTest – PostTest	-2.871	1.873	.1972	-3.269	-2.4858	-14.585	89	.000

Conclusion

The students who sustained hypermedia-based William Wordsworth's poetry learning with proper learning strategies, as designated in the methodology section show a positive impact on the performance in the descriptive adjective development. However, the students who followed usual learning practices, described in methodology section do not show an impact on the performance in the descriptive adjective development.

Significance of the study

This research grants empirical evidence of the relationship of hypermedia-based William Wordsworth's poetry learning and the performance in the descriptive adjective development backing to the body of current literature. Further, the result of the research will create the learners intensely consider the usage of the hypermedia-based William Wordsworth's poetry learning in the classroom actions as it supports the learners' thinking and will carry the actual life involvement to the learners. When the learners are aware of the practicality of the hypermedia-based William Wordsworth's poetry learning, the receptive skills and the productive skills of the learners will upturn with the enclosure of standard level of attending, acknowledged level of understanding, recognized level of communication and familiar level of writing.

With the straight examination, the formation of a correlation between the hypermedia-based William Wordsworth's poetry learning and the performance in the descriptive adjective development assists in relating diverse strategies in terms of English language learning in Sri Lanka and it will obligate a broader outcome in apprising the policy makers in the educational field.

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Role of Memory in Modern Iraqi Diasporic Poetry

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The post- monarchy era in Iraq (1958-) has been turbulent and traumatic for the Iraqi intellectuals because of the successive repressive and authoritarian regimes, political upheaval, and bloody wars. Consequently, some of them have sought exile worldwide because of their political views and activities. Utilizing the two interrelated concepts of exile and diaspora, this article explores the role of memory in the diasporic poetry of two Iraqi poets Sa'adi Youssef and Dunya Mikhail who have to grapple with forced displacement because of the intimidating and hostile environment in Iraq. They have to navigate between their memories of Iraq and their diasporic experience in their new host -land. The aim of the study is to show that memory has served as a seminal role for Iraqi diasporic writers, poets, thinkers, politicians, and others to set up a bridge between the lost homeland and the diaspora. The finding of the study is that the role of memory in the diasporic poetry of Youssef Mikhail is a vital healing process to overcome the pains of their diasporic experience like displacement, dislocation, identity fragmentation, foreignness, and homelessness. Their poetry often depicts the interaction between personal and collective memory.

Key words: *Diaspora, Diasporic poetry, Memory, Iraq, Sa'adi Youssef, Dunya Mikhail*

Understanding Cultural Context within Bourdieu's Field Theory: The Case of Russian Culture in the Contemporary World

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This paper explores the applicability of Pierre Bourdieu's field theory to the study of Russian culture in the contemporary global environment. Bourdieu's concepts of field, habitus and cultural capital provide a methodological framework for understanding how cultural practices are embedded within power relations and symbolical violence. By focusing on Russian culture, the analysis emphasizes the dynamic interaction between tradition and modernity, as well as between local identity and global cultural flows. Special attention is given to the processes of symbolic legitimation, cultural consumption and the reproduction of social hierarchies through cultural forms. Russian culture today functions as both a resource of soft power and a contested field where competing interpretations of identity, values and historical memory emerge. Employing Bourdieu's approach allows for nuanced understanding of how cultural actors navigate institutional constraints, negotiate symbolic capital and contribute to shaping the field of culture in a rapidly changing geopolitical context. The study argues that analysis of the Russian culture practice through Bourdieu's lens reveals not only internal tensions but also the ways in which cultural production serves as mechanism of social differentiation and global positioning.

Key words: *Bourdieu, field theory, cultural capital, Russian culture.*

From Grammar-Centered to Reflexive Fluency: Coded Language Practices for Productive and Expressive Language Use

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This study delineates a practice-oriented framework designed to enhance reflexive oral competence in second language learners, advancing beyond conventional grammar-dominated paradigms. Rooted in extensive teaching experience, the proposed approach emphasizes the systematic use of language templates, frequent exposure to lexical chunks, and pronunciation-focused drills to cultivate natural fluency and cultural appropriateness.

