GlobELT 2025:
11TH INTERNATIONAL CONFERENCE ON TEACHING AND LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

25-29 OCTOBER, 2025

GRIGOL ROBAKIDZE UNIVERSITY (GRUNI), GEORGIA

PROCEEDINGS

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GlobELT 2025 Conference

25-29 October 2025

in collaboration with Grigol Robakidze University (GRUNI), Georgia

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From the President of the Conference,

Dear GlobELT 2025 participants,

We all worked very hard to make 2025 conference safe and fruitful for all of us keeping the high academic standard of GlobELT conferences as usual.

We set up an academic platform with great care about our comfort in a smooth conference period. The GlobELT team has coordinated the preparation, correspondence, as well as the strategies of the 2025 conference program professionally, with patience and true dedication.

GlobELT 2025 organization committee members have worked on the conference preparations in a warm and friendly atmosphere. They are now definitely satisfied and feel great relief because you, our dedicated GlobELT friends have supported them via your kind messages and friendly attitude till the last moment of the conference preparation tasks. As you know there is a real teamwork behind the success of every single GlobELT event. We would also like to extend our sincere appreciation to the U.S. Embassy for their valuable support and to Grigol Robakidze University for their kind collaboration, both of which have significantly contributed to the realization of GlobELT 2025.

As the chair of the GlobELT 2025 conference, I express my gratitude to our honorable guests, our ambitious and successful team, and surely to you our dedicated and invaluable participants. We sincerely hope to see you in the 12th GlobELT Conference in 2026.

Kindest regards.

Prof. Dr. Ismail Hakki Mirici
President of GlobELT 2025

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FULL TEXTS

DEMONSTRATION OF EMOTIVE FUNCTIONS IN THE INTONATION OF ENGLISH LANGUAGE IN TERMS OF PITCHES VIA COMPUTER AND TEXT TO SPEECH LABS

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Abstract
Pitch refers to the perceived highness or lowness of the voice in utterances. In English, pitches and their patterns, known as intonation contours, help to express emotion (such as anger, joy, sadness), attitude (e.g. politeness, sarcasm, boredom), and interpersonal stance (such as dominance, submission, engagement, detachment) taking place in speaker-hearer relationships. Pragmatically speaking, beyond the literal words spoken, the pitches in the intonation of utterances convey speaker's emotions, attitudes, and interpersonal meanings. Pitch is not only a basic property of sounds it is the only suprasegmental feature of language that bears emotive use of speech. Therefore, the emotive function of language use triggered by pitches, gives us direct information about their psychology. This study investigates the emotive functions of intonation in English by analyzing pitch variation through computer-based tools and Text-to-Speech (TTS) laboratory technologies. Intonation, as a prosodic feature of spoken language, plays a critical role in expressing emotions, attitudes, and communicative intent beyond the literal meaning of utterances. Focusing on pitch contours, the research demonstrates through audio how different emotions, such as joy, anger, suspicion, sadness, sarcasm, surprise, etc., are encoded and perceived through intonational variation.

Keywords: pitch, pitch contour, intonation, tonic stress

Introduction

Emotive use of language refers to word choices that are emotion-loaded in order to elicit an emotional response from the reader/listener. Emotive language use comes into being when certain words and phrases are specifically and purposefully chosen for their emotional impact on an audience. Emotive language is used to appeal to a variety of audiences, to persuade them, to gain and hold the attention of the audience by eliciting a sense of empathy in their senses. There are certain emotion-laden words, powerful words, such as *disgusting, heavenly, terrifying, stupidly, proudly, wonderfully, betrayed, traitor,* etc., are all examples of emotive power of language which provoke an instinctive response, called dramatic effect, from the reader or listener. When emotions are involved with strong and deep feelings, such as empathy or concern are elicited in the conscience of the audience, they will more likely to become more invested in the issues and get their place on the side of the speakers subconsciously.

Emotional Loading with Words and Other Utterances

In linguistics, the use of pitch is called intonation, but the terms "pitch" and "intonation" are often used interchangeably. Being the number of vibrations per second produced by the vocal cords, pitch is the main acoustic correlate of tone and intonation. The term tone refers to the "quality" of someone's voice. In utterances, intonation and tone are both realized as variations in pitches, which can convey by nature emotional states such as *excitement, sadness, happiness, enthusiasm, confusion, surprise, hesitation, anger, hate, cussing, cursing, indignation, sarcasm, aggression, disbelief, mocking,* etc. Pitch variation expresses feelings even without explicit emotion words.

The Physical Nature of Pitches

As one of the suprasegmental aspects of a language, pitches, are the acoustic imprints, just like the ones on the fingertips of human beings**,** produced by different rates of vibration of the vocal cords in speech cavities. The interplay of muscles activated by airflow within the larynx (Adam's Apple) forms the physiological foundation of pitch production. Therefore, pitches, also called tones, are the frequency of vibrations of human voice heard in highness and lowness of tones during the act of speech. They have central roles in speech recognition, speech perception, and speaker identity. They are perceived via partially on physical stimuli, such as intensity, duration and fundamental frequency that may be intermittently present in the articulations.

Pitches reflect the anatomical differences in human speech organs. Normally, the oral cavity is normally 17 ms. Long in the human vocal tract, and therefore the shape and size of the speech organs have always been influential on the formation of pitches by different sexes. The larynxes of females are always smaller than the males. Young children, too, have smaller larynxes than the adults. The *Autosegmental- Metrical Theory* is today very common theory of intonational phonology, developed by Pierrehumbert

(1980). Apparently, pitches in human voice have are remarkable natural ability to convey meaning and emotions of human psychology. But there are many other physiological characteristics to recognize the emotions given in human speech. For example, there are facial expressions, gesture, body movements, heartbeat, and blood pressure.

The Structure of Pitches in Acoustic Phonology

Pitches exist in all languages, functioning with different suprasegmental purposes. Pitches are the integral part of intonation whose further parts are additionally indicated as stress and juncture in classical phonology. The existential background for pitches is furnished in form of sound waves; therefore, pitches cannot ever be divorced from stresses. If there are no stresses in a language, there will be no pitches in them. The term of unit to measures is expressed by the term Hertz . One Hertz is the amount of time it would take your vocal folds to vibrate back and forth once in a second. "Baseline pitch represents our typical, comfortable voice tone during normal conversation, influencing how others perceive you as calm, confident, or even tired. On average, women's baseline pitch ranges from 165-255 Hz, while men's is lower, between 85-155 Hz. This situation reflects physiological differences in vocal cord length and thickness (https://voiceplace.com/pitch-variation-speech/). In this respect, while the voiced speech of a typical adult male will have a fundamental frequency from 90 to 155 Hz, a typical adult female from 165 to 255 Hz. On the other hand, a child has a pitch range from 250 to 400 Hz. Hence, pitches signal that each person's voice is unique, and people can often infer a lot of information by hearing a voice with pitches. So, various personality traits, as well as emotional state, can be inferred from a voice (Krauss, Freyberg, & Morsella, 2002).

As mentioned before, pitches are the acoustic effects produced by different rates of vibration of the vocal cords. Generally speaking, the higher the rate of vibration in one of the speech cavities, the higher is the pitch. Pitch changes feature in word stress, intonation and tone (Carr, 2009:132). There are variations of pitches among the speakers of a language and pitch range as a source of cross-language differences in between other languages. In other words, when groups of speakers of different languages are compared, there can be a significant difference in aspects of pitch range notwithstanding a large degree of overlap in the range deployed by many speakers of both languages (i.e, a difference which is a characteristic of the collective but not *necessarily* of individual speakers (Dolson, 1994; Scherer, 2000; Van Bezooijen, 1995). Like phonemes of stress, the phonemes of pitches have relative values.

The Structure of Pitches in Acoustic Phonology

In acoustic phonetics, pitches are measured in cycles per second (cps), which are the number of times the vocal cords activate in a second by opening and closing of vocal cords in the larynx (Demirezen, 1986: 117). The actual frequency of vibration of a given tone varies from language to language, and also varies from speaker to speaker (depending on age, size and gender inter alia), and even varies within a speaker depending on mood, emphasis and so on (Gussenhoven, 2004: 2). The sample sentences used in this study are recorded by standard pitch, which is a more widely accepted convention: 440 100 Hz.

Vowels carry special tasks in the application of pitch patterns. The articulatory basis for producing tone is the rate of vocal fold vibration, which we perceive in terms of pitch, so that the vocal folds might vibrate at the rate of 120 cycles per second (120 Hertz, abbreviated Hz) for the production of a low-pitched vowel and at the rate of 170 Hz for the production of a high pitched vowel (Odden, 2005:24).

Are Pitches Phonemes?

Pitch is used in many languages as an essential component of the pronunciation of a word, so that a change of pitch may cause a change in meaning (Roach, 2002:60). In English, pitch is phonemic (Demirezen 1986, Roach, 2002:60; Wells, 1945: 27). A system of four pitch phonemes enables us to differentiate all the phonemically (i.e. perceptually and meaningfully) different pitch contours of English that have come to the writer's notice (Wells, 1945: 27). According to some phoneticians, pitches are not phonemes because they are used to mark the communicative function of an utterance whether it is a question or a statement. They are also employed to mark emotional attitudes.

The Background of Pitches

Pitch is caused by vibrations. A pitch is higher when there are more vibrations. Pitch is a feature of *voice*, which is made up of speech waves, which are also based primarily on their auditory perception of the frequency of vibration. Being an auditory sensation, pitch is closely related to frequency, but the two are not equivalent. Different pitches can evoke different moods and feelings, from the uplifting and joyful to the gloomy and melancholic. For example, a higher pitch can often convey a sense of excitement or elation, while a lower pitch can suggest sadness or seriousness.

According to some phoneticians, pitch changes are not used in English to distinguish between words with different basic meaning, but Trager and Smith (1951), a famous member American School of phonology accepts pitches as independent phonemes. Similarly, Celce-Mucia et al (1996:184) demonstrated four patterns as /1/, /2/, /3/, and /4/. It must be noted that in connected speech, stressed syllables jump to a higher pitch. These pitches match with the punctuation marks in many cases.

Trager and Smith (1951) had already designed four basic pitch variations given above to demonstrate the perceived frequency of sounds during verbal communication, which can significantly affect meaning and emotional expression. These four pitch variations can convey different emotions, attitudes, or intentions in playing a critical role in how messages are received and interpreted by listeners. The following 4 nuances in pitch variations help to convey subtle social cues, influencing social perception and emotive values of interpersonal interactions in communication. These four pitches aligned with related gestures can inescapably influence the individual's emotional response to different messages.

These 4 pitch variations competently influence how emotions are perceived in oral communication by the listeners by furnishing for it an additional context beyond just the uttered words. For instance, a higher pitch like /4/ may indicate excitement or happiness, while a lower pitches like /1/ and /2/ might suggest calmness, termination of an utterance, or making pauses Listeners rely on these auditory cues to gauge the speaker's emotional state, which helps them interpret the overall message more accurately and correctly.

10

Types of Pitches

In the following audio examples, the identity and everything including the age sex other personal properties are imprinted in their voices by means of pitches. Each speaker has a timbre which refers to the specific texture or color of a voice a person. The types of pitches given below are fundamental for speaker emotion recognition. As it will be heard in the following examples, pitches undergo different parameters to signal emotional use of language. In the following examples, when pitch patterns occur as /231/, /223/, /241/or any others on top of the words, they get into tones so as to transmit a feeling behind the words.

A pitch boundary, /1/, happens at the end of an utterance, and tells the listeners what kind of interaction the speaker is planning or expecting in the upcoming utterances. Primarily, it signals the termination of utterances by showing up at the end of the words. It matches with the full stop mark in writing. Please tickle the audio mark! (🔊)

Example (a) For goodness' sake stop arguing! 🔊

Example (b) Oh my God! I've missed the train 🔊

A starting pitch, /2/ occurs at the beginning of an utterance and helps the listeners know how what the speaker will say will be related to the oncoming utterances. It matches with the comma at the phrase or clause boundaries.

The following two examples represent the location of pitches one by one in accordance with the audio recording: Here are the step-by-step applications led by punctuation marks on the sentences:

(a) ²For goodness' **SÁKE** ²stop ÁRguing! 🔊

(b) ²Oh my **GÓD**! ²I've missed the **TRÁIN** 🔊

Mediator pitch, /2/, is the pitch when the related pauses take place in between or among phrases, clauses, and four types of sentence. It is usually pitch /2/ or pitch /3/ that does this job. Usually pitch /2/ signals a pausing among the utterances. It can be seen in counting up the things. It has also a job of conducting the traffic between and among the words, phrases, clauses, and sentences; therefore, it is also called as trafficking pitch.

(a) **²For goodness' SÁKE² ²stop ÁR**guing! 🔊

(b)²Oh my **GÓD**! ²I've missed the **TRÁIN** 🔊

Emphasis pitch, /3/, is the rise in pitch in connected speech. Pitch /3/ always conveys the tonic primary stress phoneme. It shows up in asking questions and not very loud exclamations. In some sentences there may be more than one pitch emphasis.

(a) **²For goodness' SAKE²** → **²stop ³ÁR**guing**¹** 🔊

(b) ²Oh my **GÓD**! ²I've missed the **³TRÁIN¹** 🔊

Extra pitch emphasis, /4/ is used in exclamations, yelling or shouting, etc. In addition, "If a speaker chooses, new information can be given an extra-high pitch. This

tells that the information carries extra importance or that the speaker might be sharing surprising information" (https://pronuncian.com/pitch-words#google_vignette).

(a) [2]For goodness' [4]SÁKE[2] →[2]stop [3]ÁRguing[1] 🎵

(b)[2]Oh my [4]GÓD[1] [2]I've missed the [4]TRÁIN[1] 🎵

It must be noted that exclamation takes place on the word sake, after which there is a pause, which is shown by an arrow (/→/). In addition, the tonic stress is always with either pitch /3/ or pitch /4/ in the utterances (Demirezen, 2016). Hearing the tonic stress will help mimicking what the students hear in the above-given utterances.

For anyone learning a foreign language, the teaching of the pitch phonemes of the intonation in a target language helps to understand how voice pitches in the target language differ from those in the learner's native tongue. The practice of the /1/, /2/, /3/, and /4/ of the pitch phonemes of the target language will definitely provide a systematic way to understand how to produce the unfamiliar pitch voices of the target language.

The earliest known use of the noun *pitch phoneme* is in the 1933s from Bloomfield's book called Language. Then, Trager & Smith (1951) cited the existence of pitch phonemes. Pitches are phonemes, but they have relative values which mean that their utterances change form from person to person. Their existence as different pitch phonemes is tested by means of minimal pairs. Here is an example:

[2]You like [3]SNAKEs[1] 🔊🎵 (A normal statement)

[2]You like [3]SNAKEs[3] 🔊🎵 (A question)

In these sentences, the structure of sentences does not change, but their meanings change. But, /1/, /2/, and /3/ are not accepted as different phonemes in English. They are different relative pitch levels or intonation contours; they are relative pitch levels in an intonation contour, not individual discrete units. Therefore, pitch in English shapes intonation patterns.

Emotive Use of Pitches

Emotion inferences from pitches are possible in that people speak louder when they express negative emotions such as hate, anger, despair, enmity, or disgust than when expressing positive emotions. When angry, people are, therefore, quite factually raising their pitches in their voice. The emotive function of language use gives us direct information about the speakers' intentions along their psychology.

