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PROCEEDINGS

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28-30 September, 2023 – (Online)

PROCEEDINGS

Edited by: Turgut Nedirli

Turkey – 2023

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FOREWORD

5th International Conference on Language, Education and Culture (ICLEC) is organized in cooperation with Kuzbass State Technical University, Shanlax International Journal of Education and KeD Publishing, on September 28-30, 2023. 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 online event on September 28-30, 2023.

Hope to meet at the 6th ICLEC in İstanbul !

Dr. Könül Memmedova

on behalf of the organization committee

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Total number of papers included in ICLEC 2023: **30** abstracts or full texts.

Total number of papers from Turkey: **10** abstracts or full texts.

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KEYNOTE 1

A New Model of Hierarchy of Difficulty*
Prof. Dr. Mohammad Hossein Keshavarz
Girne American University

On of the main criticisms raised against Contrastive Analysis is that it inherently includes some degree of subjectivity, which does not align with the scientific objectivity criterion, fervently championed by behaviorist psychologists. Therefore, some of the proponents of this theory attempted to overcome this shortcoming by introducing a hierarchy of difficulty whose objective was to help teachers become familiar with different levels of difficulty their students might experience in the process of learning English as a second of foreign language. Such familiarity is a must for EFL/ESL teachers since dealing with second language learners' errors and difficulties is part and parcel of language teaching and one of the main concerns of EFL/ESL practitioners. The first attempt in this regard was made by Stockwell, Bowen, and Martin (as cited in Brown, 2007, p. 249) based on the comparison of the phonological systems of Spanish and English. Subsequently, Prator (cited in Brown, 2007, pp. 250-251) revised the model to be applied to both phonological and grammatical features. However, the main drawback of the above models was that both were confined to only one foreign language, namely Spanish, and only two aspects of language: pronunciation and grammar. To overcome these shortcomings, a revised model of hierarchy of difficulty is introduced here that encompasses several distinct languages, including Persian, Turkish, Arabic, Kurdish, Russian, French, and Hausa. Another advantage of the present model is that it goes beyond the boundaries of phonology and grammar, venturing into the rich tapestry of cultural differences between the target language and the learners' mother tongue. In fact, the salient novelty of this model is the incorporation of linguacultural features into the hierarchy of difficulty. The term linguaculture is defined as features of culture that are expressed exclusively through language (either spoken or written), rather than via other artistic mediums, such as visual arts (e.g., painting and sculpture). In fact, many of the challenges that second language learners face are rooted in cultural differences between the source and the target language. In other words, in addition to the transfer of linguistic features of the mother tongue, second-language learners also transfer features of their culture to the learning of the target language, hence linguacultural transfer. To illustrate the points to be discussed in this presentation, concrete examples of errors produced by the speakers of aforementioned languages will be provided.

KEYNOTE 2

Teaching language to new generation of students

Assoc. Prof. Dr. Inna Pevneva

T.F. Gorbachev Kuzbass State Technical University

The theory of generations says every 25 years there appears a new generation, a cohort of persons passing through time who come to share a common habitus, and culture. Generation Z (Gen Z) comprises the youth born between the mid to late 1990s and early 2000s, which nowadays are completing their academic studies and are in the frontline to get a job. Born during the web technological century and living between interconnected people, smart equipment and information, Gen Z present students are used to combine for their benefit, online, face-to-face, and virtual methods. What is specific of teaching GEnZ:

- *Attention span (enormous competition for content, everybody wants that his video was mostly watched, his posts read. When this students comes to classical school or university – he is puzzled, nobody is trying to fight over his attention, such a great contract results in demotivation.*

- *Accessibility of information Sacred meaning of information like is used to be in the times when only the voodoo, the information is a literally a click away. So it is hard to come to conclusion that a teacher knows smth that you can't find in the open resource, that he has an education and experience that he wants to share with you.*

- *Skills – search skill are being encouraged and develop, analytical skill – regress. For students it is impossible to make themselves read long stories, specifically in Russian literature that school children read there are lots of stories with a lengthy nature description, so teenagers just cry and die when they are made to read those pieces.*

- *Most important – Being reluctant to do smth if the don't see the purpose of practical application.*

In recent studies of young people in Russia I found the information that there are evidences of a shift in employment. Graduates are not ready to work just for money, they are trying to find themselves in a more creative spheres, search for self-realization. It might be rather ironic to say that everybody has such priority in a country where 30% of population live below the poverty line, but the number is increasing and they significantly effect their environment. So, what can we see, that not all tools work with these students Classical formats of language teaching: Lectures, same or similar tasks, "chain" exercises-with insignificant part of participation. It is worth noting that the competence approach in education was formed as a response to globalization, amplified by the total computerization and internet access, as a reaction to the growing global and in-country changes in a wide variety of areas, including in the labour market. Therefore, the system of professional education is to prepare its graduates to any possible change by developing skills such as mobility and dynamism as they determine the competitiveness of graduates in the labour market. Dr. Jürgen Kohler emphasizes that competences involve features that are available not only due to the amount of knowledge gained, but more of how this knowledge can be used, i.e. in mindfulness, rationality of action. Such multidimensional interpretation of competencies allows to consider them from the point of view of the generic competences beyond the specific professions and majors. The development and implementation of teaching methods of Global competences in its aspect of diagnostics is described by Beetham H., McGill L., Littlejohn A., Binkley M., Erstad O..Almost for a decade in Russian higher educational system prevails the competence approach according to the state standards. It focuses on professional and social competences, leaving behind the GC. Globalization, the digital revolution,

mass migration and the prospect of an unstable climate give rise to new challenges and require new types of university graduates. Indeed, a growing number of reports of international organizations reflect new requirements and opportunities for young people. They are calling for more effective, relevant, and independent learning, which will prepare young people for life, competition and cooperation under the new global scenario. The result of normal relationships is the process of globalization of unprecedented scale, breathtaking speed and consequences. Furthermore, employers are increasingly looking for competent, reliable people who will work at an affordable cost, regardless of the location of the employee and the workplace. Thus, a completely new process of labour division is emerging. Note that the list of the most professions in demand projected to 2025 includes such jobs that did not exist ten years ago (for example, in the sphere of technology and telemedicine, social intelligence and new media etc.). It is in these areas as futurologists and experts say global competition will prevail. Many researchers agree that a key component of global competences is an effective intercultural communication and foreign language skills. However, there is no consensus on the question of the level of foreign language knowledge, which is necessary for the student of economics or technical specialty in order to achieve the level of global competence. Within this talk we will stick to the definition adopted by the Committee of the Asian Centre for Global education and the Organization for economic cooperation and development: "Global competence is the capacity and disposition to understand and act on issues of global significance ". To be competitive, ethical and effective employees, graduate students need to understand key topics of global importance in areas such as engineering, business, science, history, ecology and other areas where they can work. They should learn to think and work as experts, to understand the economic, technological and social forces that shape their lives and future work. There is a global growing percentage of new immigrants who unlike previous generations of migrants and due to the digital revolution will maintain in close contacts with their countries and participate in the religious, economic, cultural and political processes. To assess the level of Global competence formation for students of economic and engineering majors, we have conducted a survey with the request to self-assess their global competence skill at the present moment ranking from 0 (not formed) to 5 (formed very well) thus presenting the average results. We intentionally do not make any statistic verification as the goal was simply to see the overall picture. We have conducted survey on global competence formation of students both male and female in 2020 (86 students in total aged 18-25) in the universities of Kuzbass region. Graduate student, having spent four years in an international university environment feel themselves more confident in these skills, especially in understanding the culturally justified specifics of perception. However, they still lack the active and most important skill of taking an action and identifying opportunities. Integration of Global competence tasks into curriculum may contribute to improvement of this situation. Digital natives have motivation to study only if they see and understand its relevance to their individual lives and major global challenges that create new opportunities for improving living conditions. As these tools show, the global learning competence involves finding new meaningful ways to rethink the information that teachers often present avoiding frivolous or superficial relationships. Building global competencies, therefore, is a necessary element of training in professional education, enabling graduates to work effectively and find themselves professionally in an increasingly complex, diverse and interdependent world.

Contents

The United Nations Sustainable Development Goals and Language Education: An
Analysis of Secondary School English Textbooks in Turkey

Turgay Han[1]

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Emrullah Yasin Çiftçi[3]

Abstract

There is a growing interest in how the United Nations Sustainable Development Goals are (re)presented in language textbooks. Grounded in the extant literature, this study analyzes the English textbooks used in secondary schools (i.e., grades 5 to 8) in Türkiye. Specifically, this research delves into the presence and depth of coverage of topics related to the United Nations Sustainable Development Goals (SDGs) within these textbooks. In doing so, it aims to assess how, and to what extent, the SDGs have been integrated into the textbooks that have been used in secondary school English courses. Employing a qualitative research approach, the study uses a conceptual content analysis method and examines the incorporation of the SDGs in both the textual and illustrative contents of the textbooks. The analysis reveals that the SDGs are not sufficiently (re)presented in these textbooks. The findings provide insights into the potential enhancement of such educational materials, also bearing implications for how to help language students gain a better understanding of the SDGs and their relevance to their lives and the world at large.
Keywords: Sustainable Development Goals, United Nations, EFL textbooks, Secondary Schools.

Introduction

Sustainability (SD) was first mentioned in the World Charter for Nature about environmental concerns in 1982 (Wood, 1985). Later, in 1992, Agenda 21 was developed to promote sustainable development by building a global partnership for sustainable development, which had 40 chapters dealing with environmental concerns. At the United Nations Conference on Environment and Development (UNCED) in 1992, 178 member states agreed on a framework for action for sustainable development. In this agreement, education, public awareness, and training were recognized as key elements of sustainable development (Buckler & Creech, 2014).

The SDGs have potential because they provide a framework for global development efforts towards a sustainable future. They aim to address various global challenges, including poverty, hunger, inequality, climate change, and environmental degradation. Setting clear and specific goals provides a roadmap for governments, organizations, and individuals to work towards a more sustainable and equitable world (UNESCO, 2021).

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The SDGs are interconnected and mutually reinforcing. Achieving one goal can positively affect other goals, while neglecting one can hinder progress toward others. For example, the fight against poverty (Objective 1) can lead to an improvement in health and well-being (Objective 3) and access to quality education (Objective 4), which in turn can lead to more economic growth and fewer inequalities (Objective 8 and 10). The potential of these intertwined SDGs lies in their ability to mobilize comprehensive global actions and partnerships to achieve a shared vision of sustainability. They provide a universal language and complex framework for cooperation between various stakeholders, including governments, civil society, private sector, and individuals. Working together towards common goals, in the end, can create a more sustainable and prosperous future for everyone (Rieckmann, 2017).

In December 2002, the United Nations declared 2005-2014 as "Education for Sustainable Development" to promote the safeguarding of the ecosystem through educational means. (UNESCO, 2021). In other words, education is viewed as crucial for achieving the 17 SDGs set by the UN. Despite the vitality of education in efforts to promote the SDGs, there is a lack of research on how these goals are (re)presented in educational textbooks, particularly in language education textbooks (Al-Jamal & Al-Omari, 2014; Arslan & Curle, 2021; Rahmawati, 2020). To promote comprehension and awareness of SDGs among learners, it is, therefore, vital to analyze the portrayal of SDGs in textbooks used for English language learning/teaching. Such efforts can yield valuable insights into the effectiveness of these materials in promoting sustainable development (Ezeh, 2020).

English language acquisition is important in Türkiye, an important member of the UN, and it's essential to see how the SDGs are included in English language teaching materials used in Türkiye. In fact, one study has been carried out to determine if the SDGs are reflected in senior high school EFL syllabi and textbooks in Türkiye (see Arslan & Curle, 2021). The study examined the materials used for language instruction and interviewed high school English teachers. The goal was to gather evidence on how SDG-related themes and activities are (re)presented in EFL teaching in Türkiye. A qualitative content analysis approach was undertaken to investigate the EFL syllabus, textbooks, and semi-structured interviews. The analysis of English textbooks showed that each textbook reflects at least two SDGs. However, the study also found some SDGs received more attention than others, indicating a need for further examination and action to ensure comprehensive coverage of all SDGs in such educational resources. Therefore, the goal of this research is to expand their findings and evaluate the level of integration of the SDGs in educational materials for secondary education (textbooks and visual aids). The findings of this study can potentially support the advancement

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of sustainable development objectives in Türkiye by shedding light on the incorporation of the SDGs into English language learning. Through a comprehensive analysis of English textbooks used in secondary schools, this research aims to bridge the gap in understanding the extent to which the UN goals are (re)presented in such materials.

Literature review

The following studies were conducted on the issue of sustainability topics in language textbooks in different countries. Some studies have focused on the curriculum and language materials for EFL courses, while others have looked at how teachers perceived the integration of the SDGs into their classes. Overall, these studies have shown that the SDGs are underrepresented in the analyzed EFL materials. Additionally, the studies suggest that EFL teachers need more training and support to integrate sustainability topics into their lessons.

For example, Al-Jamal and Al-Omari (2014) investigated the frequency of global ecological subjects in Jordanian EFL textbooks. The study employed four levels of ecological education: Ecological sensitivity or awareness, ecological knowledge, ecological skills, and ecological contribution. They found that ecological subjects were rarely covered in Jordanian EFL textbooks. A similar result was found by Arslan and Curle (2021) who investigated the high school English-foreign language curriculum in Türkiye, focusing on the United Nations 17 SDGs. The findings were comparable to those of the prior study conducted by Al-Jamal and Al-Omari (2014). The results indicated that six of ten topics did not cover SDGs. The study also included interviews with eleven high school EFL teachers who shared their thoughts on appropriate themes for high school students. Some teachers have suggested that gender equality, inequity reduction, and high-quality education should be integrated more prominently into educational materials for students.

Similar to the study conducted by Arslan and Curle (2021), Rahmawati (2020) examined the Indonesian language curriculum's 10th-grade language textbooks to describe how environmental care is incorporated into grade-10 Indonesian language textbooks. Various methods were used to triangulate data, including observation, documentation, and field notes. The findings were consistent with prior studies, indicating that environmental issues need to be adequately covered in the textbooks, as environmental issues were only addressed in three of the textbook's eight chapters.

A study by Laurie (2016) examined the benefits of integrating SDGs into the classroom to provide quality education in 18 countries. According to the interview results, education for sustainable development increases students' test scores and attendance, as well as their ability to solve problems. It was found that although education for sustainable development increases

academic performance in most countries, some reports indicate that there needs to be more evidence to support the interrelationship between education for sustainable development and student performance.

A study by Ramos (2014) also examined qualitatively high school English teachers' perceptions of incorporating the United Nations SDGs into their English curriculum. 10 English language teachers from two public high schools in the Philippines were interviewed through semi-structured interviews. The interview questions inquired about participants' perspectives on incorporating the SDGs into their English curriculum, the problems they have encountered, and their recommendations for effective integration. The results indicated that the teachers are interested in integrating the United Nations' 17 SDGs into their curriculum. However, they encountered several obstacles, such as a lack of teaching materials, training, and support from their school administration. English language teachers, thus, recommended using authentic materials and adopting project-based learning to effectively integrate the SDGs.

Overall, it has been found through past research that EFL textbooks have not adequately addressed ecological issues and the SDGs. This gap highlights the need for further investigation and integration of these topics into English language curricula (Arslan & Curle, 2021). The incorporation of the SDGs into language education has the potential to improve the quality of language learning and promote awareness of the global sustainability agenda (Laurie, 2016). However, English language teachers may require additional support in the form of resources, training, and administrative assistance to effectively integrate the SDGs into their lessons. Therefore, further research can be meaningful in helping teachers' efforts to integrate the SDGs into language education.

Method

In order to investigate the extent and (re)presentation of the United Nations SDGs in secondary school EFL textbooks in Türkiye, a qualitative research approach was employed. Specifically, a conceptual content analysis method was utilized. The official website of the Turkish Ministry of Education was used to obtain the necessary textbooks for analysis. A particular focus was placed on topics related to the SDGs.

The textbooks analyzed in this study are used in grades 5 to 8 of secondary schools in Türkiye. Four textbooks were examined: the 5th-grade book, authored by Genç et al. (2019); the 6th-grade book by Akıskalı et al. (2019); the 7th-grade book by Aykanat et al. (2019); and the 8th-grade book by Tıraş (2018). Through this study, it is hoped that a better understanding of the (re)presentation and coverage of the SDGs in secondary school EFL textbooks is obtained.

Data collection

The data collection process involved the EFL textbooks for secondary schools in Türkiye provided by the Ministry of Education. The EFL textbooks were retrieved and subsequently categorized according to the objectives of the United Nations. A thorough analysis was conducted on the texts and images contained in the selected units, with a particular focus on the 17 SDGs of the United Nations. This analysis aimed to determine how the contents and illustrations of the EFL textbooks (re)presented these goals.

Findings

Analysis of secondary school EFL textbooks in Türkiye "see Appendix A for the table used for data analysis", revealed that the SDGs of quality education and gender equality are the most frequently used themes in the books. A good example of quality education is found in Unit 8 (page 147) in the 6th-grade EFL textbook. The page contains a picture of a girl in a wheelchair and some vocabulary such as "do homework" and "read books" that can be used to make sentences about the girl's routine (see Fig. 1). Gender equality in education and the prevention of discrimination against disabled people are two of the stated goals of quality education (UNESCO, 2017).

Figure 1. Akıskalı, G., Berket, A., Demrican, F., Günay, F. (2019). Ortaokul ve İmam Hatip Ortaokulu İngilizce 6 Ders Kitabi. Devlet Kitapları Birinci Baskı. ISBN 978-975-11-4991-6. https://tegm.meb.gov.tr/www/etkilesimli-ingilizce-ders-kitaplari/icerik/569

The second most frequently observed themes are "Good health and well-being", "Gender Equality," and "Industry, innovation, and infrastructure". The theme "Good health and well-being" can be seen in the 5th-grade textbook in Unit 5 (page 84). There are some suggestions

on this page about staying healthy, and in the same Unit (page 86), there is also a listening activity that includes suggestions about staying healthy (see Fig.2., Fig.3., and Fig.4.).

