

International Journal of English for Specific Purposes

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EDITORIAL

Foreword

The International Journal of English for Specific Purposes (JoinESP)

Dear Readers,

It is with great pleasure and enthusiasm that we present to you the inaugural issue of the International Journal of English for Specific Purposes (JoinESP). This journal aims to serve as a platform for researchers, educators, and practitioners to share their valuable insights and discoveries in the field of English for Specific Purposes (ESP). In this first issue, we have curated a diverse selection of articles and reviews that highlight the interdisciplinary nature and evolving trends within ESP.

In this issue, you are going to find five different articles and three of them are about AI tools for those who are in need of special education, value education in foreign language teaching, and LMS systems in the pandemic period. Among the others one of them is a book review about an important topic on testing and evaluation on translation and another is a letter to editor about ESP and general English from an individual perspective.

The summaries are given as follows:

Research Article 1: *"Using Conversational Artificial Intelligence Tool in Rebuilding Reading and Spelling on Dyslexic Learners in Nigerian Schools"* focuses on the application of conversational AI in addressing the challenges faced by dyslexic learners. The research provides valuable insights into the effectiveness of AI interventions in enhancing reading and spelling skills, offering new possibilities for inclusive education. This article highlights the challenges faced by instructors in the English language department at Sakarya University of Applied Sciences during the Covid-19 pandemic. With the shift to Learning Management Systems (LMS) due to the pandemic, the article discusses the limitations of LMS in creating a fully interactive and dialogical atmosphere among students without the physical presence of instructors. The primary focus of the study was on the speaking skill, which posed a significant challenge as it required a group environment for students to engage in conversation and seek assistance in areas where their English proficiency fell short. The study involved 74 students from the Faculty of Tourism, who participated in a questionnaire based on a five-point Likert scale.

Research Article 2: *"Beyond Learning Management Systems: Teaching Speaking During the Covid Era and Similar Calamities"* delves into the innovative approaches and challenges faced in teaching speaking skills during times of crisis, such as the Covid era. This research article offers valuable insights and practical strategies for educators to adapt and enhance speaking instruction in remote and hybrid learning

environments. This article highlights the challenges faced by instructors in the English language department at Sakarya University of Applied Sciences during the Covid-19 pandemic. With the shift to Learning Management Systems (LMS) due to the pandemic, the article discusses the limitations of LMS in creating a fully interactive and dialogical atmosphere among students without the physical presence of instructors. The primary focus of the study was on the speaking skill, which posed a significant challenge as it required a group environment for students to engage in conversation and seek assistance in areas where their English proficiency fell short. The study involved 74 students from the Faculty of Tourism, who participated in a questionnaire based on a five-point Likert scale.

Research Article 3: "*An Overview of the Postgraduate Theses About Value Education in Foreign Language Teaching in Turkey*" provides a comprehensive review of postgraduate theses exploring the relationship between value education and foreign language teaching in Turkey. This article sheds light on the current state of research in this important area and lays the foundation for future studies. This research aims to analyze postgraduate theses on value education within the context of foreign language teaching in Turkey. A total of 19 theses from the Council of Higher Education Thesis Center database were examined. The study utilized a descriptive survey model, and the data obtained from document analysis were analyzed. The findings revealed that the majority of theses were at the master's level and conducted between 2015 and 2022. Qualitative research methods were predominantly used, and textbooks were the primary data source. The most popular topic in these theses was the analysis of values presented in textbooks.

Book Review: "*Testing and Evaluation in Translation Studies*" provides a critical evaluation of a significant publication in the field of translation studies. This review offers readers an overview of the book's key concepts, methodology, and contribution to the field, providing guidance for researchers and practitioners interested in testing and evaluation in translation. The author of the book is Dr. Ayşe Işık Akdağ, an academic member at Istanbul University's School of Foreign Languages, has conducted numerous studies in the field of translation studies, her area of expertise. In her book, she examines existing translation competence models in the field and identifies the sub-competences that constitute translation competence and the skills covered by these competences. Additionally, she investigates translation assessment in different contexts and examines the competences and sub-competences that are the focus of assessments in the industry and on the international level.