The formation of pitch is inversely proportional to the length of the folds of the vocal chords. Varying from person to person, the size of one's speech organs, especially the larynx, the length of vocal cords, and physiology are probably the greatest determining factors in marking what the pitch of one's voice is. Furthermore, one's character traits can also make one alter the "natural" pitch of one's speaking voice. For example, one's voice volume can be used to describe a character's personality in that a very confident character

might speak loudly while a nervous and shy one speaks quietly. So, everybody has a different capacity for creating pitches with different volumes.

Eventually, voice pitch is organized and controlled by muscles that control the tension of our vocal cords as vibrating strings. In addition, the male voice doesn't reach maturity until 27 years of age and earlier for women. In terms of the speaking voice, pitches as vocal elements convey emotion, add meaning, and help distinguish between different types of statements.

Exemplification of the Pitches in relation to Emotions in Human Voice

As it is heard in the following examples, when people experience intense emotions, their pitch can significantly change. For example, if someone is excited, their pitch may become quite high. When someone barely changes their pitch, their voice becomes monotonous. Again, as heard in the following examples in audio, people speak louder when they express negative emotions such as anger, despair, admonition, insult, regret, pain, shout, or disgust than when expressing positive emotions. When angry, people are, therefore, quite literally raising their voice.

Tones with pitches signal the emotional sound of the voice. For instance, if the speakers are frightened, angry or joyful, their pitches must match with the related words that bear them. Therefore, only emotionally intelligent people can read others too. Emotionally intelligent observe social and emotional cues and decipher what someone might be experiencing underneath.

Jefferson Transcription System

The following   utterances are transcribed via Jefferson Transcription system, which is one of the most commonly used bases for transcription system. It is widely utilized in the field of Conversation analysis. It's scheme tends towards detail capturing not simply words but the particulars of discourse, from vowel length, to pauses to overlaps to pitch.

Jefferson transcription conventions are intended to build intuitively on familiar forms of pitch movements (Hepburn, 2004). Apart from analyzing the pitches, its system marks noticeable emphasis, volume shifts, and so on. This technique provides a method for annotating speech with details of performance, acts, texts, movement, interaction between actors, content and context. It uses standard punctuation marks (comma, stop, question mark); however, in the system they mark intonation rather than syntax.

Here are some examples which are recorded via Audacity program (2.0.3 VAW Microsoft) at the sample rate of 44100 (44100Hz 32-bit mono PCM). The recorded utterances of the native speakers were transcribed based on the sound-scripting method with the tonic stress model of Demirezen (2022).   In the following cases, emotional states such as exclamations, frustration, regret, happiness, sadness, anger, disgust, etc. can be determined solely based on the acoustic structure of a non-linguistic speech act.

Anger

Many people who are upset or frustrated will typically raise their pitches, and this will raise further as they become more angry. Their voices come up as elevated, loud, threatening, or high-pitched. When anyone speaks in anger, the pitch, intensity, and

13

timber of the voice gets higher and faster. As it will be heard in the following audio examples, the vocal cords are squeezed more tightly together, producing a rougher tone. Additionally, the vocal cords vibrate faster with vibrating pitch along with tighter closure in harsher tone, there is increased louder subglottal pressure, creating more dynamic changes in pitch and intensity. In a state of fury, pitch, intensity, and timber are remarkably higher. Here are some examples:

[2]You make me so [4]**MÁD**[1]
(You make me so mad!)

[2]I can't get this [4]**STU**pid [4]**DÓOR** [4]open[1]

[2]Shut [4]**ÚP**[1] → [2]You are [4]**DRÍV**ing me [4]**CRÁZ**y[1]

[2]For goodness' [3]**SAKE**[2]→ [2]will you be [3]**QUIET**[1]
(For goodness' sake, will you be quiet!)

[2] You have [4]**NO RIGHT**[4] to tell me what to [3]do[1]
(You have no right to tell me what to do.)

[2]He gets [4]**FRUST**rated and [4]**ANGry** because he feels [4]**STU**pid[1]

[2]They keep sending me the [4]**WRONG** forms[2] → [2]it's really [4]**FRUST**rating[1]

The angry tone is called aggrieved tone. An aggrieved tone can be defined as showing bitterness, anger, resentment, or disappointment along with a typically harsher tone. Some common synonyms of anger are fury, indignation, ire, rage, and wrath.

Insulting
There are a variety of tones of voice that can come across as disrespectful including as sarcastic tone, a flippant tone or a condescending tone. It would be considered disrespectful if someone screams at you, mimics you, speaking in a condescending voice.

[2]How [4]**DÁRE**[4] you[1]

[2]How [4]**DÁRE** you lie to me[1]

[2]How could you be so [4]**STÚ**pid[4]

[2]While we're on the subject of [4]**MÓ**ney[2] → [2]do you have the $[3]**1Ó** you owe me[3]
(Right here, a slow, exaggerated cadence can sound mocking as well).
[2][4]**HEY**[4]→ [2]pick up your [4]**BAG**v and [2]get out of my [4]**CLASS**[2] → and [4]**NE**ver [3]come

again[1] (Hey! Pickup your bag and get out of my class, and never come again.)
Apparently, tone of pitch voice along with its volume can be impolite because it communicates attitudes, emotions, and power dynamics beyond the literal words used. Tone of the pitch shapes how a message is perceived in its expected meaning. Additionally, it can signal contempt, impatience, dismissal, or superiority even when the lexical content appears neutral.

Regret

Regret is a sense of emotion of disappointment or remorse or sadness about an action taken or not taken. It sense bestowed on its related word, it signals r what we might anticipate we might feel if we take an action or do not take an action. So it's both cognitive and emotional. Tone of regret specifically implies sorrow or remorse for something done or not done, focusing on past actions.

²Oh, ⁴no, what a SHAME⁴ 🔊
(Oh, no, what a shame!)

²It was ³STÚpid of me to listen to him¹ 🔊

²I just ⁴LÓST ⁴CÓNTrol and ⁴PÚNCHed him¹ 🔊

Surprise

In speech, the emotive tone of surprise is often shown in the voice through a higher pitch, louder volume and faster tempo. Surprise may stress causing an effect through being unexpected but not necessarily unusual or novel. There are interjections to express the sense of surprise.

To express surprise, such expressions like "Gosh" or "goodness" are used. To express pleasure, "Yay" or "yippee" can be heard. To express congratulations, "cheers" or "congratulations" can be heard. To express commiseration, "oh well" and "oh no" are commonly used. Once again, it must be noted that the placement of piches are in accordance with the punctuation marks:

²You ⁴WÓN⁴ ²Congratu³LÁtions¹ 🔊
(You won! Congratulations)

²Oh, ⁴no², ²what a ⁴SHAME⁴ 🔊
(Oh, no, what a shame!)

²⁴AHA⁴ ²So ⁴THÁT's where you have been hiding¹ 🔊
(Aha! So, that's where you have been hiding)

²⁴ÁH⁴ → ⁴YÉS⁴ ²I see what you ³MÉAN¹ 🔊
(Ah, yes. I see what you mean).

²⁴WÓW⁴ → ²You look ⁴GRÉAT¹ 🔊
(Wow, you look great)

²³GÓSH³ → ²I never knew ³THÁT² 🔊
(Gosh, I never knew that!)

²My ³GÓODness², ²you've lost a lot of ³WÉIGHT¹ 🔊
(My goodness, you've lost a lot of weight!

²I ⁴CÁN't beÍeve THÍS⁴ 🔊 (both surprise and exclamation)
(I can't believe this!)

The Tones of Pain

Pain is a sensory and emotional experience. Pain has the phonetic parameters of loudness and pitch. Pain is a natural, adaptive emotional or spiritual response. The ones who experience chronic pain may find themselves feeling upset. Other common emotional responses to pain can include sadness, frustration, anger or feeling misunderstood and demoralized. In terms of the sounds of pain, there have, yet, been only few attempts to phonetically characterize the vocalizations of pain, although there is wide agreement that moaning, groaning, grunting, crying, gasping, sighing or other nonverbal utterance can be indicative of pain. People suffering from pain may utter a very specific exclamation such as "ouch" or "ow." A great deal of pain is described via the implications of interjections. So, many languages have an interjection word for expressing pain.

[2]Oh, [4]**NÓ**[4]! [2]My wallet is [4]**GÓNE**[4] 🔊
(Oh, no! My wallet is gone!)

[24]**ÓH**[4] → [24]**NÓ**[4] → [2]what a [4]**SHÁME**[4] 🔊
(Oh, no, what a shame!)

[24]**ÓUCH**[4] [24]That **HÚRT**[4] 🔊
(Ouch! That hurt!)

[24]**ÓW**[4] [24] That **HÚRT**[4] 🔊
(Ow! That hurt!)

Exclamations

Words receive special emphasis, as in ordering, shouting, and so on. One of the most common intonation patterns in the English language is the falling intonation. This is when the pitch of the voice falls at the end of a sentence. An exclamation sentence is used when someone is surprised. It always starts with 'How' or 'What' and contains a verb and a noun. Exclamations often stand out in loud utterances because they convey feelings such as surprise, excitement, anger, joy, or shock, typically punctuated by an exclamation mark. An exclamation or interjection is a construction that is mirative by virtue of its intonation. The term mirative means a type of mood that expresses (surprise at) unexpected revelations or new information. Mirativity is the linguistic encoding of the speaker's exceeded expectation or surprise towards the content of the sentence (DeLancey, 1997; Rett and Murray, 2013). This is exclamatory pitch: The change in *pitch* (q.v.) when the speaker is under a strong emotion or responds to a strong stimulus (Pei and Gaynor, 2023).

[24]**HÉY**[4]→ [24]**LÍA**[1] 🔊
(Hey, Lia!)

[24]**HÉY**[4] → [24]you[4] → [2]Get away from my [4]**CÁR**[1] 🔊
(Hey, you! Get away from my car!)

[24]**HÉY**[4] → [24]**RÓB**[1]. [2]How's it [3]**GÓ**ing[1] 🔊
(Hey, Rob. How's it going)

16

²⁴HEY⁴ ²⁴What's ÚP⁴
(Hey! What's up.)

²⁴HÉY SOphia⁴→ ²have you **³DÓNE** your art homework yet¹ 🔊
(Hey Sophia, have you done your art homework yet?)

²⁴HÉY⁴ → ²check out that **⁴CÁR¹** 🔊
(Hey, check out that car!)

Happiness

Happiness is an emotion that brings pleasure and plays a crucial role in our psychological well-being. Happy voices are generally loud with considerable variability in loudness, have high and variable pitch. Every feeling has a vibration that can be measured. Physically and acoustically speaking, the closest vibrational frequency to define a fully happy satience is said to be 540hz (Quora.com/In-vibration-how-can-I-vibrate-at-a-happier-frequency). So, happiness is rather what we get from shifting our vibrational frequency higher. How you are vibrating means how you are feeling on an emotional level.

²³HÁ ³HÁ¹ ²She's always at the **³MÁLL¹** 🔊
(Ha Ha! She's always at the mall!)

²³HÁH¹ ²You aren't afraid of that little tiny **³DÓG²→ ²³ÁRE** you¹ 🔊
(Hah! You aren't afraid of that little tiny dog, are you?)

²³HÁ, **³HÁ¹ ²We** both love to **³SHÓP¹** 🔊
(Ha, ha! We both love to shop!)

²⁴YÉS¹ ²I ⁴GÓT the **JÓB⁴** 🔊
(Yes! I got the job!)

Hesitation

Hesitation shows the use of inexpressive intonation. Hesitation often stems from uncertainty. Hesitation can be a pause in speech, a faltering moment before we act, accompanied by fillers, or a silent second of indecision. There may be fidgeting or restlessness, stuttering or stumbling over words accompanied with pausing or wavering before speaking or acting.

²³HMM² → ²I hadn't thought about **³THÁT¹** 🔊
(Hmm... I hadn't thought about that.)

²³WÉLL² → ²³ÚM² → ²I think I may not have the right **³ÓNEs¹** 🔊
(Well... um... I think I may not have the right ones.)

²³ÉM² → ²³ WÉLL²→ ²the main reason is you have a great business **³SCHÓOL²→** 🔊
(Um, well, the main reason is you have a great business school.)

²³It's kind of **²→ ²³ÁN² → ²³ÚH**, ²an e**³MÉR**gency¹ 🔊
(It's kind of an, uh, an emergency)

In English, pitch does not change word meaning, but it affects intonation, emotion, and sentence type. So, pitch in English is intonational, not phonemic. Therefore, pitch is used in English for prosodic or intonational purposes. Therefore, some linguists describe pitches as having intonational phonemes (falling, rising, falling-rising, rising-falling, pausing, etc.) that distinguish not words but intonation patterns. Thus, pitches are called the intonational phonemes, functioning at the phrase, clause and sentence levels, not at the word levels.

Persuasion

Persuasive speech aims to convince an audience to accept a certain opinion, fact, or viewpoint via the relative highness or lowness of pitches. Its importance is found in advertising, politics, education, activism, and any other field in which changing someone's mind is the end goal. Pitches are actually a technique of persuasion. Persuasive use of pitch is pragmatic (Farrokh, 2016).

ONWASH:

Mrs Bloggs: ^{23}**ÓHHH**^{1}

Voice A: ^{2}What's ^{3}**WRÓNG** with **'**YÓU^{2} ^{2}Mrs ^{3}**BLOGGS**^{1}

Mrs Bloggs: ^{2}What's ^{3}**WRÓNG** with me^{3} ^{2}I want a ^{3}**HÓ**liday from this **HÓR**rible job of **'WÁSH**ing **'SÓCK**s^{1}

Voice B: ^{2}Buy a bottle of ^{3}**ÓN**wash^{2} ^{2}Mrs ^{3}**BLOGGS**^{1}

Voice C: ^{23}**ÓN**wash is **'SÓ** soft and **STRONG**^{1}

Voice D: ^{2}You don't want lots of water with ^{3}**ÓN**wash^{1}

Voice A: ^{2}lt's not a long ^{3}**JÓB** with **'ÓN**wash^{1}

Voice B: ^{2}**Ú**se ^{3}**ÓN**wash **ÓF**ten^{1}

Voice C: ^{2}You won't be sorry when you've got ^{3}**ÓN**wash^{1}

Voice D: ^{23}**É**Verybody wants **'ÓN**wash^{1}

Every Body**:** ^{23}**ÓN**wash is **'SÓ 'PÓ**pular^{1}

(Adapted from Ship or Sheep, 2006, p. 31)

As heard in the above-given dialogue, the collective pitch power of the characters in a dialogue is very critical in crafting a persuasive pitch level to captivate the audience. A persuasive pitch craft in the voice of the speaker/speakers creates an ability to emotionally connect with and move the audience so as to convince the audience to accept the speaker's point of view or perform a desired action. Advertising firms in the marketing world use such collective voice effects to draw their consumers subconsciously into purchasing their product. By fluctuating the voice pitches or altering the pitch levels in single or in group utterances of characters, the marketing team believe that can make commercials or infomercials will increase sales.

Conclusion

This study explored the role of intonation and pitch in conveying emotive functions in English language communication. Pitches are primarily determined by the frequency of vocal fold vibrations. Pitches are the variations in the tone and frequency through the conscious and unconscious changes in the highness or lowness of a speaker's vibrations in his voice. Pitches in tones expose people's emotional wellbeing. Pitches convey meaning, emotion, and emphasis, making communication more engaging and understandable. Therefore, tone of voice along with pitches is critical in getting a message across because minimal or lack of variation in pitch can make the speaking voice sound flat or monotonous, degrading the speaker's messages. Without varying pitches, the speech can sound monotonous and disengaging, causing listener boredom and potential misinterpretation.