Figure 2. Genç, G., Orhon, N., Şahin, H., Yalçin, M. (2019). Ortaokul ve İmam Hatip Ortaokulu İngilizce 5 Ders Kitabi. Devlet Kitapları Birinci Baskı. ISBN 978-975-11-4920-6.

Figure 3. Genç, G., Orhon, N., Şahin, H., Yalçin, M. (2019). Ortaokul ve İmam Hatip Ortaokulu İngilizce 5 Ders Kitabi. Devlet Kitapları Birinci Baskı. ISBN 978-975-11-4920-6

The Theme "Gender Equality" can be seen, for example, in the 8th-grade textbook (Unit 1, page 12). Pictures on this page show men and women doing different kinds of activities, which promotes gender equality implicitly (see Fig. 4).

Figure 4. Tıraş, B. (2018). Middle School and Imam Hatip Middle School Upswing English 8 Student's Book. Tutku Yayıncılık. ISBN: 978-975-8851-91-1.

The SDG "Industry, innovation, and infrastructure" can be seen in the 7th-grade secondary school EFL textbook (Unit 8, page 98). The reading passage on this page uses vocabulary associated with the neighborhood. Throughout the text, the infrastructure of the surrounding area is also described (see Fig. 5.).

A Great Place to Live

I live in a nice neighbourhood near the centre of town. I think it is a great place to live because the main street is very close to my neighbourhood. There are lots of good shops and stores on this street. You can find everything you want; fashionable clothes, jewellery, electronics, furniture, etc. There is also a big department store just opposite the city hall. But my favourite is the bakery on the edge of the street. Every morning, I go there to buy some delicious carrot or chocolate cake and different kinds of bread.

Across the street, there is a greengrocer. We can go there to get fresh fruit and vegetables. There is a music store opposite the greengrocer and a chemist's to get medicine. At the corner, there is a great coffee shop. I usually meet my friends there for a quick lunch or to drink something at weekends.

On the other side of the street, there is a beautiful park. It's a perfect place to walk or have a picnic. We sometimes go there as a family to enjoy weekends. I love my neighbourhood, so I'm really happy to live in this place.

Figure 5. Aykanat, A., Balcı, T., Duran, K. (2019). Ortaokul ve İmam Hatip Ortaokulu İngilizce 7 Ders Kitabı. Devlet Kitapları İkinci Baskı. ISBN 978-975-11-4616-8

Discussion and Conclusions

The findings indicated that all SDGs of the United Nations are covered in the textbooks. However, some are (re)presented more than others in the analyzed textbooks. For example, "Quality education" and "Gender Equality" are found in 10 units, while "Life below water" appears in only one. Several themes, such as "No poverty," "Zero hunger," "Affordable and clean energy", "Responsible consumption and production," and "Climate action," are not adequately addressed in the analyzed books.

Comparing the findings of this study with those of Arslan and Curle (2021), it was found that the EFL textbooks for secondary school covered all of the UN goals to a certain extent. In Arslan and Curle's (2021) study, however, some UN goals were not addressed in the high school EFL textbooks. Nevertheless, considering the inadequate (re)presentations of the SDGs in the language textbooks (see previous studies and the findings of this study), there is still a need to improve such educational materials.

The study also provides significant insights into the (re)presentation of the SDGs in English language textbooks at Turkish secondary schools. The results suggest that although some SDGs are (re)presented to some extent, there is room for improvement to cover all the goals more comprehensively. Similar findings can be seen in Al-Jamal's (2014) research, where ecological issues were rarely found in Jordanian textbooks. Comparable results could also be found in Rahmawati's (2020) study, where environmental issues were not adequately addressed in language textbooks. Overall, the growing body of studies have indicated a need to develop language education materials in terms of the SDGs.

Additionally, the current study underlines the significance of language in shaping human thinking and behavior and the need for content-based language teaching that integrates various content areas such as the SDGs (Ramos, 2014). The teachers of EFL and ESL can benefit from a content-based language teaching approach, as it provides an opportunity to teach language through meaningful and relevant content, possibly promoting sustainable development (Laurie, 2016). However, due to a lack of teaching resources, administrative support, and training, some English language teachers may struggle to incorporate the SDGs into their classes (Laurie, 2016). Therefore, governments and ministries of education should encourage English language teachers in that regard and provide them with the necessary materials and training.

In summary, this study has implications not only for English language teaching in Türkiye but also for language education worldwide in terms of the (re)presentations of SDGs in language education materials. The results of this study can help educators and policymakers make necessary changes in the relevant curriculum and teaching materials to promote

sustainable development. Finally, further studies are suggested to address the question of how to improve the English language materials that support sustainable development.

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Appendix A

Table 1.

The SDGs in the Secondary School EFL textbooks

SDG	5th-grade textbook	6th-grade textbook	7th-grade textbook	8th-grade textbook	Total
No Poverty	Though the book is well structured and well-illustrated, the topic of poverty must be more precisely emphasized in this textbook. The vocabulary in the book covers a wide range of activities, abilities, living conditions, and personal characteristics, indicating a comprehensive and thorough exploration of a fulfilling life. Examples are Unit 2, "My town," Unit 3, "Games and Hobbies."	There is no focus on this topic in the book.	The book promotes this aim by offering students different possibilities and approaches to building their "decent" life in Unit 7, "Dreams."	There is no focus on this topic in the book.	3
33ero hunger	The topic "Zero hunger" is not included frequently enough in this book. There are a few vocabulary items about food, i.e. "bakery" and "supermarket." Illustrations also promote well-being. The students can see full shelves of shops and different kinds of bread in the book. Unit 2, "My town".	There is no focus on this topic in the book.	The book does not concentrate on this topic.	Unit 3, "In the Kitchen," promotes this aim by discussing different nutrition traditions in different countries. As various cuisines from different nations are showcased, it exemplifies the notion of universal access to food. This can be viewed as a fundamental human right that should be granted to all individuals across the globe. Embracing diversity and celebrating different culinary traditions is an essential aspect of our	2

				global community, and it fosters a sense of unity among people.	
Good health and well-being	This topic is considered precisely in the textbook. There are several vocabulary items in that regard presented in the book. Students are supposed to learn to reflect on and describe their feelings and moods, and well-being. Another significant contribution to the topic is illustrations. In the book, "hobbies" and "activities," "good habits" and "a healthy lifestyle" are promoted, like "ride a horse," "play dodgeball," "hiking," "camping" etc. Besides, several pictures provide students with free space for creative description, narration and the creation of different dialogues. For example, see Unit 5, "Health," Unit 8, "Fitness".	The book focuses on the value of a healthy lifestyle, healthy nutrition, and healthy habits. Unit 2, "Yummy Breakfast," provides many exercises, like selecting healthy and unhealthy food on names, sharing opinions, and creating dialogues; under the topic "food." There are specific nutrition facts and useful expressions. In Unit 7, "Holidays," vocabulary and pictures promote healthy lifestyles and activities, like sailing and climbing. The pictures of landscapes promote the idea of a safe environment and sustainable consumption of natural resources.	The aim is mentioned in Unit 1, "Appearance and Personality," but not detailed. The particular focus on the topic is in Unit 2, "Sports", where different activities and lifestyles are described and discussed. The material and vocabulary motivate students to choose their favorite activities, provide details, and discuss with their partner in the class.	Unit 2, "Teen Life," promotes a healthy lifestyle and stresses the significance of education in that regard. The vocabulary is more complex and broader in this book. Also, Unit 3, "In the Kitchen," provides the idea of healthy nutrition with a focus on cousins in different countries. Unit 6, "Adventures," gives a number of terms and pictures promoting healthy living and various activities for teenagers.	9
Quality Education	The topic of quality education is one of the strong aspects of the book. Illustrations and vocabulary highlight the value of scientific subjects. The presentation of the vocabulary is quite compelling. It takes the form of a well-structured table or scheme, featuring distinct blocks and keywords that are accompanied by clear illustrations. These blocks include main school subjects, set priorities in education, and represent material for creating dialogues and further discussions. The vocabulary explains subjects, subject characteristics, and	Unit 3, "Life," Unit 6, "Occupation," and Unit 8, "Bookworms," stress the significance of education and equality in education. Unit 10 on "Democracy" is particularly insightful as it provides a thorough understanding of the different stages involved in an election. More importantly, it highlights the	Unit 7," Dreams," concentrates on promoting future professions. There are various words and expressions under this theme. However, there are also some stereotypes: The Unit represents the schedule of different ages (the 20s-50s) and tasks, like getting married, going on education, buying a house, and so on. In Unit 10,	Unit 9, "Science," is a great resource for students who are interested in education and sciences. It covers a range of topics, including the history of some science directions and complex vocabulary. Students can learn not only commonly	10

	scheduling. After representing new words expressions, there are pictures for memory and cognition training, like guessing the subject in Unit 4, "My Daily Routine," Unit 3, "Games and Hobbies."	significance of equality and human rights, which are crucial components of any democratic society. It's essential that learners have access to this kind of information to help them become informed and engaged citizens.	"Planets," students are provided with a lot of vocabulary and scientific terms. Exercises aim to increase motivation for further topic exploration. In part "Activity," the book provides several texts and facts about prominent people and interesting scientific research, and organizations. Innovation is also at the center of Unit 5, "Television."	used words but also scientific terms like "Theory of Relativity" and interesting facts about S. Hawking. The unit also includes exercises to help students increase their motivation for further exploration of the topic. In the "Activity" section, there are several texts and facts about prominent people and interesting scientific research.
Gender equality	On one side, gender equality is well discussed and represented in the book: There are always male and female characters, and no difference is made towards access to education, health care, and living. On the other side, the book doesn´t provide insights about gender diversity. The whole vocabulary and pictures are limited to representing only the male and female gender. Some pictures show some slight gender stereotypes (Unit 4, "My Daily Routines"). At the same time, pictures are supplemented with the vocabulary and are considered to be not the main focus of learning in this part. (see, for example, Unit 1, "Hello," and Unit 8, "Fitness").	The book promotes equality between men and women. The pictures and the topics describe male and female kids doing the same things in school, sharing tasks and common values (Unit 1, "Life"). Unit 6, "Occupations," promotes this value through pictures, where students can find a man cooking and a woman working as a mechanic.	The book provides many pictures and themes for dialogues and discussions with the partners in the class. Gender equality can be seen in Unit 1, "Appearance and Personality," Unit 2, "Sports," and Unit 3, "Biography."	Unit 1, "Friendship," clearly focuses on this aim, providing vocabulary to diversity and relevant pictures, which represent the basis for dialogues and discussions. Unit 8, "Chores," promotes sharing household tasks and working between men and women, providing relevant illustrations and texts. 10.
Clean water and sanitation	Though the book doesn´t give explicit vocabulary on the topic of "clean water," all illustrations and material for discussions provide a certain	The value of a clean environment is explicitly represented in Unit 3, "Downtown." The	The aim is promoted in the book in Unit 4, "Wild Animals," and Unit 9,	The book doesn´t concentrate on this topic precisely; 6

	background in the book, focusing on saving the environment, less waste, and non-pollution. Thus, it can be stated that this topic has a middle-level significance in the book. This SDG can be seen in Unit 9, "Animal Shelter".	topic discusses in the form of dialogues the advantages of land areas and the significance of saving nature and animals. Unit 9, "Saving the Planet," concentrates on this aim through the exercise, where Mother Earth tells the story of its development and further pollution.	"Environment." They provide not only necessary vocabulary but also help analyze situations to avoid pollution.	however, it is mentioned briefly in Unit 10, "Natural Forces."
Affordable and Clean Energy	The book doesn´t concentrate on this topic.	Unit 9, "Saving the Planet," has a special focus on this topic while providing pictures, explanations of main terms, and green ideas in English.	The topic is mentioned in Unit 9, "Environment," through the vocabulary, relevant pictures, and exercises.	The book doesn´t concentrate on this topic precisely; however, it is mentioned briefly in Unit 10, "Natural Forces." 3
Decent work and economic growth	This goal is promoted to a certain extent in the book. Both parents in the textbook are working. The pictures give students examples of "decent living" based on a balanced mixture of UN, EU, and local Turkish values and norms.	The book has a separate unit for this topic. Unit 6, "Occupations," concentrates on describing professions that are in trend and demand nowadays. These values are also promoted by pictures of jobs and texts.	Unit 7, "Dreams," lets students think over their skills and expectations from life. It provides interesting material to be analyzed in texts, dialogues to be performed with the class partners, and vocabulary.	Unit 9, "Science," promotes the idea of economic growth with the help of science and education. 4
Industry, innovation and infrastructure	The textbook presents an illustrated and comprehensive overview of urban planning and transportation systems. The visual aids depict towering skyscrapers, a hallmark feature of bustling cities, that will surely aid students in understanding the subject matter. However, the pictures have two aims: to provide basic vocabulary (library, shopping mall, etc.) and to provide the vision of good infrastructure in the living areas (Unit 2, "My Town"). Unfortunately, there is no focus on rural life, no pictures of villages are shown.	The book provides a wide vocabulary regarding the topic of infrastructure, city life, and entertainment. In this book, the focus is on the city infrastructure, mostly the urban lifestyle: "fair," "downtown," "carnival," and so on. Also, in Unit 4, "Weather and Emotions," there are pictures of different cities to be described with the new vocabulary (see, for	Unit 7, "Dreams," provides students with the ideas of innovation while offering texts "Education without teachers" or "Flying cars." Several relevant words to the topic of infrastructure are provided in Unit 8, "Public Buildings." However, the Unit concentrates only on urban infrastructure, while those of	Unit 4, "On the phone," provides several vocabulary and exercises under the theme of Digitalization. The Unit offers scientific texts with interesting facts, which represent a base for further research. Unit 5, 9

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		instance, Unit 5, "At the Fair," Unit 3, "The Downtown", Unit 4, "Weather".	countryside, for instance, are not mentioned.	"The Internet," promotes digital literacy and web safety both through vocabulary and pictures. Unit 9, "Science," contributes to the topic, providing relevant vocabulary.	
Reduced inequalities	This goal is represented to a certain extent in the book. Students see pictures representing both men and women doing the same things, practicing the same hobbies and skills, and studying the same subjects, playing, making sports together. Also, dialogues are structured not only between representatives of the same gender but also between speaking partners. The book promotes the idea of inclusion, representing a blind kid playing with his class. Another significant issue is the diversity of appearances and nations. There are interesting dialogues where significant sightseeing objects from different countries are shown for example in Unit 1, "Hello".	Though this goal is not one of the main points in the book, there are many pictures promoting the value of equality. All pictures represent men and women sharing equal tasks and lifestyles. The idea of inclusion is presented as well. In Unit 8, "Bookworms," the kid in a wheelchair is shown. At the same time, the value of equality and justice is promoted (see, for example, in Unit 10, "Democracy," Unit 8, "The Bookworms," Unit 4, "Weather").	The topic is promoted in an indirect way as a significant idea in Unit 2, "Sports," and in Unit 3, "Biographies." There are several texts about prominent men and women in sports and science.	Unit 1, "Friendship," provides not only the idea of gender equality, but also equality of cultures, appearances, cuisines, and cultural heritage. This book provides a lot of illustrative material on the equality of men and women and race equality. However, the theme of other genders is not mentioned here either.	7
Sustainable Cities and Communities	As mentioned above, the book provides a good vision of the modern city and its infrastructure. However, the book does not provide vocabulary or pictures on recycling, saving energy, or environmental care. The SDG about Sustainable Cities and Communities can only be observed in Unit 2, "My Town".	Though this topic is not the main focus of the book, some units discuss the theme of infrastructure, living conditions, and the role of innovation (see, for example, Unit 3, "Downtown").	Unit 8, "Public Buildings," provides the ideas of sustainable infrastructure and urban buildings. The book, however, doesn´t mention countryside infrastructure.	The topic is not considered in the book.	4
Responsible consumption and producti	The book doesn´t include this topic at all.	This sustainable goal receives special attention in the book in Unit 9, "Saving the Planet". Such	This aim receives some special attention in Unit 9, "Environment". Such terms as	Unit 10, "Natural Forces," which prompts learners to	3

on		vocabulary as "save energy", and "recycle batteries", and different pictures, representing green technologies and green approaches to life, promote the idea of sustainability and responsibility in consumption and production. The book offers students various exercises where they not only practice and learn words but also get information about possible green solutions and habits. The focus is on pollution, where many words, expressions, and pictures are provided.	green energy, recycle, and eco-friendly are provided. The unit contains a lot of exercises that are aimed not only at training new words but also at educating sustainability and resource-saving. The unit contains also scientific texts, like Deforestation and Wasting Energy, make students familiar with the planet's problems and challenges.	make future predictions about Earth and raises awareness about disasters and their prevention. The SDG on Responsible Consumption and Production is evident in the texts and pictures of this unit.	
Climate action	This topic is not included in the book.	Unit 9, "Environment," deals with the complex topic of environmental conditions in diverse countries, featuring terms, pictures, and scientific information.	Unit 9, "Environment," emphasizes this complex topic by providing terms, pictures, and special scientific texts.	Unit 10, "Natural Forces," concentrates on the topic of the environment, natural disasters, and their causes. It provides various texts with possible solutions and manners to promote sustainability and save resources.	3
Life below water	Not mentioned in the textbook.	Not mentioned in the textbook.	The book promotes the problem of sea species safety and water life in Unit 4, "Wild Animals". There are exercises like finding the correct box for the picture. The Unit provides relevant names of sea animals	Not mentioned in the textbook.	1