Letter to Editor: "*General English or English for Specific Purposes: A Personal Reflection*" offers a thought-provoking perspective on the debate between general English and English for Specific Purposes (ESP). The author shares his personal insights and experiences, fostering dialogue and encouraging further exploration of this important topic. The author discusses the need for changes in English teaching methods and strategies for non-native speakers. It emphasizes the importance of English for Specific Purposes (ESP), which focuses on meeting the specific language needs of learners in various professions

and fields. ESP offers advantages such as tailored curriculum, practical application, faster learning outcomes, professional development, and enhanced global communication skills. The text concludes that ESP is essential in language teaching today to prepare learners for diverse job markets and foster their professional competence.

We extend our sincere gratitude to the authors, reviewers, and editorial team for their contributions and dedication in making this first issue of JoinESP a reality. We hope that the articles and reviews presented in this issue will inspire further research, innovation, and collaboration in the realm of English for Specific Purposes.

We invite you to delve into the pages of this journal and engage in the exciting discourse surrounding ESP. Together, let us advance our understanding and practice of English for Specific Purposes, aiming to meet the diverse language needs of learners in various domains.

Warm regards,

Dr. İsmail GÜRLER

Editor-in-Chief
International Journal of English for Specific Purposes (JoinESP)



Research



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SAKARYA UNIVERSITY
OF APPLIED SCIENCES

Using Conversational Artificial Intelligence Tool in Rebuilding Reading and Spelling on Dyslexic Learners in Nigerian Schools

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ABSTRACT

A specific learning disability with neurological roots is dyslexia; difficulties with precise and fluid word recognition and poor spelling and decoding skills characterise it. Given other cognitive abilities and the presence of effective classroom instruction, these difficulties are typically caused by a deficit in the phonological aspect of language, which is frequently unexpected. Teachers can implement Artificial Intelligence (AI) into educational processes in many different ways, such as by providing creative new chances for tailoring instructional materials to the characteristics of individual pupils and learning preferences and providing cognitive solutions. The study examines how dyslexic students fare in their reading and spelling abilities after conversational AI structures are introduced as teaching tools in Abuja Municipal Area Council, Abuja schools. The study involved forty (40) dyslexic students, both sexes, in grades 1-2 of junior secondary schools, ranging in age from 10 to 12. After receiving instruction from conventional teaching techniques and a conversational AI intervention, their spelling, reading, and writing achievement was tested. The performances of the experimental group (20 dyslexic students) and the control group (20 dyslexic students) after receiving traditional instruction were compared. Before the intervention, both groups of students reading, spelling, and writing abilities were assessed through a pre-assessment test. After six (6) weeks, both groups were involved in post-tests to evaluate their performance on reading, spelling, and writing skills. Compared to students who received instruction without using artificial intelligence, the study found that learners' spelling and reading abilities improved after the intervention program. The effectiveness of conversational AI as a teaching tool for dyslexic students was evaluated by the learners' tutors as well. The study offers conceptual underpinnings for dyslexia-related issues and potential avenues for AI intervention.

Keynote: Conversational Artificial Intelligence, Tools, Rebuilding, Spelling, Writing, Reading, Dyslexia Learn

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1. Introduction

"Educational technology" is a field of technology that focuses on making and using tools, like software, hardware, and procedures, to help with teaching and learning. It involves using a computer to teach and create educational materials, online assignment submissions, multimedia presentations, simulations, mobile applications, educational games, or an online degree platform. Technology integration is using tech tools in a larger academic setting so students can use their tech skills to learn and solve problems. Technology integration into teaching and learning has helped students improve in school and keep their attention by using exciting content. Technology changes how people learn when it is integrated into the curriculum (Ogunlade, 2019)

ICT has made a big difference in how well students do in school, how well teachers can do their jobs, and how well students can move around intellectually. Because of this, a flexible learning environment has been made, and education has moved beyond the physical limits of classrooms (National Institute of Multimedia Education in Japan 2010, Linways 2017). This considerable influence has prompted researchers to look at further ICT and technological applications in education, particularly how this integration can benefit students with impairments.

Many different kinds of learners have learning disabilities, like hearing impairment or vision impairment or other ways of understanding things; this can make it hard to learn new things and put skills to use in real life. Typical learning difficulties include reasoning, speaking, listening, writing, and math (Gina, Melinda, and Jeanne, 2017).