Additionally, this study also explored the role of pitch and intonation in conveying emotive functions in English language communication, utilizing computer-based analysis and Text-to-Speech (TTS) laboratory tools which are used to download some sample sentences by means of Audacity program (2.0.3 VAW Microsoft). Intonation, which is specifically variations in pitch, serves as a key prosodic feature that enhances spoken language by expressing emotions, attitudes, and speaker intent beyond the literal meaning of words. The research demonstrates how pitch contours reflect different emotional states, such as happiness, anger, sadness, or surprise, and how these can be effectively modeled and analyzed through modern digital tools.

Certain word choices, especially emotion-laden ones, evoke an emotional response in the reader. Emotive use of language often aims to persuade the reader or listener to share the writer or speaker's point of view, using language chosen specifically to stimulate an emotional reaction. When used effectively, emotive use of language can help the speakers connect with their audience on a deeper level and persuade them to take action so as to elicit an emotional response to support the speaker's background. Hence, emotive modulation of pitches helps listeners discern the speaker's intent and emotion, adding layers of meaning beyond the words themselves. It cannot be denied that emotive use of language exerts its emotive effects on the listeners.

Overall, pitches are reliable markers of emotive function in spoken English provided that their pitches match with what they mean to convey by falling on top of their expressions. Additionally, if the pitches to bear "feeling", it depends upon the context in which they are presented and how they are presented. Apart from conveying emotions, developing a persuasive pitch craft in the speakers' voices helps to fundamentally convince the audience to accept the speakers' point of view or perform a desired action in an argumentation. It is undeniable that the use of effective pitch craft captures and retains audience attention.

Furthermore, the study emphasizes the pedagogical implications for English language learners, particularly in improving listening comprehension and expressive speaking skills via correct pitch use. Developing voice pitch into tones in the speech of the students improves their learning and teaching evaluations. Developing an encouraging tone of voice with appropriate levels of pitches not only helps to foster a supportive learning environment but also will boost students' sense of autonomous learning. By integrating TTS labs and pitch visualization tools into the language classroom, learners can better understand and replicate the emotional nuances of English intonation.

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A DETAILED ANALYSIS OF YDS (FOREIGN LANGUAGE EXAM) APPLIED IN TÜRKIYE

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Abstract

In Türkiye, academicians and various individuals in education are required to take high-stakes tests of a foreign language in order to demonstrate their language proficiency levels for academic or career purposes. YDS (Foreign Language Exam), standing out as the country's most recognized language tests, is one of the measurement tools that has been adapted for many years, often going under installments according to needs. This study examines the Foreign Language Exam in the Turkish context, starting from its evolution from KPDS and ÜDS to the updated version of YDS, and its electronic version, E-YDS. As all of the mentioned examinations are organized by ÖSYM (Directorate of Measurement, Selection and Placement Center), this paper will also provide an insight into what ÖSYM included and still includes in their high-stakes language tests, how they are implemented, scored, and evaluated. In addition to the formal applications and facts about the tests, the discussion will also include the advantages and disadvantages of YDS. Considering the points that are mentioned, the possible complementary improvements in YDS will be worked on. Overall, this study discusses the history of the mentioned language tests, the main points and facts about them, and how to upgrade them while keeping up with current circumstances.

Keywords: YDS, proficiency exams, language tests, language tests in Türkiye.

1. INTRODUCTION

In the history of education, there has always been a need for assessing different skills. In a linguistic context, these skills are roughly divided into four: listening, reading, speaking, and writing. These skills do not improve independently of each other, the person, or the environment that surrounds them. Thus, almost every community has found a way to assess language skills depending on what is needed for a certain position or improvement.

For Türkiye, different national exams have been used to recruit workers, academics, or just to test one's ability in different skills. The history of the national language examinations can be said to start with 20 September 1990, the Public Personnel Language Exam, KPDS (Kamu Personeli Dil Sınavı), which was implemented twice a year between the years 1990 and 2012 (*T.C. Ölçme, Seçme Ve Yerleştirme Merkezi Başkanlığı*, n.d.-b), (Memurlar.Net, n.d.). The examination intends to assess government workers' language levels. The exam was not implemented in every city; only in Adana, Ankara, Antalya, Bursa, Diyarbakır, Erzurum, Eskişehir, İstanbul, İzmir, Konya, Malatya, Samsun, Sivas, Trabzon, Van, and Nicosia (*T.C. Ölçme, Seçme Ve Yerleştirme Merkezi Başkanlığı*, n.d.-d). In the meantime, the Interuniversity Council Language Test, ÜDS (Üniversitelerarası Dil Sınavı),(*T.C. Ölçme, Seçme Ve Yerleştirme Merkezi Başkanlığı*, n.d.), was implemented on 1 September 2000 for the candidates of assistant professors, postgraduate programmes, and graduates or senior year students of bachelor's degree programmes. ÜDS was implemented in three different areas: science, social sciences, and medical sciences, and had three language options: German, English, and French. It continued to be implemented until 2012. In 2017, the Higher Education Institutions Language Exam, YÖKDİL (Yükseköğretim Kurumları

Yabancı Dil Sınavı), was implemented in three different branches: science, social sciences, and medical sciences, like KPDS. YÖKDİL is currently being implemented. However, KPDS was replaced with its latest version in 2012, the Foreign Language Exam, YDS (Yabancı Dil Sınavı), which focuses on reading, grammar, vocabulary, and indirect writing skills. YDS is widely used by academicians, postgraduate programmes, preparation classes, and government workers to this day (*Yükseköğretim Kurumları Yabancı Dil Sınavı - Vikipedi*, 2017). In 2014, the Electronic Foreign Language Exam, E-YDS (Elektronik Yabancı Dil Sınavı), was implemented and is still being used in institutions.

This paper aims to introduce the history of YDS and the previous examinations that had the same intention as YDS in the Türkiye context. By whom, where, when, how, and why YDS is implemented is discussed as well. Another aim is to provide a relatively objective insight as a third party to the item types of YDS while commenting on the strengths and weaknesses of the examination itself. Further improvements that can be made in the future, as well as discussions, are also mentioned in the paper.
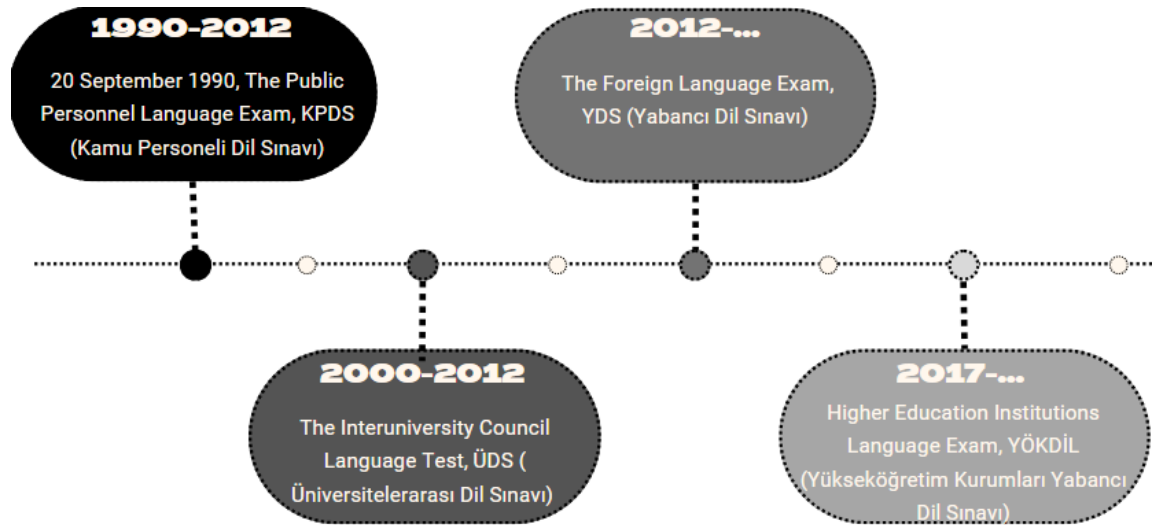
Figure 1.1: Timeline Of Turkish Language Examinations

2. ADMINISTRATION OF YDS

YDS (Yabancı Dil Sınavı) is a test administered by the Measuring, Selection, and Placement Center, ÖSYM (Ölçme, Seçme, Yerleştirme Merkezi), which is the official institution responsible for conducting high-stakes examinations in Türkiye, to measure language proficiency in different languages. YDS is held twice a year, consisting of 80 multiple-choice items. The test measures reading skills in the majority, and writing skills indirectly. The questions are composed of vocabulary (6), grammar (10), cloze tests (10), sentence completion (10), translation (6), reading

comprehension (20), dialogue (5), closest in meaning (4), paragraph completion (4), and irrelevant sentence (5) (Demir, 2020).

YDS is held in two main formats: the traditional paper-based format and the electronic version (Elektronik Yabancı Dil Sınavı- E-YDS). The paper-based YDS is conducted twice a year, typically in the spring (YDS/1) and fall (YDS/2), and takes place in every city of Türkiye. The examination centers are selected considering the demand, accessibility, and location. The electronic version, E-YDS, is implemented every month of the year. Unlike the paper-based version, E-YDS is only implemented in four big cities: İstanbul, Ankara, İzmir, and Adana. It is implemented in ÖSYM E-test centers, in individual cabinets with computers. The participants can learn their E-YDS results in a few hours, which is not possible for paper paper-based version of YDS. As YDS has more participants and more physical preparation, the results cannot be learned before three weeks.

Participation in the exam is high, approximately 120.000 candidates take YDS, even though it is held only twice a year. In addition, E-YDS attracts several thousand additional participants annually due to its more flexible scheduling.

The exam fee varies by format and year:

- **Paper-based YDS**: 850 Turkish Lira in 2025, which is approximately 18 Euros / 21 Dollars.

- **E-YDS**: 1.500 Turkish Lira in 2025, approximately 30 in Euros / 37 in Dollars.

All aspects of exam creation, delivery, security, and scoring are managed centrally by ÖSYM. This includes the preparation of test items by expert committees, printing and distribution of materials under secure conditions, implementation of standardized procedures at all testing sites, and electronic scoring to ensure objectivity and efficiency. Candidates must register through the ÖSYM online system, known as the AİS (Candidate Registration System, Aday İşlemleri Sistemi). Application dates are announced at least a month before the exam. After the candidates complete the registration, which includes their family and educational information, address, and the city they want to take the exam, and pay the exam fee, they receive an entrance document that states the exact place and time that the exam will take place. Each candidate's classroom and the desk number they are going to sit at are stated in the document. Strict identification and security protocols are enforced on exam day, including biometric checks and surveillance (*T.C. Ölçme, Seçme ve Yerleştirme Merkezi Başkanlığı*, n.d.-e). The candidates are obliged to bring the entrance documents and their ID cards to enter the examination place. The candidates also cannot carry jewelry, transportation cards, or keys; they have to leave them somewhere secure before the exam. ÖSYM ensures that the YDS maintains national consistency, high reliability, and institutional credibility, which are essential for the exam's acceptance in academic and governmental institutions.

3. CONTENTS OF THE EXAM

The exam is composed of 10 different item types, which constitute 80 total items of the exam. The parts are vocabulary, grammar, cloze test, sentence completion, translation (English to Turkish, Turkish to English), paragraph reading comprehension, dialogue completion, restatement, paragraph completion, and irrelevant sentences. The number of items is different per type; the least number of items per type is 5, which applies to a few types of items. On the other hand, 12 items belong to the paragraph reading comprehension type, which is the highest number among the other types.

3.1 Vocabulary (Items 1-6)

Vocabulary items are mostly in 'fill-in-the-blanks' form. The candidates are asked to find the correct word to fill the blank according to the context, word type, and meaning. Thus, it is safe to say that to answer these questions correctly, the candidate should also be aware of the context. These items aim to assess whether the candidates can decide which word is suitable depending on the context and grammar necessities.

1-6: For these questions, choose the best word or expression to fill the space.

---

1. The most powerful ---- to parachuting is fear, but one should also take its high cost into account, as a total outfit for parachuting can be extremely expensive.

   A) resemblance   B) adjustment

   C) deterrent   D) submission

                  E) adherence

Figure 1.1: YDS/1 Vocabulary Question Example (18 April 2021)

6. Making videos should be a lot of fun, but it can also be a bit of a minefield, as lots of people ---- problems and lose momentum before they even get started.

   A) hand over   B) look for

   C) turn down   D) give up

                  E) run into

Figure 1.2: YDS/1 Vocabulary Question Example (18 April 2021)

3.2 Grammar (Items 7-16)

The grammar items are in 'fill in the blanks' form, and the candidates are asked to choose the suitable pair considering tense concordance, phrasal verbs, conjunctions, and prepositions generally. This item provides an assessment of whether the candidates can recognize and use grammar items correctly.

7-16: For these questions, choose the best word(s) or expression(s) to fill the space(s).

7. Summer ice ---- a series of record low levels in recent years as the Arctic ---- twice as fast as the mid-latitudes.

A) hit / was warming

B) has hit / has been warming

C) hits / had been warming

D) will hit / warms

E) had hit / had warmed

Figure 2.1: YDS/3 Grammar Question Example (1 December 2019)

11. The scientific study of the dynamic relationship ---- the celestial bodies of the solar system and the motion of human-made objects ---- outer space, such as spacecraft and satellites, is called *orbital mechanics*.

A) about / on   B) between / at

C) with / of   D) among / in

E) beyond / without

Figure 2.2: YDS Grammar Question Example (27 September 2020)

3.3 Cloze Test (Items 17-26)

Candidates are given a short passage (usually around 5–6 sentences) with 5 blanks, and asked to choose the correct word or phrase to fill in each blank from five multiple-choice options. It focuses on whether the candidate can see the bigger context and not just the sentence, with linguistic necessities as well.

22-26: For these questions, choose the best word or expression to fill the spaces in the passage.

Colliding tankers, damaged platforms and pipelines, as well as the release of residual oil from oil tanks, are potential causes for catastrophes. Pictures of dying seabirds show the (22)---- of such environmental damage. Yet, not all environmental hazards are this obvious. Water pollution (23)---- by the uncontrolled use of pesticides and heavy metals, such as mercury, lead, cadmium, and zinc, largely remains unnoticed. The dangerous prior assumption that the oceans could naturally purify themselves (24)---- limit has caused possibly irreparable damage. Not only the oceans, but many creeks, rivers, and lakes have also suffered from human interference. Many lakes have become polluted (25)---- the chemicals added by household wastewater and the overfertilisation with phosphates in agriculture. (26)----, unknown effluents from industry and acid rain add to the acidification of water bodies, which contributes to the decrease of biodiversity.

22.
A) improvement B) extent
C) suspension D) eradication
E) release

23.
A) having triggered
B) triggered
C) to have been triggered
D) triggering
E) to have triggered

24.
A) from B) upon
C) against D) for
E) without

25.
A) except for B) because of
C) contrary to D) rather than
E) in pursuit of

26.
A) For instance B) Therefore
C) Even so D) Moreover
E) Instead

Figure 3.1: YDS Cloze Test Example (27 September 2020)

3.4 Sentence Completion (Items 27-36)

Candidates are given the first part of a sentence and expected to choose the most logical and grammatically correct way, such as tense agreement, to complete it from the options. The candidates should be able to choose the best option that is both contextually relevant and grammatically accurate.