			(turtles, dolphins, monk seals) and describes their living conditions.		
Life on land	The topic is not the focus of the book. In the part about animals, students can find some vocabulary on two pages, like "to milk a cow" and some pictures representing land life in Unit 9, "Animal Shelter". However, the book doesn´t promote the significance and image of agricultural life. No land infrastructure is shown in the form of a picture in the book.	The book mentions the advantages of living in the countryside in Unit 3, "Downtown," and in Unit 8, "The Bookworms".	The topic is not included in this book.	Unit 2, "Teen Life," provides the idea of equality of both urban and countryside lifestyles.	4
Peace, justice, and strong institutions	Though there is no direct discussion in that respect, all pictures promote and provide the value of peaceful life and equality in labor. Pictures and vocabulary mention different cultures and ethnicities, especially in Unit 10, "Festivals".	Many tasks in the book stand for traditions, respect, and rules of society and values educating a responsible child. There are expressions like "Help dad", "Visit grandmother", and "Take care of the pet" (Unit 1, "Life"). Pictures reflect the standard family type, i.e. parents, son, and daughter (Unit 2, "Yummy Breakfast"). Values of the democratic world are provided in Unit 10, "Democracy".	Unit 6, "Celebrations," provides representations of different traditions and values in the world with the main focus on Turkish ones. The units deliver names of the most significant Turkish national festive and special days.	Though there is no direct discussion in that respect, many pictures promote and provide the value of peaceful life and equality in labor, life, and education.	5
Partnerships for the goals	The goal can be identified in the book clearly. The book describes the friendship of different countries. It provides vocabulary describing the positive aspects of different countries as can be observed in Unit 10, "Festivals."	The book promotes friendship and openness to other cultures and countries. This topic is at the center of Unit 10, "Democracy," providing vocabulary and text about NGOs and public organizations. Additionally, this SDG can be seen in Unit 3, "The Downtown," Unit 4, "Weather", and Unit 5, "At the Fair."	This book does not clearly demonstrate the implementation of Partnerships for the Goals, which is focused on enhancing means of implementation and revitalizing global partnerships for sustainable development.	All units put value on international cooperation, providing students with short descriptions of different cultures, interesting facts, etc. especially, in Unit 7, "Tourism".	6

Digital Footprint Awareness: Humanities vs STEM Students

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Abstract

The rapid development of information and communication technologies leads to significant changes in our lives. One of the consequences of these changes is a closer interaction of a person with the digital environment and, as a consequence, the leaving the so-called digital footprint. The aim of this study was to explore and to compare the level of awareness of the concept of digital footprint and experiences related to it among humanities and STEM students. In order to collect data for the study, a special three-part questionnaire was offered to university students. The first part consisted of questions aimed at identifying the main characteristics that unite students both personally and in the way they interact with the digital environment. Answering the questions of the second group, the respondents had to characterize their own activities in the digital environment. The third group of questions consisted of situations modeled on the basis of the most common situations faced by users of the digital environment, the respondents compared their experience with the situations presented in the questionnaire. The study involved 155 students of the Southern Federal University of both humanities and STEM majors. The results of the conducted questionnaire suggest that STEM students have a much higher degrees of digital footprint awareness than students majoring in humanities.
Keywords: digital footprint, digital environment, awareness, humanities and STEM students.

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English Teaching with Digital Technologies at Engineering University

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Abstract

The article deals with the e-learning environment at T.F. Gorbachev State Technical University. The authors describe their experience of English teaching in e-learning environment at non-linguistic university with digital technologies. The reason of digital technologies integration into the engineering students teaching is to increase the efficiency and quality of education for bachelor, master and postgraduate degree students. English teaching and students' independent work are based on blended learning principals because this model helps to achieve the required level of foreign language skills and learning quality. The method of English teaching in e-learning environment consists of three stages. The first stage is incorporation of blended learning principles and structure development of an e-course for technical English teaching; the second stage is the experimental model of the e-course design and its integration into educational process; and the third stage is development of principles to increase students' motivation and forming their self-education skills. The paper gives the results of the experiment carried out at the foreign languages department of T.F. Gorbachev Kuzbass State Technical University since 2014 to 2023 academic years.

Keywords: *digital technologies, engineering education, blended learning, English teaching.*

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Effectiveness of Using Digital Educational Technologies in Teaching Latin at Medical Universities

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Abstract

The use of online technologies has long been generally accepted in the teaching of foreign languages. Studying the Latin language, which belongs to the category of dead languages, raises difficulties associated with the monotony of the process of two-way translation of professional terms as the goal of mastering the discipline in a non-linguistic university. In order to increase the motivation of students to study the Latin language various digital educational technologies are being introduced in educational process. The purpose of this study was to evaluate the effectiveness of using an online course on the LMS Moodle platform in the educational process in the discipline "The Latin language" at a medical university. The course included grammar guides and gamified tasks developed on various digital educational platforms (https://learningapps.org, https://quizlet.com, etc.). 45 first-year students took part in the experiment. The entrance survey allowed us to create a model of a student starting to study the Latin language: "1st year student. No experience of learning Latin. Ready to learn a professional foreign language. An average level of success orientation (the reason is previous experience in learning foreign languages). Signs of learned helplessness". The educational process in the discipline "The Latin language" was built taking into account the student model formed. The discipline was studied for one semester in the format of 2 practical sessions per week and extracurricular independent work. An online course on the LMS Moodle platform was used as a digital tool for developing practical skills in two-way translation of medical terms. The third stage of the study consisted in conducting an anonymous exit survey, as a subjective evaluation criterion, and analyzing the absolute academic performance of students based on the results of mid-term and final tests, as a form of objective assessment of the effectiveness of using online courses when teaching Latin. Thus, the analysis of students' self-assessment and objective data confirmed the effectiveness of using an online course on the LMS Moodle platform in the educational process in the discipline "Latin language" at a medical university. A comparison of student models formed at the beginning and at the end of the experiment indicates the high effectiveness of using online courses in order to form practical skills in using medical terminology of Greek-Latin origin in the study of theoretical and clinical disciplines, as well as in further professional activities.
Keywords: *digital educational technologies, teaching Latin, LMS.*

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(De)Globalization, Conflict and Language/Translation

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Abstract

The main aim of this study is to shed light on the impact of globalization on culture, language and translation. It is an attempt to apprehend the importance of translation in a (de)globalized context. Despite the fact that previous studies have comprehensively investigated the phenomenon of globalization, few studies have considered the pivotal connection between the dominance of the globalized language (English) on, nearly, all spheres of life, on translation in particular in conflict times. Therefore, this paper will shed light on the definition of globalization, its debatable history, its different facets, the impact of its medium of communication (English) on diverse languages, identity and cultures, and the audience's reception (through translation).
Key words: *Globalization, language, conflict, deglobalization, hyperglobalisation, culture*

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Assessing the EFL Students' Situated Academic Writing Self-Efficacy

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Abstract

The term academic writing self-efficacy (AWSE) is used to refer to the belief of students in their capability to write academic papers effectively. This study aims to reveal the students' situated academic writing self-efficacy (hence SAWSE) as a critical aspect in determining their achievements in English when it is taught as a foreign language (EFL) writing task. The aim is to reveal the students from 2nd and 3rd grades level (students learn writing skills in seond and third grades only) of SAWSE and the existence of a correlation between the 'students' first semester scores (since such scores reflect the studnets' writing levels as they set for final semester exam) in the subject of Composition Writing for 2nd grade and the subject of Academic Writing for 3rd grade and their levels in SAWSE. The data will be gathered via a SAWSE questionnaire. The questionnaire has adopted from Mitchell et al. (2021), the data was gathered from 35 male and female students from 2nd and 3rd grades, Department of English, College of Education for Humanities, University of Baghdad- Iraq. The results of the first question revealed that third-grade 'students' SAWSE level is higher than the second grades 'students' writing self-efficacy level, and the second-grade and the followed-grade 'learners' performance in the writing exam in the first semester is very close. The results of the second question explained that the correlation between the second and third grades 'students' scores in the writing exams and the SAWSE is positive.

Keywords: *2nd and 3rd Grades, Writing Self-Efficacy, and Self-Assessment.*

Background of the Study

The researcher believes that the assessment and the evaluation process consider the core of the learning process, the outcomes of any educational activities are the aim of education. To assess or evaluate students' knowledge by the teacher(s) is considered a normal task, but to provide the students with evaluation and assessment toll to conduct a self-evaluation or self-efficacy to their knowledge and abilities is consider a real challenge for the students. This study is an attempt to evaluate EFL university students' writing efficacy in writing text in different situations, and not just to evaluate the writing efficacy in general (they supposed to be able to write text in English language, but the question raises here "is the EFL students' can write texts in different situations?" or they can write just what they have studied? As the study is considered a diagnostic in norm, the researcher used two criteria, the first one is the students' marks (grades out of 100) in the writing course in the first semester. The students' marks (grades) reflect their actual efficacy in writing, because it is an outcome of the students" learning writing for at least

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15 weeks. The students' marks are compared with the students' reply on a questionnaire which measures students'' abilities in writing texts in different situations. This comparison has been measured via correlation relationship which reveal the students'' actual responses on the questionnaire items. The questionnaire contains two variables, the first is the students' marks in the writing course and the second is the students' grade (class). The role of the statistical analysis will reveal both the students' level in situated writing efficacy, and also the relation between the students marks (which reflect their actual level) and their reply on the questionnaire items. This correlation relationship reveals the students' honesty in seriousness in learning writing skills. the outcomes will be good indicators for the learning and teaching process in general, and teaching writing skills in specific in the writing courses (the students study writing course in the second and third grades only and in the first semester). If the students' reply on the questionnaire items are not correlated with their actual writing level, this means that there is an educational problem, in other words if a student's mark is low and s/he replies on the questionnaire self-efficacy items that his/ her level considered very high here we have a pedagogical problem and need to be conducted, to reveal the source of such variance. In other hand, if a student's mark is low and his/her replies on the questionnaire items is considered low level, here we need to solve the writing competence problem by providing feedback, training sessions, using different writing strategies, etc.

Introduction

For Iraqi EFL students, developing AWSE can be a challenging task. This is because they face various obstacles, such as limited exposure to English academic writing, lack of confidence in their language proficiency, and limited access to resources and support (Sabti, et al., 2019).

Teaching writing skill to Iraqi students is one of the challenges that the teacher faces since English is taught as a foreign language. Therefore, using self-efficacy for academic writing by students is a challenge for students to assess their own writing competence. Through this technique, students can reveal abilities that may be absent from them, so the researcher believes that this technique is of equal importance to teaching the writing skill in all its creative, narrative, and critical forms, etc. (Soleimani, 2020). Alnoor et al. (2020) stated that 'students' awareness of the concepts of self-efficacy for academic writing could be provided through direct education, as well as providing immediate feedback to students while carrying out writing tasks and the self-evaluation process. The self-evaluation process, in general, was not used by

Iraqi students before the Corona pandemic and the health isolation that accompanied it. During the spread of the Corona epidemic, education has shifted to distance education using all electronic devices (Jameel, 2021). Here, the researcher in this study believes that the need to use self-assessment and peer-assessment techniques was called for because the students were not able to confront the teachers face to face, and it was also difficult for the teacher to provide individual feedback for each student. When the students used the self-assessment technique and self-efficacy assessment, the student felt motivated to develop his/her skills, as s/he is the one who evaluates himself and he is the one who develops himself. It is worth continuing to use them in face-to-face learning (Li, 2022). By reviewing the literature and previous studies, some studies have shown that teaching self-efficacy in academic writing can have positive effects on EFL 'students' academic performance, language proficiency, and confidence in using English for writing tasks. According to the definition of Mitchell et al. (2021) for self-efficacy, it is the 'students' belief in their capability to change their behavior and develop their capabilities, and according to this definition, Iraqi students lack developmental programs that enhance the development of language skills, including the writing skill. Therefore, after reviewing the previous literature to bridge the writing proficiency gap, it was found through studies by Mitchell et al. (2021); Paulina & Mauricio (2020); Floris et al. (2019); that self-efficacy writing has the ability to reduce the gap and enhance the student with self-ability, including self-efficacy writing in writing texts in the field of specialization. The aim of the current study is to reveal the students' from 2nd and 3rd grades level of SAWSE and the existence of a correlation between the students' first semester scores in the subject of composition writing for 2nd grade and the subject of Academic Writing for 3rd grade and their levels in students' situated academic writing self-efficacy (hence SAWSE.) (as mentined the reason and the purpose in the background of the study)

In the academic writing context, SAWSE refers to a 'student's belief in his/her capability to do a specific activity successfully. It takes into account the context of a specific writing situation and can vary across different tasks and writing contexts (Mitchell et al., 2021). Students with high SAWSE are more likely to engage in academic writing tasks and produce higher-quality work.

The researcher believes that as an EFL teacher, it is essential to recognize the students' levels and efficacies in writing in different situations (fields or topics), because the students are

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from the Department of English, and they ought to have high abilities to write texts in different situation, and not just to be able to write texts in the topics that they have learnt, thus assessing their situated writing efficacy is very important to reveal their knowledge in writing in English and in different situations (fields and topics), therefor, revealing their efficacy before graduation is very important for the students career life. When they graduate and seek job, they must know how to communicate well in English language (writing is the most used skill in trade and business) and also they must have strong self-confidence in writing in English language. Such confidence is derived from the student's knolwdge.

Teachers should encourage students to promote their self-efficacy in writing by giving them regular opportunities to practice writing and offering constructive feedback on their work. When learners get positive feedback and guidance for their writing, they possibly, develop a sense of competence and confidence in their writing abilities. Moreover, EFL teachers should also be aware of factors affecting 'students' self-efficacy in writing. For example, students who have had negative experiences with writing in the past or who lack proficiency in the language may have lower levels of self-efficacy Deniz & Karagöl (2017). Therefore, teachers should strive to create a positive learning environment that fosters confidence and supports 'students' individual needs. To achieve this purpose, this study aims to reveal the 'students' SAWSE, and the relationship between 'students' marks in writing and their levels in SAWSE.

Literature Review

Teaching the writing skill is accompanied by many procedures that include the use of strategies, techniques and tools related to writing and developing it and following up on developing the 'student's writing skill in the English language. Usually, learning any language skill is accompanied by the motivation factor, whether external or external, which is a major reason for 'students' learning. Floris et al. (2019) measured self-efficacy beliefs and self-motivation for writing among university students. Data on self-efficacy and motivational beliefs were collected. The results showed that internal motivation increased the development of 'students' competence and their belief in their self-efficacy for writing in various situations. In this context, the study of Mitchell et al. (2021) came to reveal the effect of neglecting the situation on the writing competence of students and assessing the 'students' self-efficacy in writing. The researchers used a measure of ""self-efficacy for academic writing based on the self-efficacy theory and 'Bandura's social writing model (2006). The 'students' ability to

evaluate their self-efficacy was measured in several areas, including the basics of writing, building relationships with elements that facilitate the writing process, the 'student's identity in creativity, and revealing degrees of Confidence in the self-efficacy of writing in English in different situations.

Tüfekçibaşi and Şahin (2022) conducted a study using the SAWSE Scale in Turkish content. 'Students' beliefs about their own situated writing self-efficacy and the reality of their writing level were investigated. The results showed that there is a difference between the 'students' beliefs in their own situated writing efficacy and their level of writing. Their marks in the writing exam were lower and not consistent with their replies on the writing self-efficacy scale, which were considered high, which means they have a high level of self-efficacy in writing in the English language. This difference needs to be considered by the university professors and 'the instructor who teach writing skill needs to consider the students' motivation and willingness to write. The Tüfekçibaşi and Şahin study revealed that the students believe they have high self-efficacy to write any text based on the situation, but their marks reflect the opposite side. So, this indicates that the students can receive positive feedback, intrinsic and extrinsic motivation, and train them to practice writing in different situations. This fact is reinforced by Deniz & Karagöl (2017). They mentioned that academic writing has its own rules that differ from one situation to another, and the competence of the student changes according to the type of situation. For example, the student sees that he has a high writing competence in various situations in the colloquial dialect, but the reality of the situation when moving to the academic language is that the variables between 'students' opinions about writing competence in general conflict with the reality of academic writing. Personal opinions of the competence of writing according to situations may not reflect the reality of academic writing. All people can and have self-efficacy in expressing any position in the colloquial dialect, which is very far from the method of expression in the academic language. This difference is fostered by the definition of Mitchell et al. (2021) for writing self-efficacy.

The idea of exposing EFL students to the writing self-efficacy criteria is considered a good motivation to promote 'students' academic writing performance. 'Mascle's (2013) study investigated Writing self-efficacy and written communication skills. The results of the study showed that 'students' beliefs in their self-efficacy in writing in different situations enhanced the production of academic writing. The study revealed that university students exposed to

written self-efficacy criteria could write in different situations with high efficiency, meaning that the writing self-efficacy scale increased 'students' ability to write effectively. Those who strongly believe in their writing efficacy, their results in the writing achievement test in different situations were higher. Through this study, we can conclude that introducing students to the standards of written self-efficacy is necessary to develop 'students' awareness to produce highly efficient academic writing.

The process of verifying the self-efficacy of 'students' writing can be through students checking their writings with peers through academic dialogue in different situations, which is usually through social media. A student who has self-efficacy with his ability to write and express his interaction is stronger than others. This academic case was investigated by Lumsangkul and Narathakoon (2020) in their study, which aimed to reveal the correlation between 'students' competence in writing situations and self-efficacy with their interaction with peers through social media. The results showed that the students who had a strong interaction in the academic dialogue in different situations had a higher level of self-efficacy than those who had a lower interaction. That is, there is a correlation. The higher the results of the students, the higher their level of self-efficacy in writing in different situations. The positive interaction in writing in different situations came as a result of the 'student's self-confidence in the ability to express his ideas. This study is a good indicator of the effectiveness of social media in developing 'students' ability to write and increasing their self-efficacy in writing. Those interested in teaching writing skills at all levels, schools and universities, should pay attention to the use of technology to enhance student confidence in their writing competence.