Disabilities Education is a condition that impairs one or more of the critical psychological processes necessary for understanding or using spoken or written language. The inability to think, speak, read, write, spell, or execute mathematical calculations may be a symptom of this illness. Under this general term, dyslexia, brain injury, mild brain dysfunction, and developmental aphasia are all included. Such a word does not have a learning issue primarily brought on by emotional disturbance, environmental disadvantage, cultural disadvantage, economic disadvantage, or visual, hearing, or motor impairments. Dyslexia, dyscalculia, dysgraphia, a visual processing deficit, an auditory processing deficit, attention deficit/hyperactivity disorder (ADHD), executive functioning deficits, non-verbal learning disabilities, and other similar conditions are the most prevalent types of specialised learning disabilities. However, the examination of dyslexic learners is the principal objective of this study. It is not linked to IQ, but dyslexia, a language-processing disease, can make it difficult to read, write, spell, and occasionally even talk when there is a problem with how the brain perceives graphic symbols. Several conditions connected to dyslexia, including attention deficit disorder, dyspraxia (difficulty with activities requiring coordination and movement), and dyscalculia (problems performing mathematical computations due to a neurological condition), can occasionally coexist. Dyslexia only applies to people who struggle to learn to read while receiving sufficient training; it does not apply to people who cannot read. Dyslexia is a "disability" legally recognised; it is not a "disease" that can be treated or healed. Interventions are only helpful. For instance, phrases like add, plus, subtract, increase, and "total" must be used in computations. Because over 90% of dyslexic children fail in at least some areas of math, learners must first understand learning. Additionally, there might be problems with memory, ambiguity in directions, sequencing, visual/perceptual skills, and word skills. Some challenges that require numerous steps or a heavy workload can be short-term memory-related (Noonoo, 2017).

Males appear more likely than females to have dyslexia, with a ratio between 3:1 and 5:1. According to data, dyslexia is genetically based in at least two-thirds of instances. Still, the circumstances surrounding birth can also have a significant impact. Most specialists concur that 4% of the population is significantly

affected. This number is based on the proportion of students with regular schooling who, by the end of primary school, have literacy development that is more than two years behind levels consistent with their chronological age and mental age but does not have significant emotional, social, or medical etiologies (Nwasor, 2013). However, 6% of people could experience milder effects (such as due to this disability's variable expressions in spelling).

Failure to recognise familiar words, poor comprehension and hesitant and difficult reading are all recognised symptoms of dyslexia. These students struggle to identify the main ideas of the texts they read. They may also have problems with missing lines, omitting words, or adding extra words to the text. Poor standards of written work with sloppy handwriting and confusion in spelling are two specific reporting problems that people encounter. They have more trouble with grammar, punctuation, and taking notes than regular readers do. Elazab Elshazly (2016) observed that impaired short-term memory and visual processing are additional signs of the condition, and they may have trouble planning their schedules for work and personal activities. It is well known that students with dyslexia have difficulty remembering phonemes.

The learner gets frustrated because it's hard to learn to read, and these problems, thought to be the main signs of dyslexia, also make it hard to get along with other people. The learner may also show symptoms of depression and low self-esteem. Additionally, if behavioural issues persist, the learner may lose interest in school and grow to detest it.

Teachers may jeopardise their students' academic success if the problem is unresolved. Therefore, emotional symptoms and signs are equally important to pay attention to as academic ones. (Martin et al., 2007; Ikediashi, 2012).

Interventions that use tried-and-true methods to help dyslexic students learn and reach high standards have been implemented recently. This plan contains the idea that using more than one sense in the educational process helps dyslexic students receive, process, and engage with the material in a lasting way.

Process for enhancing a student's learning through movement, touch, sight, and hearing. When using assistive technologies like audio tapes for recording lessons that can be written up later, such as voice-activated software, pocket spell checkers will return a correctly spelt match, which will help learners commit correct spellings to memory and increase their confidence in writing and spelling.

They give kids with dyslexia enough time to finish their homework because they may have to work much harder than their peers to get it done.

Because dyslexic students may have worse spelling and grammar proficiency than their peers, grades are given based on effort and ideas. Their creativity and mental processes are sometimes more developed and expressed than other students.

Setting up a systematic reading program involves repetition and slowly adding new words. It does not include giving kids books that are too hard to read. Instead, it talks about educational games and mind-mapping software, which is a tool that can help people communicate visually (Liz Burton, 2016).