> **27-36: For these questions, choose the best option to complete the given sentence.**

27. ---- until they are considered ready to switch to English.

A) Around 2.6 million school-aged children throughout the US do not speak English at all

B) It is difficult for bilingual teachers to help their students improve their native language skills in some subjects

C) In transitional bilingual education, students are taught academic subjects in their native languages

D) The language rights of ethnic minorities in the US have been a source of public controversy for decades

E) Most people who are opposed to bilingualism are part of the English-only movement

Figure 4.1: YDS Fall Term Sentence Completion Question Example (17 September 2017)

35. **Irish people fear that international populations of Ireland's cities threaten the native culture, ----.**

   A) as cultural education is mandatory for all permanent residents of Ireland

   B) yet Irish artists are encouraged to focus on traditional rather than modern art projects

   C) and thus foreigners seeking good job opportunities stay in big cities like Dublin and Belfast

   D) but the survival of traditional music, dance, and storytelling proves otherwise

   E) so Ireland's popularity as a tourist destination is ensured by its profound cultural heritage

Figure 4.2: YDS/1 Sentence Completion Question Example (18 April 2021)

3.5 Translation (English to Turkish, Turkish to English) (Items 37-39/ Items 40-42)

   Candidates are asked to translate a sentence from Turkish to English or from English to Turkish. The candidates should have grammatical, lexical, and pragmatic competence in both languages to be able to choose the correct answer.

37-42: For these questions, choose the most accurate Turkish translation of the sentences in English, and the most accurate English translation of the sentences in Turkish.

37. One of the difficulties of studying African literature is that for much of the history of Africa, the societies were non-literate and thus relied on oral traditions to pass their stories to the coming generations.

A) Afrika edebiyatını incelemenin zorluklarından biri, Afrika tarihinin büyük bir bölümünde toplumların okuryazar olmamalarından dolayı hikâyelerini gelecek nesillere sözlü gelenek yoluyla aktarmayı tercih etmeleridir.

B) Afrika tarihinin büyük bir bölümünde toplumların okuryazar olmamaları sebebiyle hikâyelerini gelecek nesillere aktarmak için sözlü geleneklere bağlı kalması, Afrika edebiyatını incelemenin zorluklarından birini oluşturmaktadır.

C) Afrika edebiyatını incelerken karşılaşılan zorluklardan biri, Afrika tarihinin büyük bir bölümüne bakıldığında toplumların okuryazar olmamaları ve hikâyelerini gelecek nesillere sözlü geleneklere bağlı kalarak aktarmalarıdır.

D) Afrika edebiyatını incelemenin zorluklarından biri, Afrika tarihinin büyük bir bölümünde toplumların okuryazar olmamaları ve dolayısıyla hikâyelerini gelecek nesillere aktarmak için sözlü geleneklere bağlı kalmalarıdır.

E) Afrika tarihinin büyük bir bölümünde toplumlar okuryazar olmadıklarından hikâyelerini gelecek nesillere aktarmak için sözlü geleneklere bağlıydılar ve bu durum Afrika edebiyatını incelemenin zorluklarından birini oluşturmaktadır.

Figure 5.1: YDS/1 Translation from English to Turkish Question Example (18 April 2021)

40. **Birinci Dünya Savaşı'ndan sonra Avrupa otomobil endüstrisi yavaş yavaş toparlanmaya başladı ancak nispeten düşük gelirler ve yüksek işletme maliyetleri gerçek anlamda bir seri otomobil üretiminin ortaya çıkmasını engelledi.**

A) It was comparatively low incomes and high operating costs that hindered the emergence of a real mass production of automobiles although the European automobile industry started to make gradual progress after World War I.

B) Following World War I, the European automobile industry started to improve gradually; however, the factors that hindered the emergence of a real mass production of automobiles were relatively low incomes and high operating costs.

C) Whereas the European automobile industry began to recover slowly following World War I, the emergence of a real mass production of automobiles was delayed because of relatively low incomes and high operating costs.

D) The European automobile industry started to recover slowly after World War I, but relatively low incomes and high operating costs prevented the emergence of a real mass production of automobiles.

E) Having started to improve gradually after World War I, the European automobile industry prevented the emergence of a real mass production of automobiles due to comparatively low incomes and high operating costs.

Figure 5.2: YDS/1 Translation from Turkish to English Question Example (18 April 2021)

3.6 Paragraph Reading Comprehension (Items 43-62)

Candidates are given a short to medium-length paragraph (usually 100–150 words) and asked four questions about it. Five different passages in the exam test their deep understanding of a text. Candidates should have good reading comprehension skills and vocabulary knowledge, as well as the ability to paraphrase to complete the section.

43-46: Answer these questions according to the passage below.

The question of animal language and thought has been debated since ancient times. Some have held the view that humans are exceptional in these respects, while others believe that humans and animals are similar with respect to language and thought. The issue is important because our self-image as a species is at stake. Arguments for human exceptionalism such as Cartesian, Wittgensteinian and behaviourist state that language and thought are closely associated, and animals do not have language. The ape language experiments of the 1960s and 1970s were especially important against this background: if apes could learn language then even the advocates of human exceptionalism would have to admit that they have thoughts. It is now generally believed that whatever linguistic abilities apes have shown have been quite rudimentary. Yet many sceptics are willing to grant that in some cases apes did develop linguistic skills to some extent, and clearly evidenced thought. Studies of other animals in captivity and various animals in the wild have provided evidence of highly sophisticated communicative behaviour. Cognitive ethology and comparative psychology have emerged as the fields that study animal thought. While there are conceptual difficulties in grounding these fields, it appears plausible that many animals have thoughts and these can be scientifically investigated.

43. According to the passage, the issue of animal language is significant because ----.

A) it has just started to emerge in various debates

B) it can determine the self-image of human beings as a species

C) it has been proven that animals can understand human language

D) human beings' self-image is strengthened when animals understand their language

E) there is strong evidence against animals' ability to have thoughts

44. According to the passage, human exceptionalism is based on ----.

A) evidence that apes have the ability to learn a human language

B) the fact that apes are able to think just like humans do

C) the assumption that animal behaviour is closely connected to their thoughts

D) an idea that there is a strong link between language and thought

E) a behaviourist approach to language learning

45. It can be inferred from the passage that ----.

A) captive and wild animals differ greatly in how they communicate

B) wild animals are better at developing ways of communication than captive animals

C) there is a significant lack of study of animal thought and communication

D) studies of animals in captivity fail to provide any evidence of their ability to think

E) whether captive or wild, many animals may exhibit sophisticated communicational behaviour

46. Which of the following can be said about the author of the passage?

A) He seems to be of the opinion that there are many animals with the ability to think.

B) He supports the philosophical views that regard humans as the highest of species.

C) He clearly states that investigating animal intelligence in terms of thinking is a waste of time.

D) He does not accept the idea that humans and animals can be investigated on one scale.

E) He endorses the idea that human beings' self-image as a species has been destroyed.

Figure 6.1: YDS/1 Paragraph Comprehension Example (18 April 2021)

3.7 Dialogue Completion (Items 63-67)

    Candidates are given a short two-person conversation with one missing part — either the first speaker's question/comment or the second speaker's response and asked to choose the most logical and natural sentence that completes the dialogue from five options. Candidates should demonstrate coherence and pragmatic understanding to choose the correct answers. These items focus on the communicative aspect of language more compared to the other items.

> **63-67: For these questions, choose the best option to complete the dialogue.**

63. Journalist:
    – **Could you tell us about your research on heroic Egyptian kings?**

Anthropologist:
    – **We found a skeleton that showed extensive battle trauma. After examining his injuries, we discovered that he had died due to the injuries he got while on a horse.**

Journalist:
    – ----

Anthropologist:
    – **Previously, the Egyptian kings riding into battle could only be seen in paintings and were thought to be just aggressive depictions of the ruling class. This is the first real evidence that points to the kings actually joining their armies in battle.**

A) How does this discovery impact our traditional perceptions of the Egyptian kings?

B) How often did the Egyptian kings fight in battle and get injured?

C) Why is it significant that all the Egyptian kings were on horseback in battle?

D) Why did you focus on the injuries the Egyptian kings had?

E) Do you think that old paintings portray the Egyptian kings in detail?

Figure 7.1: YDS/2 Dialogue Completion Example (17 September 2017)

33

66. Alan:
– We are all told to exercise more, but for those with physical disabilities, the benefits of aerobic exercise have always been out of reach. I think scientists need to find a solution for this.

Chelsea:
– In fact, I have read about a recent study which aims to develop a kind of drug that will create the effect of exercise for those with physical disabilities.

Alan:
– ----

Chelsea:
– Thanks to the medication, the genes which prove resistant to weight gain can be activated without any physical training.

A) How can that drug compensate for the lack of physical activity?

B) How interested would you be in taking the drug yourself?

C) How often is the drug taken to activate fat burning mechanisms?

D) How do disabled people feel after taking this kind of drug?

E) How much do they agree on the impact of the drug on people?

Figure 7.2: YDS Dialogue Completion Example (27 September 2020)

3.8 Restatement Sentences (Items 68-71)

Candidates are given a sentence and are asked to choose the option that most accurately expresses the same meaning using different wording or structure. The candidates are required to understand the meaning and idea stated in the sentence and the crucial grammatical necessities for choosing the same meaning stated in the item.

68-71: For these questions, choose the best rephrased form of the given sentence.

69. The birthday cake tradition in the United States is little more than a century old, but the relationship of cakes and celebration has a much longer history.

   A) People in the United States have been traditionally celebrating birthdays with cakes for a long time since the two concepts were linked to each other around a century ago.

   B) It was thanks to the emergence of the birthday cake tradition in the United States less than a century ago that the enduring relationship between cakes and celebration was established.

   C) Despite the interconnection between cakes and celebration, it was not until a little more than a century ago that people in the United States began to celebrate birthdays with cakes.

   D) Although the birthday cake tradition in the United States has a history of slightly more than a century, cakes and celebration have been associated with each other for a considerably longer time.

   E) Until a little more than a century ago, people in the United States celebrated birthdays with cakes, but the traditional connection between cakes and celebration is a bit older than that.

Figure 8.1: YDS/1 Restatement Sentences Example (24 March 2019)

70. **Scientists are struggling to understand the strange biology of *Rafflesia*, one of the world's largest flowers, in case it disappears from the jungle.**

   A) It is a well-known fact that *Rafflesia*, one of the world's largest flowers, will vanish from the jungle soon, which makes scientists interested in understanding its biology.

   B) One of the world's largest flowers, *Rafflesia* has started to disappear from the jungle; therefore, scientists are rushing to study the biology of this large flower.

   C) There is a possibility that one of the world's largest flowers, *Rafflesia*, may become extinct from the jungle, so scientists are working hard to comprehend its unusual biology.

   D) Scientists have difficulty in understanding the complex biology of *Rafflesia*, which is one of the world's largest flowers, as it is about to disappear.

   E) It is strange that although *Rafflesia*, one of the world's largest flowers, is vanishing from the jungle, scientists are still trying to understand its biology.

Figure 8.2: YDS/1 Restatement Sentences Example (27 March 2016)

3.9 Paragraph Completion (Items 72-75)

Candidates are given a short paragraph with the last sentence missing, and asked to choose the best sentence that logically and coherently completes the paragraph. The candidates should be able to maintain a paragraph without disrupting the meaning or grammatical-lexical elements. These items indirectly evaluate writing skills as the candidates continue the momentum, unity, and coherence of the text, topic, and grammar essentials within a text.

> **72-75: For these questions, choose the best option to complete the missing part of the passage.**

72. With few exceptions, the Austronesian languages are closely interrelated. In spite of their very large number and the enormous expanse of the territories occupied by them, it is very easy to recognise their genetic interrelationship. ---- As a result of this, the total number of Austronesian languages is a contentious issue. Taking this into account, the approximate number of Austronesian languages of given areas, and the number of their speakers in these areas could be detected only if a wide-scale scientific study is conducted.

    A) Because of their great similarity to each other, it is often difficult to establish whether certain varieties are different languages, or dialects of one language.

    B) Phonologically, Austronesian languages are, with a few exceptions, fairly simple.

    C) Like other language groups, the Austronesian languages are thought to have originated thousands of years ago.

    D) The recognition of the genetic interrelationship and initial classification of Austronesian languages had its beginnings in the nineteenth century.

    E) There are four types of indigenous languages in the Australasia and the Pacific area.

Figure 9.1: YDS Paragraph Completion Example (27 September 2020)

75. Adaptive Business Intelligence (ABI) is the discipline of combining prediction, optimisation, and adaptability into a system capable of answering these two fundamental questions: "What is likely to happen in the future?" and "What is the best decision right now?" To build such a system, we first need to understand the methods and techniques that enable prediction, optimisation, and adaptability. At first glance, this subject matter is nothing new, as hundreds of books and articles have been written on business intelligence, prediction methods, optimisation techniques, and so forth. ---- ABI addresses this very issue.

A) This popular statement has been around for years as business managers stored massive amounts of data in the belief that they contain valuable insight.

B) Moreover, recent research in psychology indicates widely held beliefs can actually hamper the decision-making process.

C) The concept of adaptability is certainly gaining popularity, and not just in the software sector; it can be seen in running shoes or Internet search engines.

D) However, none of these has explained how to combine these various technologies into a software system capable of predicting, optimising, and adapting.

E) These products are very appealing for individual consumers, because, despite their mass production, they are capable of adapting to the preferences of each unique owner.

Figure 9.2: YDS/2 Paragraph Completion Example (10 October 2021)

3.10 Irrelevant sentences (Items 76-80)

Candidates are given a short paragraph consisting of 5 sentences, and expected to identify the one sentence that does not logically fit with the others in terms of topic, flow, and coherence. The candidates are tested on whether they can maintain the coherence and meaning within the text and find the odd one out.

> **76. - 80.** sorularda, cümleler sırasıyla okunduğunda parçanın anlam bütünlüğünü bozan cümleyi bulunuz.

76. **(I)** Using herbs from your garden or the farmer's market to enhance the flavour of your summer cuisine is really rewarding. **(II)** Not only will herbs add subtle accents to your main dishes and salads, but they will also bring fragrance and interest to favourite dessert and beverage recipes. **(III)** If you are not using fresh herbs, remember that dried herbs are very potent, so reduce the amount you use by half or more. **(IV)** Include your home-grown produce in a salad course, and specimens from your gorgeous summer flower beds in a welcoming table centrepiece. **(V)** Also, if you are cooking outdoors, be sure to allow enough time to heat the grill for your vegetables, steaks and chicken.

A) I   B) II   C) III   D) IV   E) V

Figure 10.2: YDS Irrelevant Sentences Example (7 April 2013)

80. **(I)** A *maglev* train might seem mysterious in action, but the concept is easy to understand. **(II)** Magnets in the track are activated by the motion of the train and then are deactivated as soon as the train is gone. **(III)** While the concept has been applied to trains, right now its application to ships is still theoretical. **(IV)** Magnets on the bottom of the train and magnets on the track repel each other and the train rises a few inches above the track; individual magnetic fields of the guideway propel the train forward. **(V)** *Maglev* trains travel at nearly twice the speed of conventional trains, use less energy, and cost less to maintain and run – partly because their operating mechanism involves almost no friction.

A) I   B) II   C) III   D) IV   E) V

Figure 10.1: YDS Irrelevant Sentences Example (5 April 2015)

4. ADVANTAGES AND DISADVANTAGES OF YDS

Though YDS is widely used in Türkiye context, as the candidates of the exam and the conditions in global and national contexts are constantly changing, it is not always possible to implement the perfect YDS. Thus, the exam has its pearls and pitfalls, as every other national exam.

