

**A BRIEF SUMMARY OF SOME UNDERSTUDIED POSTGRADUATE  
TOPICS IN ENGLISH LANGUAGE TEACHING: THE CASE OF TURKIYE**

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A Brief Summary of Some Understudied  
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The Case of Turkiye

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## PREFACE

In compiling this book, each author has been encouraged to bring their own perspectives on their research interest areas, propose some solutions to problems related to the topics under investigation, and recommend some possible further study topics. The main contribution of this book is to give a point of view about local trends and gaps to the postgraduate researchers in their master's or doctorate program in Turkiye. Since each book chapter deals with an understudied phenomenon regarding English language teaching, MA or Ph.D. students in Turkiye can benefit from the chapters to get an idea of the gaps in our field. Therefore, it would be better to say this is a reference book for postgraduate researchers in Turkiye.

The book has five chapters organized in the following way: The first four chapters engage with a less-studied topic in ELT in MA theses and Ph.D. dissertations published in Turkiye. The first chapter of the book reviews the *self-concept* issue in ELT. The second chapter deals with *English as a Lingua Franca*. The third chapter discusses *teacher burnout*. The fourth chapter scrutinizes *augmented reality* in ELT. The fifth chapter gives a brief overview of all postgraduate studies published between the years 2017-2022 in ELT to see the current trends and possible gaps in the field.

The database of the Council of Higher Education National Theses Center (Yükseköğretim Kurulu -YÖK- Ulusal Tez Merkezi) was used in all chapters. This database, offering the services of collecting, editing, and making it available electronically, is subordinated by the Presidency of the Council of Higher Education and consists of the postgraduate studies prepared in Turkiye.

We hope that both local and global researchers can benefit from this book for their future research studies.

Nermin PUNAR ÖZÇELİK  
The editor of the book





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As the editor, since the starting point of this book is the director of our School of Foreign Languages, Assoc. Prof. Dr. Saffet AKDAĞ, I firstly would like to express my gratitude to him. He was always a supporter of our colleagues and of me during the writing process of this book. Without his cooperation, this book could not have been published.

I would like to express my thanks to my dear colleague Ecem EKER UKA, as even though she is a new mother and a Ph.D. student working hard, she managed to write a chapter for this book.

I would like to express my sincere thanks to my dear colleague Esra KURTULDU, as even having lots of requirements both in our institution and in her Ph.D. process, she managed to write a chapter for this book, and she designed the front cover of the book and helped me to organize the content of the book.

I also thank my other colleague Mustafa BAYAR for writing a chapter for this book even in a short time with great effort, and Hatice GÖK for her support in proofreading part.

As the book chapter writers of this book, we would like to express our sincere gratitude to our Rector, Prof. Dr. Orhan AYDIN for giving us the opportunity to work together at this university.

Lastly, I would like to thank my husband, Musa ÖZÇELİK, for always supporting me.

*This book is a product of the cooperation of the lecturers at the School of Foreign Languages, Tarsus University.*

Nermin PUNAR ÖZÇELİK



## CHAPTER 1

# SELF-CONCEPT ISSUE IN THE FIELD OF ENGLISH LANGUAGE TEACHING AND LEARNING

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## INTRODUCTION

Today, more than one billion people speak multi-languages in the world (Dulay, Burt & Krashen, 1982) and research studies have been continuously investigating language teaching and learning process within the context. Recently, foreign language learning and teaching studies started to search for specific issues such as affective factors which can be different for each individual. (Er, Altunay & Yurdabakan, 2012). Among these affective factors, self-concept is accepted as one of the critical factors that affect language learning process for both learners and teachers (Cesur Bayındır, 2016). Self-concept is a powerful construct that lies at the center of human psychology. Considering the self-concept as an umbrella term, self-image (what the individual is or the actual self), ideal self (what the individual desire to be) and self-esteem (evaluation of differentiation between ideal and actual self) can be counted as the three aspects of it (Lawrence, 2006). Additionally, the self-concept can be defined as one's perceptions about himself or herself, not the facts. In other words, a person's "dynamic and motivating set of attitudes held about oneself" (Burns, 1979, p.83) represents the term *self-concept*.

In the process of foreign language learning, learners' self-concepts have a vital impact (Liu, 2008) and they play a crucial role while guiding and re-

gulating learners' behaviours (Brown & Smart, 1991). For that reason, the self-concept of foreign language learners determines the way how they feel and believe about themselves as well as how they perceive themselves. It is commonly believed that there is an interrelation between students' academic achievement and their self-concept (Bloom, 1979; Marsh et al., 2005; Liu, 2009). In the field of English language teaching and learning, this interrelation has been commonly studied and through these studies, it has been discovered that "self-concept and academic achievement are reciprocally related and mutually reinforcing" (Sanlı, 2012, p.34.). Thus, an understanding of language learners' self-concept is crucial for success and target language behaviors. Mercer (2011a) focused on a language learner's self-concept and investigated the self-concept with various specific domains in her longitudinal case study. According to her study, a foreign language learner's self-concept has a complex, multifaceted and interconnected structure with various components.

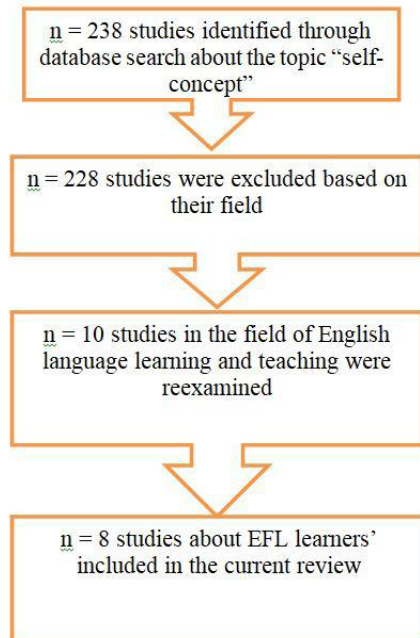
During the process of language learning, the self and constructs related to the self play the central role since learning a language and the self are highly connected to each other (Cohen & Norst, 1989; cited in Mercer, 2008). One of the leading researchers in the field, Mercer (2011a), states that when a language learner steps into the process of language learning, that learner brings her/his past experiences, learning histories, beliefs, ideas and attitudes toward the language, which are special for that learner. Each individual has their own history with their unique contexts and this leads to changeable, dynamic and different self-concepts for every learner. So, in order to be able to understand and investigate the term self-concept in the language learning process, it is essential to consider its uniqueness and complexity with multiple layers in learners' own settings and particular contexts (Mercer, 2012).

The term self-concept in the field of English language teaching and learning is a new area to be investigated. With the help of research in recent years, it is more possible to see the dynamism and complexity of the self-concept however, there is a requirement to examine this issue over time with qualitative methods in order to explore the dynamic nature of the self-concept (Eker Uka, 2022). With the investigation of self-concept in language learning, a meaningful learning environment can be developed by enhancing a positive, successful and fruitful learning and teaching process. In Turkiye, some worthwhile Master of Arts (MA) theses and Doctor of Philosophy (Ph.D.)

dissertations were conducted in accordance with this issue, but the number of these studies is limited and some questions remain unanswered. Awareness of the recent trends and gaps about this topic has a significant role in carrying out novel research for the future. Considering this situation, it is believed that this chapter will shed light on researchers for further research in the field of English language teaching and learning in Türkiye.

## 2. METHOD

In order to investigate studies about EFL learners' self-concept, the database of the Higher Education Council National Thesis Center (Yükseköğretim Kurulu -YÖK- Ulusal Tez Merkezi) was utilized. In this database, postgraduate theses, which are MA theses and Ph.D. dissertations, are collected, edited, and presented online in order. Studies published in this database were identified using the keyword "self-concept" and as a result, 238 studies were accessed between the years of 1989-2022. The fields of these studies include psychology, health, sports, religion, business and management, education and English language learning and teaching. To obtain data about English language learning and teaching, the filter "social sciences" and the language "English" were used. Based on these filters, ten postgraduate studies were identified and their titles with abstracts were screened. After the process of screening, it is found that eight of them were the studies about English language learners' self-concept and two of them were about English language teachers' self-concept (see Figure 1). Due to the fact that there was a limited number of studies on this topic, all theses about EFL learners' self-concept were investigated and identified in detail regarding their research foci, education level, research design, data collection tools, years and findings.



**Figure 1.** Inclusion and exclusion process

### 3. FINDINGS

The investigation process displayed that there are only five MA theses and three Ph.D. dissertations on the topic “EFL learners’ self-concept”. These studies can be seen in Table 1 with the name of the authors, studies’ types, years, titles, education level, research design and materials. It is observed that the first study was a Ph.D. dissertation published in 2007 and the first MA thesis was published in 2008. The following studies’ years are 2012, 2016, 2017, 2018 and last two studies were published in 2019.

Starting with Er (2007), in his Ph.D. study, he investigated foreign language self-concept and reading comprehension ability in the light of active learning strategies. In this experimental study, techniques of active learning were utilized during the language learning with the experimental groups while traditional ways of teaching techniques were provided with the control groups. The participants were 182 college students who were in the spring term of the academic year and they were divided into 10 groups (five control, five experimental) for the study. Foreign Language Self-Concept Scale (FLSCS) was

developed by the researcher and Cambridge Preliminary English Test (PET) was utilized for the study. Both of these measurement tools were conducted as pretest and posttest for the participants before and after the 13-week application of active learning techniques and traditional learning techniques. According to the findings, active learning techniques mediated a successful learning environment in terms of reading comprehension skills, however there is no significant relationship between active learning techniques and foreign language learning self-concept. Similarly, according to the study, the improvement of reading comprehension ability and achievement in PET can not be associated with the foreign language self-concept.

Şahan (2008), on the contrary, found a significant correlation between academic achievement and self-concept. In his study, he investigated 223 fifth-grade students' self-concepts concerning perceived teacher acceptance and rejection. He also sought to discover the relationship between academic achievement, school attitude and self-concept in the light of perceived teacher acceptance and rejection. The study consisted a variety of measurement tools including the Teacher Acceptance and Rejection Scale, the Piers-Harris Children Self-Concept Scale, the School Attitude Survey, and students' academic achievement from their exams. The findings of this MA thesis revealed that self-concept, school attitude and academic achievement are correlated with each other. Additionally, perceived teacher acceptance or rejection is significant on the students' self-concept which means that students' academic achievement and self-concept depend on the teacher-student relationship. In order to promote a high and positive self-concept as well as academic achievement, teachers should consider their relationship with the students.

These two studies investigated the self-concept with other variables such as reading comprehension ability, academic achievement and school attitude. Additionally, they sought to discover the relation between the self-concept and active learning techniques or perceived teacher rejection and acceptance. Similarly, Sanlı (2012) investigated the relationship between the "foreign language self-concept of academic ability" and "foreign language learning anxiety". In this quantitative MA thesis, two scales were utilized to obtain data from 1010 college students. These college students were studying in different departments at a state university and they were supposed to complete the Self-Concept of Academic Ability Scale (SCAS) and Foreign Language

Classroom Anxiety Scale (FLCAS). The study revealed that the self-concept of students are changeable according to the department which they are in and also, their self-concepts are shaped according to their parents' jobs, education level and their thoughts. Additionally, according to the study, it is found that students' foreign language anxiety level decreases when their self-concept of academic ability increases and becomes positive. This study found that students' academic ability self-concept is not only dependent on foreign language anxiety level, but also their departments, genders, parents' jobs, parents' education levels, family income, and students' thoughts play a crucial role for that topic.

Cesur Bayındır (2016) investigated 95 high-school learners' self-concept and its relation with language learning strategies in her quantitative MA thesis. Learners' self-concept and language learning strategies relation were the focus of the study and in order to find out this relation, the Personal and Academic Self-Concept Inventory (PASCI) and Strategy Inventory For Language Learning (SILL) were utilized. According to the findings, the participants used language learning strategies and metacognitive strategies mostly, however, there was a weak correlation between the use of language learning strategies and the self-concept. In the first part of the study, the researcher aimed to find out students' perceptions of themselves, in other words, their self-concept was tried to be explored. According to this study, it is important for students to succeed academically since it affects their social lives and self-concept. When it was asked to evaluate their self-concept associated with the use of language learning strategies, it was found that the students' preferences of learning strategies usage had a minor effect on students' self-concepts.

These studies mostly focused on the self-concept with different variables and dimensions. It is noticeable that the topics such as academic achievement, academic ability, or academic success are mainly discussed and investigated in these studies. In a similar vein, Golmohammadzadeh Khiaban (2018) studied the self-concept and its relation with student proficiency level in her MA thesis. In this mixed study, 201 college students were asked to complete an open-ended questionnaire as the qualitative part and a scale as the quantitative part of the research. In the scale, there are various dimensions including Aptitude, Self Regulation, Effort, Linguistic Resources, Production, Reception, and Articulation. It is aimed to investigate language learners' self-concepts



through these dimensions and students' proficiency levels. This study revealed that the students who scored high for these dimensions have a higher degree of language learning self-concept. Additionally, student proficiency level was found to be a strong predictor in terms of language learning self-concept. The researcher suggested that in order to understand students' self-concept in a better way, teacher-student interaction, giving feedback, and effective lesson planning play an essential role.