When kinesthetic activities are combined with verbal and aural presentations of the subject, these tactics may assist students' recollections and make their phonemes more distinct and tactile. In addition, the learner's performance and learning attitude will also generally increase when more techniques are

offered and added to the working memory, increasing the likelihood that the information being learned will stay long enough to be stored in long-term memory (Ogunlade, Olowoyeye, & Ogunlade, 2018; Hayiou-Thomas, 2006).

Understanding human intellect in all its forms is one of computing science's goals. Over the past 50 years, this quest has inspired many academics to develop the discipline of artificial intelligence (Athanasios & Rodi-Eleni, 2018). The concept of a machine that is intelligent in terms of both practical and societal implications is referred to as artificial intelligence. "The study of artificially recreated human intelligence and behaviour is known as artificial intelligence, such that the outcome bears to its design a tolerable level of rationality," according to Rainer Winkler (2018), is a commonly used definition. The tale of rationality may surpass humans for specialised and clearly defined tasks (Stefan, Popenici, & Sharon, 2017).

Researchers started looking at areas where artificial intelligence and education interact, and they support the notion that these two domains can successfully complement one another (Athanasios & Rodi-Eleni 2018). So, artificial intelligence could be seen as a powerful tool for helping people learn what they want to know.

AI is expected to help with education by making it easier to use this technology to learn analytics in these situations because it could score test results in a way that doesn't depend on the teacher's opinion. Based on test results, AI can quickly learn to categorise students. Additionally, AI can be incorporated into understanding processes in various ways, such as by offering exciting new opportunities for adapting learning content based on students' characteristics and learning styles and by providing cognitive solutions—cognitive tools that give teachers information about students' preferences, learning techniques, and learning methods—and the individual's preferences. Measuring individual development than average performance in standardised tests may be more critical. (Tuomi, 2018). Automated grading may adapt to the accomplishments and difficulties of students to assess their needs, encouraging them to work at their speed and developing accurate and reliable indicators to monitor their development, including notoriously challenging qualities to evaluate. AI-driven evaluations will be integrated into engaging learning activities like games and team projects (Becker, 2017).

More crucially, assisting people with learning difficulties and explicitly assist dyslexic students in overcoming learning obstacles Current AI systems, however, are restricted to specific applications and still have drawbacks, including a lack of "common sense," the capacity to assess information outside the scope of their prior knowledge because they only rely on the data provided to them, and emotional intelligence restrictions. In addition, AI is not yet accurate and complete (Ellen et al. 2019).

1.1. Statement of the Problem

According to society, good reading, writing, and spelling skills are essential for success in a professional setting; this calls for acquiring new knowledge and becoming tech-savvy (Thomson, 2010). Almost two decades ago, English-speaking countries began implementing best practices for teaching dyslexic students and training instructors. Numerous state-of-the-art educational technologies have been used to support and engage dyslexic students; without considering the students' potential, these technologies have led to multiple retrogressions. These technologies do not, however, result in dynamic inclusion for dyslexic students. Most of the technologies in use today are either too basic or too ineffective to meet the complex needs of dyslexic learners. An essential tool for helping dyslexic students is a technique or technology that can identify the condition and provide treatment options. Dyslexic children have experienced the situation in a variety of ways.

This study addresses the following issues to encourage dynamic inclusion for dyslexic learners:

There is a lack of understanding and knowledge regarding this learning issue.

Regarding young learners, there are insufficient abilities or information to help kids with this impairment, which has been only recently diagnosed.

People with dyslexia receive little to no support outside of school because reading and writing occur outside the classroom.

Numerous educational applications have incorporated artificial intelligence; these applications can help develop diagnostic and intervention techniques for dyslexic children to improve the quality of their educational experience.

1.2. Objectives of the study

This study will be conducted to identify potential ways AI can assist dyslexic learners, implement a developed AI structure to test the degree of improvement the learners will experience using the AI, and also examine the learners' opinions of the AI structure in light of the apparent need for research and practice.

Research Questions

Based on the above-stated objectives, the following research questions will be answered in the study:

1. Can conversational artificial intelligence assist learners with dyslexia?
2. Is conversational AI an effective tool to help dyslexic learners with spelling, writing, and reading?