4.1 Advantages of the YDS

- **Publicly Known Exam**

The contents of the exam are known, and preparation materials are readily available on the official website as well as the materials prepared by a wide variety of exam preparation institutions. Easily accessible and diverse in preparation materials, including textbooks, online resources, and mobile apps. There are many support opportunities, such as preparation courses, private tutoring, online practice tests, etc., to help individuals study efficiently and improve their scores. Thus; YDS can be considered as an examination the candidates of which have a high number of possibilities to get prepared.

- **National Recognition and Standardization**

YDS is officially accepted by Turkish universities, public institutions, and government agencies. It provides a standardized measure of language proficiency that ensures fairness and consistency across all regions.

- **Objective Scoring System**

The use of multiple-choice questions enables fully computerized scoring, reducing human error and bias. This increases the reliability of the test results. The YDS exam is scored out of 100 points; each question is worth 1.25 points, and every four incorrect answers eliminate one correct answer, which reduces the likelihood of choosing the correct answers by chance. So, it is more sensible for the candidate to refuse to answer an item instead of answering at random. The levels are set according to the degree obtained by the student, and are as follows:

Level A: 90 to 100 degrees (90-94 A2, 95-100 A1)

Level B: 80 to 89 degrees

Level C: 70 to 79 degrees

Level D: 60 to 69 degrees

Level E: 50 to 59 degrees

Students' admission to graduate studies varies according to grades and levels determined by each university and institution, and the certificate is valid for 5 years from the time it is issued.

- **Accessibility and Frequency**

The paper-based version of YDS is held twice a year. While the electronic version (e-YDS) is offered monthly, it provides flexible scheduling. The wide geographic distribution of test centers ensures greater accessibility for candidates across Türkiye.

- **Affordability**

Compared to international exams such as TOEFL or IELTS, the YDS is more affordable, making it accessible to a larger population of students, academics, and civil servants. As of 2025, the IELTS typically costs around 8.500 Turkish Lira (approximately $250 USD), while the TOEFL costs about 7.650–8.500 Turkish Lira (around $225–$250 USD), depending on the test center and location. In contrast, the YDS exam fee in 2025 is 850 Turkish Lira (approximately $21.83 USD), making it a significantly more economical option for test-takers.

- **Career, Promotion, and Academic Advancement**

A strong YDS score can significantly improve a candidate's professional and academic opportunities, including eligibility for postgraduate programs, scholarships, and overseas assignments. Academic staff members in Turkish universities, including research assistants, lecturers, and professors, may get monthly language compensation bonuses based on their YDS scores. These bonuses are determined by government policies and vary according to the individual's score, and also depend on the institution. For example, those who score 90-100 (A level) may receive a monthly bonus of 1200-900 Turkish Lira. Those with a score of 80 to 89 (B level) normally receive a monthly bonus of 600 TL. Typically, individuals achieving 70-79 (C level) receive a monthly bonus of 300 TL. Scores below 70 are not eligible for bonuses.

4.2 Disadvantages of the YDS

- **Limited Skills Assessed**

YDS only evaluates reading, grammar, vocabulary, translation, and indirect writing skills. The other crucial components of the language are excluded, which means that the examination cannot assess speaking, direct writing, and listening skills in YDS. They must either take a complementary exam or take an exam that includes four basic skills of the English language.

- **Not Internationally Accepted**

Unlike global language exams (e.g., IELTS, TOEFL), the YDS is not internationally recognized. This limits its utility for students or professionals who wish to study or work abroad and may cause them further struggles both economically and physically. However, YDS does not aim to be internationally used; it is used within the Turkish borders for now. Besides, ÖSYM is not a member of ALTE (Association of Language Testers in Europe) as a consequence is not possible administer this exam within European framework.

- **Test-Oriented Preparation**

The format encourages memorization and strategy-based learning rather than true language acquisition. Candidates often prepare for the test by learning shortcuts, techniques, and the vocabulary used frequently by ÖSYM, not through comprehensive language practice. During exam preparation, participants practice by memorizing language items. Therefore, participants learn key exam strategies rather than understanding the language.

- **Washback effect**

As the candidates and YDS trainers are usually familiar with the exam structure and procedures, they tend to choose materials and techniques that are specialized for YDS. This narrowed-down source of materials may lead to a washback effect in learning. Washback effect is the influence that a test has on learning and teaching. The more important and serious an exam is, the bigger the washback effect becomes. Considering that YDS is a crucial exam in order to achieve higher positions in academic and civil service, the washback effect becomes a factor that cannot be overlooked. As the candidates who will take YDS mainly focus on the elements that they expect YDS to include in upcoming examinations, thus, they tend to ignore the communicative and global aspects of the English language.

In a study conducted by Polat (2019), the washback effect of YDS is discussed in depth. According to the study, candidates who are preparing for the exam prioritize mechanical strategies for multiple-choice items rather than deep language learning. Naturally, their focus is mainly on the examination results and not on learning the language. The washback effect of YDS causes stress and a narrowed focus on examination result success. To summarize, YDS, due to its format and high-stakes language exam nature, causes surface-level learning, test-oriented mechanical behaviours, and diminished goal of communicative and meaningful language development.

While YDS serves an important role in evaluating foreign language proficiency for institutional and governmental purposes in Türkiye, its limitations must also be acknowledged. The test offers clear advantages in terms of standardization, cost, and national applicability. However, its narrow skill focus and lack of international recognition reduce its value for those seeking broader, global

opportunities. The absence of communicative components is a significant drawback, especially in an age where communicative competence is essential in academic and professional environments.

5. DISCUSSION

The history of YDS dates back to the 1990s. In this 35-year span of time, YDS started its journey with KPDS, accompanied by ÜDS, and after that, to its final form with the addition of technology, YDS and E-YDS. As the years go by and new needs arise each day, YDS still needs to be kept updated so as not to disappear in history's dusty pages. These updates will occur according to the situation and the conditions at that time.

YDS, for a couple of years, has been implemented twice a year as a result of ÖSYM's examination policy. ÖSYM, for every exam that they execute, hires a special squad consisting of different professionals from different fields, whose identities are kept extremely secret for security reasons, and have them prepare the questions. After the preparation of questions, ÖSYM proof checks each question several times and creates the item pool for the upcoming exam. In contradiction to the difficulty and detailed process of item preparation, ÖSYM uses each question once, then erases it from the item pool.

In 2025, in addition to YDS, which tests reading, vocabulary, grammar, comprehension, and indirectly writing, E-TEP (Electronic Test of Proficiency) was introduced to the academic and civil world. This test has only been implemented twice, on 15 March and 22 March, so that the test administration and the item types of the exam were tested. This test, unlike YDS, tested all four skills. However, as the test is yet to be officially implemented, ÖSYM did not publish example questions for future candidates of the exam. But the candidates who took the example version of the exam claimed that the questions were the same. So, it can be said that the TOEFL strategy in item preparation and usage is considered for this exam. It is safe to say that instead of changing the essence of YÖKDİL, YDS, or E-YDS, ÖSYM has developed another exam that meets different needs. So, the candidates or the institutions seeking an examination to test English will be able to choose between YDS, YÖKDİL, E-YDS, and E-TEP without paying high numbers to American or British-based test systems. The exemplary exam of E-TEP only costs 50 liras (1.28 dollars) to the candidates, which is not even a dollar or a pound. From this price, it can be predicted that the exam will not cost as much as PTE, TOEFL, and IELTS; thus, it can be more inclusive, considering that there is no age or education limit required for the exam. As ÖSYM conducts this exam's development in secrecy, we will see what kind of exam E-TEP is as the process unfolds in the upcoming days or months.

For now, YDS has only two types within it: E-YDS and YDS itself. These two exams are valid only for Turkish institutions. For the future, YDS can be implemented not only in existing languages, such as English, Spanish, French, and Arabic, but also for the Turkish language itself. This way, Turkic institutions can find employees or students for Turkish institutions abroad and gain more reputation in the global context. Starting with the advertising of YDS, the way to the

broader context can be paved more easily. First, YDS or E-YDS can be sold to other countries starting from the Turkic countries; the price will most probably be cheaper than American or British exams, which can be appealing for the other countries. After the introduction of the YDS system, hopefully, E-TEP can also be introduced as a low-priced option for IELTS, PTE, and TOEFL. ÖSYM already prepares its questions quite meticulously, and every question is used just once, which increases reliability. Unlike TOEFL, it can be emphasized that it is a highly reliable exam, and everyone receives a unique booklet for the examination. Also, YÖKDİL can be promoted as a specialized branch and a global exam. Students from different countries can apply to different branches according to the department in which they want to enroll. For example, A student from Azerbaijan can take YÖKDİL-Medicine so as to apply to a medicine programme in Türkiye along with their SAT -or another exam, which can also be developed by ÖSYM for foreign students to study in Türkiye, points, and get a placement in a medicine faculty in Turkish universities. Likewise, E-TEP can be developed into an additional version where students can test their language in their department's context and in the four skills.

Likewise, the adult version of YDS, YDS-Kids, can be implemented for checking comprehension purposes. For example, young learners can be classified according to their ages, such as 6-8, 9-12, and 12-14. Kids between the ages of six and eight can take the version of YDS-Kids that includes mostly pictures, listening, and speaking comprehension. For the kids between nine and twelve, a writing section can be added, as well as grammar and vocabulary parts. Finally, for the late young learners group, these elements can get more complex and closer to the original YDS essence. As Turkey has a system called LGS (Liselere Geçiş Sınavı/ High School Entrance Exam), YDS-Kids for late young learners can be an official example for English tests. But as MEB (National Ministry of Education/Milli Eğitim Bakanlığı) is responsible for the education process of these age groups, the exam preparation process and execution may differ according to MEB policies.

According to the needs and the global examples of language tests, YDS is still open to further changes. However, these changes can only be imagined depending on today's needs and conditions. As the conditions in the national and global context change, new needs and improvements can be discussed for a better and more appropriate way of assessing the language levels of individuals. It is also safe to say that ÖSYM is an expert in assessment and grading, and is also willing to collaborate with related officials and professionals. Still, there are countless meetings, symposiums, and workshops within ÖSYM and will continue to be so. With an institution that is willing to improve ceaselessly and work meticulously, it can be claimed that YDS and the other examinations are always prone to improvement, no matter the year.

6. CONCLUSION

Since the first year YDS was implemented, it has retained its purpose by maintaining similar types of content and items, even though its name has evolved over time and some minor changes have taken place, such as switching from Turkish to English in giving instructions. Besides, YDS also managed to prepare items with the same language level and academic vocabulary items, which makes it timeless while getting prepared for the exam from the point of view of candidates. Although the price of YDS has increased over time, especially in recent years, by a higher percentage, it is still more affordable for candidates to take the exam twice a year compared to IELTS or TOEFL exams.

With an appropriate and exam-based studying schedule, candidates can reach higher scores in YDS in a limited time. However, this fact also brings the reality of YDS's lack of four skills evaluation balance since there is no place for speaking and listening evaluation in the exam. Therefore, as a future suggestion, an additional YDS exam format can be developed to focus on the candidates' speaking and listening abilities, as well. By doing this, the need for taking international exams, such as IELTS and PTE, for academic purposes might decline in domestic settings. Furthermore, the validity of YDS in international settings can be increased by developing various types of YDS with a focus on different purposes, such as implementing for kids, and for Turkish states. Additionally, the possibilities of not publishing the items of YDS, making the exam appointment-based, and increasing the exam frequency can be considered to make YDS more practical.

Overall, having a national foreign language test has benefits for candidates and Türkiye since the candidates are given an option to consider taking YDS for academic and work-life purposes, prepared in their own country, which also indirectly contributes to Türkiye's economy and universal position. By diversifying YDS into different types, personal and national benefits are likely to increase significantly in the future, which creates a position for YDS to be known as an internationally accepted exam like the others.

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TEACHER POWER IN AN AI WORLD: RECLAIMING PROFESSIONAL AGENCY IN LANGUAGE EDUCATION

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ABSTRACT

Artificial intelligence threatens to reduce English language teachers to mere facilitators of machine-generated content—unless we assert our irreplaceable expertise. This plenary confronts the technological disruption facing our profession and argues that language teachers possess unique power that AI cannot replicate: cultural mediation, socio-emotional scaffolding, and adaptive pedagogical judgment. Rather than fearing obsolescence, we must leverage AI as an amplifier of our professional knowledge while defending the human dimensions of language teaching. Drawing on case studies from State Department training programs and university contexts, this talk presents a framework for teacher empowerment that positions educators as critical architects of AI-enhanced learning ecosystems, not passive consumers of edtech solutions.

A PRACTITIONER'S INSIGHTS INTO AI IN ESL TEACHING

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ABSTRACT

The AI revolution has arrived, and it is here to stay. Thus, English language educators must now focus on the integration of artificial intelligence into their educational approach. The key question for educators becomes how to utilize it effectively. The presentation is aimed at guiding teachers to confidently use AI for tasks like syllabi creation and lesson planning, as well as the importance of equipping students with the skills to thoughtfully employ AI as a learning aid. Specific examples using AI in ESL teaching will be shared.

BUILDING TRUST IN AI-ENHANCED CLASSROOMS

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GlobELT 2025 Conference

25-29 October 2025

in collaboration with Grigol Robakidze University (GRUNI), Georgia

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ABSTRACT

As generative AI tools reshape language education, establishing trust and transparency becomes paramount for maintaining authentic learning environments. This session introduces practical, immediately implementable activities that English Language Teachers can integrate to demystify AI use in their classrooms. Participants will explore strategies for transparent AI collaboration documentation, scaffolded disclosure practices, and reflective protocols that position students as critical architects of their learning rather than passive technology users. Through structured approaches to AI literacy, educators will learn how to preserve and amplify students' unique voices while navigating the complexities of AI-assisted language development. The session emphasizes that trust-building is not about restriction, but about empowering learners with agency, awareness, and ethical decision-making skills in AI-enhanced contexts.

STRATEGIES FOR SUCCESSFUL TEACHING IN MULTI-LEVEL CLASSROOMS: LOW-TECH, HIGH-TECH, AND AI

John Jordan

GlobELT 2025 Conference

25-29 October 2025

in collaboration with Grigol Robakidze University (GRUNI), Georgia

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ABSTRACT

Many ESL/EFL instructors encounter teaching assignments where students with multiple ability levels in English are placed in the same classroom. This creates difficulties for both the instructors and the students. This workshop will focus on utilizing specific pedagogical strategies and methodologies for successfully handling multi-level classrooms. Specifically, utilizing AI tools to adjust the level of materials to meet different learners' needs will be demonstrated. Participants will also have the opportunity to share their successful strategies.

TEACHING IN THE AGE OF INNOVATION: EMPOWERING EDUCATORS THROUGH EMERGING TECHNOLOGIES

Michael Vessio
U.S. Embassy

ABSTRACT

This workshop explores the evolving landscape of teacher training in an increasingly digital world. Aimed at educators and educational administrators, the session unpacks how emerging technologies can redefine teaching strategies, improve learning outcomes, and foster stronger institutional collaboration. Participants will gain hands-on experience with practical tools and learn how to lead transformative change in their schools and programs. Whether you're shaping policy or guiding a classroom, this session provides a roadmap for integrating technology with purpose and impact.