Contemporary research, particularly within the lexical approach, underscores the significance of formulaic expressions and collocations for achieving spoken fluency. Aligning with this, the current study advocates for shock-loading, language templates, and info-card routines as mechanisms to internalize high-utility phrases, enabling retrieval under communicative pressure—thereby mimicking the psycholinguistic processes seen in native-like fluency development. Core to this model is the concept of language re-/coding, which addresses common learner impediments caused by native-language inference. By reducing cognitive translation load, learners can form utterances more reflexively referenced as meaning-labelling in an expressive etiquette manner. Structured memorization of templates, expression/sentence based translations, shock loading and pronunciation prosody—especially sentence-level reductions and rhythm—serve as catalysts for bridging the gap between passive understanding and spontaneous expression. Pedagogically, this approach promotes learner autonomy, confidence, and a shift from inhibition-anchored silences to fluid, meaningful engagement. Given the carefully curated, pedagogically rich strategies aligned with empirical insights from lexical and fluency research, this framework holds promise for classroom practitioners and SLA researchers committed to advancing spoken communicative competence in multilingual learning contexts.

Key words: *language bank, language templates, reflexive fluency, shock loading, re-coding.*

Beyond the Syllabus-Curriculum in Action: Teacher Agency and Inclusive Practices in Language Teaching

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Curriculum is often viewed as the heart of education, while teachership acts as the pulse that gives it life. This study examines the relationship between curriculum in action and teacher agency in English Language Teaching (ELT), drawing on professional experience and theoretical insights rather than empirical findings. It emphasizes how teachers, situated at the crossroads of policy and practice, navigate among the visible (syllabi, materials, assessment), hidden (classroom culture, implicit norms) and collateral (club works, extra-curricular activities, projects) dimensions of the curriculum. Grounded in field-based practical experiences the study highlights how teachers balance institutional expectations with their professional autonomy, cultivating value-added approaches that support diverse learners in an educational environment. More precisely, teachers carry a dual responsibility. On the one hand, they are expected to implement the official curriculum; on the other, through their communication with students and ongoing interaction with stakeholders, they can identify and generate alternative, value-added practices that enhance the quality of education. Since teachership practices include differentiated instruction, multi-dimensional awareness, and the recognition of students' socio-emotional needs and demands, such contributions—emerging from professional creativity, responsiveness to learner needs, and collaboration—can significantly enrich the curriculum's impact, especially in inclusive educational environments where diversity and equity are concerned as main pillars. Ultimately, the study suggests that strengthening teacher agency is vital for enhancing inclusivity and responsiveness in language education. This perspective encourages educational bodies to view curriculum not as a fixed framework but as a flexible, evolving practice shaped by the everyday decisions of teachers.

Key words: *teacher agency, nexus of praxis, inclusive practices, adaptive pedagogy, intersection, peripheral learning, social enrichment.*

The Linguistic Fight between French and English in the Algerian University: Political Ideology or Academic Necessity

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Language education policy in Algeria has always exposed serious academic issues and challenges. Following independence, a policy of Arabization was implemented, positioning Arabic as the sole language of instruction in pre-university stages. French, which lost its colonial status, keeps maintaining a strong presence in scientific and technological departments of higher education. English had always been a second foreign language with no significant functional presence. However, political tensions with France since 2019, alongside social calls, have given English a strong push at the cost of French. Since 2023, top-down decisions are being issued to move toward an EMI-based university. This research paper examines basically the perspectives of two key stakeholders- teachers and students- regarding this sudden transition. Building on a mixed methods approach, data were collected through interviews, classroom observation and surveys to gauge attitudes towards the new linguistic orientation. The study revealed conflicting results. While students largely express positive attitudes, Teachers were divided between pros and cons. However, a significant concern among both groups surfaced indicating insufficient proficiency in English. Neither teachers are linguistically qualified to deliver content nor do students digest the content through the foreign language. Still, in some cases learners exposed higher communication abilities compared to their teachers. This must only threaten the teaching/learning process. Additionally, classroom practices did not align with ministerial directives, highlighting a gap between policy and implementation. This reinforces the necessity of involving stakeholders in the policy-making process to ensure successful implementation.