In 2019, Akyüz also investigated the academic self-concept (ASC), academic achievement and L2 learning motivation and their relation with 100 students who were in their last year at high school. It is important to note that the number of students was divided equally into genders (50 boys and 50 girls) for a purpose which was understanding the level of ASC for boys and girls. In order to collect data, mixed methods were utilized. To test students' ASC level, Myself-As-a-Learner Scale (MALS) was conducted. Apart from this scale, students' academic achievement was measured by the higher education institutions entrance exam (YKS). Students' motivation was measured by an instrument which was called Motivated Behaviour and Effort Instrument and in order to obtain detailed information about their ideas, feelings and attitudes towards the language learning a questionnaire about foreign language learning were employed. According to the findings, higher MALS scores signal to higher ASC levels for students. Moreover, these consistency is similar to the scores of students in the U.K. Additionally, there is a strong relationship between academic achievement and students' ASC levels. In terms of the gender difference, it is found that gender is another factor that affects students' ASC levels and female students have higher ASC levels than male students, furthermore, the scores of MALS and Motivated Behaviour and Effort Instrument were high for female students as well. In this study, it is found that students' L2 learning motivation and their ASC levels are in a relationship and a high positive correlation was found between these two elements.

In another Ph.D. dissertation, Kazykhankyzy (2019) investigated the academic self-concept in line with the intercultural communicative competence in Turkiye and Kazakhstan educational environment. In this mixed methods study, the data were collected through semi-structured interviews and questionnaires. Intercultural Communicative Competence (ICC) Scale, Academic Self-Concept Scale and L2 Motivational Self-System Scale were employed to

obtain data. For this study, 258 college students from Turkiye and 307 college students from Kazakhstan participated and the findings revealed that college students of both countries have high levels of ICC, academic confidence and academic effort, however, there is a difference in these students' L2 Motivational Self-Systems. While the best predictor of Kazakh college students' ICC was academic confidence, Turkish college students' ICC was best predicted by their ideal L2 selves.

Among these mixed and quantitative studies, there was only one qualitative and single-case study as a Master of Arts thesis. Çomak (2017) tried to discover the factors affecting EFL self-concept in the light of social comparison. In this qualitative case study, she investigated a 10<sup>th</sup> grade high-school student's self-concept by using interviews (semi-structured and structured), journals, language learning narration, a mind-map and a sociogram. Findings displayed that there was a variety of internal and external factors which affect the learner's self-concept and social comparison from inside and outside of this learner shapes the EFL self-concept and her attitudes towards language learning. According to the study, the factors can be counted as beliefs about language learning, affective factors during the language learning process, feedback and appraisals from significant others, experiences, successes, and failures.

According to the findings above, the term self-concept has many components, factors, variables, and elements that influence a language learner. In Turkiye's case, there are eight postgraduate studies in the field of English Language Teaching and Learning. Among these studies, there was only one qualitative research and three of them were designed with mixed methods design. The other four studies were designed as quantitative research with larger populations. It was observed that academic achievement and language learners' self-concept are in a strong relationship with each other; once academic achievement is high and positive, language learners' self-concept becomes high and positive in general. Additionally, the majority of the studies have shown that language learners' self-concept and their motivation are strongly correlated with each other.

**Table 1.** The summary of theses

Author	Type	Year	Title	Education Level	Research Design	Materials
Er, M.	Ph.D.	2007	“The Effects of Active Learning on Foreign Language Self Concept and Reading Comprehension Achievement”	College Students	Experimental Design	A five-point likert type scale and a reading comprehension placement test
Şahan, K.	MA	2008	“The Role of Perceived Teacher Acceptance-Rejection on Students’ Self Concept, School Attitude and Academic Achievement”	Fifth Grade Students in Elementary Schools	Quantitative	A questionnaire, a self-concept scale, school attitude assessment survey and students’ academic achievement
Sanlı, Ş.	MA	2012	“The Relationship Between University Students’ Foreign Language Learning Anxiety Level and Foreign Language Self Concept Of Academic Ability Level”	College Students	Quantitative	Two scales
Cesur G.	MA	2016	“A Descriptive Study on Self-Concept and Its Relation to Language Learning Strategies”	High School Students	Quantitative	Two inventories

Çomak H.	MA	2017	“A Case Study: Factors Affecting EFL Self-Concept Formation Regarding The Role of Social Comparison”	A 10th grade high school student	Qualitative	Interviews, Journals, a mind map, a sociogram
Khiaban, H.G.	MA	2018	“An Exploration of Foreign Language Learning Self-Concept”	College Students	Mixed	An open-ended questionnaire, and a scale
Akyüz, M.	Ph.D.	2019	“The Relationship Between Academic Self-Concept, Academic Achievement and L2 Learning Motivation of High School Students in Foreign Language Learning”	High School Students	Mixed	A scale , students’ academic achievement (YKS exam), motivation measurement instrument
Kazykhankyzy, L.	Ph.D.	2019	“The Predictors of Intercultural Communicative Competence in Turkish And Kazakh Settings: Academic Self-Concept And L2 Motivational Self-System”	College Students	Mixed	Questionnaires and semi-structured interviews

#### 4. DISCUSSION AND SUGGESTIONS

In these postgraduate studies reviewed, only one of them was conducted in qualitative methods. Among the theses and dissertations above, it was observed that there is a need for qualitative studies by using complex dynamic systems theory in order to understand the nature and dynamism of self-concept, as well as its complexity, continuity and change (Mercer, 2011b). Additionally, with the help of the complex dynamic systems theory, it is more possible to see the whole picture with its interrelatedness among components since they “cannot be fully represented by traditional approaches” (Demir, 2021, p. 41) which resulted in reductionist perspectives or simple cause & effect relations in a linear way. These studies mainly focused on larger samples while investigating the term self-concept. However, as it is seen from the term “self”, it is unique to that individual. For further research, more individual-focused studies are required since the self-concept is a complicated network depending on a range of factors and motivations of individuals in their particular contexts (Yılmaz, 2018).

Grounded on these results, it can be claimed that there is a need for research into language teachers’ self-concept. In the case of Türkiye, there are only two postgraduate studies about English language teachers’ self-concept between the years 1989-2022. Additionally, according to the recent statistical report of the Council of Higher Education (2022) in terms of the number of postgraduate studies in Türkiye, the numbers of Ph.D. dissertations are much less than the MA theses in terms of language learners’ self-concept studies. Language learners’ and teachers’ positive psychology has recently become an area of interest and the term self-concept is a part of this main theme “positive psychology”. This chapter may offer a number of useful starting points for further research into the psychology of language learners and teachers in Türkiye.

While encouraging the need for individuality and a diversity of approaches, it is also important to highlight the influence of particular settings and contexts on participants. The context is a situated, temporal and particular element for an individual which changes, develops and emerges and each individual creates their own context. Hence, in order to understand the self-concept of individuals, it is required to collect data about all the systems and components involved. When researching groups, it is essential to keep in mind that the context helps shape the character and ability and the individual selects and

manipulates the context and his/her “self”. (see Figure 2).



**Figure 2.** Context & individual relationship

**Source:** (McLeod, 2014)

Considering the term positive psychology and its position in English language learning and teaching, it is undeniable that it is a new area for research that can be fruitful for novice researchers in the field. Most of the studies aforementioned above focused on the relationship of self-concept with other elements such as motivation and academic achievement, however, there is more to discover, investigate and explore under this title. As Dörnyei (2010) suggested, looking at “conglomerates of factors” which are cognitive, affective and motivational factors would capture the holistic understanding of the term self-concept with its dynamism and complexity. Considering the issues raised in that chapter, the field in Turkiye needs further studies for the term “self-concept” in English language and teaching which looks at the teachers, context, dynamics, complexity, methodological diversity, pedagogy and positive psychology (Mercer, Ryan & Williams, 2012).

## CONCLUSION

Science never stops. In the field of English language teaching and learning, everything changes constantly. The concern of this chapter has been to display MA theses and Ph.D. dissertations in Turkiye about the topic “English

language learners' self-concept" as well as shedding light for further research with some suggestions. All researchers must ask this question themselves. What is the tendency in academia in their field? According to the view of positive psychology and the complex dynamic systems approach, we need to start from the inside instead of following external theories, frameworks and pre-determined ideas. Everything starts with a single learner or a single teacher. Individuality and the importance of the context influence the self-concept of language learners and teachers. The diversity of research techniques and obtaining detailed information in qualitative ways enlighten researchers about this new area. It is noted that there remains a pressing need for more research in Turkiye case, especially with English language teachers.

This chapter used the database of Higher Education Council National Thesis Center (Yükseköğretim Kurulu -YÖK- Ulusal Tez Merkezi), only eight postgraduate studies have been found on the topic under investigation. Three doctorate dissertations and five MA theses have been published; among these studies, only one of them was qualitative design. Three of them were designed as mixed, whereas the other four were quantitative studies. These studies so far mostly focused on the term self-concept with its related areas or topics such as academic achievement, language proficiency, motivation, or academic ability levels. In general, they found that higher levels of self-concept cause higher levels of academic achievement, motivation and language proficiency or vice versa.

Nonetheless, it is possible to say that "the broad vista yet-to-be-explored" (Mercer & Kostoulas, 2018). To date, the self-concept of English language teachers and learners remains under-researched in Turkiye. It is a critical issue for individuals and researchers, since it has an impact on individuals' real and academic lives as well as changes the way of attitudes, behaviours and relationships. To conclude, knowing and developing the self-concept and researching it can be valuable and necessary for the case of Turkiye and the global world.

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## CHAPTER II

### A REALITY OF THE GLOBALIZED WORLD: ELF AND WORLD ENGLISHES

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#### INTRODUCTION

Within years, human beings have found a way to connect more via technology; computers, tablets, smartphones, and many more have helped them exchange their knowledge and experiences with each other. This kind of interaction has been carried out mainly in English regardless of the distinction of platforms and individuals where they are from. In line with this, English has become a global language with the help of various developments happening around the globe. This chapter introduces recently emerging notions in language education concerning native and non-native speakers of English through global developments since the 1990s. To help the way to reconstruct non-native speakers' identity, enable them as legitimate users of the English language, and encourage mutual intelligibility among speakers of any language who use English as a medium to communicate are among the author's aims. The present chapter starts with introducing two crucial concepts regarding the issue and touches upon the importance of English language teaching departments in presenting these notions. The studies focusing on a less studied area are listed and explained, and the gap in the literature is indicated. The chapter ends with discussions, suggestions, and a conclusion section.

## **1. BACKGROUND KNOWLEDGE**

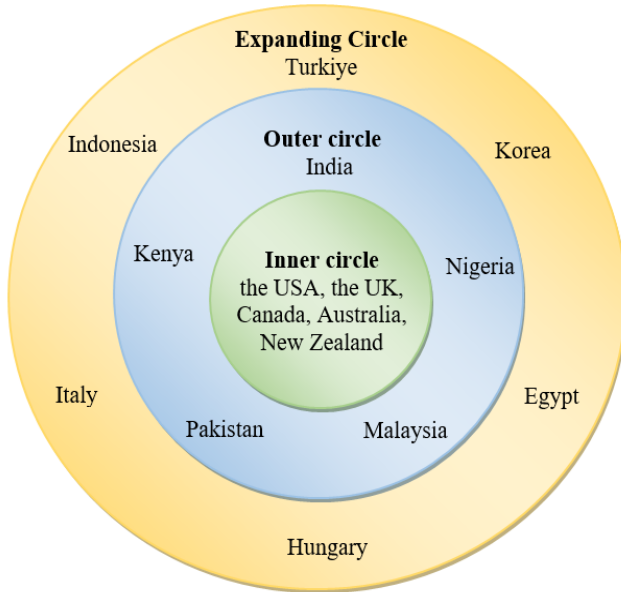
### **1.1. English as a Lingua Franca (ELF) and World Englishes (WEs)**

Globalization has had some effects on our daily lives, and has also affected the English language. It has helped English gain a new status as English as a Lingua Franca (ELF), which refers to the usage of English by millions of people for many purposes such as educational, commercial, political, academic, and so on. As Seidlhofer (2011) proposes, ELF is not a new form of language but a linguistic movement. ELF is the use of English by individuals of different nationalities to communicate by considering a common goal. The speakers' common goal in such a setting is to be able to communicate with each other with the help of English as they share different languages as their mother tongues. In this sense, English fills the gap between two or more interlocutors from diverse backgrounds and eliminates the language barrier.

Kachru's (1992) concentric circles of English, shown in Figure 1 designed and adapted by the author, explain the use of English in a broader sense. In his model, there are three circles: inner, outer, and expanding circle. Each circle includes world countries. The inner circle is comprised of the countries where English is used as the home language, such as the USA, the UK, Canada, Australia, and New Zealand. These countries share similar traditions, cultures, and linguistic aspects, although some differences exist. The outer circle includes the countries where English serves as an official or second language, such as India, Malaysia, Kenya, and Nigeria. These countries usually have a colonization history by the inner circle countries in the past; they speak and use English fluently in their daily lives as a conclusion of this colonization process.

The last circle, which is the expanding circle, represents the countries where English is taught and learned as a foreign language, such as Egypt, Korea, Japan, and Turkiye. The inner circle countries are regarded as norm-providing, outer circle countries are norm-developing, and the expanding circle countries are norm-dependent. However, the number of the speakers in the outer and expanding circle has far more exceeded the number of the speakers in the inner circle (Crystal, 2003). In conclusion, Leffa (2002) states that being able to speak English opens the door for an individual to globalization, whereas

being not able to speak English could potentially result in being excluded from an ELF community.