1.3. Research Hypothesis

This research proposes the hypothesis below;

Ho1 Is there a significant difference between dyslexia students taught with conversational AI and those who are not in terms of their academic performance?

Ho2 Is there a significant difference between the dyslexia learner's Tutors that use conversational AI and those ones that did not for effective teaching?

2. Methodology

The study used a quasi-experimental research design because it was the best way to answer the questions and meet its goals. First, the school population was vetted to extract dyslexic learners or learners with similar difficulties; the removed population was then randomly assigned to the experimental and control groups. The age range of the population was 10–12, all of whom experienced similar learning difficulties.

This study was aimed at students with dyslexia in schools in the Abuja Municipal Area Council (AMAC). A test designed by Ronald D. Davis and the Davis Dyslexia Association International was administered to the population to determine if the learners had dyslexia or similar learning difficulties. The identified dyslexic population was randomly selected for an experiment and a control group.

This technique was carried out in four schools in the AMAC area, scooping forty (40) dyslexic learners, both male and female, who had similar reading and spelling difficulties and were selected to participate in the study.

A pre-test was administered that contained varying spelling words and different lengths of comprehension passages. The outcome was to determine the entry-level of the learners; this also indicated areas of learning difficulties. The learning content was a range of spelling words, comprehension passages, phoneme development, phonological awareness activities, and varying activities to improve phonological processing strength.

Both groups were taught the same things using the same teaching methods. However, during the six weeks of training, the experimental group was also led by a conversational AI. A post-test was administered to both groups at the end of the movement. The learners' tutors were involved in the experiment and were given questionnaires to grade the AI.

First, a tool for extracting data was made by determining what information needed to be removed; this lets findings be shown in a diagram. Then, descriptive and inferential statistics were used to analyze and interpret the data collected for the study. The following two stages are appraisal and synthesis of the data. The first research instrument was analyzed using a T-test, which can be used to compare two means or proportions. The t-test is appropriate because it reaches the difference in the academic performance of dyslexic learners taught with conversational artificial intelligence and the control group to find a significant difference. The T-test was also used to find a substantial difference between dyslexic tutors using conversational artificial intelligence and those without interest.

The second research instrument was divided into three sections, and a mean analysis was used to present and synthesize studies of the raw data. The sections are the following:

The mean analysis shows how artificial intelligence assists learners with dyslexia.

Mean analysis shows conversational artificial intelligence as an effective tool to help dyslexic learners with spelling, phonics, and reading.

Mean analysis showing the opinions of dyslexic tutors' mean ratings on the implemented conversational AI for teaching dyslexic learners.

3. Findings

The two research questions raised in the study were answered descriptively.

Research Question 1: Can Artificial Intelligence assist Learners with dyslexia?

Table 1: Mean Analysis Showing How Conversational Artificial Intelligence Assists Learners with Dyslexia

S/N	Item	5	4	3	2	1	Mean	Remarks
1	The conversational AI was intelligent	9	3	-	-	-	4.75	Agree
2	The audio quality was good	12	-	-	-	-	5.00	Agree
3	The AI could understand human language with ease	11	1	-	-	-	4.92	Agree
4	The conversational AI was highly interactive	2	10	-	-	-	4.17	Agree
Grand Mean							4.71	Agree

From Table 1 above, it could be observed that mean scores of 4.75, 5.00, 4.92 and 4.17 respectively were in agreement with items 1, 2, 3 and 4. The grand mean of 4.71 indicated that all the respondents agreed that the conversational AI was intelligent, audio quality was good, AI could understand human language with ease and conversational AI was highly interactive.

Research Question 2: Is conversational AI an effective tool to help dyslexic learners with spelling, writing, and reading?

Table 2: Mean Analysis Showing Conversational Artificial Intelligence as an Effective Tool to Help Dyslexic Learners with Spelling, Phonic and Reading

S/N	Item	5	4	3	2	1	Mean	Remarks
1	Learners responded well to the AI	12	-	-	-	-	5.00	Agree
2	Learners were more attentive during the teaching	12	-	-	-	-	5.00	Agree
3	Learners were at ease when using the AI	12	-	-	-	-	5.00	Agree
4	The AI was of efficient assistance to the learners	6	6	-	-	-	4.50	Agree
Grand Mean							4.88	Agree

From Table 2 above, it could be observed that mean scores of 5.00, 5.00, 5.00 and 4.50 respectively were in agreement with items 1, 2, 3 and 4. The grand mean of 4.88 indicated that all the

respondents agreed that learners responded well to the AI, they were more attentive during the teaching, they were at ease when using the AI and AI was of efficient assistance to the learners.