Key words: *EMI, language policy, attitudes, sciences and technology, language conflict.*

Decolonizing the Arab Woman's Mind: Introducing Womanism in the Arab World

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This paper explores the limitations of feminism in addressing the unique sociocultural and geopolitical realities of Arab women. While mainstream feminism often calls for global ideals, its perceived connections to Western imperialism, secularism, and gender exclusivity render it less relevant – or even alienating – for many Arab women. Their central critiques of feminism include its colonial legacy, anti-religious rhetoric, and framing of men as adversaries, which overshadow collective struggles against imperialism, class oppression, and patriarchal systems. In response, the paper introduces womanism, a term coined by Alice Walker, as a culturally suitable substitute that highlights inclusivity, intersectionality, and the interrelation of gender, race, class, and culture. By fostering solidarity, community empowerment, and respect for diverse values, womanism offers an empowering framework that aligns with Arab women's lived experiences. This womanist approach not only critiques the limitations of radical feminism but also provides a holistic pathway toward achieving gender equality and social justice in the Arab world.

Keywords: *Womanism, Arab feminism, cultural imperialism, intersectionality, gender equality, Arab women's rights, social justice, and radical feminism.*

CONFERENCE PROGRAMME

Date: 10 September 2025 (Day 1)

Venue: İstanbul Arel University – IAU (Cevizlibağ Campus)

Main Hall: 10:00 – 11:00 – Registration

11:00 – 12:00 – Opening Speeches

Prof. Dr. Ersin GÖSA (Rector of IAU)

Assoc. Prof. Dr. Ahmet Selçuk Akdemir (Co-Chair of ICLEC 2025)

Fatma KUL (MoNE – Teacher’s Talk: From Practice to Theory)

12:00 – 13:00 - Lunch at IAU’s Cafeteria

	Room 101	Room 102		Room 101	Room 102			
13:00 - 14:10	<p>U & ME BUDDIES INDEED! (WEB 2.0 VE YAPAY ZEKA ARAÇLARININ DİL ÖĞRETİMİNE KATKISI)</p> <p>Fatma Kul - Seçil Köklü Gülseven - Promoting Peace Language in Language Classrooms: A Cultural Approach to Language Teaching</p> <p>Hülya Küçüközü From Grammar-Centered to Reflexive Fluency: Coded Language Practices for Productive and Expressive Language Use</p> <p>Oğuz Cincioğlu Beyond the Syllabus-Curriculum in Action: Teacher Agency and Inclusive Practices in Language Teaching</p> <p>Oğuz Cincioğlu The methodology of pedagogical correction of speech and thought activity in adults with aphasia</p> <p>Maria Vladimirovna Zhdan</p>	<p>A Sociolinguistic Analysis of the EFL Listening and Reading texts with regard to Halliday’s Functions of Language</p> <p>Nalan Kızıltan - Elif Konaş Akademik Çalışmalarda Yapay Zekanın Kullanılması: Öğretmen Adaylarının Deneyimleri ve Etik Yansımaları</p> <p>Bayram Coştu - Gülsüm Meço Uygulamalı Ünite Temelli Teknoloji Entegrasyon Modeli AUTİM Temelli Matematik Eğitimi</p> <p>Beyazur Geyik - Gülsüm Meço A Comparative Analysis of the Representation of Women’s Cultural and Social Position in Two Different Literary Periods</p> <p>Fezay Apaydın Özdemir Understanding Cultural Context within Bourdieu’s Field Theory: The Case of Russian Culture in the Contemporary World</p> <p>Olga Jeggle</p>		14:30 - 15:40	<p>Contemporary Configurations of Digital Violence Among Higher Education Students</p> <p>Sergio Roberto Preza Medina Sandra HERNÁNDEZ CHACÓN Irvin Arlin Enhancing the Acquisition of Italian as a Foreign Language through Peer Assessment: Insights from a Tertiary English-Language Program*</p> <p>Eliona Naço Emotional Adaptation of Freshman Language Students at Universities</p> <p>Özlem Zabitçi Gülseren Some other mythological figures in Albanian fairy tales</p> <p>Ana Çano -Edlira Çerkezi Extended Realities in Language Education: Innovation and Embodiment</p> <p>Patrizia Anesa</p>	<p>L’implication de l’innovation pédagogique et l’intelligence artificielle dans l’amélioration des pratiques collaboratives lors des apprentissages.</p> <p>Aziyade Khadraoui</p> <p>The Heritage of Dual Forms in Slovenian from the 16th Century Onwards</p> <p>Tjaša Jakop Formation of communicative behavior in stuttering adolescents and adults in the process of speech therapy correction</p> <p>Sys Lyudmila Aleksandrova The Linguistic Fight between French and English in the Algerian University: Political Ideology or Academic Necessity</p> <p>Taoufik Djennane Role of Memory in Modern Iraqi Diasporic Poetry</p> <p>Nabeel Al Gburi</p>	14.10-15.20	<p>Attitudes and Challenges Regarding the Development of Democratic Citizenship in Albanian Schools</p> <p>Aurela Zisi - Lindita Lutaç Mergers and Lay offs as a Debt Management Practices for Effective Service Delivery among Public Universities in Kenya</p> <p>Jane Gkrania Njoroge - Eddah Gichoni From Peer Assisted Learning to Peer Assessment: A Case Study in Oman</p> <p>Majid Shaiery</p>
14:10 - 14:30	COFFEE BREAK		15:40 - 16:00	COFFEE BREAK				