**Figure 1.** Kachru’s Concentric Circles of English (1992)

**Source:** Kurtuldu (2022). *This figure is designed and adapted by the author.*

*Please give the citation of this chapter while using the figure.*

According to Ethnologue: 25th Edition (2022), the number of non-native English speakers (NNESSs) (372.9 million) has already outdistanced the number of native English speakers NESs (1.080 million). Widdowson (1994) brings out the debate of ownership. Who owns English? NESs or NNESSs? Seidlhofer (2011) draws attention to the excessive number of NNESSs, and their existence shall not be ignored. Moreover, Widdowson (1994) proposes that both NESs and NNESSs share ownership. In other words, whoever speaks the language has the right to own the ownership.

Graddol (2006) informs that interactions in English do not merely rely on native English speakers nowadays. In other words, interactions occur between NESs and NNESSs or among NNESSs. The Englishes spoken with diverse accents by the ELF community are called *World Englishes (WEs)*. Does this pose a threat to “Standard English”? Widdowson (1994) enounces

that a language as a living and creative phenomenon could not be stable and standard. Considering that languages tend to change and take different shapes as a conclusion of developments happening in a specific society or the globe we live in, Widdowson's proposal is elucidatory in understanding the living structure of languages.

Moving from the number ratio between NNEs and NESs, individuals have more chances to speak with NNEs than NESs. Therefore, they must be trained to understand, communicate with, and respond to different English accents. Even though accents are various, the core component of communication is intelligibility. They should be aware of other inner, outer, expanding circle accents and accept themselves as they are by knowing that their accents are their identity. With this awareness, they could legitimize themselves as NNSs and agree that they do not need to sound like British or American when they speak just to be accepted by others.

## **1.2. English Language Teaching (ELT) Departments**

ELT departments play a crucial role in training pre-service language teachers, who are the near future English teachers. Romney (2010) suggests that teacher education programs are responsible for educating pre-service teachers so that they appreciate WEs. As foreign language teachers, pre-service teachers need to be aware of different English accents, respect them, understand them, and be able to communicate with people who have unfamiliar accents. These unfamiliar accents could be introduced to them during their training years. Also, they could be encouraged to practice with authentic materials. This enlarges their horizons and paves the way for pre-service teachers to introduce WEs to their students in their future teaching practices.

Alptekin (2002) purports that classrooms require enclosing NNEs accents to present real-life extracts. Otherwise, integrating with merely NES accents is not an authentic reflection of today's global world. In this regard, Matsuda (2003) draws attention to the fact that language learners are likely to encounter difficulties in communicating with WEs as they are not aware of diverse English accents. Based on personal observation as a language teacher/lecturer, students studying English are not given the opportunity to be introduced to NES accents adequately in their classes most of the time. They usually deal with British or American accents, as the course books privilege these two

accents. Likewise, Türkiye's current ELT curriculums do not include WEs, and some publishing houses have recently started to present these accents in their course books. In conclusion, curriculums and course books need to be reviewed to meet the demands of globalization, raise awareness among language teachers, and foster the introduction of different English accents to language learners in classroom practices.

### **1.3. The Gap in the Literature**

When different accents, namely WEs, are considered, they might pose a problem with listening for students who engage in a conversation with interlocutors from the outer or expanding circle countries. Understanding and responding to these unfamiliar accents could be challenging. Considering the Turkish context, perceptual studies have been favored to investigate ELF compared to studies focusing on the relationship between WEs and listening skills, their probable impacts in a communicative setting, or how speakers interact with these accents in the ELT field.

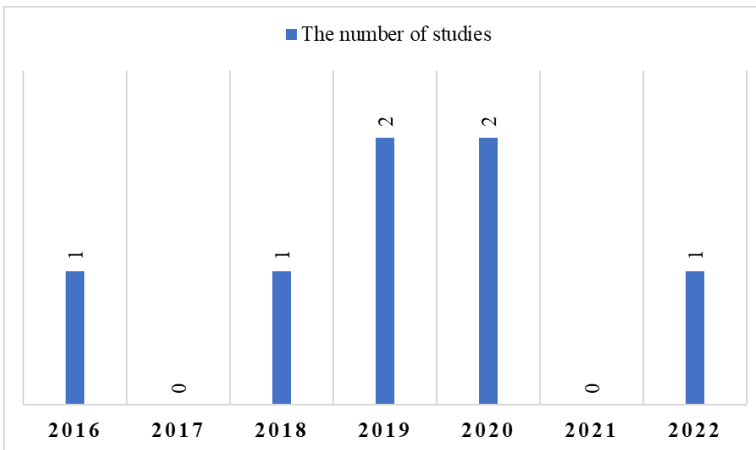
To fill in the gap, researchers need to conduct studies to see how students are affected by and respond to WEs. With the conclusion of these studies, course books and ELT curriculums may develop in a greater sense to encompass world realities and legitimize NNEs, specifically in countries such as Türkiye from an expanding circle and where English is mainly used in language classrooms. In contrast to outer circle countries, it might be difficult in these countries to conduct studies investigating the impacts of WEs in communicative settings or how speakers interact with these accents. However, it is still possible to research WEs and their effects on NES' or NNEs' listening skills. Therefore, this book chapter is centered on this gap and intends to bring ELF and WEs to the fore in the ELT literature by displaying the necessity of different accents.

## **2. METHOD**

As followed in the other chapters, the Council of Higher Education (CoHE or YÖK) National Thesis Center database was utilized to search for keywords. The initial data inclusion had five criteria; finding the studies carried out in

Turkiye was the first criterion. The second step was the inclusion of M.A. theses and Ph.D. dissertations. As the third step, the focus of theses and dissertations had to be ELF, WEs, accents, and their effects on listening skills, if possible. Next, these studies should have been published between 2000 and 2022. The last criterion was the language; the studies should have been written in English.

The database enabling researchers to search elaboratively was practical in terms of applying filters; therefore, the researcher used the filters as explained criteria above. The timeline was set to between 2000 and 2022, and the language was chosen as English. The study type was not specified to be able to see both M.A. theses and Ph.D. dissertations. Lastly, the studies published under the social sciences were selected to be listed in the results. From the point of dissecting study focus, “English as a Lingua Franca”, “ELF”, and “accents” were searched in the database for data inclusion. Seven related studies were listed, and all were M.A. theses. The distribution of years showed a difference. There was a study in 2016 and one in 2018, two in 2019 and 2020, and one in 2022, while no studies were found in 2017 and 2021. The search was completed in December 2022. Figure 2 displays the number of studies found by year.



**Figure 2.** The frequency distribution of studies by year



### 3. FINDINGS

The data inclusion process on the Council of Higher Education National Thesis Center revealed seven studies, which were all M.A. theses. The comprehensive summaries of the related studies were provided below in chronological order. No corresponding studies were found with the intended ELF keywords in Turkish context before 2016; therefore, the list of analyzed studies initiated with a study in 2016.

Saglık Okur (2016) conducted a mixed-methods study in 2016, and it was found to be the first study under the keywords “English as a Lingua Franca”, “ELF”, and “accents”. The researcher intended to figure out and compare the Turkish vs. international learners’ perceptions of ELF. The researcher focused on both linguistics and sociolinguistic aspects of language concerning phonologically and lexicogrammatically. The study also investigated English as a Foreign Language (EFL) instructors’ perceptions of ELF with the same phonological and lexicogrammatical considerations. For the data collection, Saglık Okur (2016) used semi-structured interviews and two questionnaires; the first was used to obtain data from English language learners, and the second was used for instructors. The questionnaires were based on exposing attitudinal predispositions to ELF. The study was carried out at a state university in Turkiye with 127 Turkish, 101 international students, and 80 EFL instructors.

The data from the questionnaire was quantitative data of the study. The open-ended questions in the same questionnaire and the semi-structured interviews with three Turkish, three international, and three instructors were analyzed with qualitative methods. During the interviews, the volunteer participants were asked about various topics such as their views about their awareness level of ELF, their perceptions towards the spread of English, different accents, and native and non-native English accents. The findings embraced significant differences in perceptions between Turkish and international students about having a native-like accent, and native and non-native forms of English. The international students were more comfortable with non-native English accents provided that the accents were intelligible. The instructors tended to have a native-form-based teaching perspective as they regarded native speakers as the owners of the English language. Also, the instructors stated that native

English accents were presented in most of the course materials.

Ince's (2018) research explored Turkish elementary EFL teachers' opinions and perceptions about the changes in 4+4+4 curriculum innovation, ELF awareness, and beliefs about English language teaching. The study followed a sequential explanatory design from the mixed-methods to determine whether the new English model supplied any transformation from the EFL teachers' point of view. Semi-structured interviews and questionnaires were conducted during the data collection process. 167 participants filled out the questionnaires, and 14 EFL teachers contributed to the interviews. The data from the questionnaire was scrutinized via quantitative methods, while the data from the semi-structured interviews were elaborated with content analysis.

The findings indicated that they tended to regard native speakers and native elements as their targets, although Turkish EFL teachers were familiar with globalization and its effects on ELT. ELF teachers contemplated that the new model in English aspired to provide communication abilities for language learners; the redesigned curriculum and course books also served this purpose to pave the way for creating the intended impact. Furthermore, the participants in this study disapproved of the new model and course books integrated with ELF items such as WEs in listening activities or other cultures in language activities. They remarked that the new curricular model and the exam questions in TEOG, a standardized high school entrance exam in Turkiye, did not complement some pre-determined objectives in the curriculum, such as teaching English for communication.

Kurtuldu (2019) fundamentally investigated how different English accents affected NNSs' listening skills and perceptions of these accents. Besides, the researcher tried to shed light on metacognitive listening comprehension strategies used by NNSs. The NNSs participants in the study were 38 pre-service English language teachers. The study included a sequential transformative design. This mixed-methods research used listening comprehension tests, reflective papers, and semantic differential scales to gather data for accents. The listening comprehension tests provided the ratio of right and wrong answers to the questions related to listening scripts covering the chosen accents from inner, outer, and expanding circle accents. The reflective papers and semantic differential scales allowed the researcher to gain a deeper understanding of pre-service teachers' perceptions of these accents. Moreover, a Likert scale on

listening strategies was conducted to ascertain the most used metacognitive strategies during exposure to different English accents.

Consequently, the participants successfully understood American and Australian English, whereas they struggled with grasping WEs, especially outer circle accents. This was probably a result of lacking exposure to WEs. In the reflective papers, almost all the participants highlighted that they were unfamiliar with outer or expanding circle accents; therefore, their listening abilities were affected negatively. The analysis from the semantic differential scales embraced different results for each accent; they were not biased about WEs in general. However, they rated higher for NS accents compared to NNS accents in the semantic differential scales. The most used metacognitive strategies focalized on planning and evaluation skills, such as checking questions before listening and focusing on the main idea of the listening passage.

A mixed-methods study by Oz (2019) aimed to highlight the mismatch between how English was taught in language classrooms and how modern English was used in social contexts. Besides, the researcher explored native and non-native instructors' perceptions of Standard English, English accents, views towards NNES teachers and NES teachers, and whether ELF awareness influenced EFL. Oz (2019) examined the EFL instructors' classroom implementation regarding ELF in line with this aim. The data was collected from 26 EFL instructors working at a preparatory school at a foundation university in Turkiye. The data collection tools were composed of a survey with different questions such as Likert-scale, multiple choice, yes-no, and open-ended questions. The survey was designed by the researcher based on the ELF literature.

The quantitative data was analyzed via SPSS (Statistical Package of Social Sciences), and qualitative data was construed with content analysis. The results illustrated that instructors were aware of ELF and open to classroom implementations related to ELF notions. Yet, they favored Standard English norms and approved them as models for language learners. According to their beliefs, there was discrimination between NNES-NES teachers and being an NES teacher was not a compulsory criterion for being an ideal language teacher. There were no significant differences between NES and NNES instructors' perceptions about implementing ELF in an EFL setting.

Akçay (2020) researched Turkish EFL instructors' and their students' perceptions of ELF and native and non-native English accents. In addition, the study probed how EFL instructors and students approached the debate over ownership of English and their use of ELF. The study was carried out with the participation of 78 NES instructors and 214 preparatory school students at a Turkish state university. A quantitative non-experimental approach was followed during data collection, and it was descriptive in terms of targeting to explore EFL instructors' and students' views towards ELF. A survey with four sections having different question types was provided to the participants through an online link.

The findings from Akçay's (2020) study indicated that the participants, including instructors and students, were knowledgeable about ELF theoretically. Yet, they were more supportive of native accents than non-native accents and considered NES the owners of English. Although both groups had some opposite opinions, they agreed that there was a requirement to raise awareness on the use of ELF. Not only the instructors but also the students contributing to the study believed in the communicative role of WE and approached these accents positively.

Aydın (2020) targeted to analyze the beliefs and perceptions of 40 EFL teachers working at different levels of state schools. The researcher stated that most of the studies in the literature were concerned with students studying at the department of English language teaching. The participants were chosen according to the convenience sampling method, which was non-probability. This qualitative research design pursued the case study approach. The data was gathered through a semi-open-ended questionnaire, and the content analysis was benefited.