3.1. Hypotheses Testing

The two research hypotheses earlier formulated were tested at 0.05 level of level of significance.

H01: There is no significant difference in the academic performance of dyslexic learners taught with conversational Artificial Intelligence and control group

Table 3: *T-test Results for Experimental and Control Group*

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P-cal)	Remarks
Experimental	10	31.30	1.947	18	6.556	1.734	0.000	Reject Ho ₁
Control	10	22.60	3.718					

Significant at $df=18$; $P \leq 0.05$, $t_{\text{calculated}} > t_{\text{tabulated}}$

Table 3 shows a t-test analysis of the significant difference in the academic performance of dyslexic learners taught with conversational Artificial Intelligence and the control group. The t-cal value 6.556 is greater than the t-tab value 1.734, given 18 degrees of freedom at a 0.05 significance level. The t-cal value is significant since it is greater than the t-tab value; the null hypothesis is rejected. It showed a substantial difference in the academic performance of dyslexic learners taught with conversational Artificial Intelligence and the control group.

H02: There is no significant difference between dyslexic tutors using Artificial conversational intelligence and those who don't have an interest

Table 4: *T-test Results for Tutors' Views*

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P-cal)	Remarks
Experimental	10	29.10	0.876	18	32.371	1.734	0.000	Reject Ho ₁
Control	10	13.05	1.301					

Significant at $df=18$; $P \leq 0.05$, $t_{\text{calculated}} > t_{\text{tabulated}}$

Table 4 shows a t-test analysis of the significant difference between dyslexic tutors using Artificial conversational intelligence and those without interest. The t-cal value of 32.371 was more significant than the t-tab value of 1.734, given 18 degrees of freedom at a 0.05 significance level. The t-cal value was substantial and more significant than the t-tab value, and the null hypothesis was rejected. It was

found that there was a significant difference between dyslexic tutors using Artificial conversational intelligence and those who don't have an interest.

4. Discussion of Findings

Research indicates that the traditional teaching method is ineffective for learners with dyslexia as it tends to be stereotypical and teacher-centred and doesn't give room for the patience required by people with dyslexia. The AI interventions available can help people with dyslexia learn better. The research highlights the intricate problems people with dyslexia face, such as phonological processing, verbal working memory and processing speed. Learners with dyslexia may also have difficulties memorising and letter identification challenges. They also have problems with a visual attention span that significantly affects their reading skill; all of these problems cause a lag in their academic achievement.

Anxiety arises when these learners or others do not fully understand the nature of their learning disability. As a result, this causes them to blame themselves for their difficulties. Self-doubt arises, and self-recrimination erodes a person's self-esteem, making them less able to tolerate the challenges of school, work, or social interactions and more stressed and anxious. These learners spend more hours with academic work than their peers or in special programs. These often follow with little success, agonisingly slow and frustrating, rendering them emotionally fragile and vulnerable. Dyslexic learners are sometimes subjected to excessive pressure to succeed (or excel) without the proper support or training or continuously compared to siblings, classmates, or co-workers, making them embarrassed, cautious, and defensive. Some people with dyslexia eventually become withdrawn or become social isolates. Confronting regularly with the tasks like reading, spelling, or math can be extremely difficult for people with dyslexia. They can have increased confidence by mastering their job or experiencing success at jobs they regularly have problems with.

Conversational AI is suitable as an instructional aid that can effectively augment learning content and assist people with dyslexia either in the classroom or outside its walls. Measuring a significant level of improved performances among the dyslexic learners that used conversational AI, it can be said that AI can be a tool of immense benefit to the learners. Furthermore, inferring from other reviewed literature provides real-time solutions to long-existing issues around dyslexic education.