RETHINKING ASSESSMENT FOR GENERATIVE AI: MAINTAINING VALIDITY IN THE AGE OF CHATGPT

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ABSTRACT

Generative AI has fundamentally undermined traditional language assessment practices. When students can produce grammatically sophisticated essays in seconds, what are we actually measuring? This interactive workshop equips participants with practical frameworks for redesigning assessments that maximize content validity and construct validity despite—and because of—generative AI capabilities. We will examine how AI exposes weaknesses in legacy assessment designs that prioritize easily-automated skills over authentic communicative competence. Participants will engage in hands-on activities to: (1) audit existing assessments for AI vulnerability, (2) redesign prompts that foreground human cognition and contextual knowledge, (3) implement process-oriented assessment models including the "Analog Sandwich" approach (Marino, 2025) and "Swiss Cheese" model (Furze, 2025) that embed human accountability checkpoints throughout AI-enhanced writing tasks, and (4) establish transparent AI-use policies aligned with learning objectives. Attendees will leave with adaptable templates and assessment exemplars tested across diverse institutional contexts.

LEADING WITH EQ AND CQ: SKILLS FOR THE MODERN PROFESSIONAL

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ABSTRACT

In an increasingly interconnected and fast-evolving global environment, technical expertise alone is no longer enough. The ability to understand, connect, and adapt — both emotionally and culturally — has become a defining skill of modern leadership. This keynote, *Leading with EQ and CQ: Skills for the Modern Professional*, explores how Emotional Intelligence (EQ) and Cultural Intelligence (CQ) empower professionals to navigate complexity, build trust, and lead with empathy and inclusivity.

Drawing from personal experiences of living and working across five countries — Georgia, the United States, Turkey, Bulgaria, and Estonia — the speaker illustrates how emotional and cultural awareness can transform challenges into opportunities for growth. The session unpacks key dimensions of EQ such as self-awareness, empathy, and social skills, and connects them to the competencies of CQ — cultural knowledge, adaptability, and mindfulness — that enable success in diverse and global workplaces.

Through evidence-based insights, case studies, and interactive reflection, participants will gain practical strategies to strengthen their emotional and cultural intelligence. By the end of the session, attendees will understand how leading with EQ and CQ not only enhances professional performance but also fosters collaboration, innovation, and authentic human connection in today's multicultural world.

AI AND PRAGMATICS IN LANGUAGE LEARNING: HUMOR, IRONY, POLITENESS AND TABOOS

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ABSTRACT

As artificial intelligence becomes increasingly embedded in language education, several studies focus on its ability to support learners in developing linguistic competence, However, the area of pragmatics, where meaning depends heavily on context and culture appears to be an underexplored area. This plenary critically examines how AI-based tools interpret and simulate complex pragmatic phenomena—such as humor, irony, politeness strategies, and cultural taboos and their potential in helping learners develop an understanding of those elements essential for effective and appropriate communication across cultures.

Drawing on recent advances in natural language processing and machine learning, we need to consider both the potential and the limitations of AI-driven tools in recognizing, teaching, and modeling pragmatic features of language. How do chatbots or digital assistants interpret sarcasm? Can AI help learners navigate intercultural differences in politeness strategies or detect culturally specific taboos in discourse? Pedagogical implications also need to be addressed: how can language educators design meaningful, context-sensitive learning experiences that include pragmatic awareness, especially in environments mediated by AI? Ultimately, the talk advocates for a more nuanced and critical integration of AI into language education—one that supports learners in becoming not only linguistically competent but also pragmatically aware and interculturally sensitive.

INTRODUCING RESEARCH RELATED TO THEORY, DIDACTICS AND TEACHING MATERIALS FOR PHRASEME CONSTRUCTIONS AND A CLOSER LOOK AT THE COST CA22115 PROJECT

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ABSTRACT

Recent studies show that "up to 50-70% of the language" consists of chunks (Füreder, 2023, p. 437), and knowing about them can mean the difference between successfully decoding messages or failing to understand vital clues in the target language for students (Siyanova-Chanturia & Pellicer-Sánchez, 2019; Siyanova-Chanturia & Spina, 2020). Therefore, research on phraseology, which has long been regarded as a peripheral issue, is now taking centre stage in a wide range of fields (Grainger & Meunier, 2008), including foreign language teaching pedagogy.

The present study also aims to contribute to this field of research and, firstly, summarises the theoretical work carried out on phraseme constructions (PhraCons) over the past decade, along with its implications and applications in foreign language education. It then introduces and discusses the COST EU Project (CA22115) titled "A Multilingual Repository of Phraseme Constructions in Central and Eastern European Languages (PhraConRep)," which is explicitly dedicated to investigating PhraCons across a wide range of languages, including the work of the English sub-group involved in the project. Finally, the paper examines the significance of teaching materials in the teaching and learning of PraCons.

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PHRASEME CONSTRUCTIONS IN ALBANIAN 9TH GRADE ENGLISH TEXTBOOKS: A TEXTBOOK–INFORMED INQUIRY INTO SPARK 4 AND ENGLISH HUB 3

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ABSTRACT

This study analyses the representation and incorporation of phraseme constructions (PhraCons) - semi-schematic, idiomatic multi-word expressions - into English language textbooks used in the 9th grade: Spark 4 (Express Publishing) and English Hub 3 (MM Publications). The research, conducted within the framework of COST Action CA22115 PhraConRep, applies a qualitative content analysis to identify, categorise, and compare the types, frequency, and pedagogical treatment of PhraCons within these resources. Based on established criteria for phraseme identification, including partial lexical fixity, idiomaticity, syntactic preferences, and pragmatic function (Schlund & Pavlova, 2024; Hatipoğlu & Can-Daşkın, 2020), this study also aims to examine the extent to which these materials support the development of phraseological fluency and pragmatic language usage in in line with Bachman's (1990) model of communicative competence, with particular attention to its pragmatic and sociolinguistic dimensions. This study aims to provide insights into how we can improve phraseological input by documenting and comparing its use in the selected textbooks in order to better support real language use in classroom environments.

Keywords: phraseme constructions, textbook analysis, communicative competence, Albanian EFL, formulaic language

PHRASEME CONSTRUCTIONS (PHRACONS) IN HIGH SCHOOL ENGLISH AS A FOREIGN LANGUAGE TEXTBOOKS IN TÜRKIYE

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ABSTRACT

Developing strong lexical competence is crucial when learning foreign languages. The more words learners know, the higher their language proficiency becomes. However, it is not enough to memorise individual items, as all languages have phraseological units such as idioms and phraseme constructions (PhraCons) without which foreign language learners frequently struggle to both understand and produce the target language effectively. Therefore, experts such as Bonadonna and Zollo (2019), Mena-Martinez et al. (2024), and Schafroth (2015) emphasise the importance of mastering these constructions, the materials and techniques used to teach them, and call for more research on this topic, as despite their obvious importance, they are unfortunately not always adequately addressed in foreign language curricula and teaching materials.

In line with this call, the present study focuses on PhraCons, which are syntactic forms that consist of lexically fixed anchor words and empty slots for fillers (e.g., orange is the new black; once a teacher, always a teacher) (Schlund & Pavlova, 2024), in Turkish high school coursebooks and examines where, with what frequency, how (i.e., implicitly or explicitly) and why PhraCons are included in the locally published English as a foreign language coursebooks. To the best of the authors' knowledge, apart from the comparative work of Hatipoğlu and Radic Bojanic (2025), there is no other study that focuses on PhraCons in Turkish teaching materials. The data collected in this research were analysed in detail both quantitatively and qualitatively using the framework developed by Hatipoğlu and Daşkın (2020), and the identified PhraCons were grouped for further comparison and contrast.

The study's findings shed light on some previously unexplored features of English as a foreign language books in Türkiye and raise questions related to the stages and processes involved in designing foreign language materials and curricula. In addition to providing valuable insights into how phraseological literacy is integrated into mainstream EFL education in Türkiye, the study offers useful data that can enhance our theoretical understanding and pedagogical approaches to the representation of PhraCons in ELT materials.

EXPLICIT AND IMPLICIT TEACHING OF PHRASAL CONSTRUCTIONS IN ENGLISH LANGUAGE TEACHING MATERIALS FOR HIGH SCHOOL STUDENTS

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ABSTRACT

Phrasal constructions, or constructional idioms, defined as partially lexically filled constructions in which some constituents function as variable slots while others are fixed anchors, lie somewhere on the continuum between grammar and lexis and are a fascinating field of study in various languages. In addition, they present a puzzling and innovative field of research in second language teaching since they encapsulate the creative and innovative potential of the foreign language and students can benefit greatly from getting acquainted with their mechanisms of construction and the adjoined meaning. For that reason in this paper I present the analysis of phrasal constructions in materials for teaching English as a foreign language to high school students in year 12 (Focus 4, student book and workbook), which are first subjected to corpus analysis with AntConc freeware and then manually analyzed to find any additional examples of phrasal constructions in the mentioned teaching materials. The focus of my analysis in this paper is the difference between explicit and implicit teaching of phrasal constructions, the first instance representing intentional instruction, most often in sections devoted to speaking, while the second instance represents mere mention of a phrasal construction, for example in a reading section or a writing section. In the paper I will present the differences between the two types of teaching and what kinds of implications each type of teaching has in terms of understanding and acquisition of phrasal constructions by high school students. The results will hopefully aid authors of course books and teaching practitioners in designing innovative and creative exercises to enhance the teaching of this important grammatical-lexical aspect of English as a foreign language.

TEACHERS' KNOWLEDGE OF THE PHRACONS IN FOREIGN LANGUAGE TEACHING MATERIALS IN ALBANIA

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ABSTRACT

This study explores Albanian English language teachers' knowledge of phraseme constructions (PhraCons) and their approach in Albanian English language teaching (ELT) classrooms, with particular attention to the role of teaching materials for Grade 9. While previous research has highlighted the gap between teachers' intuitive awareness of formulaic language and their formal instruction in phraseology, little attention has been given to how this gap manifests in the resources they use and create. Building on the current research on phraseodidactics (Granger & Meunier, 2008; Paquot, 2019; Schlund & Pavlova, 2024), this study will examine teacher cognition and pedagogical practice through a mixed-methods design combining teacher interviews, classroom questionnaires, and an in-depth analysis of teaching materials. It will explore how PhraCons are presented, explained, and practiced in textbooks and supplementary materials, to allow us to identify some key issues in teacher awareness, instructional gaps, teaching strategies and perception of challenges, such as L1 interference (Albanian). In conclusion, some recommendations will be provided for improving the phraseological content of ELT materials and enhancing teacher training to foster communicative competence through better integration of formulaic language in instruction.

Keywords: phraseme constructions, teacher knowledge, EFL instruction, communicative competence, L1 interference

METHODOLOGIES FOR IDENTIFYING PHRASEME CONSTRUCTIONS AND OTHER IDIOMATIC EXPRESSIONS IN FOREIGN LANGUAGE BOOKS: DIACHRONIC REVIEW

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ABSTRACT

Textbooks are "an almost universal element" (Hutchinson & Torres, 1992, p. 315) in foreign language teaching, and despite rapid technological advancements in recent years, teachers still do not enter the classroom without them (Can Daşkın & Hatipoğlu, 2019; Hatipoğlu & Can Daşkın, 2020; Rathert & Cabaroğlu, 2024; Swe, 2017; Waltermann & Forel, 2015). The selected coursebooks also frequently shape the nature of the teaching environment in the specific context and may even influence the entire content that students learn or do not learn in class (Mäntylä et al., 2024; Veliz-Campos et al., 2024). Therefore, a considerable number of experts have called for and/or created critical analysis methodologies aiming to uncover whether or not foreign language textbooks include a sufficient and representative number of idiomatic expressions (e.g., phraseme constructions (PhraCons), proverbs), without which the speech has "a bookish, stilted, unimaginative tone" (Cooper, 1999, p.258), and the students struggle with the development of their communicative competence.

This paper provides a diachronic systematic review of the methodologies and frameworks used to identify, classify, and analyse idiomatic expressions (e.g., PhraCons, proverbs) in foreign language teaching (FLT) materials over the last four decades (i.e., since Cunningsworth, 1984). By examining how empirical book analysis has evolved over time, the study seeks to uncover the elements that have remained constant and the criteria that have been dropped, added, or reshaped. The broader goal of the study is to provide both academics and practitioners with a valid and reliable guide they can refer to when faced with the challenge of material evaluation and selection.

The more specific goal of the study is to examine whether a unified analytical framework can effectively accommodate the diversity of idiomatic expressions, such as Phracons, across different textbooks and educational paradigms, or whether adaptations are needed to reflect shifting patterns of idiomaticity, usage frequency, and cultural framing. It also addresses methodological challenges in tracking formulaic language diachronically, such as identifying shifts in frequency, form, and function. The study argues for a more systematic and context-aware integration of Phracons into FLT curricula to enhance learners' communicative competence.

DEVELOPING PHRASEOLOGICAL COMPETENCE IN FOREIGN LANGUAGE TEACHING: A CONTRASTIVE ANALYSIS OF PHRASEOLOGICAL CONSTRUCTIONS IN GERMAN AND ENGLISH LANGUAGE TEXTBOOKS AT B2 LEVEL

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ABSTRACT

Developing phraseological competence as a key component of communicative competence stands at the forefront of contemporary research in foreign language teaching. This study aims to provide a contrastive analysis of the presentation, textual distribution, and didactic treatment of phraseological constructions (Phrasemkonstruktionen) in B2-level German and English language textbooks, according to the Common European Framework of Reference for Languages (CEFR).

This analysis includes contemporary textbooks (methods) used for teaching English and German in Albania. The study examines not only the types of phraseological units that are present but also the textual contexts in which they appear, including authentic dialogues, narrative texts, informative articles, and everyday communicative situations.

Special attention is given to the typology of exercises proposed for the acquisition of these phraseological units. Preliminary results indicate that most exercises remain at the lexical or translational level, lacking components such as functional analysis, creative usage, or intercultural awareness. This reveals a discrepancy between the declared goals of developing communicative competence and the actual didactic implementation in practice. In conclusion, this article suggests a more conscious and integrated approach for teaching phraseological units, proposing the inclusion of communicative-based exercises, intercultural reflection, and real-life situational contexts. These measures may contribute to a deeper and more sustainable development of phraseological competence in foreign languages at the upper-intermediate level.

FITNESS AND COGNITION: A SIGNIFICANT CONNECTION WITH IMPLICATIONS FOR STUDENTS AND TEACHERS

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ABSTRACT

What is the significance of the connection between fitness and cognition? Presenters Ashley and Andrea have shared an interest and passion for fitness especially since their days as university students. Now, as experienced expat teachers living abroad, they seek to share insights on how fitness not only helps with managing stress but also plays a pivotal role in optimal cognitive function. Topics in this presentation will include insights from Spark: The Revolutionary New Science of Exercise and the Brain by John Ratey, M.D. and Built to Move by Kelly Starrett and Juliet Starrett. Lastly, classroom implications for teachers and learners will be discussed as well as general lifestyle enhancements.