The findings from the questionnaire revealed that most of the teachers were not informed about ELF notions. In contrast to ELF-unaware teachers, those conversant with ELF thought of it mostly as a communicative tool for NNEs and gave importance to intelligibility and effectiveness during communication. Most participants' classroom practices included awareness of lexicogrammatical features related to ELF and regarded them positively, especially in communicative settings. The teachers did not consider NES accents to play a crucial role in spoken interactions; nevertheless, a few teachers held negative attitudes toward WEs. Aydın (2020) also concluded

that teachers in the study had different ideologies about their ELF attitudes. These ideologies were found to be caused by various reasons, such as the participants' previous educational experiences.

A study following a qualitative research design by Kuru (2022) probed ELF and WE awareness and their effects on foreign language learner identity. The basis of the study centered on some ELF-related issues, for instance, perceptual changes in an individual's English and self-identity representation as an English user. The convenience sampling method was used and the study sampled with four students doing their M.A. at the department of Institution for Migration Studies. Kuru (2022) provided the participants an online 9-session course about ELF and WEs. The design of study embraced the case study design. Therefore, semi-constructed pre- and post-interviews were conducted during the data collection process to see whether there were any changes in the students' awareness and identities. The data was analyzed with the thematic analysis method. Before the study, the participants had no background knowledge of ELF and WEs, yet they stated that they encountered WEs and interacted with ELF users.

The conclusion of this study underlined that NES forms dominated and shaped the participants' perceptions of themselves even though they gained awareness of ELF and WEs. In the post-interviews, some changes in the participants' attitudes and perceptions were observed regarding ELF-related issues after they were exposed to different English accents through the online course provided by the researcher. There were also some changes in the concept of their self-identity. At the end of the study, they attached themselves more to NNES forms, which enabled them to reduce their anxiety, feel at ease with their accents, and have a sense of belonging to the ELF community. The researcher regarded these as a reformation of their learner identity as ELF users.

Seven studies related to the keywords "English as a Lingua Franca", "ELF", and "accents" have been elaborated here. A brief summary of these aforementioned M.A. theses is shown below in Table 1. The discussion and suggestions are presented in the next part.

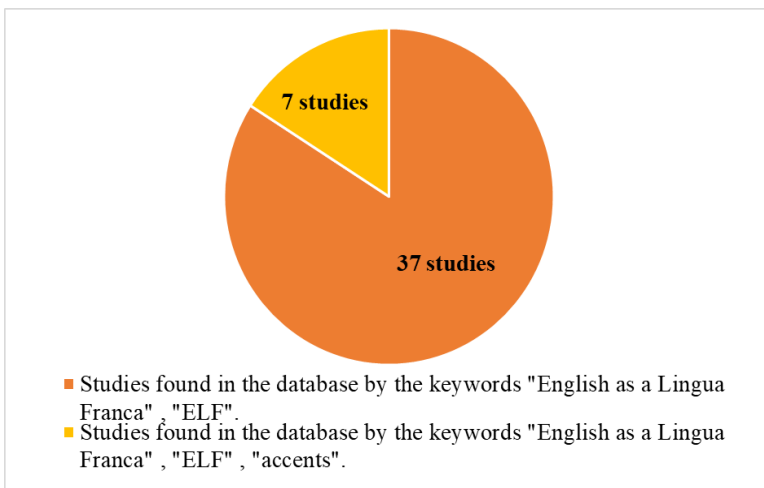
**Table 1.** The summary of M.A. theses related to ELF and WEs

Author	Type	Year	Title	Research Focus	Education Level	Research Design	Data Collection Tools
Saglık Okur, Y.	M.A.	2016	“English learners’ and teachers’ perceptions of English as a Lingua Franca”	ELF & perceptions	Undergraduate students & EFL lecturers	Mixed-methods	Questionnaires & semi-structured interviews
Ince, M. N.	M.A.	2018	“Turkish state elementary English language teachers’ opinions and perceptions of the changes within 4+4+4 curriculum innovation in the light of their awareness of ‘English as a lingua Franca’ and beliefs about English language teaching”	ELF, perceptions & awareness	EFL teachers teaching at elementary schools	Mixed-methods	Questionnaires & semi-structured interviews
Kurtuldu, E.	M.A.	2019	“Potential effects of different English accents on non-native English speakers’ listening comprehension and perceptions”	WEs, accents, listening skill & perceptions	Undergraduate ELT students	Mixed-methods	Listening comprehension tests, scales & reflective papers
Oz, M.	M.A.	2019	“English as a lingua franca: Awareness of instructors and pedagogical influences”	ELF & perceptions	EFL lecturers	Mixed-methods	Questionnaires

Akcay, A.	M.A.	2020	“Perceptions of Turkish EFL instructors and their students on native and non-native accents of English and English as a lingua franca (ELF)”	ELF, WEs, perceptions & accents	Undergraduate students & EFL lecturers	Quantitative	Online surveys
Aydın, F.	M.A.	2020	“English language teachers’ beliefs and perceptions about English as a lingua franca”	ELF, perceptions & awareness	EFL teachers teaching at high schools	Qualitative	Questionnaire
Kuru, O.	M.A.	2022	“The effect of developing World Englishes and English as a lingua franca awareness in foreign language learner sociolinguistic identity reconstruction: A case study”	ELF, WEs, awareness & identity reconstruction	Graduate students	Qualitative	Semi-constructed interviews

#### 4. DISCUSSION AND SUGGESTIONS

The results retrieved from the CoHE/YÖK National Thesis Center showed that ELF-related studies did not start to appear until the recent decade. Although 37 studies were found with the keyword ELF between 2000-2022, no studies containing the keyword “accents” were encountered before 2016. Moreover, the first study in Türkiye was seen in 2012, which was an M.A. thesis. It was conducted by Kaypak (2012). There were seven doctoral dissertations; thirty were master theses out of 37 studies. The low number of ELF studies in Ph.D. could be a reason for the requirement of taking more time to complete a Ph.D. Graduating from an M.A. program takes nearly two years, whereas a Ph.D. program requires at least four years. It might be expected that the number of related studies in the Turkish context to rise in the following years. The comparison of ELF-related studies is demonstrated in Figure 3.



**Figure 3.** The comparison of ELF-related studies

This chapter has elaborated on seven studies. All seven studies summarized in the earlier part are M.A. theses; it has been observed that master’s degree students have tended to study accent-related issues from the point of ELF, compared to doctoral students. In other words, ELF and WEs have been trending research areas amongst master’s degree students. Besides, it is possible to indicate that previous studies have not mainly focused on different English accents; however, they have concentrated on ELF awareness, perceptions, and



Kurtuldu (2019) and Akcay (2020) primarily based their research on English accents. However, merely a study by Kurtuldu (2019) investigated the effects of WEs on listening comprehension skills. It could be deduced that there is a gap in the literature when the limited number of studies in that respect is considered. There is a similar gap in terms of case studies as well. There is a single case study conducted by Kuru (2022) to investigate accents in terms of formulating an identity as an ELF user.

More research is needed to reveal the potential effects of WEs on both NESs' and NNESs' listening skills. In line with this, case studies are also required to examine to deepen knowledge about learners' and teachers' approaches to ELF and WEs. Studies regarding this aspect might highlight the importance of ELF use and WEs in interactive settings. The findings of these studies could contribute more to the introduction of ELF and WEs in educational settings.

## CONCLUSION

Most ELT studies have often focalized on students' and teachers' perceptions, attitudes, or awareness toward ELF. Yet, two issues have been scarcely explored: 1) the impacts of WEs on NNESs or NESs on listening comprehension, and 2) case studies in line with researching self-identity and ELF awareness. There is a vigorous need for a shift in curriculums and course materials to improve listening skills concerning WEs and raise tolerance for different English accents among English users as an obligatory provision of globalization. Incorporating WEs in a few listening activities is not enough; we should involve them more in materials. As Kurtuldu and Ozkan (p.60, 2022) suggest that “embracing ELF in language classrooms could boost students' listening comprehension in English, facilitate reducing or eliminating their bias toward non-native accents, and widen their perspectives about the world and its realities”.

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## CHAPTER III

### **BURNOUT: IS IT IN OR OUT?**

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#### **INTRODUCTION**

There are numerous factors that have an impact on building citizens who can contribute to the community. Education is one of these factors and is a key concept for the development of societies worldwide. When global history is considered, it is obviously possible to see how global countries evolved from over-demanding populations to productive information suppliers. In line with this change, their need for establishing well-structured educational policies accelerated in the past and has accelerated in recent years.

Since education is a multi-dimensional concept, it is required to focus on the essential dimensions. Teachers are undoubtedly one of these essential dimensions to be focused on. The environment they teach, the instruments they use, the strategies they adopt, and the brand-new field developments they follow are of great importance. However, well-being and being able to control the level of stress and anxiety in their working life play an important role in teachers' effective involvement in the teaching process. After working for long years in the field, it can be seen that motivation, willingness, etc. are open to being affected by the working conditions in a negative way. Subsequently, these negative effects can lead to burnout.

## **1. BURNOUT**

Freudenberger (1974) defined burnout as “to fail, wear out or become exhausted by making excessive demands on energy, strength or resources” (p. 159). Golembiewski, Munzenrider, and Carter (1983), on the other hand, defined burnout as a state of feeling in which individuals can feel physically, emotionally, and mentally exhausted. The level of this exhaustion may vary in different individuals, and the complaints may also be various. According to Gold and Bachelor (2001), burnout is distinguished from other organizational stress factors because it emerges as a result of repeated and excessive interactions between employers and employees in institutions.

One of the triggering factors leading to burnout is considered to be stress. Individuals who work can be likely to encounter difficulties in their working places, and they need to respond to these difficulties with a ‘burnout’ reflex (Harden, 1999). Their severity of responding back is related to their level of burnout. A stronger response is given for a stronger input of difficulty. In this way, the body launches a self-defense mechanism. Burnout is a common situation experienced especially by the people who work, and 80% of employees are open to facing burnout syndrome during their working life (Işıkhan, 2017). Burnout is divided into three dimensions, and these three dimensions are Emotional Exhaustion, Depersonalization, and Personal Accomplishment.

### **1.1. Burnout in Teachers**

The American Institute of Stress conducted research and found that teachers are one of the professions in the high-risk professions group. Due to its location in its group, the teaching profession has conflicts regarding the applications of dealing with daily issues, which are health-threatening factors (Baltaş & Baltaş, 1990). On the other hand, the stress factor is of great importance for burnout related to work. As a consequence of the studies conducted before, burnout was explained to be a negative experience in the field of psychology (Ratliff, 1988). On the other hand, within the context of education, burnout may cause threatening results for teachers and students. (Cephe, 2010)

Conditions that are related to the working environment such as overpopulated classrooms, disciplinary problems, paperwork demand, long hours of work, lack of occupational privacy, and low level of income can be

stated as the reasons for burnout in teachers (Kyriacou, 2001). According to a study by Skaalvik and Skaalvik (2009), the investigations, which studied contextual circumstances at schools, showed that teachers' satisfaction level is mainly connected to the Emotional Exhaustion sub-dimension of burnout. This sub-dimension is generally considered to be the effects of time pressure while Depersonalization and Personal Accomplishment concepts frequently refer to personal perceptions.

## 2. METHOD

Within the context of the study, the data were obtained from the Council of Higher Education National Thesis Center (CHENTC), which is the official authorized provider of postgraduate theses to be published in Türkiye. This center operates by considering personal consent procedures. Therefore, the authors of the theses are initially contacted about permission to publish. When the confirmation is taken, these start to be open to the public and they are enabled to be viewed and downloaded online.

For access to theses, the search engine of CHENTC was used. Three keywords, which are 'burnout', 'English', and 'teaching', were looked for in the detailed search tab of the platform. In this way, finding the related MA theses and Ph.D. dissertations in the field was aimed. Subsequently, the results were filtered to reach more accurate and valid data since the database presented more than 1000 pedagogical theses and dissertations due to the virtual algorithm of the website. Based on this filtering result, 5 master's theses and 2 doctoral dissertations were selected.

## 3. FINDINGS

In the first master's thesis, which is the first of seven theses selected to be evaluated in this study, Atila (2014) investigated the relationship between the burnout of English teachers and instructors and their professional satisfaction levels. In this study, which aims to examine the relationship between burnout and professional satisfaction of English teachers working in primary, secondary, and high schools affiliated with the Ministry of National Education

and English instructors working at state universities, the relationship between burnout and job satisfaction levels with variables such as gender, weekly course load, experience, department of graduation, number of students per class, educational level, and duration of working in the institution was investigated. In this context, a total of 40 teachers working in primary, secondary, and high schools in Gölbaşı district of Ankara province, and 90 lecturers working at state universities (45 instructors from Gazi University, 45 instructors from Ankara University) took place as a sample in the research. The total number of participants in the study is 135. Maslach Burnout Inventory and Minnesota Job Satisfaction Scale were used to collect the data of the study. In addition to these questionnaires, a questionnaire was applied to obtain demographic information of teachers and instructors. Findings revealed a negative correlation between burnout and job satisfaction. The findings also showed that less experienced teachers, do not have a postgraduate degree, have a degree in English Language Teaching, have worked at the same institution for less than 5 years, have a higher course load, and are female, are more likely to experience the dimensions of burnout.