Currently, no studies have employed the comprehensive strength of AI, combining all possible interventions ranging from diagnosis, cognitive functions, behavioural aid and personalised learning. This work only focused on improving linguistic skills in spelling, reading and comprehension. Researchers in Nigeria must go beyond this and consider all underlying problems faced by people with dyslexia, either in cognitive functions or behavioural, which can contribute to improving academic performance and better ways to manage the learning process with better, significantly improved outcomes.

5. Recommendations

The advancement holds potential for AI, a growing field with immense possibilities; it is considered a promising educational aiding tool for all learners. Its advances welcome limitless applications in helping dyslexic learners and education in general. The following are recommendations:

1. Exploration of a larger dataset using a wider experimental population, extensive learning content and other forms of AI other than conversational AI for optimal performance.
2. AI can be implemented as a personalised learning tool to learn new content anywhere and anytime instead of augmenting classroom teaching.
3. Adaptation of AI across other learning difficulties experienced by dyslexic learners and generally other learning difficulties not necessarily associated with dyslexia.

6. Statements

6. 1. Conflict of Interest

There is no conflict of interest in this study

6.2. Contributions

It is stated that each author has equally contribute to this study.

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Letter to Editor

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SAKARYA UNIVERSITY
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General English or English for Specific Purposes: A Personal Reflection

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Abstract

Time changes. We change. Everything around us constantly changes. Needs change knowingly or unknowingly. Nothing is permanent. So do teaching methods and strategies of English to non-native speakers in an age of constant changes. Thus, universities, language centres and publishing houses often organise conferences, seminars, and workshops to envision new ways and methodologies for effective English teaching and learning in line with shifting perceptions, needs and developments worldwide. In the academic field, thesis after thesis is produced yearly on language teaching methodologies and strategies to find innovative approaches in language teaching and learning and meet the shifting needs of the constantly globalising world and job markets in the 21st century.

Key Words: English for specific purposes, general English, reflection

1. Introduction

When I was at secondary and high school, and even at university, I studied **General English** decades ago. It may be the common way of teaching a foreign language since I was unaware of it then. Later, I gradually learned that this kind of teaching aims to help students attain the basic language skills and vocabulary needed to communicate effectively in everyday situations, such as understanding and using simple phrases and sentences, engaging in basic conversations, reading and writing elementary texts, and developing listening and comprehension skills. While teaching **General English**, teachers typically strive to teach and enable their students to acquire specific language skills, such as grammar, vocabulary, pronunciation, reading, writing, listening, and speaking in and outside the classroom. Depending on the level of the students, the curriculum may focus on basic or more advanced language skills, including topics such as socialising, making requests, giving opinions, expressing emotions, discussing current events, and writing emails or reports, even though there are still concerns whether or not we have achieved such levels at the secondary level and at the university level in Turkey because we are unable to see such improvements and language competencies when students start their university education. I regret to say that we cannot teach a good foreign language at the secondary level of education. Of course, we witness a few exceptions depending on the vision of some school directors and

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teachers, yet what I have seen and experienced around me is something we cannot accept today. Although our secondary schools teach English from the second year of their primary school education onwards, most students' language level and competency need to be improved when they come to the university. For many, it is a pity that it is the same when they graduate from the university. You may ask me, "Why do not you teach English properly"? You are right. I am not talking about English programmes but the programmes where the language of instruction is Turkish and where students take general English. Of course, there may be many reasons behind this failure, and if the authorities ask us, we can tell them the solutions as much as possible. Yet, the first essential thing is that our schools and universities must develop a good solid language policy, which I have not seen so far. It is very simple. Schools and universities must decide which level and competency of language our graduate students will have and how they will achieve it. Then, they must focus on the point to realise this policy with well-projected and achievable outcomes by having experts analyse why we have failed in foreign language teaching and learning, re-considering and re-assessing the causes of failure fairly and then what should be done to get out his vicious circle; otherwise, we will continue to deceive ourselves.

Anyway, let us come to the main point. **General English teaching** can be delivered in various formats, such as classroom teaching, online courses, private lessons, or language exchange programs, as many are mainly practised today. Teaching methods and strategies can also vary, depending on the instructor's approach, vision and creativity, as well as the student's needs, motivations, ambition and learning capabilities. Also, as most English teachers apply, this kind of teaching and learning may include communicative language teaching, task-based learning, grammar-translation, or audio-lingual methods.