USING AR APPS IN A CLIL CLASS: EXPLORING THE PERSPECTIVES OF 7TH-GRADE STUDENTS: A CASE STUDY

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ABSTRACT

This pilot study explores the integration of Augmented Reality (AR) into Content and Language Integrated Learning (CLIL) in a 7th-grade classroom in Samsun, Türkiye. Framed as a single instrumental case study, the research aims to investigate how AR-enhanced instruction influences students' engagement, content comprehension, and language development. A CLIL-based interdisciplinary lesson on the solar system was designed using a mobile AR application (ARLOOPA) and implemented in a private school setting with 13 students. Data were collected through focus group interviews with both students and a science teacher. Preliminary findings suggest that the AR-supported CLIL lesson increased learners' motivation and facilitated content understanding through immersive, multimodal experiences. Students reported reduced language anxiety and greater willingness to use English in context, while the teacher highlighted improved classroom interaction. The study also identified challenges related to technological accessibility and alignment with curricular goals. These insights provide an empirical foundation for scaling AR-integrated CLIL instruction and inform the design of future research. As an initial step in a broader research continuum, this study demonstrates the transformative potential of AR for language and content integration in English Language Teaching (ELT).

DIGITAL LANGUAGE LEARNING PORTFOLIOS: PATHWAYS TO AUTONOMY, MULTIMODALITY, AND LIFELONG LEARNING

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ABSTRACT

Digital language learning portfolios (DLLPs) have emerged as valuable tools in language education, enabling learners to document, reflect on, and showcase their progress through technology-enhanced platforms. They provide opportunities for self-assessment, learner

autonomy, and continuous feedback, aligning with contemporary approaches to formative assessment and lifelong learning. This paper explores the pedagogical importance of DLLPs, drawing on both European frameworks such as the European Language Portfolio and digital tools like LinguaFolio Online, Google Sites, and Seesaw. The study highlights key advantages of DLLPs, including personalized learning, multimodal expression, and enhanced intercultural competence, while also addressing challenges such as technological accessibility, teacher workload, and issues of assessment validity. By reviewing existing literature, providing examples of successful implementation, and comparing available platforms, this paper aims to present a balanced perspective on the potential and limitations of DLLPs in diverse educational contexts. The findings suggest that while DLLPs foster learner engagement and reflective practices, their effective integration requires institutional support, teacher training, and careful consideration of ethical and digital literacy issues. The paper concludes with practical recommendations for language educators and policymakers seeking to harness DLLPs for more inclusive, learner-centered, and future-oriented language education.

ENHANCING ETYMOLOGY: INTERCULTURAL UNDERSTANDING AND EFFECTIVE CROSS-CULTURAL LIVING

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ABSTRACT

While learning a new language and culture, we encounter words that could be deemed as "un-translatable". In these circumstances we try to use a collection of words in our native language to capture the nuanced meaning that one word conveys. Once we associate two or three words, we move on, feeling as if we've overcome the "translation barrier". However, this presentation will explore two primary perspective shifts in this type of

situation. The first is to expand our approach to "etymology" to also include a cultural-defining factor. In these circumstances, cultural context and history is significant in grasping the entire meaning and effect that one word can express. The second shift is to recognize the importance of conversations and interactions with native speakers in "translating" and understanding these words. Ultimately, these two shifts take time and energy that people living cross-culturally do not often want to invest. However, these investments are worthwhile and in the end make us more effective and considerate teachers, intercultural communicators, and global citizens.

CONTRASTIVE TEACHING OF ENGLISH AND GERMAN PHRASEMES: A COGNITIVE AND DIDACTIC APPROACH TO MULTILINGUAL PHRASE COMPETENCE

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ABSTRACT

This study explores the role of contrastive phraseodidactics in the teaching of English and German phrasemes to foreign language learners. Phrasemes—such as idioms, collocations, and fixed expressions—are essential for achieving communicative fluency and intercultural competence, yet they often pose significant challenges due to their figurative meaning and structural rigidity. By adopting a cognitive and usage-based approach, this research aims to compare common phrasemes in English and German, analyze learner difficulties, and propose effective teaching strategies that highlight cross-linguistic similarities and differences. Using corpus-based data and classroom interventions, the study demonstrates how a contrastive methodology can enhance learners' awareness, retention, and application of phrasemes in context. The findings contribute to multilingual language pedagogy by integrating theoretical insights from phraseology and cognitive linguistics into practical teaching models. This paper indicates strategies how to integrate phrasemes into the curriculum and in the foreign language didactic, by using bilingual glossaries, phrasebooks, and visual metaphors and recommends textbook development and teacher training.

Keywords: phrasemes, contrastive phraseodidactics, comparative analysis, cognitive linguistics, English and German language, multilingual language pedagogy

TEACHING WRITING IN UPPER-PRIMARY ENGLISH CLASSES IN MONTENEGRO: PERSPECTIVES OF NOVICE TEACHERS AND THEIR MENTORS

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ABSTRACT

Writing skills in English are among the most complex areas of foreign language instruction, particularly in primary education. Despite its significance, this skill is often

overshadowed by other language competencies due to the complexities of teaching it and the demands of extensive curricula.

This pilot study seeks to investigate the practices of novice English language teachers who have recently begun working in primary schools, focusing particularly on the third learning cycle (grades VII–IX).

The study includes all novice teachers involved in this cycle, as well as their mentors and experienced English language teachers who supervise the work of these novices. Using questionnaires as the main research tool, the study examines the methods and techniques used by both novice teachers and their mentors in teaching writing. This analysis covers the types of tasks assigned to students, how instruction is adapted to accommodate various proficiency levels through differentiation, and the use of supplementary materials beyond the textbook content.

Attention is particularly focused on the roles of homework, feedback and methods of assessment, including the potential implementation of assessment rubrics.

The results of this pilot study are expected to lay the foundation for a larger project focused on helping English language teachers improve their writing instruction. The primary objective is to highlight the challenges faced by novice teachers and provide examples of effective practices that can enhance writing skills among primary school pupils. This paper specifically aims to ensure that writing is not neglected in teaching practices but is actively integrated and fostered as a vital component of English language instruction.

MEASURING INTERCULTURAL COMMUNICATIVE COMPETENCE AT THE TERTIARY LEVEL: A QUESTIONNAIRE-BASED STUDY IN A MULTICULTURAL EFL PREPARATORY CLASS

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ABSTRACT

As globalized classrooms become increasingly culturally diverse, fostering intercultural communicative competence (ICC) among language learners has become a critical component of language education. This study investigates the self-reported level of ICC among culturally mixed students at the tertiary level and examines the relationship

between their self-reported attitudes toward cultural diversity and their intercultural communication skills in English. The participants were 33 students from various cultural backgrounds enrolled in a tertiary-level English preparatory class, and data were collected solely through the Intercultural Communicative Competence Questionnaire (ICCQ), which was adapted from Sevimel Şahin (2020) with permission. Descriptive statistics indicated a moderate overall level of ICC (M = 2.30–3.09) on a 5-point Likert scale. The highest mean score was recorded for the item "When I am reading a story book written in L2, I always try to appreciate the culture of the target language" (M = 3.09), suggesting an awareness of cultural perspectives. The lowest score was found in "When I am uncertain about cultural differences, I take a tolerant attitude" (M = 2.30), pointing to a need for further development in intercultural tolerance. Pearson correlation analysis revealed a significant positive correlation between students' self-reported attitudes and their intercultural communication skills (r = .47, p < .05), indicating that more positive attitudes toward cultural differences are associated with stronger interpersonal communication in English. These findings underscore the importance of integrating both attitudinal and communicative components into language instruction to enhance ICC in multicultural tertiary-level EFL classrooms

THE IMPACT OF STUDENT FLEXIBILITY ON ENHANCING CLASSROOM ENGAGEMENT

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ABSTRACT

This study investigates the impact of student flexibility on enhancing classroom engagement in a tertiary-level English as a Foreign Language (EFL) context. Student flexibility, defined as the ability to adapt to new tasks, roles, and learning environments, is increasingly seen as a key factor in fostering active participation, communication, and

critical thinking in modern educational settings. Adopting a mixed-methods approach, the study collected data through a questionnaire administered to 40 students and semi-structured interviews with a smaller group (n=15). The questionnaire provided a broad overview of students' attitudes and self-perceptions related to flexibility and engagement, while the interviews offered deeper insight into their individual experiences, emotions, and coping strategies when faced with dynamic classroom activities. Findings revealed that students with higher self-reported flexibility were more likely to engage actively in tasks such as group work, role-playing, and open discussions. However, a subset of students expressed discomfort or anxiety, particularly in speaking-intensive or collaborative situations. While many appreciated the opportunity to experiment with new learning formats, others preferred more structured, predictable environments. These results suggest that student flexibility plays a significant role in shaping engagement levels in EFL classrooms and underscore the need for teaching approaches that both challenge and support learners in becoming more adaptable. The study contributes to the growing body of research on learner-centered pedagogy by highlighting the importance of developing student flexibility as a pathway to improved engagement and language learning outcomes.

THE 2025 ELT RESEARCH LANDSCAPE: A BIBLIOMETRIC ANALYSIS OF THEMATIC, METHODOLOGICAL, AND INSTRUMENTAL TRENDS

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ABSTRACT

This study presents a comprehensive bibliometric analysis of the contemporary English Language Teaching (ELT) research landscape, based on a complete corpus of 77 postgraduate theses (67 MA, 10 PhD) completed within a single university department in 2025. The primary objective was to identify dominant and emerging trends across three core domains: thematic topics, research methodologies, and data collection instruments. The analysis reveals a research ecosystem defined by several key characteristics. Thematically, the field is driven by two parallel forces: the pervasive integration of educational technology—with a significant focus on Artificial Intelligence (AI) in writing pedagogy—and a sustained scholarly investigation into the affective and cognitive dimensions of language learning, such as motivation, self-efficacy, and foreign language anxiety. Methodologically, Mixed-Methods Research has emerged as the clear paradigm of choice, with the quasi-experimental pre-test/post-test design serving as the default for evaluating the efficacy of pedagogical and technological interventions. Correspondingly, questionnaires and semi-structured interviews are the most prevalent data collection instruments. A defining feature of the corpus is its near-exclusive focus on the Turkish English as a Foreign Language (EFL) context, rendering this analysis a rich case study of how global ELT trends are investigated and adapted within a specific national educational framework. Findings indicate a maturation in technology research, shifting from simple efficacy questions to complex issues of pedagogical integration and user literacy, and a growing sophistication in modeling psychological factors. Ultimately, by systematically mapping dominant trends and pinpointing critical research gaps (e.g., AI for listening skills, the need for longitudinal studies), this study provides an invaluable roadmap for future researchers, educators, and curriculum developers, helping to direct the field's collective efforts toward the most pressing and impactful areas of inquiry.

THE EFFECT OF SOCIAL MEDIA CONTENT ON ENGLISH PRONUNCIATION LEARNING

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ABSTRACT

This study examines the impact of social media content on the development of English pronunciation skills among university students enrolled in language-related programs in Türkiye. The participant group consisted of 53 students from Kahramanmaraş İstiklal University, Kahramanmaraş Sütçü İmam University, Necmettin Erbakan University, Afyon Kocatepe University, and 29 Mayıs University. Data were collected through a

structured questionnaire designed to measure students' exposure to pronunciation-focused content on social media platforms such as TikTok, Instagram, and YouTube, as well as their perceptions of its educational effectiveness. The statistical findings from SPSS 23 revealed that a majority of participants frequently encountered English pronunciation content on social media and perceived it as having a positive influence on their pronunciation learning. Content produced by native speakers, particularly in the form of short comedic sketches, songs, and film or television excerpts, was identified as particularly beneficial for pronunciation learning. The majority of the participants reported actively mimicking the pronunciation they encountered and retaining it more effectively through these formats. However, some participants expressed concerns about exposure to inaccurate or inconsistent pronunciation and questioned the reliability of social media as a formal instructional tool. Overall, the results suggest that while social media should not replace formal instruction, it serves as a valuable supplementary resource by providing authentic input and increasing learner engagement in informal learning environments.

TRANSLANGUAGING FOR SOCIAL JUSTICE: A CONCEPTUAL FRAMEWORK FOR ENGLISH LANGUAGE TEACHER EDUCATION

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ABSTRACT

Social justice has long been recognised as a central concern in education, and in recent years translanguaging has emerged as a powerful pedagogical resource to promote inclusivity. However, the relationship between translanguaging and social justice is neither uniform nor unidirectional, particularly considering the sensitive ecology of EFL classrooms. Building upon a theoretical framework that distinguishes equity, equality, and

fairness as competing perspectives of social justice (Taş et al., 2025), this conceptual paper aims to establish how translanguaging can be utilised for social justice in language education. Within this proposed framework, it is suggested that from an equity perspective, translanguaging could support marginalised learners by offering linguistic scaffolds and compensatory resources that allow disadvantaged students to catch up with their peers. From an equality perspective, it can serve to value all students' linguistic repertoires equally, such as by incorporating multiple first languages in multicultural classrooms. From a fairness perspective, translanguaging may even function to privilege students who demonstrate linguistic flexibility, rewarding those who can strategically draw on their repertoires for meaning-making. These diverse orientations imply that translanguaging for social justice is not a single practice but one that can be adapted to different classroom dynamics. Consequently, this paper argues that English language teacher education programmes must familiarise prospective teachers with this tripartite framework, enabling them to integrate translanguaging judiciously across varied classroom contexts.

ADAPTATION IN ACTION: STRATEGIES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

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ABSTRACT

Adapting teaching materials is a critical skill for prospective English teachers, particularly where printed materials may not necessarily address learners' needs. This study investigates the processes of adaptation applied by 60 third-year ELT students of a Turkish university during a lesson redesign task. From established models of materials adaptation

(McDonough, Shaw & Masuhara, 2013; Tomlinson & Masuhara, 2010), the research examines the methodology used (addition, deletion, modification, simplification and reordering) and the reasons why such decisions were made, for instance, personalization, individualization, or localization. Findings indicate that while prospective teachers demonstrated creativity and flexibility in initiating content changes, they were more likely to focus on surface-level changes (e.g., simplification, replacement of activities) compared to structural changes. Reflections revealed a strong orientation towards learner engagement and contextual relevance, but inconsistencies emerged between their self-reported pedagogical justifications and actual adaptation made. These findings also suggest that material adaptation is a dynamic, context-dependent process guided by teacher cognition and learner needs (Rathert & Cabaroğlu, 2022). Overall, the study stresses the importance of integrating adaptation training systematically within teacher education programs. Providing prospective teachers both theoretical preparation and practical opportunities can foster more principle-based and effective adaptation strategies and ultimately lead to greater classroom responsiveness and learner achievement.

Keywords: materials adaptation, teacher education, adaptation strategies

BEYOND THE SOCIAL: A NEW COMPLEMENTARY PERSPECTIVE ON CHARACTER ANALYSIS THROUGH EVOLUTIONARY PSYCHOLOGY IN AMERICAN LITERATURE

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ABSTRACT

This study explores how evolutionary psychology can offer a complementary perspective in the analysis of characters, especially to feminist literary criticism, in American literature. Feminist criticism provides a valuable framework for understanding how gender roles and patriarchal structures shape literary texts, often interpreting character behavior through social and cultural norms. However, evolutionary psychology provides the opportunity to evaluate characters' decisions and relationships from a broader perspective, through biologically based instincts such as mate selection, status seeking, sexual competition, and parental investment.

This study analyzes F. Scott Fitzgerald's "The Great Gatsby" and Charlotte Perkins Gilman's "The Yellow Wallpaper" through the lens of evolutionary psychology, primarily drawing on David M. Buss's "Evolutionary Psychology: The New Science of the Mind." "The Great Gatsby" will be examined with Gatsby's and Daisy's mate selection and competition between men; The psychological disintegration of the female protagonist in "The Yellow Wallpaper" will be addressed not only within the framework of patriarchy but also evolutionary derived vulnerabilities.