As the second thesis, Erakman (2015) conducted a case study on the burnout status of students in the courses applied within the scope of a preparatory program. The aim of this study is to determine to what extent students who repeat a preparatory class at a private university in Istanbul experience burnout according to three sub-dimensions called emotional exhaustion, depersonalization and personal accomplishment, whether there is a relationship between burnout levels in the context of these three dimensions, and to examine the metaphors used by these students to describe the burnout they experienced during their learning processes. For the purposes of the study, 54 students who had been repeating the intermediate level in the same preparatory program for two years and five instructors teaching English at this level were included in the study. Quantitative data were obtained by using the Maslach Burnout Inventory, and qualitative data were obtained through semi-structured questions and metaphor questions asked to students and lecturers. The findings of the study showed that the above-mentioned students who repeated their English language learning experienced a low level of personal accomplishment. However, on the contrary of this low level, significant results were indicated that they experienced high levels of emotional exhaustion and



depersonalization.

For the third master's thesis, a study conducted by Gazimihal (2016) investigated self-talk as a coping strategy within the context of English as a Foreign Language (EFL) teachers' burnout levels. In line with the investigation focus, the study examined the self-talk coping strategies of instructors who work in İstanbul and İzmir for burnout regarding the concept of burnout. Semi-structured interview questions were adopted to better understand the strategies to cope with burnout and the factors affecting teachers' motivations positively or negatively. Throughout this research, in-depth interviews were conducted with English language instructors, and it was sought whether the instructors motivated themselves with the self-talk method, how they formed sentences for motivation, and finally, the types of introverted speech (motivational, commanding, positive or negative). The research findings showed that English instructors largely adopted self-talk as a coping method for burnout, which provided positive results.

In the fourth master's thesis, Algin (2017) examined the burnout levels of English language teachers working in a K12 private school in the organizational context. 42 different English teachers from six different private schools participated in the study, and both teachers' burnout levels and possible causes were investigated. Questionnaires and semi-structured interview questions were used as data collection tools. According to the study's findings, many teachers participating in the research tended to show signs of burnout. The results showed that teachers generally had symptoms of burnout due to their workload and lack of authority in the decision-making process, and semi-structured interview questions supported these results. It was concluded that teachers should be informed about the symptoms in order to be protected from burnout symptoms and that school administrators should be treated more fairly in the distribution of responsibilities given to teachers.

In the fifth and last master's thesis, Yangoz (2021) conducted a mixed study on the relationship between burnout and technostress levels of EFL instructors. The relationship between burnout and technostress levels of EFL instructors during the COVID-19 pandemic was investigated in the study. Furthermore, it was aimed to offer suggestions for the importance and role of online education. Turkish adaptation of Maslach's MBI-ES and Defining Teacher's Technostress Level Scale were used to collect data. These two tools

were administered to 188 English language instructors who work at state and private universities in Türkiye. Semi-structured interviews were carried out with 10 English language instructors. According to the findings of the study, the participants had moderate level of technostress and low level of burnout. In addition, the findings showed that the participants who were 21-25 years old, and 41 and older were in a high technostress group. Within the context of burnout, the participants who were in the 21-25 age group were affected the most as they had the highest level of burnout. Also, the study suggested an adaptation for the current English language teaching programs applied at universities. Thus, the digital and technological literacy of prospective EFL teachers can be increased to a great extent and they can be prepared for another potential online teaching period due to the pandemic in the future.

To have a more detailed understanding of burnout, the Ph.D. dissertation of two researchers were also reviewed. According to the first of two dissertations, Khezerlou (2012) focused on English language teachers' burnout levels from the point of view of a cross-cultural study conducted in Iran and Türkiye. The author of the thesis indicated that professional burnout appeared as an important issue in terms of educational quality, student success, school atmosphere and social relief. Therefore, the study consisted of three different burnout source which were personal, school-related and administration-related. As a consequence of the study, Turkish teachers were found to have a higher level of emotional burnout. On the other hand, Iranian teachers had a higher level of personal accomplishment. Another finding of the study is that the depersonalization levels of Iranian and Turkish teachers were almost at the same level. One-way ANOVA results showed that there was a significant relationship between nationality, gender, and age variables and EE, DP, and PA. In addition, according to regression analysis, professional self-worth, workload and EE, DP and PA are the strongest factors among Iranian teachers at personal, school and administrative level. Among Turkish teachers, the strongest factors were value conflict, social support, and teacher autonomy.

In the second and final doctoral thesis, Ercan Demirel (2014) examined teacher beliefs and teacher burnout. It was aimed in this study to investigate the teacher beliefs and teaching burnout of instructors who had been working at schools of foreign languages of Necmettin Erbakan University, Selçuk University, and Gazi University, respectively. 70 instructors of English

language from the universities above participated in the study. Maslach Burnout Inventory – Educators Survey (MBI-ES) was used for the quantitative data collection procedure of the study. As the qualitative data, 25 of 70 instructors were interviewed with the help of semi-structured interview questions. The results showed that 15 participants had high level burnout, 24 participants had moderate-level burnout and 31 participants had low level burnout. There was also a tendency to have burnout at higher levels in younger age groups (especially 31-35 & 26-30), seniors and less experienced groups. With the help of the qualitative data, the research also concluded that academic factors dominated other difficulties.

#### **4. DISCUSSION AND SUGGESTIONS**

When the findings of the present study are considered, it can be stated that the number of doctoral theses in the field of burnout is much less than the number of master's theses. It is a fact that doctoral theses, which are among the theses examined within the scope of this study, examine the burnout dimension from the perspective of teachers in general, teachers experience burnout symptoms most commonly in the emotional burnout sub-dimension, and it is relatively low in the context of the other two sub-dimensions, depersonalization, and personal accomplishment. It can be also suggested that this high level of burnout detected in the emotional burnout sub-dimension is not actually an internal negative attitude towards the profession. Still, an indicator of organizational burnout since in the distribution of the question content according to the sub-dimensions of the scales and questionnaires measuring burnout, the items in the emotional burnout sub-dimension were aimed at revealing the findings about the burnout experienced by the teachers, the workplace and conditions. However, there is a situation where the questionnaire and scale items used for the other two sub-dimensions mostly reflect the individual's behavior, thoughts, and attitudes towards their profession.

Apart from these views and suggestions about teachers' burnout levels, another issue that needs to be considered and discussed is the research that can be done on the combination of students and teachers, which constitutes a whole in education. The participants of the theses examined for this study are mostly teachers. To better understand teachers' professional burnout

levels, students' thoughts and opinions should be included more, especially with qualitative data collection tools. The answers to be asked to the students and the answers to these questions, and even the evaluation of these answers together in the context of the concept of teacher and working conditions will contribute to the field. Besides the student factor, another one is the working conditions. Burnout aims to identify the symptoms that arise from the combination of individual and organizational factors. The data collection tools in this study also serve this purpose. Still, when an evaluation is made in terms of organizational factors, these factors are more administrative than teachers' physical working conditions, such as workload, the behavior of administrators etc. Therefore, in most of the theses examined in this research, teachers working in schools affiliated with the Ministry of National Education are also included, and considering the very serious differences in physical working and learning conditions of ministry schools from one province to another in Turkiye, the physical conditions of the working environment and the professional motivation of the teacher and its effect on burnout should also be investigated. The main reason for this suggested investigation is that, despite the pedagogical education they received for four years in their undergraduate years, the factors such as physical conditions and equality of opportunity that they encountered when they started their profession as a teacher may cause them to move away from ideal aims of teaching.

The above-mentioned issues and conditions reveal the situations of teachers and students, who are the main role holders in education, and the application of teachers' individual, organizational and ideal conditions in the professional sense. However, apart from these situations, another very important factor that should be included in the research and investigation of burnout is the COVID-19 pandemic, the first case of which was reported in our country in March 2020 and turned into a global emergency in a very short time. This pandemic has so affected our lives in many areas and brought profound changes that, as the process progresses, online courses have started to be implemented in Turkiye and around the world. Primary schools, secondary schools, high schools and universities in our country continued their education online in September 2020, after the pandemic's start. Since the development and distribution of COVID-19 vaccines took a long time, online classes continued until a downward trend in cases was observed. After

the serious decrease in cases and hospitalizations after a certain amount of time after vaccinations were started, the above educational institutions gradually normalized and returned to face-to-face education. Despite these normalizations, the institutions within the Ministry of National Education and the Council of Higher Education still keep the online education and live classroom platforms, which they have used and developed significantly during the pandemic, open to their teachers and lecturers, and moreover, certain courses are continued to be taught completely online, with percentages depending on the course content, especially in universities. Considering the difficulties experienced by teachers in these processes and especially in online courses, and the possibility of other pandemics that may occur in the future, conducting more extensive and more detailed research on the symptoms and levels of burnout experienced by teachers during the COVID-19 process will shed light on both the past and the future.

## CONCLUSION

In order to meet our basic needs such as shelter, food and drink, we need to work and earn money in return for our work. Our continued efforts for these basic needs provide opportunities for us to ask some questions about the effort put in and the value corresponding to the effort put in. Topics such as what we do, on which days we work, our working hours, the conditions where we work, the population of the classes we teach, the physical condition of the school and classrooms we work in, and many similar factors form the basis of our professional life. The reactions of our body's defense mechanism to the pressures we face from time to time, to difficulties, to internal inquiries, to motivation changes vary. Burnout syndrome, which can be defined as internal and external exhaustion that occurs in human nature as a result of reactions above the maximum healthy level that can be given, can cause serious pedagogical problems when there is not enough subject for educational research, as in many fields.

Within the context of this study, the database of the Council of Higher Education National Thesis Center was used to reach research on burnout in English teachers and instructors. In terms of both the limited number of master's and doctoral theses written and the examination of the limited

number of theses reached, this study offers suggestions in line with the study findings in order to approach burnout syndrome in English teaching from different angles and dimensions. There is a need to increase academic studies on important issues such as the differences in pre-professional and post-professional expectations of teachers, the standardization of physical and educational conditions, what to do in national and global emergencies in education, and the protection of English teaching professionals from the negative effects of professional burnout in these changes. Necessary academic studies and research on these issues, which are found to be lacking in the field, will reveal the problems that lie at the root of professional burnout in detail and will be a pioneer in the solution of these problems. Therefore, burnout will be only ‘out.’

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He successfully acquired his Bachelor's and Master's Degrees at Çukurova University, which is in the Adana province of Türkiye. He was accepted by Tarsus University School of Foreign Languages as an instructor in 2021, and he has been delivering English language classes to the preparatory students of the Engineering Faculty since then. His fields of interest for the studies are teaching burnout in ELT, stress factors in teaching EFL classes and the well-being of EFL teachers.





## CHAPTER IV

### A WORD TO SAY ABOUT AUGMENTED REALITY IN ENGLISH LANGUAGE TEACHING

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#### INTRODUCTION

The English language has been the language of science, business, and the internet worldwide due to globalization for years (Graddol, 1997). To catch up and keep up with the new era, each individual must learn and effectively use the English language. For many years, numerous investigations have been conducted on how to learn English better. Not the only exact way is found possibly, as learning is a phenomenon that combines many ways into a whole, including innovative ways. So, digitalization comes onto the stage in all parts of life. Even the field of language education has been influenced by technological developments and included many new innovative technologies in the language learning and teaching process.

Based on this digitalization process, this chapter first explains technology-related terms in the field of English language teaching, then briefly explains one of these new technologies, Augmented Reality, and its importance. It then examines the postgraduate studies on this subject in the context of Türkiye and, in the discussion part, focuses on the lacking points and offers suggestions on what can be developed or studied further.

# 1. TECHNOLOGY IN ELT

## 1.1. Computer-Assisted Language Learning (CALL)

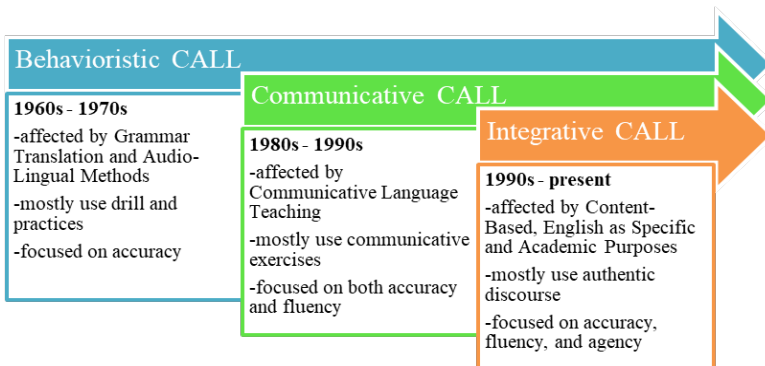
As a result of globalization, the world has also been exposed to a digitalization process. Hence, digitalization has taken place in educational fields, as well. When we look at the history of technology in language education, we can see that technology is not a new concept. (Scan the QR code to watch a video about the history of technology in education.) It dates back 1960s (Warschauer, 1996), maybe earlier, and one of the first terms suggested on this topic is the CALL, which is the abbreviation of Computer-Assisted-Language-Learning. Michael Levy (1997, p.1) defines CALL as “the search for and study of applications of the computer in language teaching and learning”.



*“We need technology in every classroom and in every student and teacher’s hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world.”*

*-David Warlick*

Mark Warschauer is one of the most critical figures in CALL studies, and he divides CALL into three phases: behavioristic, communicative, and integrative respectively (Figure 1);



**Figure 1.** Phases of CALL

**Source:** Warschauer, 1996

- *Behavioristic CALL* is the first phase of it, which lasted between the 1960s and 1980s. It was based on behaviorist theories of learning

offered by Skinner and mainly included drills and practices with the help of computers.