Naturally, there should be a strong relationship between self-confidence and self-efficiency, they complete each other. When one have high self-confidence it is emerged from his/her high knowledge and efficacy, and vice versa. This fact exists in the writing skill. Khojasteh et al. (2016) support this fact; they investigated the impact of EFL 'students' beliefs in their writing efficacy on their written achievement in different situations. The results revealed that the students showed a high level of writing self-efficacy while their scores in the achievement exam were not high. This means that they ve in their writing competence but are actually below the level of success. The 'student's belief in his self-efficacy in writing reflects his ability to perform writing tasks in different situations, which stems from the 'student's awareness of his ability to achieve the writing task in a successed way. The concept of perceived

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self-efficacy in writing and self-evaluation in writing are two sides of the same coin. The level of the student's awareness of his/her self-efficacy in writing correlates with the degree of his/her ability to write in different situations. If a student does not have knowledge and competence to write yext in English which is named self-confidence to write in English that means s/he does not have high leve of efficacy to write text in English language and in different topics and situations. Academically, evidence indicates that those who have a high level of self-efficacy in writing have high academic writing performance and vice versa. However, the nature of the person tends to be proud of his linguistic ability and try to reach the ideal level of language learning (Li, 2022).

This norm of 'students' high self-efficacy is due to its psychological nature, and noone wants to reduce their proficiency in any language skill regardless of reality. Therefore, the researcher believes in this study that it is necessary to find the correlation between writing self-efficacy for students and the actual reality of writing performance for the purpose of revealing the real level of performance of second and third-grade students in writing performance. "For the first time, students' knowledge of the elements and criteria for self-assessment of writing competence is an important factor in developing their writing skills, as they will familiarize themselves with the criteria that measure writing competence and work to achieve them as much as possible.

Research questions

To achieve the aims of this study, a survey qualitative study design will be used to collect the data; thus the following questions are suggested:

1- What are the 'students' levels of SAWSE?

2- Is there a correlation between the 'writing achievement from 2nd and 3rd grades and their SAWSE levels?

2. Methodology

2.1 Participants

The participants are 35 students from second and third grades. Table 1 shows the 'participants' distribution.

Table 1: The 'participants' distribution

Grades	Males	Females	Total
Second	7	9	16
Third	8	11	19

	Total	15	20	35

It is worth mentioning that the students who enrolled in the faculty of education for humanities are limited, and most of them enroll in the Faculty of Basic Education and Faculty of Language due to gain job after graduation, because the most educational careers are for the students who are graduated from the colleges of Languages and the colleges of Basic Education, and those who are graduated from the colleges of education for humanities have limited chance to work as English language teachers in the educational institutions, thus the number of the students are very low..

2.2 The Instrument

The content of a SAWSE questionnaire (the dimensions and the items) was adopted from the study of Mitchell et al. (2021) (see appendix A). The questionnaire consisted of five dimensions: Identity Items, Creativity Items, Emotions Items, Relational Items, and Context Items. More details???

2.3 Data Collection

The data was collected from the 'students' scores in the final exams of the first semester in the subjects related to teaching writing skills, namely: Composition Writing in second grade, and Academic Writing in third grade. Each student must write his/her mark in the final exam and also the grade (class: 2nd or 3rd) so the comparison will be between each student's mark and his/ her replies on the self-efficacy scale. Then the researcher will make a comparion between the result of the comparison of the seond grade (the comparison between the marks and the questionnaire items) and the results of the comparion of the third grade to reveal if the grade level has a significant difference on students' self-efficancy.addition, the data gathered from 'students' replies to the 'questionnaire's items, the questionnaire was designed by using Google Forms, and distributed to the students via the following link:

 https://forms.gle/FqbeuP3RnFQB73Jb6.

The Results

The Results of the First Question:

In order to find the answer to the first question ""What are the 'students' levels of SAWSE?, means, standard deviation were used to analyze the data. Tables 1shows the results.

Table 1: 'Students' results in writing achievement and the level of SAWSE.

Items	Grade	Questionnaire	Test
N	2nd	16	16
	3rd	19	19
Mean	2nd	35.6	66.9
	3rd	68.3	70.1
Standard Deviation	2nd	13.1	6.44
	3rd	14.6	5.80
	2nd	17.5	59
	3rd	35.0	59

Table 1 shows that the third grade students' SAWSE is higher than the second grades students' writing self-efficacy. The third 'students' mean score is)68.3(, while the mean score of second grades students is (35.6).

Table 1 also shows that the level of the second and third grades 'students' performance in the writing exam in the first semester is about the same level, this result is based on the mean scores of the second the third grades 66.9 and 70.1 respectively.

Concerning the level of 'students' SAWSE, table 2 shows the results.

Table 2: Frequencies of second grade students' level in SAWSE

Level	Count	% of Total
Weak	13	81.25. %
Average	3	18.75 %
Excellent	0	0%
Good	0	0%
Very Good	0	0%

Table 2 shows that second grade students' level is weak. 13 students' replies to the items of the questionnaire were "not apply to me" and 3 studnets are on average. Concerning the third grade students' level, table 3 shows the results.

Table 3: Frequencies of third grade 'students' level in SAWSE

Level	Count	% of Total	Cumulative %
Average	3	15.8 %	**15.8%**

Excellent	2	10.5%	**26.3%**
Good	6	31.6%	**57.9%**
Very Good	3	15.8%	**73.7%**
Weak	5	26.3%	100%

Table 3 shows the third-grade students' replies to SAWSE questionnaire items. The table shows that 15.8% of students are average, 10.5% are excellent, 31.6% are good, 15.8% are very good, and 26.3% are poor. This means that the level of students on SAWSE ranged between poor and good.

For the purpose of revealing if there is a variance between the replies of students (second and third graders) in SAWSE, Table 4 shows the results.

Table 4: Independent sample T-test

		Statistic	df	p	Mean difference	SE difference
Grade T	Student's t	-1.54	33.0	0.134	-3.18	2.07

Table 4 shows that the value of p = 0.134 > 0.05, that is, there is no difference between the second and third grade 'students' in SAWSE, that is, there is no difference between them in their self-assessment of their own writing competence.

Result of the Second Question

To answer the second question"" Is there a correlation between the 'students' from 2nd and 3rd grades writing achievement and their levels in SAWSE"?", mean, standard deviation, and correlation relationship.

To answer the question, the scores of the students' results were extracted in the writing achievement test, as shown in table 5.

Table 5: The mean and standard deviation of 'students' scores in the writing test

Grade	N.	Mean	Standard Deviation
2nd	16	66.9	6.44
3rd	19	70.1	5.80

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Table 5 shows the students' scores in the writing test of the first semester. The means score of the second grade students is 66.9 and the mean score of the third grade students is 70.10. This means that the Students' achievement in writing is very close. To reveal the level of students' in SAWSE, table 6 shows the results

Table 6: Proportions - Grade T M

Level		Count	Proportion
Weak	Observed	17	**0.4857**
	Expected	8.75	0.250
Average	Observed	14	**0.4000**
	Expected	8.75	0.250
Good	Observed	1	**0.0286**
	Expected	8.75	0.250
Very Good	Observed	3	**0.0857**
	Expected	8.75	0.250

Table 6 shows that the level of 'students' grades (marks) in the writing test were as follows: ""poor" 0.48, "average" 0.40, " "good" " 0.02, and " "very good" " 0.08. It is clear that the students' SAWSE ranged between weak and average in writing competence. To reveal the correlation between second grade students' scores in writing and SAWSE, table 7 shows the results.

Table 7: Second Grade Correlation Matrix

		Questionnaire	Test Marks
Questionnaire	Pearson's r	—	
	df	—	
	p-value	—	
	N	—	
Test Marks	Pearson's r	0.946	—
	df	14	—
	p-value	< .001	—

| | N | 16 | — |

Table 7 indicates that the writing test scores of the second grade students and the SAWSE are correlated positively , as the value of 'Pearson's r = 0.946, and the p-value was < .001

Concerning the direction of the correlation of the third grade, table 8 shows the direction of the correlation between the test scores of the third grade students in writing and the SAWSE by using Pearson's r and the P-value eqation which is used to reveal the correlation relationships between the variables..

Table 8: Third Grade Correlation Matrix

		Questionnaire	Test Marks
Questionnaire	Pearson's r		—
	df		—
	p-value		—
	N		—
Test Marks	Pearson's r	0.582	—
	df	17	—
	p-value	0.009	—
	N	19	—

Table 8 shows a positive correlation between the third 'students' achievements in the writing exam and the situated writing self-efficacy, with a 'Pearson's r = 0.582 and a p-value of 0.009.

Discussion of the Results

The results of the first question revealed that third grade students' SAWSE level is higher than the second grades students' writing self-efficacy level, and the second and third grades students' performance in the writing exam in the first semester is very closed, their writing low level is very closed. Concerning the level of second grade students' in SAWSE it is weak, while the level of the third grade students' in SAWSE is ranged between poor and good. The results

revealed a logic fact that inspire of the close level in writing performance, but the third grade students show high level of self-efficiency. This may due to the fact that the second grade students have learnt the writing skill via distance learning during the Covid-19 quarantine, while the third grade students have exposed to distance learning less than the second grade students, and they practice face-to- face learning and receive feedback inside the classroom. In addition, their confidence in writing abilities is derived from the three year experience in learning different kinds of writing strategies. So, they have good confidence in their ability to write in different topics more than the second grade do. The third grade students' results have fostered by Mitchell et al. (2021) definition for self-efficacy, they defined it as the students' belief in their ability to change their behavior and develop their capabilities. The third grades students supposed to gain good confidence in writing during learning writing skills for six semesters.

The results are consistent with the findings of Tüfekçibaşi and Şahin (2022) who found that the students believe they have high self-efficacy to write any text based on situation, but their marks in writing test were in low level. This indicate that the students' SAWSE may affected by different factors such as positive feedback, intrinsic and extrinsic motivation, and to train them to practice writing in different situation. Plakhotnik and Rocco (2016) found that instructors' positive feedback and instructional facilities can improve university students' AWSE and confidence in writing in English language.

From the students' responses on the items of the questionnaire, it can be inferred that the second and third grades students have a strong belief that they are unable to a text that reflect their identity, also the previous negative experience and fail in writing affect their confidence in writing a text in English language. In addition the factors such as approaching writing, developing writing task, self-feedback, creative techniques, generating ideas strategies, emotional feeling, anxiety, solving writing problems, and controlling frustration have been considered as obstacles that hinder the students confidence in writing texts in different topics and specialization. In addition, from the students' responses we can infer that instructors' do not focus much on the writing strategies and intensive feedback, and the writing styles, that means it is clear that the students follow the writing activities existed on the student's writing textbook. Teaching students to write a correct text in English language is not enough to build a good writer, self-confidence and self-efficacy are important factors that affect students' situated academic writing competence.

That there is a positive correlation between the second and third grades students' scores in the writing exams and the SAWSE. It is worth to mention that the students' scores in the writing exam were low, and the students' self-efficacy level range between weak and good, this means that their self-efficacy is not high. This positive correlation is due to students un-confidence of their ability to write in different topic and situation. The instructors who teach writing skill course take a big responsibility of the students' self-efficacy beliefs. They need to monitor their students' writing performance and set plan to develop their writing performance and self- efficacy and confidence in real context.

The result of the third grade is consistent with the result of Solar Şekerci (2021) who found a perceived writing and writing motivation variables and university students' SAWSE are positively correlated. In other hand the writing anxiety factor has a negative influence on students SAWSE. This result is consistent with the result of the second grade writing scores of students and the students' SAWSE. the results are inconsistent with the result of Fatemi and Vahidnia (2013) who found the correlation between university writing achievement of students and self-efficacy. The students who score high marks on the English writing exam have positive writing self-efficacy, and the students who have low scores on the English writing exam have low self-efficacy. The correlation is positive between students' scores and writing self-efficacy. They focus on providing positive instructional environment that help students to develop step-by-step a positive self-efficacy and confidence beliefs.

Conclusion

The findings of the study shed light on the students' writing level competence and the students' level on SAWSE. The students' low level in writing and the students' beliefs of their writing efficacy which range between weak and strong of their ability to write different types of text based on different situation are due to different factors that need to be investigated. The study shows the strong relationship between students" self-efficacy and their level in writing. Writing skill needs to be supported by several factors which foster students' self-efficacy. The most important factor to be consider in teaching writing is the motivation variable.

The Iraqi university students at the Department of English need to build self-confidence and self-efficacy beliefs which help them to take a risk in writing texts in different subjects and in different situation. They know how to write a composition in general themes, but not in a specific field. It is clear that mastering writing skills alone is not enough to be a good writing.

To complete this study, the research faced many challenges. The study is limited to a small sample from the College of Education from the University of Baghdad which is consisted of 35 students. In addition, the study is limited to the instrument of the study, which was adopted from Mitchell et al. (2021), so the results of this study are due to the nature of the questionnaire, another questionnaire in the same field may present different results.

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Appendix A
Mitchell et al. (2021) Version of Situated Academic Writing Self-Efficacy Questionnaire

Dear students,

This questionnaire aims to assess the EFL Students' Situated Academic Writing Self-Efficacy. Every effort will be made to kept data confidential. Thank you for your participation.

Layla Faris
Researcher

Name:
Mark:
Grade: 2nd   3rd

Bellow you will find statements about assessing the EFL Students' Situated Academic Writing Self-Efficacy. Please read the statement and choose the response.

No.		Items	It apply to me	It does not apply to me
1.	**Identity Items**	I can write so the final product of that writing feels like it belongs to me		
2.		Writing assignments can help me feel like I am a part of the English profession.		
3.		No matter what it is I am asked to write, I can write it well.		
4.		When I write, I can look past any negative experiences I may have had with writing assignments and get the job done		
5.		When I am preparing for a writing assignment, I can often find myself thinking, at unusual times and places, about how to approach the writing.		
6.		I feel I can develop my own writing voice.		
7.		When I reflect on my writing, I can make my writing better.		
8.	**Creativity Items**	When I choose a topic, I feel I can make more unique choices than most of my classmates.		

9.		I can creatively bring together multiple sources into an original written product.		
10.		Even when a writing assignment does not allow much flexibility, I can still find ways to make my assignment original.		
11.		I can find original word combinations that effectively explain my ideas.		
12.		I feel I can give my writing a creative "spark" and still sound professional		
13.		I can visualize the connected parts of a paper I have written and see how it tells the complete story of my topic or argument.		
14.		I can choose a writing process that will best fit the writing I have been assigned.		
15.		I can write a major assignment without letting my emotions paralyze me.		
16.		I can remain calm and in control through the writing process.		
17.		When I am excited about what I am writing, I can work with that excitement to write a better paper.		
18.		I can use my enjoyment of writing as a positive motivator to be a better writer.		
19.		Even when the writing is hard, I can find ways to overcome my writing difficulties.		
20.	**Emotions Items**	If I am frustrated with my writing, I can always identify what is causing the frustration.		
21.		I can communicate my frustration to others to help me solve my writing problems.		
22.		When I receive feedback on my writing, no matter how it makes me feel, I can use that feedback to improve my writing in the future.		
23.		I can usually feel proud of my writing.		
24.		When I write a first draft, I can complete the task without worrying if my grammar is correct or not.		
25.		I can write without worrying that I will get the APA format requirements wrong.		

26.		When I write, I can complete the task without worrying if I am choosing the right approach		
27.	**Relational Items**	The connections I feel with the sources I find on my topic can motivate me to express my own ideas on that topic in writing		
28.		I can understand the research sources I find to support my writing ideas.		
29.		I can correctly interpret the meaning of the sources I find for my writing assignments.		
30.		If I get stuck, I can freely contact a teacher or tutor to help me move forward with my writing ideas.		
31.		I can write so the audience I am writing for can clearly understand my meaning.		
32.		I can always think about my audience when I write.		
33.		I can prioritize writing what my audience needs to know over my needs for self-expression.		
34.	**Context Items**	With each new writing assignment, I can adjust my writing style to meet the needs of that assignment.		
35.		I can successfully use scholarly academic words and writing styles when writing in my courses topics I write about in my courses.		
36.		I can usually figure out the way a teacher wants me to write so I can get a good grade.		
37.		I can comfortably express English concepts, language, and values in my own words.		
38.		I can make an effort to write my best work regardless of the value of the assignment to my overall grade.		
39.		When I get corrective feedback on the content of my writing, I can usually understand how I've strayed from the assignment guidelines		
40.		I can write effectively even when I know those evaluating my writing will be critical.		

Student-Generated Instructional Materials: Pros and Cons

Svetlana Baluyan[1]

Abstract

Teaching students in the 21st century is not easy. The rapidly changing educational environment requires educators to continuously improve their skills throughout their careers. A one-size-fits-all approach to teaching and learning no longer works, and a differentiated approach requires the use of new strategies and methodologies. Among them is the flipped classroom, an innovative educational model that provides online learning content (usually an instructional video) for self-study outside the classroom at the student's own pace and, conversely, moves activities that were traditionally considered homework into the classroom. This frees up time for training activities under the guidance of a teacher and collaborative works with classmates. This research provides insight into the modification of the EFL flipped classroom teaching model, the "flipped teacher," which differs from the traditional model in the way that instructional videos are not produced by the teacher, but by students, who thus take on the role of the teacher. It is aimed at investigating the advantages and disadvantages of using student-generated instructional materials in the EFL flipped classroom. A classroom-based qualitative study with 23 second-year students on the Degree in Translation Studies at the Southern Federal University in Russia showed that the "flipped teacher" model has a positive pedagogical potential, and student-generated instructional videos are excellent means of increasing students' language competence and improving their academic performance. Besides, it may be able to improve students' learning motivation. However, producing an instructional video might take too much time, and this should be recognized as one of the main problems of the "flipped teacher" model. At the same time, further research and some minor improvements could help to solve it and make it possible to encourage language teachers to wider integrate student-generated instructional materials into their teaching practice.