This presentation challenges biases against evolutionary psychology, bridges it with feminist theory, and offers a multi-layered approach to character analysis, proposing evolutionary psychology as an alternative tool for literary studies.

Keywords: Evolutionary Psychology, American Literature, Feminist Criticism, Character Analysis, Literary Analysis

ENGLISH FOR SPECIFIC PURPOSES: LEGAL ENGLISH

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ABSTRACT

In the transition from local to global, one of the most popular topics among lawyers is "Legal English". After graduating successfully from law school, one can usually work as a lawyer, judge, prosecutor, notary or public law expert. The areas of English use and level of need for all these professional groups are quite different from each other. For instance, academicians in the field of law, can never deepen their knowledge without English and cannot be proficient in the literature. Thus, English may not carry such a vital importance for a judge or prosecutor who works in local courts. Moreover, for a local lawyer, in case of the fact that the client is not a foreigner, using English may not be important in daily cases. However, a lawyer who knows English can both develop the portfolio of the client through an international circle and have the potential to get along

with the shrinking global market and deepen in the field of juristics by reading and following external sources or a judge can examine the decisions given by foreign courts especially by the applications to the European Court of Human Rights.

Despite the fact that the use of English has become increasingly attractive in the legal community "Legal English" is still perceived as a problem. The basis of this perception lies in the law students' distance from foreign languages and the inadequacy of English language education in law faculties. Although we learn English in a basic education period of approximately 10 years before starting the law faculty, it cannot be said to be a sufficient level, especially for a difficult use such as Legal language. In addition, the English language education provided in many law schools is far below from the level of a qualified learning.

In this presentation, the place of the English language in the legal professions, how the frequency and areas of use differs, the inadequacy of English in law education, some analyses and suggestions on how we can improve our Legal English in professional terms will be examined.

Keywords: Law, Legal English, English Education for Specific Usages

THE ACCENT PREFERENCES OF TEACHING ASSISTANTS IN TURKISH CONTEXT

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ABSTRACT

Teaching assistants (TAs) are generally criticized for having 'unintelligible' accents for professional communication. Therefore, the use of accent variety is a big matter for them

because ELT departments prefer that students are exposed to a standard or widely understood variety of English such as General American or Received Pronunciation (RP). In this regard, this presentation aims to explore the role of accent preference and perception in English language teaching and learning by TAs in Türkiye. Through a questionnaire, this research investigates which accents are commonly used and preferred by Turkish TAs, and how different accents impact perceptions of skillfulness and pronunciation difficulty. Additionally, the questionnaire probes which accents that are more challenging to pronounce for the respondents. The research aims to highlight trends in accent preference, such as the popularity of North American English (NAE) and British English (RP) accents along with three others, and the ways these preferences can influence language acquisition. The results expose a significant impact of accent on both learner comfort and TAs' effectiveness, with varying levels of difficulty in pronunciation and differing perceptions of authority or expertise tied to accent choice. Actually, dialect preference of Turkish TAs in English language education isn't about which dialect is "better", but it's about intelligibility, consistency, and alignment with instructional goals. To put it in a nutshell, TAs must be mindful consistently of their dialect use to support learning effectively, reduce confusion, and meet both institutional and learner expectations because students often imitate their pronunciation and phrasing.

Keywords: accent, dialect, language, neural accent, natural accent, foreign accent

AN INVESTIGATION OF PRE-SERVICE ENGLISH LAn INVESTIGATION OF PRE-SERVICE LANGUAGE TEACHERS' PERCEPTIONS OF THE EPOSTL

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ABTRACT

This study investigates the perceptions of 210 pre-service English language teachers regarding the European Portfolio for Student Teachers of Languages (EPOSTL) as a tool for professional development. Utilizing a mixed-methods approach, the research explores how pre-service teachers perceive the EPOSTL's role in fostering self-assessment, reflection, and key language teaching competencies through a quantitative questionnaire and qualitative questions. The findings reveal a generally positive self-perception among participants, with high mean scores for competencies such as relating language learning

theory to practice. However, the results also indicate significant areas of uncertainty and perceived weakness. Notably, participants demonstrated the lowest confidence in their ability to use the EPOSTL for academic research and action research, with a high percentage of "undecided" responses in these categories. Furthermore, lower mean scores related to providing and accepting feedback suggest that collaboration and communication with mentors remain a challenge. The findings are consistent with existing literature highlighting the "theory-practice divide" and the need for structured, dialogic guidance to use the EPOSTL effectively. This research highlights that while the EPOSTL is a valuable tool, its success depends on an explicit, scaffolded integration within a supportive educational environment that addresses specific competency gaps.

LANGUAGE AND SOCIAL ADAPTATION PROCESSES OF STUDENTS FROM CENTRAL ASIAN REPUBLICS AT A TURKISH UNIVERSITY

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ABSTRACT

International student mobility has rapidly expanded over the past decades, yet the dynamics of adaptation among culturally proximate groups remain insufficiently explored. This qualitative study examines the linguistic and social adaptation of nine students from Central Asian Turkic republics studying at Hacettepe University in Turkey. Data were collected through Google Form–

based open-ended responses and semi-structured interviews, and analyzed using content analysis. Five major themes emerged: *Motivated Adaptation, Social Integration, Cultural Adaptation Negotiation, Support Mechanisms,* and *Future Orientation.*

Findings reveal that language proficiency served as both a barrier and a catalyst for adaptation. Participants initially struggled with academic vocabulary, lecture speed, and discipline-specific terminology, but gradually transformed these challenges into motivation for self-improvement. Social interaction with Turkish peers and participation in campus life fostered linguistic confidence and a sense of belonging, while cultural proximity facilitated familiarity yet occasionally produced mismatched expectations. Support from peers and instructors proved more decisive than formal institutional structures, functioning as an emotionally reciprocal system that sustained resilience. Ultimately, students framed adaptation not as a temporary adjustment but as a developmental trajectory leading toward future educational and professional aspirations.

By highlighting how shared linguistic roots do not automatically guarantee effortless integration, this study underscores the need for differentiated, discipline-specific language support and culturally sensitive mentoring in Turkish higher education. The findings contribute to ongoing discussions on internationalization by showing that adaptation is a co-constructed process of persistence, reciprocity, and future-oriented growth.

Keywords: Central Asian Republics, International students, Language adaptation, Social integration, Cultural learning, Hacettepe University

A COMPREHENSIVE ANALYSIS OF TRINITY COLLEGE LONDON'S ISE EXAMS: HISTORY, STRUCTURE, IMPLEMENTATION AND SCORING

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ABSTRACT

This paper presents an extensive analysis of the Integrated Skills of English (ISE) exam conducted in Trinity College, London. This is done through providing a detailed investigation of its history, structure, implementation and discussing its advantages and limitations by referring to current literature and testing principles. Initially, a brief historical background of the college is introduced with the development of the ISE exam. Then, a comprehensive analysis of the exam's modular system from A1 to C2 is given along with detailed task descriptions for both digital and paper-based formats. In the next part, the evaluation and scoring process is explained thoroughly with a specific emphasis

on CEFR alignment. Lastly, the exam's negative and positive aspects are discussed objectively which is followed by suggesting an enhanced involvement of test-takers, teachers, exam designers and researchers.

TASK-BASED LANGUAGE ASSESSMENT IN A BLENDED LEARNING CONTEXT: INSIGHTS FROM TURKISH EFL STUDENTS AND INSTRUCTORS AT THE TERTIARY LEVEL

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ABSTRACT

This study examines the factors influencing Turkish EFL students' performances and instructors' practices in online and face-to-face task-based language assessment (TBLA) environments, as well as their perceptions of TBLA in a blended learning context. It further investigates whether these perceptions differ across participant groups. A TBLA procedure was implemented in a blended learning environment over eight weeks in the English Preparatory Program of a Turkish state university with 54 students and 8 instructors. The data were collected through one-minute papers completed at the end of each task in both environments. Additionally, semi-structured interviews were conducted

with 15 students and all the instructors to gain deeper insights. Inductive content analysis of the qualitative data revealed four main themes and their sub-themes: (1) the efficiency of using rubrics in class for the speaking and writing tasks, (2) problems with the online environment, (3) advantages of TBLA in the face-to-face environment, and (4) first impressions of the blended learning environment. The findings also indicated that the instructors teaching the A2-level classes held notably different perceptions from the rest of the participants on certain issues. The study offers pedagogical implications and recommendations for integrating TBLA into blended learning contexts. By identifying the factors that shape both student performance and instructor practice, as well as their perceptions, the findings highlight the importance of designing blended learning environments that are responsive to learners' needs and conducive to effective TBLA practices.

Keywords: task-based language assessment, blended learning, perceptions, performances, practices

*This article is a revised part of the first author's unpublished doctoral dissertation entitled "Application of the Task-Based Language Assessment in the Blended EFL Learning Environment", completed under the supervision of the second author (Hacettepe University, 2024).

EFL TEACHERS' AGENCY IN MoNE CONTEXT

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ABSTRACT

Teacher agency is a fundamental concept in the literature that explains teachers' pedagogical decision-making processes, professional autonomy, and adaptability to changing contextual conditions (Biesta & Tedder, 2007; Priestly et al., 2015). Although the concept has received increasing scholarly attention worldwide, research on English Language Teaching (ELT) teacher agency in Turkey remains limited and fragmented. Previous studies have often addressed the issue indirectly through related constructs such as motivation, self-efficacy, professional well-being, and social justice, while comprehensive investigations focusing directly on teacher agency are scarce (Mutlu, 2017; Gülmez, 2019; Ersöz, 2021; Öztürk, 2022; Otlu, 2024). Against this backdrop, the present study is among the few attempts to directly investigate EFL teachers' perceptions of agency in the Turkish MoNE context and to examine the contextual and personal factors influencing its enactment.

Preliminary findings from an initial sample of 32 teachers of a larger study suggest that overall agency levels are moderate to high. Teachers reported stronger enactment of agency in classroom practices and professional development, particularly in reflective practice, technology integration, and promoting student self-assessment. In contrast, institutional–community engagement, such as collaboration with parents, involvement in community-based projects, and participation in academic events, appeared relatively weaker and more variable. Moreover, very weak differences were observed across gender, teaching level, teaching experience, or workload, though a slight tendency toward higher agency was noted among teachers aged 36–40. These initial findings highlight the need for greater structural and organizational support to strengthen institutional and community dimensions of agency. The study contributes to the limited body of ELT teacher agency research in Turkey and provides practical insights for policymakers and school leaders on fostering teacher agency more effectively.

GENDER AND EVALUATIVE LANGUAGE IN L2 WRITING: INTENSIFIER CONSTRUCTIONS IN A CROSS-LINGUISTIC LEARNER CORPUS

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ABSTRACT

Intensifier constructions are essential in construing evaluative meaning in academic writing, yet their gendered usage patterns in L2 learner texts remain underexplored. This raises questions about how writer gender shapes evaluative language choices. Drawing on the International Corpus of Learner English (ICLE), which spans essays from 26 L1 backgrounds (~6 million words), this study investigates whether gender influences preferences for intensifier-based constructions in argumentative prose.

Previous research has examined intensifiers in learner writing (e.g., Lorenz, 1999), but typically focuses on frequency or lexical range. Gender-linked variation in intensifier use has been documented in spoken L1 English, where women tend to use intensifiers more frequently and in different pragmatic contexts than men (Holmes, 1995). Using scripted but conversationally styled L1 dialogue, Tagliamonte and Roberts (2005) also found gendered preferences in intensifier selection. Theoretically, intensifiers are part of the graduation subsystem in Appraisal Theory (Martin, 2000; Martin & White, 2005), which models how writers scale evaluative meaning. Despite this relevance, gendered constructional preferences have not been examined through a corpus-driven approach.

The study applies collostructional analysis (Stefanowitsch & Gries, 2003) to identify statistically salient associations between intensifiers and the lexical–grammatical elements they co-select. We compare these patterns across gender and L1 backgrounds without restricting the analysis to predefined pairings. This approach integrates gender-based sociolinguistic inquiry with large-scale learner corpus analysis to advance understanding of how gender mediates intensifier use in L2 academic writing.

FROM EXCLUSION TO EMPOWERMENT: FOSTERING INCLUSIVE ENVIRONMENTS FOR EFL INSTRUCTORS' PROFESSIONAL GROWTH

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ABSTRACT

Inclusivity is increasingly acknowledged as vital—not only for students but also for empowering teachers through professional development (PD). Institutional inclusivity—the degree to which educators feel recognized, supported, and meaningfully involved in the policies, practices, and decision-making of their institutions—emerges as a critical factor in fostering sustainable and impactful PD. Research has increasingly highlighted that effective PD transcends mere skill acquisition to encompass teachers' sense of belonging, agency, and inclusion within their professional contexts. Research in diverse EFL settings (Avalos, 2011; Darling-Hammond et al., 2017) indicates that inclusive institutional cultures—characterized by trust, collaboration, and reflective dialogue—promote greater teacher participation in self-directed and contextually pertinent PD practices. In contrast, insufficient institutional support or acknowledgment frequently results in professional isolation and disengagement. In this context, inclusivity encompasses not only classroom practices but also the ways in which institutions empower teachers as equal stakeholders in PD paths. The examined literature underscores an urgent requirement for PD models that incorporate institutional inclusivity and self-

directed learning principles, framing educators as both learners and contributors to organizational advancement. This study seeks to address this gap by exploring how institutional inclusivity—the sense of belonging, recognition, and participative organizational culture—interacts with self-directed PD among EFL instructors.

INSTRUCTORS IMPLEMENTATION OF THE 21ST CENTURY SKILLS (THE 4CS) IN TERTIARY LEVEL ENGLISH LANGUAGE CLASSES

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ABSTRACT

This study investigated how teachers working in the field of English Language Teaching (ELT) integrate critical thinking, communication, collaboration, and creativity (4C) into their teaching processes. Researchers agree that educational systems need to be redesigned not only to teach cognitive knowledge but also to teach higher-order skills such as creative production, problem-solving, decision-making, and higher-order skills.

The study was based on theories of researchers such as Trilling & Fadel (2009), Fullan & Scott (2014), Robinson (2011), and Kumaravadivelu (2003) that examine how education functions in the 21st century. According to these approaches, the roles of teachers and learning environments need to be redefined. This enables students to become producers of knowledge rather than consumers of knowledge. The research was conducted using a mixed-method design. The '21st Century Teaching and Learning Scale' developed by Hixson et al. (2012) collected quantitative data from 113 teachers, while qualitative data was obtained through thematic analysis of responses to open-ended questions. In addition, the structural distributions of the items were examined with multidimensional scaling (MDS) methods. The results obtained showed that teachers mostly applied these skills at a moderate level. It was difficult to evaluate creative and critical thinking in particular. MDS analyses showed that the items related to 'measurement' and 'experimental application' were different from the scale.

Teachers complained about problems such as time constraints, measurement uncertainty, and curriculum density, and qualitative findings support this view. Nevertheless, it is clear that methods such as inquiry-based learning, project-based activities, and peer feedback were used in the classroom. The level of education of the participants and their participation in seminars also significantly affected the in-class application of the skills. These findings show that teachers should be guides who facilitate deep learning rather than just transferring content. Such outcomes can be possible with systematic, structural support. In this context, the research suggests that teacher education should be supported with theoretical foundations, professional development opportunities should be increased, measurement-evaluation tools should be diversified, and 21st century skills should be effectively integrated into the curriculum.

Keywords: 21st century skills, critical thinking, communication, creativity, collaboration, mixed method, deep learning, English language teaching