- *Communicative CALL* is the second phase, which lasted between the 1970s and 1980s, and the idea of the inadequacy of drills and practice for the authenticity of communication influenced it.
- *Integrative CALL* is the last phase of it, and it was based on the development of multimedia and the internet. Integrative CALL is the most comprehensive one, enabling much more user interaction.

As seen from the years of CALL phases, each phase is a complementary interwoven rather than a separate one.

### **1.2. Mobile-Assisted Language Learning (MALL)**

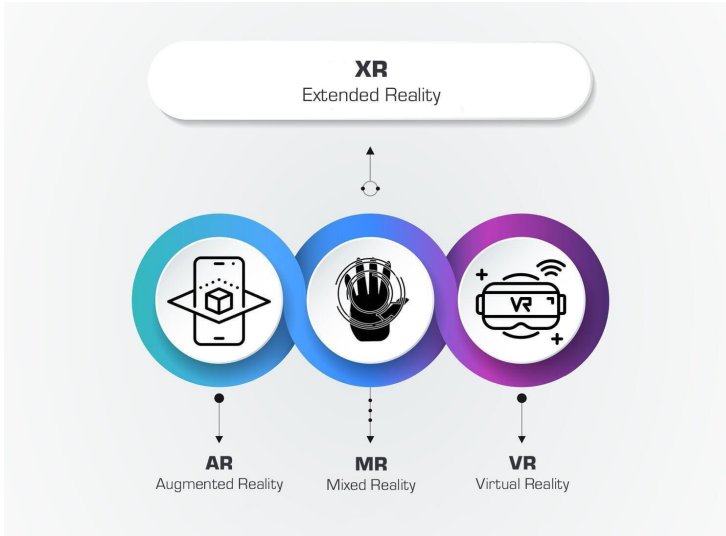
Even CALL is still being investigated; it seems that it gives place to MALL, Mobile-Assisted-Language-Learning, defined as the broadening of e-learning through mobile devices (Çakmak, 2019). It might be claimed that the technology gives more opportunities, increasing capacity, and more advanced usage while using mobile devices (Viberg & Grönlund, 2012). Nowadays, mobile devices are so small and smart that we can do everything easily with their help, in addition to being low-cost and more user-friendly. As they are more flexible, MALL enables users to reach anything anywhere and anytime. Hence, it may be preferred by users much more.

As technology develops, mobile learning gets more and more inevitable (Kukulska-Hulme, 2006). We can see mobile devices in everybody's hands. We are getting more mobilized. To be able to catch up with this mobilization, new ways to implement in the language learning process are being investigated.

### **1.3. Augmented Reality (AR), Virtual Reality (VR) and Mixed Reality (MR)**

So far, some innovative materials, approaches, and technologies within the context of MALL have been developed. One of these innovative technologies is the technology of Augmented Reality (AR). Azuma (1997) defines it as integrating three-dimensional virtual elements into the real world. It is often confused with the terms Virtual Reality (VR) and Mixed Reality (MR); however, these terms differ. Extended Reality (XR) is the umbrella term for the others, as it refers to using both virtual and real worlds together. VR is

the advanced simulation of a realistic world, MR is the superimposition of the virtual object into the real world, and AR, as mentioned before, is the combination of real-world elements with virtual-world elements (Figure 2).



**Figure 2.** Extended Reality

**Source:** <https://zh.intopix.com/vr-ar-headset>

When we turn back to the history of AR, we can see the first examples of it in the 1960s with the Sword of Damocles (Sutherland, 1986), which was a, literally inconvenient, Head-Mounted Display (HMD) with simple mediocre graphics. Passing years of technological developments contributed to the development of AR tools in favor of being more convenient and easier to use, including many more sophisticated features. Having added some new features, AR technology has been exposed to a division; location-based and vision-based AR. If you use the Global Positioning System (GPS) to track the location of something, then it is called location-based, in other words, markerless AR. This type of AR includes using a mobile device’s camera, processor, and display. It might be used to teach words related to places such as museums, stores, shops, etc. On the other hand, vision-based AR includes markers/triggers such as flashcards, QR codes, etc. It is generally used to teach vocabulary.

To date, many influential scholars and researchers have reported many

benefits of AR in language education (Azi & Gündüz, 2020; Bressler et al., 2018; Taşkıran, 2019). First, with the help of AR integration, the learning environment has enormously transformed into an authentic, entertaining, and real-life one (Chiang et al., 2014; Juan et al., 2010). It has enabled more meaningful communication among learners in the target language (Parmaxi & Demetriou, 2020). Additionally, AR integration has played a significant role in increasing the learning motivation of learners (Mahadzir & Phung, 2013; Mumtaz et al., 2017). Moreover, with the help of AR, retention (Huang et al., 2019; Solak & Çakır, 2015) and interaction (Parmaxi & Demetriou, 2020) levels of learners have also improved. Considering all these benefits, it is a fact that augmented reality has an essential place in language education and will become even more critical with its ongoing developments.

Grounded on these, the use of AR in language learning has been increasing day by day since many researchers have been trying to find new ways or develop new materials regarding AR in order to enhance learning and teaching. So far, many studies have been carried out not only to investigate the effectiveness of AR but also to review the previous ones. Knowledge about recent trends and gaps in a topic in the field has a significant role in academic realms. When we have considered this significance, there is no study investigating the MA theses and Ph.D. dissertations on AR in Türkiye. It is believed that this chapter will be useful for the researchers in Türkiye to see the gaps in academia, so they can try to investigate the overlooked topics and conduct studies based on these gaps. Besides, researchers worldwide can also benefit from the present chapter by identifying the current trends to carry out more studies in their countries on a cross-cultural scale.

## 2. METHOD

For the present chapter, the database of the Council of Higher Education National Theses Center (Yükseköğretim Kurulu -YÖK- Ulusal Tez Merkezi) was used. This database, offering the services of collecting, editing, and making it available electronically, is subordinated by the Presidency of the Council of Higher Education and consists of the postgraduate theses prepared in Türkiye.

First, the “augmented reality” keyword with “English” has been used in

order to reach related MA theses and Ph.D. dissertations in the database. Then, the filter was applied in the group section as “social sciences,” and the language was “English”. Based on these filters, 107 postgraduate studies were accessed, and their research areas and titles were screened. The data was collected in October 2022, so all the postgraduate studies till that data were included. Based on the screening, however, in total, only seven of them were MA theses with no Ph.D. dissertations in the topic under investigation. Due to the limitation of the number of studies, all theses were investigated in detail about their research focus, education level, research design, data collection tools, and results.

### **3. FINDINGS**

As the results of the analysis, it is seen that there are only seven MA theses, and there is no Ph.D. dissertation on the topic under investigation. Table 1 shows the summary of MA theses on the subject. It is seen that the first MA thesis on the subject was published in 2016, one in 2017, four in 2019, and in 2021 there was only one thesis.

It was seen that the first MA thesis on the topic of AR in the field of ELT was conducted by Doğan (2016), which was about the investigation of the effects of AR-supported materials on university students’ vocabulary learning and retention by using a mixed method study including an experimental design lasting five weeks. In total, 40 students participated in this study, and Vocabulary Knowledge Tests, semi-structured interviews, and a demographic information survey were administered to collect research data. The results of the study demonstrated the positive effects of AR-supported materials on vocabulary learning and retention, as the participants reported these kinds of materials had been helpful, especially in revising vocabulary.

The second study was conducted by Çınar (2017) in a different field regarding English language learners in sixth-grade secondary school. Within the context of the study, the researcher used a course book supported by AR in order to teach English and aimed to identify the effects of this course book on English language learners’ learning achievements and attitudes. It was a quasi-experimental study including pre-posttests (Achievement Test and English Attitude Scale) administered to experimental and control groups of 34

students. At the end of the treatment process, a semi-structured interview was also applied to teachers and students in the experiment group. As the results of this study, it was observed that AR-supported course-book positively affected the students' learning achievement; however, no significant difference was observed in terms of their attitudes.

The third study was carried out by Karacan (2019) to explore the factors predicting pre-service EFL teachers' intention to use AR in their future classes by applying a mixed method study, combining a scale and a semi-structured interview. In total, 55 pre-service English teachers participated in the study and were exposed to a 5-point Likert-type Decomposed Theory of Planned Behavior scale, some semi-structured interviews, and reflection papers. The results showed that nearly all pre-service EFL teachers showed positive attitudes toward AR and intended to use it in their future classes. According to the results of the study, the most significant predictor of EFL teachers' intention to use AR for future classes was the perceived usefulness of AR and its influences on students.

The fourth study dealing with AR in ELT was conducted by Bahadır (2019) to examine the effects of AR technologies on primary school students' English language learning achievement. The experimental research design was applied in this study, including experiment and control groups of 76 fourth-grade students. Students were administered a pre and post-test at the beginning and at the end of the nine-week treatment process. The results showed no significant effects of AR on English language learning; on the other hand, students just enjoyed the process.

The fifth study was conducted by Pozharina (2019) to identify the effects of Mobile AR materials on students' motivation, attitudes, and reflections in English as a Foreign Language academic writing. A mixed-method research design, including an experimental process, motivation surveys, and semi-structured interviews, was applied to 70 English preparatory class students. While mobile AR-enhanced materials taught the experiment group for academic writing, the control group was taught by traditional writing materials. As the study results, it was observed that mobile AR-enhanced materials for academic writing positively and significantly affected students' motivation, willingness to learn and participate, awareness of the importance of writing, attention, confidence, and satisfaction levels. Students who were

in the experiment group were more enjoyed and captivated than the ones who were in the control group.

The sixth study, again not in the field of ELT; however, it was conducted regarding English language learning and carried out by Tandoğan (2019). Grounded on investigating the effectiveness of AR-enhanced instructional materials on 67 engineering students' vocabulary learning and motivation in English as a Specific Purposes course, the researcher followed an experimental process. In the beginning, all students were taken a vocabulary achievement test, and at the end of the process, the experiment group was taken a motivation survey and interviewed. The results showed that the experiment group outperformed in terms of vocabulary achievement, motivational level, and willingness to use AR in the future.

The last study so far was conducted by Okumuş (2021) to examine the EFL teachers' perceptions of AR, their acceptance level, and their self-efficacy level to use this technology. Following a mixed method research design, pre and post-tests, pre-and post-surveys, Technology Acceptance Model survey, reflection forms, and semi-structured interviews were administered to 50 pre-service EFL teachers in total. The results of the study showed that the pre-service EFL teachers had positive perceptions and high acceptance levels for AR technology. However, their self-efficacy in using it to design materials remained unaffected. The participants reported that AR would be most beneficial for vocabulary learning and the least helpful in writing skill.

Regarding these six MA studies on AR use in English language learning and teaching, it resulted that most of the studies were carried out with university students, especially pre-service EFL teachers. So far, research studies have been administered on 392 English language learners in Türkiye. All studies followed a mixed-method research design, including experimental processes, surveys, and semi-structured interviews. The results generally showed the positive effects of AR-enhanced materials on learning achievement. Additionally, the majority of the participants in all studies enjoyed using AR and intended to use it in the future.



**Table 1.** The Summary of MA Theses

Author	Type	Year	Title	Research Focus	Research Design	Data Collection Tools	Results
Doğan, Ö.	MA	2016	“The effectiveness of <i>augmented reality</i> supported materials on vocabulary learning and retention”	The effects of AR supported materials on vocabulary learning and retention	Mixed Method	Vocabulary Knowledge Tests & Semi-structured interviews & demographic information survey	Positive effects on vocabulary learning and retention.
Çınar, D.	MA	2017	“The effect of the use of a coursebook supported by <i>augmented reality</i> on students’ achievement and attitude to English language teaching”	The effects of AR-enhanced course-book on English language learning achievements and attitudes	Quasi-experimental Semi-structured Interview	U-LEARN IT coursebook Pre-posttests (English Achievement Test, English Attitude Scale)	AR-enhanced course-book positively affected the achievement of students, but not significantly affected their attitudes.
Karacan, C. G.	MA	2019	“Exploring factors that predict pre-service English teachers’ intentions to use <i>augmented reality</i> using decomposed theory of planned behavior”	Exploration of the factors that predict pre-service English teachers’ intention to use AR in their future language classes	Mixed Method	Likert Scale of Decomposed Theory of Planned Behavior & Training & Discussion & Semi-structured Interviews	Nearly all pre-service EFL teachers held positive attitudes towards AR and they intend to use it in their future classes.
Bahadır, D.	MA	2019	“Using web 3.0 technologies for teaching English to the primary level students: A study on <i>augmented reality</i> ”	The effects of AR technologies on the success of students	Quantitative - Experimental	Pre-test & Post-test	Even if the students enjoyed the process, no significant difference between the success of students.