Keywords*: flipped classroom, flipped teacher, student-produced video, student-generated video, instructional materials.*

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Women rights in Iran: A review of mainstream media

Amir Houssein Bazmi[1]

Abstract

Iran has become on the spot of world media once again upon the protests which appeared after the death of a young woman being arrested due to opposing sharia rules of the country. As well as being a question of human rights' infringement, the case itself has created a new debate whether mainstream media could be courageous enough to reflect the facts behind women rights in Iran. Current paper is a sociological analysis and review of the stance and content of mainstream media regarding its courage and motivation to reflect the cases and issues regarding women rights in Iran. Basically reporting a document analysis, the presentation aims at posing a discussion around the topics such as human rights, women rights, and the power of media in oppressive regimes. The research concludes with theoretical suggestions for further analyses on the topic.

Key words: *women rights, Iran, media.*

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Girls of Riyadh: Revisiting the translation of dialectal and idiomatic elements

Sayed Moussa Ismail[1]

Abstract

This essay discusses the translation of dialect language in Girls of Riyadh. It asks if the translation of this work successfully and comprehensively represents the effect, pragmatics, style, atmosphere, aesthetics, and culture in the novel. A corpus linguistics approach has been taken. Random samples of dialect terms drawn from Saudi novels have been classified as cultural markers and their translation has been investigated using House's concept and criteria of covert translation and Dickins's degrees of cultural transposition. The results of this study suggest that the translators have primarily used a communicative strategy with dialect expressions being left out or translated into formal English, rather than utilizing strategies of domestication or foreignization. This study thus presents a strategy for the translation of dialect terminology and expressions in Saudi fiction and highlights the importance of translating dialect terms to successfully represent the source culture in the target language text. With the lack of extant research into the difficulties of translating Saudi literature into foreign languages, this study also highlights creative techniques and strategies for the translation of Saudi dialect terms.
Key words: Covert Translation, Cultural Marks, Dialect, Idiomatic Expressions, Cultural transposition.

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İlkokul 4. Sınıf Öğrencilerinin Yardımseverlik Değerine Yönelik Tutumlarının Çeşitli Değişkenler Bağlamında İncelenmesi

Mustafa Dolmaz[1]

Hatice Dolmaz[2]

Özet

Yardımseverlik insanoğlunun ilk var olduğu günden itibaren gündelik hayatın ekonomik, sosyal, kültürel koşullarına ayak uydurabilmek için işe koştuğu, toplumun refahına katkıda bulunan, toplumsal birlik-beraberliğin sağlanmasında önemli rolü olan, toplumsal huzuru sağlayan ve toplumsal dengenin bozulmasına engel olan bir değerdir. Bu araştırmanın amacı ilkokul 4. sınıf öğrencilerinin yardımseverlik tutumlarının çeşitli değişkenler bağlamında incelenmesidir. Araştırmada nicel araştırma yöntemlerinden biri olan tarama (ilişkisel tarama) yöntemi kullanılmıştır. Araştırmanın evrenini Türkiye'nin Sivas ilinde bulunan bir devlet okulunun ilkokul 4. sınıf öğrencileri, örneklemini ise bu okulun A, B, C sınıflarında öğrenim gören yirmişer kişiden oluşan toplamda 60 kişilik bir öğrenci grubu oluşturmaktadır. Örneklemin belirlenmesinde basit-seçkisiz örneklem yöntemine başvurulmuştur. Araştırmada veri toplama aracı olarak Aktepe (2010) tarafından geliştirilen yardımseverlik tutum ölçeği ve araştırmacı tarafından geliştirilen bilgi formu kullanılmıştır. Araştırmanın verilerinin analizinde One-way anova ve Tukey testinden yararlanılmıştır. Araştırma sonucunda sosyal medyaya, oyun oynamaya, kitap okumaya, sinemaya, çizgi filmlere ilgilerinin ve arkadaş sayılarının ilkokul dördüncü sınıf öğrencilerinin yardımseverlik tutumları üzerinde anlamlı ve pozitif yönlü bir farklılık yarattığı tespit edilmiştir. Öğrencilerin ailelerinin ekonomik durumlarının ise yardımseverlik değerine yönelik tutumlarında anlamlı bir farklılık yaratmadığı görülmüştür.

Anahtar kelimeler*: değer, ilkokul, tutum, yardımseverlik.*

Kaynakça

Aktepe, V. (2010). *İlköğretim 4. sınıf sosyal bilgiler dersinde yardımseverlik değerinin etkinlik temelli öğretimi ve öğrencilerin tutumlarına etkisi* [Yayımlanmamış Doktora Tezi]. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.

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Sosyal Bilgiler Alanında Yaratıcı Drama Üzerine Ne Yapıldı? Eğilimler, Eksiklikler, Öneriler…

Mustafa Dolmaz[1]

Özge Metin[2]

Özet

Sosyal bilgiler öğrencilere kültürel mirasın devralınması, korunması ve yeni nesillere aktarımı, insan - çevre etkileşiminin bilincine varılması, insanlar, olay, olgu ve nesneler arasındaki benzerlik ve farklılıkların sezilmesi için yol gösterirken, yaratıcı drama tüm bu olayları-durumları ilgi çekici bir şekilde, birden fazla duyu organına hitap edecek biçimde, görsel ve işitsel bir kompozisyonda akışkan bir bütün olarak adeta resmeder [1], [2], [3]. Bu sebeple sosyal bilgiler dersi içerisinde yaratıcı dramanın gücünden yararlanmak elzemdir. Bu araştırmada sosyal bilgiler dersi için bu denli büyük bir öneme sahip yaratıcı drama-sosyal bilgiler ilişkisi üzerine yapılmış çalışmalar (tezler-makaleler) araştırmacıların kurumları, çalışmaların tür ve yılları, yöntemleri, örneklem biçimleri, yöntemleri, analiz yöntemleri, veri toplama araçları, hangi konu bağlamında kaleme alındıkları, sonuçları ve önerileri bağlamında ele alınarak incelenmeye çalışılmıştır. Araştırmada nitel araştırma yöntemlerinden biri olan doküman inceleme yöntemine başvurulmuştur. 2004-2022 yılları arasında yapılmış araştırmalar bu araştırmanın çalışma grubunu oluşturmuştur. Araştırma sonucunda ilgili alanda yapılmış bir doktora tezine rastlanılmadığı, bazı yıllarda hiç çalışma yapılmadığı, bazı yıllarda ise bir iki çalışmanın yapılmış olduğu, tüm çalışmaların 29 farklı kurumda çalışan araştırmacılar tarafından gerçekleştirildiği, araştırmaların araştırma yöntemleri bağlamında hemen hemen eşit dağıldığı, oldukça fazla sayıda araştırmada örneklem/çalışma grubunun bulunmadığı, veri analizinde genellikle aynı analiz yöntemlerinin tercih edildiği, veri toplama aracı olarak genellikle başarı testi, tutum ölçeği ve görüşme formunun tercih edildiği, araştırmalarda genellikle tek veya iki veri toplama aracının kullanıldığı, yaratıcı drama- sosyal bilgiler ilişkisinin genellikle başarı, tutum, değer yada beceri kazanımı bağlamında incelendiği, sosyal bilgiler dersinde yaratıcı dramadan faydalanmanın oldukça olumlu sonuçlar verdiği, ancak az da olsa negatif etkilerinin de görüldüğü tespit edilmiştir.

Anahtar kelimeler: *yaratıcı drama, sosyal bilgiler, tezler, makaleler.*

Kaynakça

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İlkokul öğrencilerinin yazma motivasyonları ile yazma kaygıları arasındaki ilişkinin incelenmesi[1]

Şaziye Çalışır [2]

Fatih Can[3]

Özet

Bu araştırmanın amacı, Kars İli Kağızman İlçesindeki üç ilkokulda öğretim gören ilkokul öğrencilerinin yazma motivasyonları ile yazma kaygıları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Bununla birlikte, ilkokul öğrencilerinin bazı demografik değişkenlere göre yazma motivasyonu ve yazma kaygılarının farklılaşıp farklılaşmadığı incelenmiştir. İlişkisel tarama modelinin kullanıldığı araştırmanın örneklemini, 2022 – 2023 Eğitim Öğretim yılında Kars İli Kağızman İlçesindeki üç ilkokulda öğretim gören 301 ilkokul öğrencisi oluşturmaktadır. Bu araştırmada kullanılan veri toplama aracı, üç bölümden oluşmaktadır. Birinci bölümünde katılımcıların demografik özelliklerinin yer aldığı kişisel bilgiler, ikinci bölümde "İlkokul Öğrencilerinin Yazma Motivasyonları Ölçeği" ve "İlkokul Öğrencilerinin Yazma Kaygı Ölçeği" yer almaktadır. Verilerin analizinde aritmetik ortalama ve korelasyon analizi kullanılmıştır. Araştırmadan elde edilen sonuçlara göre, ilkokul öğrencilerin yazma motivasyonu yüksek düzeyde yazma kaygıları ise düşük düzeydedir. İlkokul öğrencilerin yazma motivasyonu ile yazma kaygıları arasında düşük düzeyde negatif ilişki bulunmuştur.

Anahtar Kelimeler: *Yazma motivasyonu, yazma kaygısı, ilkokul öğrencileri.*

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İlkokul öğretmenlerinin mesleki motivasyonları ile öğrencilere okuduğunu kavrama becerilerini kazandırma düzeyleri arasındaki ilişkinin incelenmesi[1]

Şaziye Çalışır [2]

Fatih Can[3]

Özet

Bu araştırmanın amacı, ilkokul öğretmenlerinin mesleki motivasyonları ile öğrencilere okuduğunu kavrama becerisi düzeyleri arasındaki ilişkiyi araştırmaktır. Bu amaçla ilkokul öğretmenlerinin motivasyonlarının ve öğrencilere okuduğunu kavrama becerisi düzeylerinin cinsiyet, yaş, eğitim durumu, görevi, görev yeri, sınıf mevcudu, mesleki gelişim ile akademik ilgilerine göre ilişkisi incelenmiştir. Betimsel tarama modeli ile modellenen araştırmanın örneklemi basit tesadüfi örnekleme yöntemi ile seçilen, Kars ilinde görev yapan 324 ilkokul öğretmenidir. Araştırmada Epçaçan ve Erzen (2010) tarafında geliştirilen Okuduğunu Anlama Becerileri Ölçeği ile Öztürk ve Uzunkol (2013) tarafından ilkokul öğretmenlerinin öğretmenlik mesleğine yönelik motivasyon düzeylerinin tespiti amacıyla geliştirilen İlkokul Öğretmeni Motivasyon Ölçeği kullanılmıştır. Veri analizleri sonucunda motivasyon değişkeninin yaş ve sınıf mevcudu faktörlerine göre anlamlı farklılık göstermediği; cinsiyet, eğitim durumu, görevi, görev yeri, mesleki gelişim ile akademik ilgilerine göre ise kısmi farklılık gösterdiği bulgusu elde edilmiştir. İlkokul Öğretmenlerinin Mesleki Motivasyonları ile Öğrencilere Okuduğunu Kavrama Becerileri genel boyutları arasında anlamlı ve pozitif bir ilişki olduğu sonucuna ulaşılmıştır.

Anahtar Sözcükler: *Meslek motivasyonu, kavrama becerisi, okuma becerisi, sınıf öğretmeni.*

Students Views towards Online English Courses at University

Ahmet Selçuk Akdemir[1]

Öznur Ataş Akdemir[2]

Abstract

Higher education institutions (HEIs) have increased and intensified online classes they serve since the pandemic period. Students have at least one or two courses online for each term. Basic English, which is a compulsory course for all departments of universities in Turkey, is one of the courses conducted on online platforms. Each university uses different online platforms to provide this course. Current study aims at investigating university students' views towards Online English Courses (OEC) provided at a Turkish public university. To this end a descriptive study is conducted. Students are asked to fill in a questionnaire to share their views. The data was collected through Google Forms and analysed descriptively. The results show that students have both positive and negative views towards OEC under several topics.

Key words: online teaching, English courses, higher education.

Introduction

HEIs have been using online education as an efficient way of teaching for a long time. However, the number of courses offered on online platforms have increased since COVID-19 pandemic period which lasted around three years. Online teaching has several advantages such as being time and money saving, offering a better accessibility for the learners, helping universities cope with physical deficiencies (lack of available classrooms etc.), allowing convenience for lecturers etc. (Juneja, 2021; Stone & Perumean-Chaney, 2011; Teymori & Fardin, 2020).

However, there are several challenges faced by HEIs, lecturers and students during online courses. These are caused by technology used for online teaching, ICT background of students and lecturers, HEIs' sources for online teaching, and several other issues caused by curriculum or the programme of the course (Altruise, 2020; Ezra et al., 2021; Hassan et al., 2020; Hassan, 2021).

Current study aims at focusing on the issue from students' part. To this end, students of a Turkish public HEI are invited to share their views regarding OEC they are enrolled during their first year. The data was collected through Google Forms. As the research has no prediction

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on demographic details such as gender, age, department etc., these variables have not been asked during data collection.

The data is analysed descriptively. It is aimed to have an overall understanding of the views students have towards OEC.

Instrumentation

There are ten questions in the data collection instrument developed by the researchers. Two of these are Yes/No questions; remaining eight were designed in 5 Likert scale type. The scale items were determined by the researchers through an extensive literature review.

Findings

The first question is about students' attendance habits to OEC.

Do you attend OEC regularly?

■ Yes ■ No

13%

87%
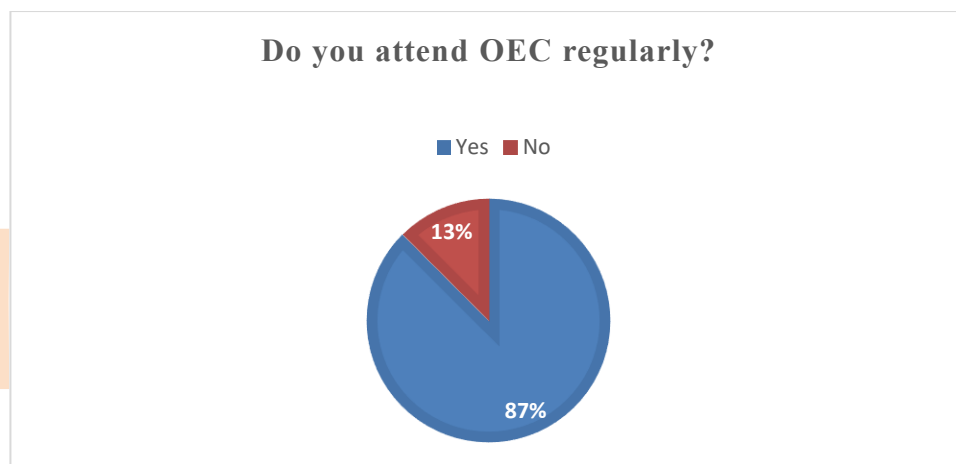
A great majority of students attests that they attend the classes regularly. However, it should be noted that they mean 'attending' only. When they lose the connection they may not retry as the course recording logs each student as 'attended' upon first attend.

The second question is about the facilities students have to follow and attend the OEC.

Do you have available Internet connection and devices (PC, tablet or smartphone) to attend OEC?

■ Yes ■ No

15%

85%
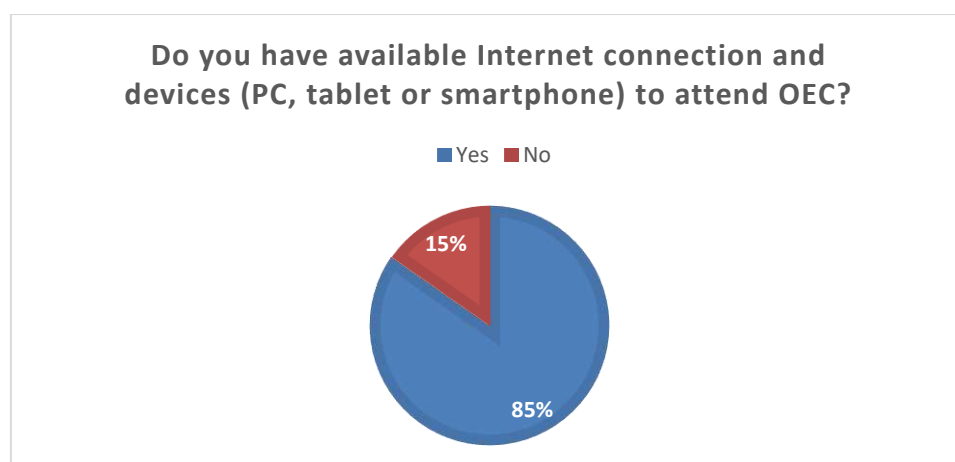
Students state that they have available devices and connection opportunities for OEC participation.

The third question is the first of Likert type questions. The question seeks the views of the students regarding the comparison of face-to-face classes and online classes regarding their efficiency.

Do you think online classes are as important as face-to face classes?