Date: 11 September 2025 (Day 2)

Venue: İstanbul Arel University – IAU (Cevizlibağ Campus)

Title	Author	Presentation Type
Dominant Neural Tendencies in Language Learning: A Triune Brain Perspective Across Age Groups	Leidy Magaly Benavides Sarasty,	Virtual
"Beyond Textbooks: Exploring the Role of Social Media in Language Learning Communities	Azha Farid	Virtual
"Comparative Analysis of Non-Standard Features in L1 and L2 English (Focus: Pakistani English vs. British English)"	Syyed Sheraz Ali Sherazi	Virtual
"Comparative Analysis of Non-Standard Features in L1 and L2 English (Focus: Pakistani English vs. British English)"	Yuri Vivana Portillo Luna	Virtual
Ecology in Some Sanskrit and French Literary Texts"	Prayaas Chaturvedi	Virtual
Les désordres de l'écriture dans le texte Terminus Babel de Mustapha Benfodil	Samira Souliah	Virtual
Digitalisierung und deutsche Sprachlandschaft: Sprachkulturelle Herausforderungen"	Meddour Malika	Virtual
Comparative Analysis of Urdu and English Language: An In-Depth Analysis of Syntactic Structure, Clause Formation, Phrase and Word Order"	Saba Hanif	Virtual
Les (en)jeux des cultures numériques dans un monde décentralisé : Fall; or, Dodge in Hell de Neal Stephenson	Mecheri Lamia	Virtual
Decolonizing the Arab Woman's Mind: Introducing Womanism in the Arab World"	Ebtihal Abdulsalam Elshaikh - Mohammad Shaaban Deyab	Virtual
A Study to Analyse the Inaccuracies in ChatGPT- Powered Responses to User Queries	Mariya Javed	Virtual
Information Theory (A Research-Based Approach to Communication and Native Language Teaching)"	Helena Grillo	Virtual
Memorial Stones and Royal Support in Chola Empire- an exploration"	S. Chandnibi	Virtual
Acculturation dans la traduction audio-visuelle des dessins animés pour enfants"	Lilia Lamraoui	Virtual
A Corpus-based analysis of epistemic modality in nineteenth-century women's instructive writing	Elena Dominguez-Morales	Virtual
Some Issues regarding Translation	Irfan Tosuncuoğlu	Virtual