<b>Pozharina, G.</b>	MA	2019	“The effects of using mobile <i>augmented reality</i> integrated materials on students’ motivation and attitude level in EFL academic writing classes”	Determination of the impact of Mobile AR enhanced materials on students’ motivation, attitude and reflections in EFL academic writing classes	Mixed Method	Academic Writing Motivation Questionnaire, Instructional Materials Motivation Survey, Semi-structured interviews & Pre-posttests	MAR enhanced EFL writing course materials increased students’ intrinsic motivation, level of appreciation of the activities, eagerness to engage in writing activities.
<b>Tandoğan, B.</b>	MA	2019	“Investigating the effectiveness of ARCS based instructional materials enhanced with <i>augmented reality</i> on ESP vocabulary achievement and motivation”	The effectiveness of instructional materials enhanced with AR on students’ vocabulary achievement and motivation while learning ESP vocabulary	Mixed Method	Pre-posstests & Motivation survey & interview	Experimental group performed better and were more motivated and willing to use it in their future studies.
<b>Okumuş, A.</b>	MA	2021	“Pre-service EFL teachers’ perceptions and self-efficacy of <i>augmented reality</i> technology: A mixed-method study”	The pre-service EFL teachers’ perceptions of AR technology, their acceptance level for utilization of AR in EFL classes and their self-efficacy level in employing it.	Mixed Method	Pre-posttests & TAM survey & reflection form & Semi-structured interviews	Pre-service EFL teachers held positive perceptions. Their acceptance level differed after the experience, but no significant difference was identified in their self-efficacy of using AR.

#### 4. DISCUSSION AND SUGGESTIONS

Grounded on the present results, it might be claimed that there is a significant lack of MA theses and especially Ph.D. dissertations on AR in the field of English language teaching in Türkiye. According to the recent statistical report of the Council of Higher Education (2022) regarding the number of graduates in Türkiye, the numbers of doctorate graduates are much less than the number of master graduates. Hence, even if the difference between MA theses and Ph.D. dissertations seems tolerable, the total number of post-graduate studies on the topic needs to be expanded. Since Türkiye is a country paying attention to innovative technologies, this result seems a little bit interesting. As we have discussed before on the benefits of AR in the language teaching process, there should be many more studies on it. It is totally clear from almost all the studies that AR has positive effects on the motivation levels of learners. Therefore, besides investigating the motivation levels, more materials might be developed; more investigations on the effectiveness of the materials, not only in terms of vocabulary teaching and learning but also in terms of other language skills, such as speaking, listening, writing, so on might be carried out.

When we think about all the aspects of AR, it is undeniable that it will be fruitful for every kind of user around the world. Within the context of Türkiye, post-graduate studies on AR technology have both focused on vocabulary teaching and writing skill development. Therefore, it has been observed that the studies are not focused on reading, listening, and speaking skills and the enhancement of grammar teaching. As AR has many advantages, new ways of developing materials with the help of AR can be found and applied to enhance the previously mentioned skills of English language learners. For example, by using the speech recognition feature of AR technology, speaking material might be developed, especially within the discourse of an authentic language learning environment. As a suggestion, situation-based scenarios might be developed for the material, and the learners might use this material to practice authentic language use by speaking and paying attention to their pronunciation. Another suggestion might be for grammar teaching. As grammar is an abstract construct for language learners, with the help of AR technology, the abstract construct of grammar rules might be transferred into a concrete structure (such as pictures, animations, etc.). Even if the post-graduate studies on using AR technology for various language skills are limited, some recent

academic research studies have focused on them. One of the recent ones has been carried out by Ustun et al. (2022) to investigate the self-efficacy beliefs and motivation of language learners toward using AR-enhanced instructional material for listening and speaking skills. The study concluded with positive results of AR-enhanced materials for listening and speaking skills. Another recent study, which applied speech-recognition-based AR-enhanced material for English listening and speaking skill, was conducted by Tsai (2022). The results also showed positive effects of AR on these skills, as well.

As seen from the results, even though there were some academic research studies on AR in the field of ELT, it was reported that the post-graduate studies on AR in ELT were limited. In this regard, the lack of studies in Turkiye might be due to several factors. First, the digital literacy of teachers, administrators, or other executives might be a reason. *Digital literacy* is defined as having the necessary skills to use information and communication technologies (ICT) to get, gather, organize and analyze information demanding both cognitive and technical skills. When we keep this in view, we can see that the teaching executives in Turkiye might be regarded as digital immigrants, the adults who first started using ICT in the later years of their life. At the same time, the students are digital natives as they are born in a technology-dominated era. Therefore, the teaching executives lack the necessary skills to use and implement AR technologies in their classrooms. Some post-graduate studies focused on the intention of pre-service EFL teachers to use AR in their future classes and found that they were willing to use it. Therefore, prospective English teachers might be aware of the importance of emerging technologies such as AR; however, more awareness should be raised among teachers in service now.

The second one might be the cost of materials. AR technology does not require many things; however, to develop an AR material, there is a need for 3D models, and they cost high. To be able to solve this problem, royalty-free 3D models might be found, and prospective teachers can be trained to develop their own free materials to be used in language classes. Some websites offer free 3D models and animations and free software to develop AR materials (mainly used by game developers).

The third one is the lack of technology ownership of individuals. In Turkiye, although many students have smartphones, some do not have qualified ones, and some AR applications do not work on such phones. As a solution to this

problem, the teachers can form small groups of students to share their smart devices to experience AR material in the classroom; however, it may not be possible to solve this problem outside of the class.

Anyhow, all these drawbacks can be overcome by raising consciousness. To be able to raise awareness of the possible benefits and affordances of AR, there might be some ways. The administrators, first, should be informed about the importance of this innovative technology, followed by the language teachers. Suppose the language teachers are well-informed about this AR integration into the language learning process. In that case, they can apply this technology more in their classes, and more positive results might be obtained regarding the language learning process. Some studies might be conducted on the investigation of readiness and behavioral intention to use language teachers at every educational level, not only with prospective teachers but also with those who have already been teaching for years.

## CONCLUSION

We live in a world that is changing day by day. The reasons for this constant change might be claimed as globalization and digitalization. Due to these factors, we are constantly changing and developing like the world itself. The more we are globalized, the more the requirement for English rises. The more we need to learn English, the more we try to find new ways to teach and learn it. Technological developments worldwide help us adopt modern ways to improve teaching materials. One of the recent innovations in the field of education and language education is Augmented Reality technology. AR is known as one of the best technology applications as it combines the real world with the virtual world. It does not require lots of software and hardware to use, and it enables learners to use the learning material anywhere at any time. It allows learners to collaborate, learn situation-based, and construct their knowledge with the help of both 3D and real-world elements simultaneously. Therefore, the use of AR in language education has been gaining importance for a few years. So far, many academic studies have been carried out on AR technology; some of them have been focused on material development, some on the effectiveness of advanced materials, and some on teachers' or learners' perspectives. Around the world, many academic studies are engaging with

this technology, trying to develop more valuable materials to overcome its handicaps; however, we did not have any idea about the situation in Türkiye, particularly in the academic field of post-graduates. Therefore, the present chapter focused on investigating post-graduate studies on AR technology in the field of English language teaching in Türkiye.

Based on the review in the database of the Council of Higher Education National Thesis Center (Yükseköğretim Kurulu -YÖK- Ulusal Tez Merkezi), only seven master's theses have been found on the topic under investigation. No doctorate dissertations have been published yet. Among these seven MA theses, two of them were studies conducted in the field of Computer Technologies; however, they investigated the use of AR technologies to teach the English language. Therefore, they were also reviewed in the present chapter.

The MA studies so far concentrated on investigating vocabulary learning achievement, motivation levels, and attitudes toward using AR-enhanced materials during the English language learning process, mainly at the university level. Two studies were about prospective English language teachers' attitudes and intentions to use AR. In general, the studies mostly yielded positive results in terms of raising motivation levels and enjoyment of both learners and teachers, as AR is a novel technology. Regarding learning achievements, even if it seems useful, they might not significantly affect them.

Nevertheless, AR technology offers so many various opportunities to learners. More materials should be developed considering all the aspects of AR technology, and more post-graduate studies should be conducted in Türkiye to illuminate every inch of this technology. So far, no Ph.D. dissertation has been carried out or published. Based on this gap, the Ph.D. candidates in Türkiye might focus on AR-enhanced material development and implement those materials to every education level to see the effects.

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## CHAPTER V

### AN OVERVIEW OF RECENT LOCAL TRENDS BETWEEN 2017-2022 IN TURKIYE

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#### INTRODUCTION

As English is a global language, there has always been attached importance to it; therefore, it has become a popular research area. To date, many researchers have addressed English language teaching and learning from many different perspectives. We can understand the prominence of this issue, learning and teaching English, by searching the published articles and their focus areas. As an example, in the Journal of TESOL Quarterly, Brown (1991) and Canagarajah (2006, 2016) published articles about the global trends in TESOL (Teaching English to Speakers of Other Languages) in their time periods. Global trends can be regarded as parameters that show how this issue is handled around the world. Over the years, it has been observed that there is a change in trending issues studied globally. Based on this, this chapter will research the local trends in English language teaching (ELT) by analyzing

the titles of postgraduate studies about English as a foreign language (EFL) between the years of 2017-2022 in Turkiye.

Teaching and learning from the point of ELT comprise a broad area with many components, subheadings, and elements and stand out with their dynamism, development, and continuous evolution. Each year, not only in Turkiye but also around the globe, studies are have been conducted, publications have been published, and conferences have been held on ELT. Besides, new institutions and organizations have been established and materials and tests have been regularly prepared to keep up with changes. The contributions of researchers, scholars, and publishers can be regarded as highlighted points that require development in English language teaching and learning.

More recently, thanks to the development of technology, individuals who are interested in ELT can have an opportunity to broaden their horizons about the field both locally and globally. This chance has provided a sudden emergence of communication and information technologies into the ELT field which has resulted in a positive impact on developments (Cal et al., 2010). Particularly, it is time to follow current trends and issues in English language teaching and learning with the help of growing technologies and easy access to databases.

Areas for research in the field of ELT can be exemplified as English language learning, English language teaching, learners, teachers, assessment and evaluation, methods and techniques, theories, practices, corpus studies, curriculum, material development and investigation, professional development and online education or hybrid education as current issues after the pandemic, and so on. We feel that it is necessary to conduct such studies to open paths for further research, especially for novice researchers as well as deepen our knowledge about the field. We have been highly concerned about these general topics in the field and their use in postgraduate studies. In this chapter, we discuss the most-studied topics in ELT in the Turkish context between 2017-2022, compare them in terms of their focus, try to shed light on the reasons for trending topics, and endeavor to pinpoint the existing gap in the field. We hope this chapter shall be a guide way source for future postgraduate studies.

As we check the results from our title screening process of postgraduate studies, inevitably we shall admit the broad scope and lively nature of the field, with its dynamism and variety. The themes and example titles are displayed

under the section on methods. This chapter includes a careful selection of these themes and findings as well as important discussions and suggestions for further research. Therefore, it is time to start asking what is required, what the missing pieces are and what can be contributed to the field.

## 2. METHOD

Following a qualitative, constant comparison content analysis, the data for the present chapter was obtained from the database of the Council of Higher Education (CoHE or YÖK) National Thesis Center, with the keyword “English”, under the “social sciences” group filter between the years 2017-2022 (7th of December).

The themes for content analysis were created based on the verbatim reading of the titles of postgraduate studies by the researchers of the present chapter. The most frequently used keywords were used as themes and codes. One of the authors formed the themes and codes, and the other two researchers controlled them.

### 2.1. Themes

The themes of postgraduate studies under investigation in this chapter are Assessment&Evaluation (AsE), Corpus Studies (CS), Curriculum (Cur), Digital Technologies (DT), Coursebook Evaluation (CE), English as Lingua Franca Related (ELF), Learner (L), Method (M), Needs Analysis (NA), Native-Nonnative Speaker Teachers (N-NNST), Online Education (OE), Pragmatics (P), Program Evaluation (PE), Teacher (T), Subject Matter (SM), Others (O).

Each of these themes has unique characteristics. The assessment-evaluation theme is based on evaluating and assessing learners and their exams. The corpus studies are the studies following the corpus. The curriculum theme includes the studies of either design or evaluation of the curriculum. The digital technologies theme is related to both educational and digital technologies and the implementation of ICT and CALL. The coursebook evaluation theme is about the evaluation of textbooks and coursebooks. English as Lingua Franca studies are the ones that investigate the use or awareness of ELF. The learner theme is directly related to the learners, such as their behaviors in class. The method theme includes the use or the design of methods in teaching. The needs analysis theme is about the investigation of the needs of both students

and teachers. The studies focused on native or non-native speaker teachers are included in the theme under the same title. The online education theme is directly related to the studies focused on online, distance, and emergency remote learning processes. The studies on pragmatics are included in the pragmatics theme. The program evaluation theme includes the studies investigating or evaluating the programs, such as preparatory programs of universities. Teacher-related studies are the ones focused directly on the teachers. The subject matter theme includes many other topics in it, such as anxiety, identity, motivation, etc. Table 1 shows the themes created and example titles of the related studies.