■Totally agree ■Agree ■Neutral ■Disagree ■Totally Disagree

- 26%
- 34%
- 25%
- 10%
- 5%
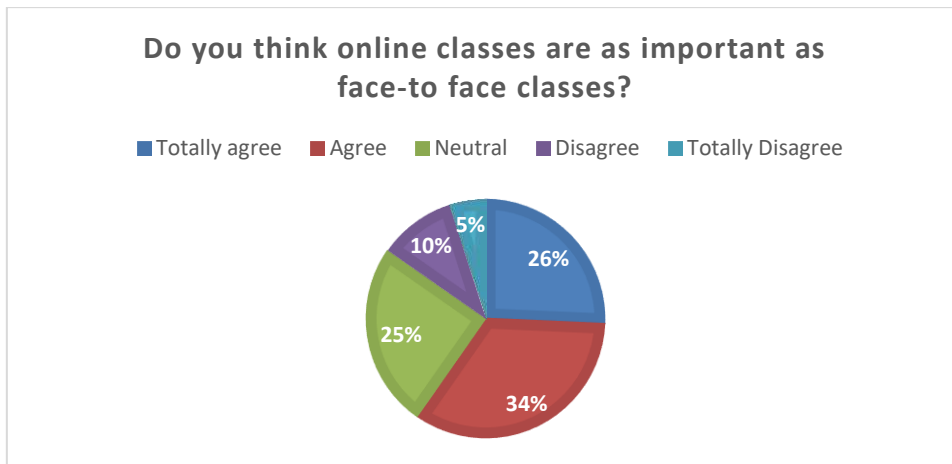
Around 60% of students think that online classes are as important as face-to-face classes. They care online classes and this data is convergent with their replies regarding attendance.

The fourth question seeks students' views regarding their academic success in online courses:

Do you think you are more successful in online classes than face-to face classes?

■Totally agree ■Agree ■Neutral ■Disagree ■Totally Disagree

- 17%
- 23%
- 29%
- 21%
- 10%
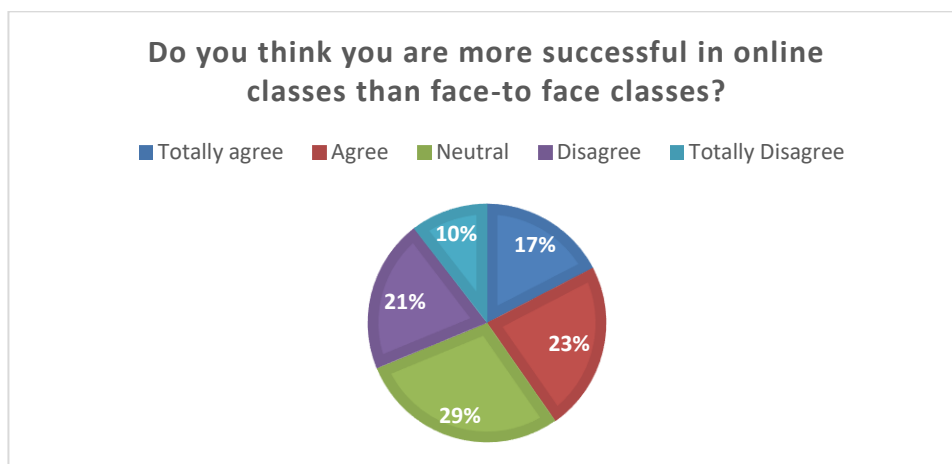
Students are not sure that they have a better performance in online courses compared to face-to-face ones. This finding needs to be validated with exam results. However, it would be a further research and is not considered by the researchers.

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The fifth question aims at exploring the efficiency of online courses according to students' views:

Do you think online classes are more efficient than face-to face classes?

■Totally agree ■Agree ■Neutral ■Disagree ■Totally Disagree

16% 15% 21% 33% 15%
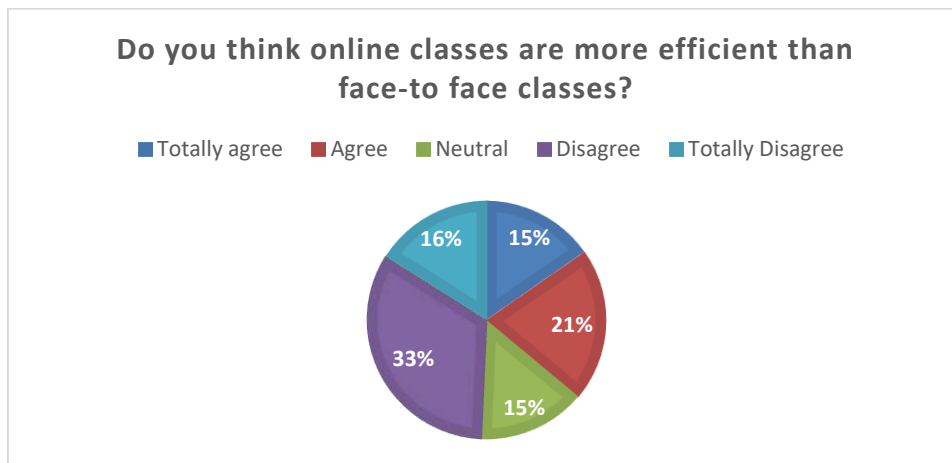
A great majority of students think that OEC is not more efficient than face-to-face English courses. This is not surprising considering the fact that there is very limited interaction in OEC while the interaction is more profound and multi-directed in face-to-face classes.

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The sixth question asks the students evaluate OEC in terms of being enjoyable and charming:

Do you think the content and style of online classes are enjoyable and charming?

■Totally agree ■Agree ■Neutral ■Disagree ■Totally Disagree

10% 10% 28% 21% 31%
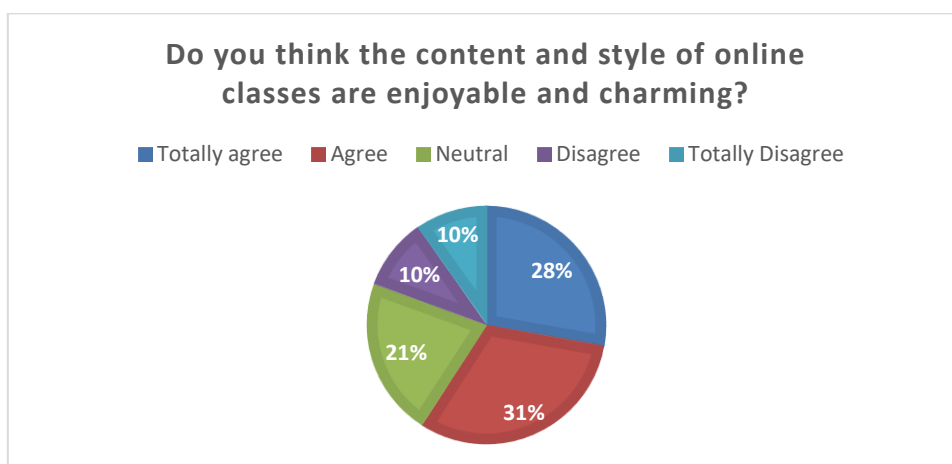
A great majority of participants think that OEC is conducted in an enjoyable and charming style. This can be caused by the lecturers' style and strategies. Also, it should be noted that, most of OEC applications are supported by online resources such as video, and live podcasts.

The seventh question deals with students' habits of watching recorded OEC.

Do you watch/watch again OEC just before the exams ?

■ Totally agree ■ Agree ■ Neutral ■ Disagree ■ Totally Disagree

10%
33%
13%
26%
18%
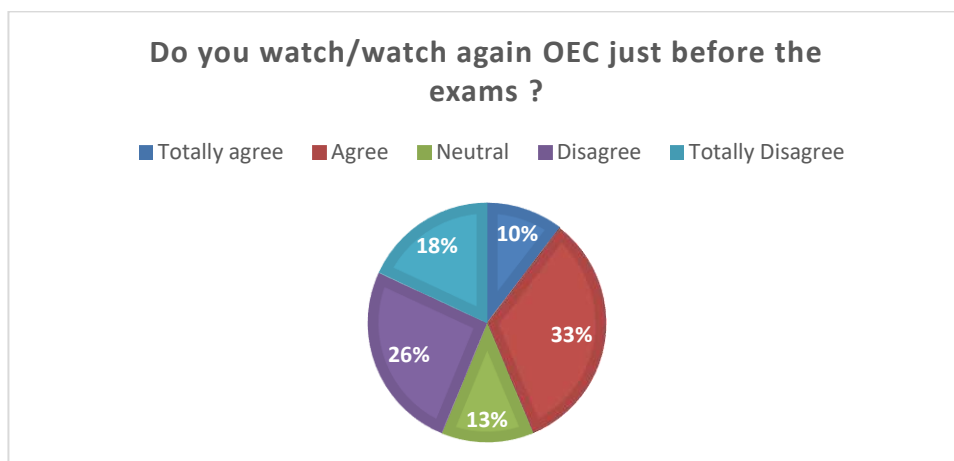
According to the graphic, they do not have the habit of watching OEC after the live class. They just attend and then do not watch the recorded class again.

The eighth question aims at exploring students' tendency of not watching/attending OEC but studying the exam by using previously asked exam questions:

Do you attend/watch OEC to study the exams, or do you study exams by using previous years' questions?
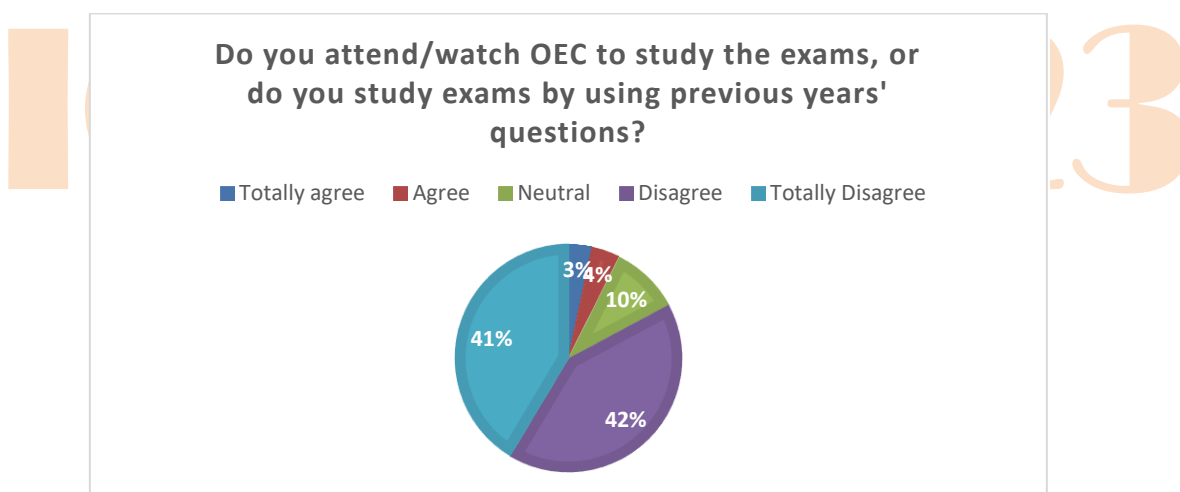
■ Totally agree ■ Agree ■ Neutral ■ Disagree ■ Totally Disagree

3% 4%
10%
42%
41%

According to students' replies, nearly all of them study the exams of OEC by attending the classes rather than studying through various resources (accessing previous years' exam questions is not preferred by them).

The ninth question aims at exploring students' self-study habits:

Do you have the habit of studying the exams of OEC on your own?

■ Totally agree ■ Agree ■ Neutral ■ Disagree ■ Totally Disagree

4% 16% 17% 18% 45%
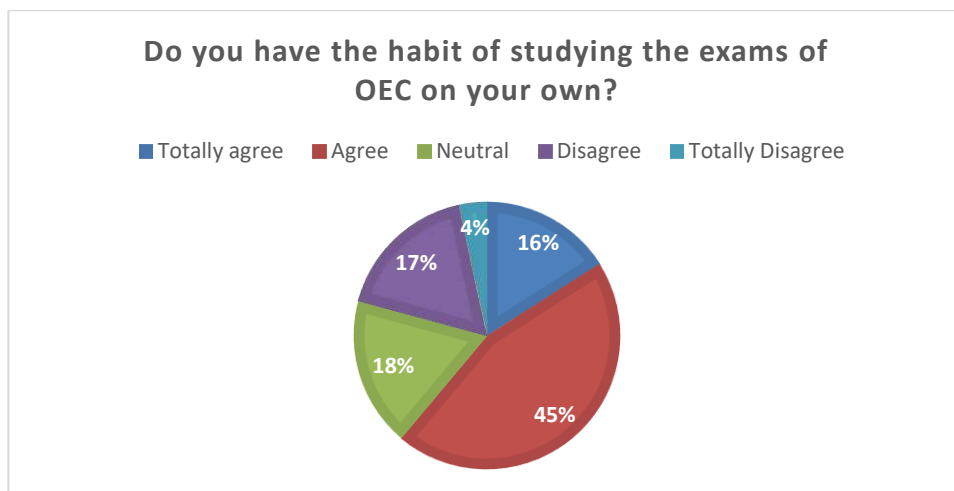
According to the graphic, a great majority of students have the habit of self-studying the exams of OEC. This is an expected result as there is little or no interaction for feedback and assessment in most OEC applications.

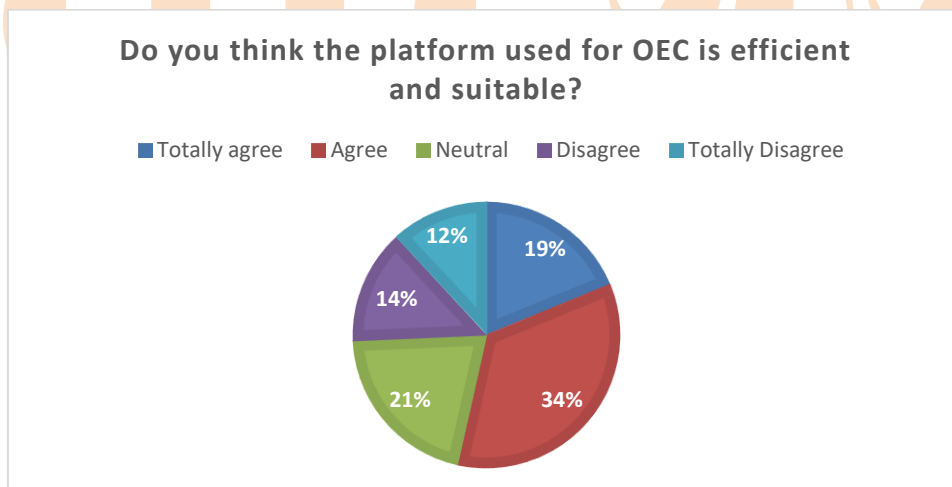***The tenth and the last question*** of the study is related to the platforms or infrastructure used to conduct OEC. Students are asked to state their views on whether they find the infrastructure of OEC suitable or not:

Do you think the platform used for OEC is efficient and suitable?

■ Totally agree ■ Agree ■ Neutral ■ Disagree ■ Totally Disagree

12% 19% 14% 21% 34%

Nearly half of the participants think that the online platform used for OEC is suitable and efficient. However, the other half thinks that it is not suitable at all. This should be investigated thoroughly regarding the platform types used.

Conclusion

Current research is devoted to investigate the views of university students towards OEC. The study, with its limitations, has a descriptive approach towards the research question. There

are several external factors to be taken into consideration to have a thorough and clear understanding of whether OEC is efficient and enjoyable for university students.

This research has found that university students prefer and like OEC though they encounter some technical problems during the process. Further research is expected to shed light on the issue.

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Streamlining translation with CAT tools: An overview of MateCat

Nashaat M. Elmassri[1]

Abstract

Translation is the process of converting written or spoken content from one language to another. As globalization continues to increase, the demand for translation services has grown significantly. To meet this demand, translators have turned to computer-assisted translation (CAT) tools to improve the efficiency and quality of their work. CAT tools are software programs designed to help translators manage and streamline the translation process. These tools use a combination of machine translation, translation memory, and terminology management to speed up the translation process and ensure consistency across translations. Some popular CAT tools include SDL Trados, MemoQ, and Wordfast. However, one of the most widely used CAT tools is MateCat. MateCat is an online translation tool that allows users to manage and translate projects collaboratively. It uses machine translation and translation memory technology to speed up the translation process and improve translation consistency. One of the key benefits of using CAT tools like MateCat is that they can significantly reduce the time and effort required to translate content. By leveraging translation memory and terminology management, translators can reuse previously translated content and ensure consistency across translations. This not only speeds up the translation process but also improves the overall quality of translations. In conclusion, CAT tools like MateCat have become an essential part of the translation process. They help translators work more efficiently and produce higher-quality translations. If you're a professional translator or work with multilingual content, it's worth exploring how CAT tools can help you streamline your workflow and improve your translations.
Key words*: translation, CAT tools, MateCat.*

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A challenge to the nineteenth-century England's negative view of women in Thomas Hardy's "Ah Are you Digging on My Grave"

Soner Kaya[1]

Abstract

The purpose of this study is to demonstrate that Thomas Hardy, despite being a male poet, resists the negative attitudes towards women in the nineteenth century England in his work entitled "Ah Are you Digging on My Grave?" The poet employs the concept of death as a symbolic representation of the bleak circumstances faced by women within society, and highlights the lack of interest exhibited by people towards the plight of women. The poet employs grave as a metaphor to symbolize the confinement experienced by women within the domestic realm throughout the nineteenth century. Through his portrayal of women confined to the domestic sphere metaphorically, Hardy implicitly challenges the notion that women are inherently suited for domestic roles, thus questioning the gendered expectations prevalent in the nineteenth-century society. Despite being a male poet and author, the poet actively opposes the marginalization of women and indirectly supports gender equality, aligning with the perspectives of feminist critics. I conclude by arguing that the poet emphasizes negative treatment of women, even by their loved ones, and implicitly opposes their trivialization by society. By giving women a voice, he demonstrates that he supports the notion that women are powerful and equal to men, thus challenging the English society of the nineteenth century and advocating for equal rights for women and defying the submissive roles dictated by the prevalent patriarchal conventions of his time.
Key words: *Thomas Hardy, Women's plight, Gendered expectations*

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EFL teaching and learning in the Post-Covid-19 era: Responses and challenges in the Algerian context

Youcef Messaoudi[1]

Abstract

The use of technology in EFL instruction has been always seen as a factor of good teaching quality. In the last decades, concepts such as ICT's and computer-assisted language learning (CALL) became trendy worldwide; yet, face-to-face teaching remained the core tradition in TEFL. Online courses were only complementary to onsite teaching. However, after the Corona-virus pandemic outbreak, teachers and students found themselves compelled to adopt online learning as the only medium of instruction which promoted distant learning as the exclusive solution to this unexpected situation. Nevertheless, these procedures were not without problems. Such circumstances represented a vital subject for investigation: to document the experience, gather lessons learned from the crisis, and shed light on creative solutions and/or shortcomings. It also tries to identify how EFL institutions can get ready for any similar emergency. In other words, answers should be provided for the question on how EFL institutions should look like after the pandemic; how course design, teacher training and quality assurance will be redefined. The conclusions of this study were classified in the forms of strengths, weaknesses, opportunities and threats of the permanent implementation of distant learning after the pandemic.
Key words*: EFL, Covid-19, ICT.*

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Vocabulary memorization techniques in the modern digital era

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Abstract

The problem of students' vocabulary expansion and their ability to enhance words, phrases and collocations at different levels of language proficiency has remained actual over time. Vocabulary enrichment enables students to speak, write, and read in confidence and effectiveness. Unfortunately, expanding vocabulary can be difficult. Some people may find it hard to remember new words, while others may struggle to use them in context. Moreover, the sheer number of words to learn can be overwhelming. In today's digital era, there are a plethora of tools and techniques available to help with vocabulary memorization. The use of digital applications designed specifically for language learning is a popular method of vocabulary learning. These apps offer various features such as flashcards, quizzes, and games that make memorizing new words fun and engaging. The survey we conducted revealed which applications students of linguistic department use more often and which functions are most popular.