**Table 1.** Themes and example titles

<b>Themes</b>	<b>Titles</b>
<b>AsE</b>	“The english test in TEOG (Transition examination from primary to secondary education-tepse): Content validity and English language teachers’ views” (Uzun, 2019)
<b>CS</b>	“The types of prepositions in the articles prepared by the Turkish and native speakers of English in the field of English language teaching: A corpus-based study” (Kök, 2019)
<b>Cur</b>	“Evaluation of lower secondary schools’ English language curriculum: Teachers’ perceptions and issues concerning the implementation in public schools” (Aktaş, 2021)
<b>DT</b>	“Perspectives of university EFL instructors and students towards online tools used to teach English during the Covid 19 pandemic” (Kızıllarslan, 2022)
<b>CE</b>	“An analysis of cultural aspects in secondary education English coursebooks” (Akandere, 2021)
<b>ELF</b>	“English as a lingua franca: Turkish EFL teachers’ and students’ perceptions” (Geçkinli, 2020)
<b>L</b>	“The reasons for undesirable behaviors among English language learners” (Akkar, 2017)
<b>M</b>	“Adopting CDIO method on English language teaching” (Yusuf, 2020)
<b>NA</b>	“Needs analysis for primary school English teachers in Turkey” (Birdal, 2017)
<b>N-NNST</b>	“Perceptions of university preparatory class students toward non-Native English Speaking Teachers (non-NESTs) and Native English Speaking Teachers (NESTs)” (Yıldırım, 2022)
<b>OE</b>	“Emergency remote teaching: Challenges faced and actions taken by English language instructors at the time of the pandemic” (Can, 2022)

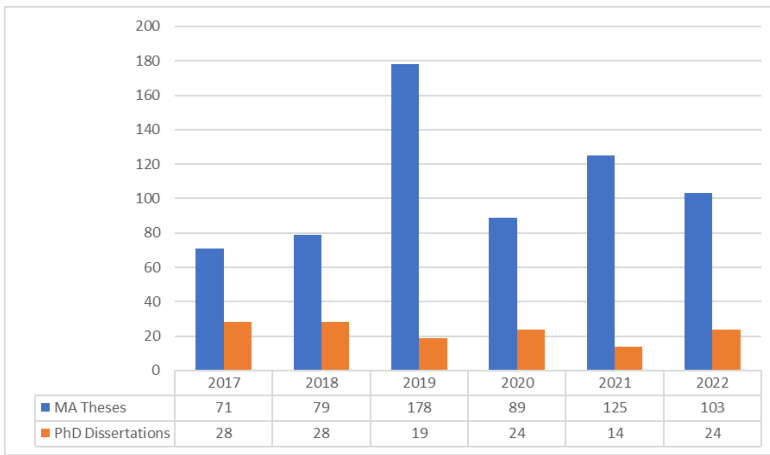
Themes	Titles
<b>P</b>	“A cross-cultural pragmatics approach to speech acts in American English and Turkish: The case of refusals in TV series” (Yakut, 2019)
<b>PE</b>	“The evaluation of the English language program in preparatory school of a foundation university using CIPP model” (Türkkan, 2022)
<b>T</b>	“Examination of the philosophies of English instructors working at English preparatory units” (Yazgı, 2020)
<b>O</b>	“An analysis of the role of English in business fields in non-English-speaking countries (A case study)” (Mohamad, 2022)
<b>21st cc</b>	“Teacher approaches to teaching in the 21st century a case from Turkish teachers of English” (Anderson, 2020)
<b>Achievement</b>	“The impact of multiple intelligence tendencies and learning styles on the academic achievement of English language teaching students at university” (Koç, 2020)
<b>Anxiety</b>	“Causes of English speaking anxiety among university students and their solution suggestions” (Ak, 2021)
<b>Attitudes</b>	“Attitudes of Iğdir University students towards English language learning” (Yıldız, 2018)
<b>Autonomy</b>	“Autonomous learning for English language education in Turkey” (Gür, 2018)
<b>Bilinguals</b>	“A descriptive study of Turkish-english bilingual development of a 4-year-old child” (Oğuz, 2021)
<b>Burnout</b>	“The burnout levels of English teachers working in primary schools in Tekirdağ and their coping strategies” (Erdağ, 2019)
<b>EMI</b>	“Teacher questions and student talk in English medium instruction classrooms in a Turkish higher education setting” (Genç, 2020)
<b>Feedback</b>	“Student and teacher preferences in using written corrective feedback in English preparatory classes” (Yılmaz, 2021)
<b>Identity</b>	“A narrative inquiry into early career English language teacher identities” (Taşdemir, 2021)
<b>ICC</b>	“English language instructors' perceptions of intercultural communicative competence in a multicultural context: A suggested model” (Özkan, 2019)
<b>L1 use</b>	“The use of Turkish as the mother tongue in efl (English as a foreign language) classrooms” (Turhanlı, 2018)
<b>Motivation</b>	“A study on L2 motivational self-system of Turkish learners of English in tertiary education” (Engin, 2019)
<b>Perceptions</b>	“Perceptions regarding English language teaching profession: A comparative study of teachers, prospective teachers, and parents” (Ertaşoğlu, 2019)

**Table 1.** Themes and example titles

<b>Themes</b>	<b>Titles</b>
Practicum	“The interplay between English language student teachers’ concerns and their practicum practices” (Kaygısız, 2022)
Professional Development	“English language teachers’ professional development through master of arts” (Ağan, 2020)
Self-efficacy	“An analysis of the factors that affect the pec A1 EFL learners’ English language self efficacy beliefs” (Güzel, 2019)
Translanguaging	“Exploring student-directed translanguaging in the English-centric classroom” (Öztürk, 2022)
Willingness to communicate	“A case study on willingness to communicate in learning English as a foreign language” (Bursalı, 2019)
Literature	“Benefits of film adaptations of literary works for English language learning” (Öztürk, 2020)
Others	“Gender effect on multilingual students’ beliefs about learning English as a foreign language” (Yığman, 2019)

### 3. FINDINGS

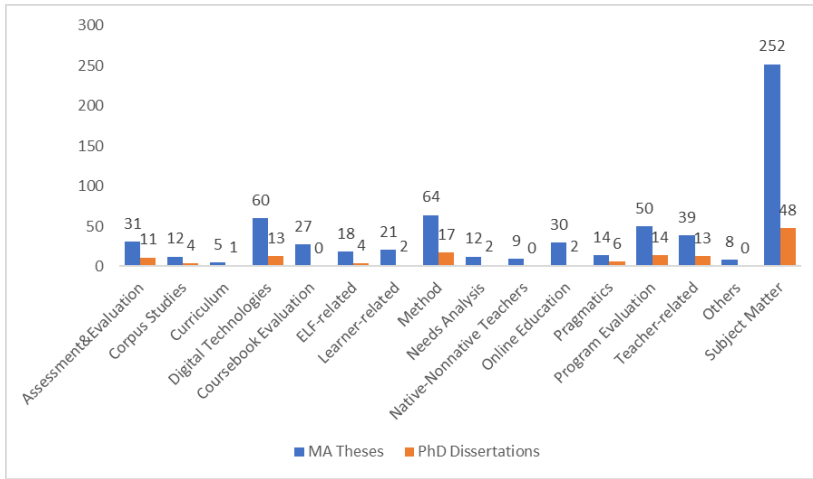
When the theses available in the CoHE/YÖK National Thesis Center were examined, it was found that there were 782 postgraduate studies on the topic of “English” carried out in the field of English language teaching within the years 2017-2022. Among these 782 postgraduate studies, 645 of them were M.A. theses, and 137 of them were Ph.D. dissertations. It is obvious that the number of M.A. theses is higher than the number of Ph.D. dissertations. Table 2 shows the distribution of postgraduate studies over the last five years.



**Table 2.** The distribution of postgraduate studies over the last five years

As a result of screening titles of postgraduate studies, it was found that in M.A. studies, method and digital technologies are the most studied topics followed by program evaluation and teacher-related topics, apart from the subject matter studies, which we will be discussing on below in detail. In Ph.D. dissertations, again, the method was the most studied topic, followed by digital technologies and teacher-related topics. Even in M.A. theses, many studies focused on coursebook evaluation, and no Ph.D. study was conducted on this theme. The situation is the same with native-nonnative speaker teachers. In Ph.D. dissertations, the lack of studies focused on curriculum design and evaluation, corpus, needs analysis, and online education can be identified clearly. Table 3 shows the distribution of the topics in both M.A.

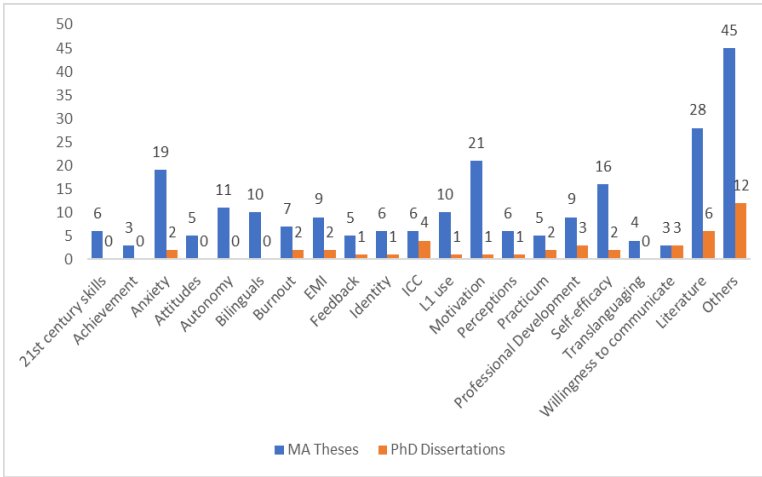
theses and Ph.D. dissertations in the last five years.



**Table 3.** The distribution of topics

As we mentioned above, the subject matter theme includes the focus notes covered in the theses. As a result of the review (except the studies using literature, since they include postgraduate studies in the field of English literature, not teaching), motivation (n=21), anxiety (n=19), and self-efficacy (n=16) are the three most studied topics in M.A. theses. On the other hand, intercultural communicative competence, and willingness to communicate are the two most studied topics in Ph.D. dissertations. Table 4 demonstrates the most studied subject matters in both M.A. theses and Ph.D. dissertations.





**Table 4.** The number of subject matter topics

#### 4. DISCUSSION AND SUGGESTIONS

Three main results could be derived from the elaboration of the number of published postgraduate studies in the database. First, when we compare the number of postgraduate studies, it is seen that there are more M.A. theses (n=645) compared to Ph.D. dissertations (n=137). According to the CoHE statistics on the number of graduates between 2020-2021 (the latest one), while the number of M.A. graduates are 70.396, the number of doctorate graduates are 8857. Hence, it might be claimed that the number of postgraduates are distributed unequally. Besides, this is understandable since the master’s program takes a shorter period (minimum two years), whereas the doctorate program takes longer to complete (minimum four years). Second, the number of Ph.D. dissertations in the database followed a stable pattern between 2017 and 2019; there were some minor changes in 2019 and 2021. These years might be associated with Covid-19, although not yet certain. Further research is needed to comment on this. Third, there was a visible change and rise in the quantity of M.A. theses in 2019. The reason behind this rise might be the CoHE announced at the beginning of 2018 and legalized it at the end of the same year that a master’s degree is a prerequisite for being able to start working at higher education institutions as an instructor. It made it compulsory for

those who dropped out of postgraduate education to continue it, and also led individuals to pursue an M.A. program as a mandated part of their recruitment process at universities in Turkiye.

Grounded on the results from the titles of postgraduate studies, the M.A. students in Turkiye were more interested in investigating methods and digital technologies rather than other themes. It indicated that these two themes became trending topics in the Turkish context between 2017-2022. We could conclude that teachers and instructors were affected by globalization and technology in language teaching; therefore, they conducted their studies on these two. In the next part, it was seen that the M.A. students' research interests were followed by program evaluation and teacher-related topics.

The Ph.D. students mainly focused on digital technologies and teacher-related topics. Their research interests showed some similarities with the M.A. students. This pinpoints that both groups of students were concerned with the same themes even though they followed a different order for the themes the most studied. Surprisingly, no studies were found under the theme coursebook evaluation between the related years. In this sense, it is possible to purport that the course evaluation theme was a popular research topic among M.A. students.

Moving from the titles of Ph.D. dissertations, there was a gap in the literature from the point of Ph.D. studies about curriculum design and evaluation, corpus, needs analysis, and online education. The reason why Ph.D. students did not prefer these mentioned themes is another issue to be searched. Especially, needs analysis, curriculum design, and curriculum evaluation could highly contribute to the ELT field in the process of renewing the curriculum and understanding teachers', instructors', and students' needs. Therefore, Ph.D. students might be encouraged to study these topics by finding the lack of focus in the literature. Another reason could be that many studies concerning these themes have been conducted before. Regarding this, the CoHE/YÖK National Thesis Center presents 102 studies under "curriculum, design, evaluation" without date limitation.

The topics in the subject "matter theme" differed to a great extent inter se such as autonomy, feedback, burnout, and so forth. Thus, there were no apparent results as seen in other themes. Yet, motivation, anxiety, and self-efficacy appeared to be the three most studied topics in this part in general.

## CONCLUSION

The authors aimed to highlight the most studied postgraduate topics in the existing literature. Therefore, the titles of M.A. theses and Ph.D. dissertations were screened from YÖK National Thesis Center database, which presented the theses and dissertations published by Turkish universities.

Some changes were observed in the number of M.A. theses and Ph.D. dissertations in the last five years. However, M.A. theses reached a peak in 2019. This was associated with a requirement implemented by CoHE regarding the prerequisite of holding a master's degree to work at higher education institutions. Both M.A. and Ph.D. students shared similar research interests on the theme of "digital technology" in language teaching and learning, which might be a conclusion of globalization and technological developments. However, the most studied topics varied among the M.A. and Ph.D. students. It was also seen that the coursebook evaluation theme was not a trending topic in Ph.D. between 2017 and 2022.

As the authors of the present chapter, we prospect that these results could be fruitful for future research and development in the ELT field.

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