Key words*: memorization techniques, linguistic education, digital applications, vocabulary expansion.*

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Lost in translation strategies for effective cross-cultural communication

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Abstract

The ability to communicate effectively across cultures is becoming increasingly important in our globalized society. The topic of "Lost in Translation: Strategies for Effective Cross-Cultural Communication" delves into the challenges and strategies involved in navigating cross-cultural interactions. This abstract provides a concise overview of the key points covered in the topic. The lecture begins by emphasizing the significance of understanding cultural differences and their impact on communication. It explores how cultural norms, values, and communication styles can vary across different societies, leading to potential misunderstandings. Participants are introduced to strategies for adapting their communication styles to different cultural contexts, including active listening, respect for hierarchy, and understanding direct versus indirect communication. The topic also delves into techniques for avoiding misunderstandings and misinterpretations. Participants learn the importance of clarifying assumptions, avoiding jargon and slang, providing context, and being mindful of tone in cross-cultural communication. Building trust and rapport with individuals from different cultures is another crucial aspect covered in the lecture. Tips such as showing respect, being authentic, sharing experiences, and practicing active listening are explored as effective ways to foster positive relationships. Furthermore, the lecture highlights the value of case studies and real-world examples in understanding cross-cultural communication challenges and successes. By analysing these examples, participants gain practical insights into overcoming obstacles and employing successful strategies. In conclusion, this topic equips individuals with the knowledge and skills needed to communicate effectively across cultures. By embracing these strategies, individuals can bridge cultural gaps, build stronger relationships, and contribute to a more connected and inclusive global community.
Key words: translation strategies, globalization, cross-cultural communication.

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The effects of government-aid on the educational institutes' charater of Islamic schools
in Islamic Republic of Iran.

Azaam Nirumand[1]

Abstract

This qualitative case study explores the effect of government financial and physical aid and related policies on the institutional character of Islamic secondary schools in Islamic Republic of Iran. Private and government (public) aided Islamic schools showed a clear and coherent institutional identity that fosters a positive school culture. However, Islamic school autonomy and identity are constrained by state policy, especially in government aided Islamic schools. Government control over selection of personnel and students in government aided schools- both private and government section- affects mission alignment, goals and values, authenticity of education and perceptions of responsibility. Resource scarcity , unleashed inflation and devastating economical policies along with raging overspreading poverty and totalitarian leadership of ruling Islam-maniac regime are key factors that affect the degree of state influence. This study suggests that further research should consider the relationship between autonomy and school climate and culture, especially in faith-based schools and sustainability of such a educational system and its merits and demerits to the next generations considering the wellbeing of the state and the state-dwellers.

Key words: *Islamic schools, education, educational policy.*

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The effect of braitonic training on skill behaviors of autistic children

Mir Hamid Salehian[1]

Abstract

Autism is the most common disease in the spectrum of pervasive developmental disorders. The main reason of this research was to find the effect of eight weeks of briatonic training on skill behaviors of autistic children. The present study was a quasi-experimental research in terms of applied purpose and research method, which was conducted as a pre-test and post-test. Therefore, among the statistical population of the present study, which included children with autism symptoms aged 6 to 8 years, who were referred to welfare centers in Tabriz for treatment, 30 people were selected voluntarily and randomly selected in two groups of 15 people underwent braitonic and control. Before completing the exercises, Garz questionnaire was completed by parents. The experimental group performed Briatonic exercises under the supervision of a braitonic instructor and a psychologist in one of the multi-purpose halls of Tabriz for two sessions of 45 minutes a week for 2 months. The control group engaged in their daily activities. After the training program (post-test), both experimental and control groups were measured and completed the Garz questionnaire by parents. For inferential analysis of data using SPSS 21 software at $p \geq 0.05$ as a significant level. Analysis of variance in repeated measures and t-test was taken to find data. Findings showed that eight weeks of briatonic training has a significant effect on the coordination, agility and reaction of children with autism. Braitonic exercises can have a significant positive effect on motor skills of autestic children.

Key words: *briatonic, skillful behaviors, coordination, agility, reaction.*

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Different classroom discourse: Review and analysis

Issa Sheibani[1]

Among different types of discourse, classroom discourse is a special type of discourse that occurs between teacher and students and among the students in classrooms .Classroom discourse largely consists of explanations, instructions, descriptions and arguments .Furthermore, the form and function of classroom discourse is often different from other types of discourse used in other situations because of the specific social roles of teachers and students as well as the kind of activities which they perform there. Due to the importance of classroom discourse in educational setting, this study attempts to review different aspects of classroom discourse. In classroom context, teachers and learners play different roles. In traditional classes, the teachers are dominate, talk more than the students, control topics and allocation of turns, usually ask closed questions, and judge the acceptability of the students' responses. Therefore, in traditional classroom, teachers have a great deal of control over the kinds of interactions in the classroom. Besides, teachers make a number of decisions which are mostly made in advance . However, in nontraditional classes, students talk more; besides, students' self-selection and students' topic expansion are observed more frequently in nontraditional compared to traditional classes ;therefore, in nontraditional classes, the dominance of the teachers is somewhat mitigated by giving students opportunity to participate actively in classroom discourse. While in traditional classroom discourse as 'authoritative discourse' and nontraditional classroom discourse as 'internally persuasive discourse'. Classroom interaction between teacher and learners includes different patterns depending on a variety of factors such as teaching style, topic of conversation, and L2 proficiency level of students. Among these patterns, IRF (Initiation-Response-Feedback) is a typical pattern of classroom discourse; in this pattern, the teacher is responsible for carrying out the first (initiation) turn as well as the third (feedback) turn of the exchange. Besides, the students are carrying out the second turn (response). Moreover, in this type of interaction, the teacher's and the students' roles are predetermined. Generally, four types of language can be used in EFL classroom including: mechanical (i.e. no exchange of meaning is occurred), meaningful (i.e. the contextualization of

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meaning is focused but no new information is conveyed), pseudo-communication (i.e. new information is conveyed but the language which is used in the classroom is not like a language which occurs outside the classroom), and real communication (i.e. spontaneous speech resulting from the exchange of opinions, jokes, classroom management, etc. is involved). One of the important factors which can affect the classroom interactions is the questions which can be used by teachers. Questions can be used as devices for initiating discourse, although they can also serve a number of other functions. Instructors can control the classroom discourse and involve in the first part of three-phase IRF exchange by asking various questions. Among different types of questions, display and referential questions are two common types of questions which can be asked in classrooms. Display Questions are a type of questions which are usually used for comprehension checks, confirmation checks or clarification requests . However, referential questions are a type of questions which requires more thought and longer responses compared to display questions. In a classroom context, different factors work together to influence the way in which meaning is socially constructed between teacher and learners. Studies regarding the nature of classroom talk in L2 classrooms have emphasized issues such as anxiety , equality and symmetry in dialogues , pedagogical concerns, theoretical perspectives. The common ground regarding these studies is that the language used between teacher and learners in a classroom context is basically different from the talk that occurs outside the classroom. Additionally, in classroom context, meaning is created through social interactions and talk is important to the way in which knowledge is constructed. Besides, in L2 classroom, language is both the mode of interaction as well as the goal of the learning activity and acquiring the L2 . Therefore, the language which is used in the classroom is not a simple tool for transfer of information, rather, it deals with the complicated social, cultural, political, cognitive, and linguistic processes and contexts which are parts of the meaning. Moreover, in the context of classroom teacher and learners mutually build knowledge and simultaneously create an appropriate context for learning. Additionally, during oral interactions in the classroom, teacher and learners establish their roles and relationships and they decide who says what, when and how. Generally, it is difficult to generalize about classroom discourse because each class has its own special culture. Furthermore, schools, teachers and students can be different within different contexts. Additionally, the type of students' and teachers' discourse, the patterns of talk in classroom, instructional conversations, politeness strategies, turn taking patterns, topic

management, and the power and solidarity issues can be different in different settings. Therefore, the differences exist in various contexts; the important point is that teachers should make their students aware of these differences, and enhance their awareness of how discourse works to make teaching-learning experience more effective and involve the students in real life communication. For this purpose, students need more than mastery of linguistic form of language. They need to develop their communicative competence besides their linguistic competence; they need to be aware of contextual variations; and they need to increase their awareness of how they should negotiate meaning. Therefore, it can be influential to talk in the classroom about language use and provide a variety of situations for negotiation of meaning .For example, teachers can ask referential questions and conduct classroom discussions.

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EFL Tertiary Students' Reluctance to participate in Oral Discussion: A Case Study from Albaha University[1]

Ahmed F. Shoeib[2]

Abstract

This paper aims to examine the reasons behind EFL Saudi male students' reluctance to take part in classroom discussions using the target language at the Foreign Languages Department at Faculty of Arts and Humanities of Albaha University in KSA. An adopted version of a questionnaire of EFL students' reluctance to participate in classroom discussion by Crizjale v. Ahmad (2021) was administered to 50 male students who were randomly selected from third-year ones in the 2022-2023 academic year. A notable finding in most of the previous studies is that the causes for EFL/ESL students' reluctance to participate in classroom discussions are rather predominant. When a teacher forces a student to participate in a conversation, it makes him nervous for four reasons. Language learners may have speaking anxiety: insufficient linguistic knowledge, negative feelings of self-worth and self-esteem, social demands from peers and pedagogical factors. They are nervous and anxious to speak poor English before the whole class. In addition, the most famous technique undergraduates use to become involved in educational discourse is careful thinking about contact information before participation. The main findings of this study may suggest that there can be a number of reasonably common reasons that prevent some students from taking part in EFL classroom discussion. Therefore, they may help academic leaders, teachers, advisors, and students who have come up with several ways to help students become more competent, confident, and active participants in classroom discussions. Some recommendations are made.
Key words: EFL, oral discussion, classroom discussion.

Introduction

Participation is essential to the success of the class. A study by Mahdikhan, Soheilahamzehloo, Maryamshayestefardi, and Mahdikhan (2015) refer to many studies on participation. Therefore, participation can be seen as an active process of involvement that can be divided into five categories namely; preparation, participation in discussion, teamwork, communication skills and attendance. In the faculties, students participate at many levels, moving from mere class participation to oral presentations. Participation has been seen in various forms, including student questions and comments, and can last for a moment or longer. Additionally, an ideal EFL/ESL class discussion is one where almost all students participate and are engaged, learning and listening to others.

Generally, discussion methods are different forums where open, collaborative thinking, learning, problem solving, understanding, or literary appreciation can be exchanged between a teacher and students or students. Participants present multiple perspectives, respond

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[1] The study is the preliminary report of an ongoing research. Thus, the author keeps the rights to modify the content and context of the paper.
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to others' ideas, and reflect on their own ideas to create knowledge, understanding, or interpretation of the issue at hand (Sadeghi et al., 2014).

As far as EFL/ESL classrooms are concerned, classroom discussions can be a fantastic tool for increasing learners' motivation, developing mental abilities, and enhancing attitudes to language learning and usage. They provide opportunities for students to develop a variety of skills, including the ability to communicate and defend positions, take into account various points of view, and enroll in and evaluate evidence (Mainwaring et al., 2010). Effective classroom discussions help students develop higher-order thinking skills by giving them the freedom to create, imagine, take risks, and dig deep for deeper meaning. Language learners' participation in discussion promotes dialogues among them to enhance English language usage and practice (Wassermann, 2010).

Discussions in the classroom are held because they can benefit students in a variety of ways. In all subjects, students are expected to participate in class discussions. Ten advantages of having students participate in class discussions were listed by Stanulis (2012). Participation increases interest, engages students, gives teachers and students feedback, and encourages students to prepare. Additionally, it can be used to maintain order in the classroom, balance participation levels, and improve speaking abilities. Participation also promotes conversation among and between students and provides an opportunity for students to practice speaking the discipline's language.

Furthermore, Parks-Stamm (2017) and Herstentein, and Platt (2017), report that over 70% of the participants in these studies thought that there was a positive relationship between their participation and their learning development. They also referred to the contribution of other students' feedback to their language learning. A group of ESL students stated that when participation is necessary, they get ready more, and this getting ready actually enhancing their learning. The students also showed five ways that participation develops learning. To sum up, learners' participation in classroom discussion develops involvement; enables learners to keep and recall information; be sure of what they have already learned; offers evidences of prior learning; and strengthens their comprehension especially through experiencing and practicing the target language in enriching communication opportunities. Therefore, students are motivated or asked to effectively take part in classroom discussions to help develop their language learning skills and enhance both communicative and linguistic competences.

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There are many factors that influence students' participation in classroom discussions. Dukuzumuremyi and Siklander (2018) describe communications between students and their teacher in classroom into four classifications, namely; non-verbal, verbal, emotional, and kinaesthetic and clarify that their communications are affected by the social closeness, teaching strategies, feedback, and classroom facilities. Other factors like the size of a classroom, characters of the teacher and students and the perceptions of peers encouraged the students to participate orally in the classroom (Abdullah *et al.,* 2012). ESL/EFL learners' motivation and their willingness to tale pat in oral discussions in the classroom are found to be correlated. Brigui (2017) found out that nearly all the study sample had an intrinsic/integrative motivation orientation, a finding that had a remarkable positive influence on their classroom participation.

Precourt and Gainor, (2019) found out that logistics, student characteristics, classroom atmosphere, and the instructor influence the extent of participation within the classroom. The levels of participation were found to be higher in smaller classrooms that gave students support, respect, constructive enriching feedback, and applied theory to real-life situations.

In addition, the personality and attitudes of the teacher may also motivate ESL/ EFL students to take part in class oral activities/practices. A study by Roberts (2013) showed that immediate behaviors influenced student participation. Specifically, the professor's warmth (comparison of 4 immediate behaviors) influenced student participation. Rocca's (2009) study showed that students are more likely to attend class when they believe their teachers are more immediate. They are less likely to attend class if they think their teachers are verbally aggressive.

In line with this, many students were attracted to teachers who emphasized student involvement because they produced the expected learning results in terms of growth of communication skills, intellectual curiosity and critical thinking (AlKandari, 2012). Students reported that teachers encouraged them to participate in various classroom activities and increased their involvement through discussions, debates, dialogues, group projects and presentations; teachers also reported that students perceived these techniques as tools to enhance communication and learning.

While some students take part in class discussions, more students opt out for a variety of reasons or reasons. For example, because they are introverted, some students opt out because they don't like speaking out loud and don't feel comfortable being the focus of attention.

Speaking out loud can cause a lot of stress for introverted students. They don't trust their ability to understand the topic. They also don't have the skills needed to be part of class discussions. Another reason why students don't participate in class discussions is physical proximity. Students don't want to feel like they're part of a crowd or that they're spread out or grouped together in a way that doesn't encourage conversation. Lastly, some students simply dislike the class.

Moreover, students don't participate in class discussions because they haven't finished their homework and haven't focused on the relevant parts of the reading. It's possible that the students' unique style, personality, cultural values, norms, etc. have prevented them from participating in class discussions. Students may not have a good understanding of how to participate and have little experience with participating in discussions. Students arrive late for class The discussion's objectives were not clearly communicated by the instructor The discussion didn't have a structure The process within the class was not effectively managed Participation isn't supported by the intellectual climate

According to Mudore (2002), skipping class or not participating in a debate should never be seen as a sign of an introverted personality, as argued in the book, "Introversion and the Self" (Hayamohammadi & Makundan, 2011). Students may not want to talk in class for several reasons. The first reason is introversion: people who prefer to be alone or with a small, close-knit group of people. They prefer to think before speaking or making a decision in front of others. They often have great interpersonal skills but their interaction with others can be tiring. The second reason is shyness: people who feel uncomfortable, awkward, or embarrassed around others. The third reason is

Cultural diversity is the fourth reason. Different cultures have different social norms for conversation. For example, in some cultures, it is considered impolite to speak over someone, interrupt them, or contradict them in front of other students. The fifth reason is a bad or embarrassing experience. For example, a student has been humiliated by a teacher or another student. The sixth reason is peer pressure and appearance. For example, some students may feel bad if they appear interested in the subject matter of the course. The seventh reason is the instructor's cues or responses. For example, the instructor may nod, give a disapproving look, or turn away from a student who is speaking. A teacher who uses irony in class may receive good evaluations.

Several researches were done to find out what makes the students reluctant to participate in classroom discussions. Choi (2015) found that reasons of his Korean students in a US graduate school for silence in the class included poor command of the English terms relevant to their discipline, influence of Korean classroom mannerisms, and face saving. Dawit and Deneke (2015) examined too the causes of first year students' limited participation in the EFL classrooms with reference to Ethiopian public universities. It was concluded that different factors like learners related, teachers teaching methods, physical environmental and others limited students' participation in the classroom. Alshoraty (2014) found in his study that the reasons related to faculty members played a more important role in preventing students from participating in class discussions than the reasons related to students. Also, the results revealed that the main reasons for students' non - participation in class discussions were student's feeling of boredom, student's preference to listen only, the change of faculty making mistakes, fanaticism of faculty members to their opinions and ideas, quick anger of faculty members, lack of dialogue instruction, and students' shyness. The results of Savasci (2013) indicated that several factors such as anxiety, fear of being despised, teacher strategy, and culture were found to influence the reluctance problem among speakers.

Further, Eddy-U (2015) explored what English language learners at two universities in Macau, a Special Administrative Region of China, say on what motivates them to participate or not participate in group tasks. Interest, perceived effectiveness, good groupmates, good classroom social situation, personal vision and self-confidence were themes identified as both motivating and also, when in inverse form or absent in student experience, demotivating. Marks were also identified as a motivating influence. Overall, Macau students mentioned that social factors and task-related factors significantly influenced task-situated Willingness to Communicate (WTC) in addition to self-confidence and L2 learning motivation, which are part of general L2 WTC models. Additionally, the findings of Zarrinabadi (2013) indicate that teachers' wait time, error correction, decision on the topic, and support exert influence on learners' WTC.

Furthermore, perceived competence of students may affect their level of participation in class activities. Results of the study of Patall, Hooper, Vasquez, Pituch, and Steingut (2018) revealed that on days when students perceived their science classwork to be more difficult than usual, they experienced a decrease in perceived competence, which was in turn associated with

an increase in disengagement. In addition, the decrease in perceived competence and subsequent decrease in engagement as a function of perceived difficulty was minimized when students perceived their teachers to provide autonomy support.

Participation in classroom discussions is greatly affected by the facility of the language used. Many researchers worked on to find out causes or factors affecting speaking anxiety. The primary purpose of the study of Tom *et al.* (2013) was to investigate the factors which lead to communication apprehension in the EFL classroom among non-English major EFL students at An-Najah University in Palestine. The findings of the study revealed that most students had either fear, or uneasiness about their learning experience which has hindered the language learning process. Similarly, the qualitative study of Sari (2017) was designed to investigate the speaking anxiety factors in EFL classes. Findings of this study indicated that communication apprehension factors lead to 71% of students' speaking anxiety followed by fear of negative evaluations, 53%; then test anxiety, 48%, and the lowest was 39% for anxiety about English classes.

The study of Weda and Sakti (2018) identified some contributing factors to students' anxiety in the English as a Foreign Language classroom at higher education in Indonesia. These factors are students' self-confidence, lecturers' role in the classroom, students' beliefs about material, and lecturers' arrogance in the teaching-learning process in which the teacher presents the material very quickly without considering students' situation. Specifically, highest response on how anxious students feel when they learn English was "They worry that they will fail their English course." Other influencing factors on students' anxiety were the statements "They get nervous when they do not understand what their English teacher says," "The students get nervous when their English teacher asks them questions that they are not able to prepare in advance," "Their English class move on quickly that they worry about being left behind," "In their English class, they forgot things they know when they get nervous," and "It frightens them when they do not understand what the teacher is saying in the EFL classroom".

The research findings of Hamouda (2013) indicate that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. The study also indicated some strategies used by students to participate in the class

such as rehearsing what they say and preparing the ideas and questions; writing down and saying what they have written; asking their friends who were sitting next to them what to say before they could participate; not minding if their grammar was wrong; preparing some before the class begin; preparing some questions to be asked during the lessons; and listening to other students' responses in order to form their own opinions or ideas on what to contribute to the discussions.

In the locale of the locale where the current researcher works as a college instructor has observed that a few of the students participate in classroom discussions. The greater bulk of students in the classrooms are contented to be listeners only during class discussions. Considering the importance of student participation in class discussions, being a component of assessing student performance aside from the accepted notions that participation in class discussions may develop their skills in public speaking or communication skills, critical thinking skills, and in boosting their self-confidence, the current researcher was motivated to conduct this study to find out the causes of students' reluctance to participate in classroom discussions.

Enhancing language learning motivation through intercultural online communication

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Abstract

The paper focuses on the issue of planning intercultural interactions using the Internet's information and communication infrastructure. The research addresses the conflict between the need for intercultural communication skills in practical situations and the lack of a foreign language environment. The objectives of the research are to define the prerequisites for successful international online projects and determine the impact of intercultural interaction with native speakers on Russian university students' motivation to study English. The study describes the process of working on a school project as part of a worldwide virtual exchange program. Online questionnaires were used to collect empirical data for the study. The data was analyzed using various qualitative and quantitative methods, including content analysis and descriptive statistics. The comparative analysis of the data revealed a positive link between students' motivation and their ability to engage in authentic intercultural interactions with native speakers. The study identified several necessary conditions for the success of intercultural online communication, such as the participation of native speakers, high student engagement, interaction among all project participants, alignment of project topics with participants' interests, proficiency in the foreign language, overcoming stereotypes, positive emotions, and a competent selection of project participants. These variables, together with the theoretical-methodological and applied features described in the research, can be used to create a linguistic intercultural environment in various forms of digital communication.

Key words: *intercultural interactions, foreign language environment, international online projects, Russian university students, motivation to study English, virtual exchange program, authentic intercultural interactions, necessary conditions for successful intercultural online communication*

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Müzik öğretmenlerinin derslerde kullandıkları çalgıların çeşitli değişkenler açısından incelenmesi

Ahmet Mutlu Terzioğlu[1]

Özet

Bu araştırma, ortaokul ve lise kademelerinde görev yapan müzik öğretmenlerinin sınıfta kullandıkları çalgıları çeşitli değişkenler aracılığıyla incelemek üzere yapılmıştır ve nicel desenli bir çalışmadır. Çalışmaya 74 kadın ve 80 erkek olmak üzere toplamda 154 müzik öğretmeni katılmıştır. Veriler, nicel veri toplama tekniklerinden anket (survay) modeli kullanılarak elde edilmiştir. Çevrimiçi ortamda hazırlanan anket soruları, çalışma grubuna yine çevrimiçi uygulamalar aracılığıyla iletilmiştir. Veriler, SPSS programı kullanılarak analiz edilmiştir. Verilerin analizi yapılırken ilişkisel tarama modeli kullanıldığı için çeşitli değişkenlerin ilişkisini ortaya koymak amacıyla ki-kare testi yapılmıştır. Değişkenler arasındaki ilişkinin ayrıntılı olarak ortaya konulabilmesi için ise cross-tab analizi yapılarak çoklu tablolaştırma kullanılmıştır. Katılımcı öğretmenlerin derslerde en fazla kullandığı çalgılar, piyano %41 (n=26), gitar %20,8 (n=32), bağlama %14,3 (n=22); en az kullandıkları çalgılar ise kaval %0,6 (n=1), %1,3 ile (n=2) klarnet ve kanun, %1,9 ile (n=3) ukulele ve ud olmuştur. Verilerden, öğretmenlerin sınıfta kullanmak için Batı müziği çalgılarını daha fazla tercih ettikleri anlaşılmaktadır. Öğretmenlerin sınıfta kullandıkları çalgılarla icra ettikleri müzik türleri ise Türk Halk Müziği %34,4 (n=53), Çocuk Şarkıları %33,1 (n=51), Pop Müzik %18,2 (n=28), Klasik Müzik %8,4 (n=13) ve Türk Sanat Müziği%5,8 (n=9) olarak tespit edilmiştir. Elde edilen verilere göre Türk Halk Müziği türü en çok icra edilen tür olmuştur. İcra edilen tür ile en fazla kullanılan çalgılar karşılaştırıldığı zaman öğretmenlerin çoğunluğunun Batı müziği çalgıları ile Türk Halk Müziği icra etmeyi tercih ettikleri anlaşılmaktadır. Öğretmenlerin sınıfta kullandıkları çalgılarını tercih etme sebepleri ise çalışmanın bir diğer alt problemidir. Öğretmenlerin %55,8'i (n=86) sınıfta kullandıkları çalgının öğrencilerin ses aralığına uygun olduğu için, %14,9'u (n=23) sesinin gür olduğu için, %10,4'ü çok sesli yapıya uygun olduğu için, %9,7'si (n=15) taşımasının kolay olduğu için ve %8,4'ü de (n=13) Türk Müziğine uygun olduğu için kullandıklarını belirtmişlerdir. Katılımcı öğretmenlerin sınıfta kullandıkları çalgılar ve öğrenciler için önerdikleri çalgılar arasında ise anlamlı farklılık görülmüştür. Öğrenciler için piyano çalgısını öneren 24 öğretmenin %50'sinin (n=12) derslerde piyano kullandığı, melodika öneren 52 öğretmenin %23,1'inin (n=12) derslerde melodika kullandığı, bağlama öneren 12 öğretmenin %50'sinin (n=6) derslerde bağlama kullandığı, gitar öneren 19 öğretmenin %47,4'ünün (n=9) derslerde gitar kullandığı, blok flüt öneren 20 öğretmenin %20'sinin (n=4) derslerde blok flüt kullandığı, ukulele öneren 7 öğretmenin hiçbirinin ukulele kullanmadığı ve ritim çalgılarını öneren 9 öğretmenin %22,2'sinin (n=2) ritim çalgılarını kullandığı tespit edilmiştir. N=7'den daha az olan veriler belirtilmemiştir. Araştırmaya katılan öğretmenlerin tamamına yakınının sınıfta kullandıkları çalgılarla müzik öğretmenleri için önerdikleri çalgılar paralellik göstermiş ve aralarında anlamlı bir farklılık görülmemiştir. Elde edilen sonuçlardan yola çıkarak müzik öğretmenlerinin sınıfta kullandıkları çalgı tercihlerini daha sağlıklı yapabilmeleri, Ulusal müzik kültürümüzü öğretebilmek için Türk Müziği çalgılarını daha aktif bir şekilde kullanmaları, derslerde öğrencilerin bilişsel, duyuşsal ve devinişsel becerilerinin gelişimine göre, literatürde de okul çalgısı olarak geçen mandolin, melodika ve blok flüt çalgılarını kullanmaları önerilmiştir.
Anahtar kelimeler: *Müzik Eğitimi, Müzik Dersi, Sınıf Çalgısı*

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Gamification exercises in e-learning course through moodle to raise Latine learnig motivation

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Abstract

The article is devoted to the issues of increasing the motivation of students to study the discipline «The Latin language» at a medical university through the integration of gamified tasks into an e-learning course. The purpose of this article is to describe the process of integration gamified tasks created using online application services (LearningApps, HotPot) into an e-learning course through the LMS Moodle platform. These tasks allow students to maintain interest in the discipline studied, contribute to the development and consolidation of the material, ensure the regularity of independent work of students and allow them to monitor the performance of tasks. The theoretical significance lies in the description of one of the methods of increasing motivation in the development of a system of gamified tasks on the LMS Moodle platform and integrating it into an electronic course. The practical significance of the work consists in the development of e-learning course on the discipline "The Latin language" with gamified tasks to increase motivation to study it. The authors of the article proved that with the help of gamified tasks integrated into an e-learning course through an electronic educational environment, the learning process becomes more attractive for students. Students' interest in acquiring something new and correcting previously acquired knowledge in the discipline is increasing, a spirit of healthy competitiveness is created, the ability of students to make independent decisions develops and self-control and self-assessment skills are formed.

Key words: Gamification, Latine, motivation, LMS

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<center>Akademik Erteleme ve Nedenleri</center>

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Özet

Bu çalışmada akademik erteleme davranışının tanımı ve nedenleri ele alınmaktadır. İlgili alan yazındaki tanımlarının yanısıra akademik erteleme kavramına ilişkin çeşitli tanımlayıcı değerlendirmeler yapılarak bu davranışın nedenlerinin temel başlıklarda altında belirlenmesi ve ilgili alan yazında bu konuda yapılmış çalışmaların belli bir bölümünün derlenmesi amaçlanmaktadır. Alan yazın araştırması türündeki çalışmada betimsel değerlendirmeler ve olgubilimsel saptamalar yapılarak akademik erteleme kavramının derinlemesine ele alınması için temel kavramlar ortaya konacaktır.

Anahtar kelimeler*: Akademik erteleme, kaygı, motivasyon.*

Giriş

Her ne kadar üzerinde tam anlamıyla uzlaşılmış bir tanımı olmasa da akademik erteleme davranışı temelde yapılması gereken bir iş yada görevin çeşitli nedenlerle geciktirilmesine yönelik irrasyonel bir eğilim olarak ifade edilebilir.

Günümüz dünyasında akademik çevrelerde çalışanların ve öğrencilerin çalışma koşulları, odaklanmaları ve motivasyonları üzerinde olumsuz etkileri olacağı varsayılan pek çok faktör bulunmaktadır. Bunlar arasında internet alışkanlığı/bağımlılığı, sosyal medya bağımlılığı, ağır ve yoğun iş yükü, kurumsal ve örgütsel sorunlar, maddi ve kişisel gelecek kaygıları vb. sayılabilir. Bütün bunların her biri başlı başına birer akademik erteleme gerekçesi olabileceği gibi bu faktörlerin birkaçının bir araya gelmesiyle akademik erteleme davranışına yönelik eğilim de artış gösterebilir. İlgili alan yazın incelendiğinde akademik erteleme davranışının nedenleri ve bu davranışla birlikte gözlemlenen diğer davranışlar (kaygı, korku, motivasyon eksikliği/düşüklüğü, örgütsel sinizm, yabancılaşma vb.) ile akademik erteleme arasındaki ilişkilerin pek çok araştırmanın konusu olduğu görülmektedir.

Bu çalışmada akademik erteleme davranışının tanımı ve ilgili alan yazında diğer hangi kavramla birlikte ele alındığına dair betimsel bir değerlendirme yapılacaktır.

Akademik Erteleme

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Akademik erteleme, Solomon ve Rothblum (1984) tarafından yapılması gereken bir işin yada görevin rasyonel olmayan gerekçelerle ertelenmesi veya ötelenmesi biçiminde tanımlanmaktadır.

Senecal ve diğ. (2003), akademik ertelemeyi akademik bir işe yada göreve başlamayı yada tamamlamayı akılcı bir gerekçe olmadan bir sonraki güne bırakmak olarak ifade eder.

Bazı araştırmalarda ise, akademik erteleme yapılması, başlanması veya tamamlanması daha önemli olan bir işin geciktirilip nispeten daha önemsiz olan bir işin öne alınması biçiminde ifade edilmektedir (Ferrari ve Patel, 2004; Lay; 1986; Schraw, Wadkins ve Olafson, 2007).

Ferrari ve diğ. (1995) ile Blunt ve Pyghyl'e (2000) göre ise akademik erteleme davranışının tanımında belirleyici kavram 'hoşlanılmayan bir görevden kaçınılması'dır.

Klingsieck ve diğ. (2013), Üniversite bağlamında yaptıkları araştırmada Üniversite öğrencilerinin %70'inin düzenli olarak akademik erteleme davranışı gösterdiğini belirlemişlerdir. Ayrıca akademik ertelemenin bir kişilik özelliği yada durumsal bir davranış biçimi olduğu da çeşitli çalışmalarla ortaya konulmuştur (Klingsieck, 2013; Pychyl & Flett, 2012).

Akademik erteleme davranışı bugüne kadar özellikle kaygı (Aydoğan & Özbay, 2012; Ekşi & Dilmaç, 2010); motivasyon (Yeşiltaş, 2020; Yurtseven & Doğan, 2019); yaş ve eğitim durumu (Kim & Seo, 2015); başarısızlık korkusu veya sınav kaygısı (Balkıs & Duru, 2010; Uzun & Topkaya, 2011); özyeterlik (Akbay & Gizir, 2010), sosyal medya bağımlılığı (Gür ve diğ. 2018) başta olmak üzere pek çok değişkenle çeşitli ilişkileri bakımından araştırmalara konu olmuştur.

Sonuç

Akademik erteleme davranışı, hem akademik alanda çalışanlar hem de üniversite öğrencileri açısından sıklıkla başvurulan bir davranış biçimidir. Kişilik özellikleri, içinde bulunulan ortam ve kurum, dış faktörler, iş arkadaşları gibi pek çok farklı değişkenden kaynaklanabilen, veya bu faktörlerle çeşitli yönlerden etkileşime girebilen bu davranışın akademik başarı, duygu ve davranışlar, kişinin başarı ve gelecek algısı üzerinde olumsuz etkileri olduğu kuşkusuzdur.

Akademik erteleme davranışının tanımını, gerekçe ve altta yatan nedenlerini bilimsel çerçevede ele alarak uygulamada çeşitli önlemler hayata geçirerek bu davranışı ortadan

kaldırmak hem kişilerin hem de eğitim kurumları yada diğer organizasyonların başarı ve uyumu açısından son derece önemlidir.

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