If you ask me about the benefits of teaching and learning **General English**, it is helpful because it enables learners to communicate in daily conversations or in a field that does not require language and vocabulary specialisation. But when it is related to a particular field or area, **General English** still needs to be improved. For example, I attended the English preparatory programme at one of the prestigious universities in Turkey. I completed the English foreign language preparatory programme in the fifth place. Yet, I initially needed help when I started studying literary works. The need was not necessary because I studied and learned **General English** but because I did not study and learn English specifically for the literary field. I was unfamiliar with the literary vocabulary and terms, which play an essential role in understanding the context and meaning of a literary text. Having a good vocabulary and being knowledgeable about basic terms of a particular subject makes learning and comprehending easy; it eventually motivates language learners. Learning, reading and understating the texts in a specific field become joyful and exciting; ultimately, it makes the texts for the students more accessible and manageable by causing language learners to go beyond the visible meanings of words and texts and get new meanings. This may lead the students in such a particular programme and subject to be good critical thinkers.

However, I am a little old-fashioned because I have noticed that English teachers and experts have already envisioned a new method and strategy in the pace of General English in language teaching – **English for Specific Purposes (ESP)**. It may be because of shifting perceptions in language teaching and learning and the demands of diverse 21st-century markets that constantly emphasise professionalization and knowledge-based language competency where the knowledge and competence of **General English** remain insufficient.

As many English teachers recommend and practice, **(ESP)** is a new method and strategy among many others in language teaching and learning. I am sure English language experts and teachers have used this method for decades and know much better than me concerning ESP's benefits and advantages. However, as a man of English literature, I am not too far away from the field. Hence, I want to share my experience, observation and understanding concerning **ESP** and how it is essential today in various professions and job markets worldwide.

Background

ESP is a subbranch of English language learning methods designed not only to meet the specific needs of learners who want not only to use English for academic or professional purposes but also to meet the requirements of diverse professions and markets because professionalism and specification have become prevalent in many areas of needs in the 21st century. For instance, today, we are talking about English for business, English for Law, English for Medical studies, English for Engineering, English for religious studies, English for leadership and so on. Each program and each field require its own vocabulary, its own understanding and knowledge of concepts because one can only be an expert in some fields. In addition, it is also seen in the field of translation and translation studies. One cannot translate well in every field, even though s/he knows and speaks English well. It demands vocabulary, contextual understanding, and knowledge of the basic terms of a specific program and field. Thus, the translation from English to another language and vice versa will not be better and more precise with proper meanings. It is with this perception that the heads of different fields and academic programs often ask the directors of Schools of Foreign Languages at the universities: “Please teach our students the vocabulary and terms of our program, have them read and understand the texts related to our programs because they do not understand our lectures, as well as course books and articles in the field because of lack of field-based vocabulary and understanding.” These requests indicate the need for programs because a lack of proper understanding of the contexts of courses and reading materials may demotivate students and lower the quality of education.

I will briefly summarise some advantages of teaching ESP, depending on my knowledge and experience. Other colleagues may add many more to these views. First, the **ESP** curriculum, courses and teaching materials are planned to be appropriate to the specific needs and interests of the learners, as well as the need and interests of diverse professions outside. This means that learners can focus on essential language skills for their academic or professional purposes and jobs they already have or plan to occupy later. **ESP** courses and teaching materials are more practical, enjoyable, exciting, and valuable than general English courses and teaching materials since they supply language learners with the necessary language skills, vocabulary, and knowledge they need for their specific fields or programs.

Another advantage of **ESP** is that it takes students beyond the mechanical learning method of **General English**. It makes them enjoy what they study because its curriculum and teaching materials are prepared and applied to meet their specific needs and goals. Language learners can see the direct application of their language learning to their future professions or academic pursuits. This makes students more engaged and motivated to study, learn, and understand, leading to faster and more effective learning outcomes.

Also, **ESP** courses and teaching materials are more helpful than general English courses because they focus on the language skills, vocabulary, and terms essential for the learners’ specific fields. This means learners can achieve their language learning goals more quickly and efficiently than in a general English course because **ESP** courses are designed to teach the learners what they need to know and how to apply their language skills in their field, saving time and resources.

ESP courses and teaching materials can also help learners develop their professional skills and competencies in their own specific fields. By studying and learning English for their fields, learners can obtain the language skills, vocabulary, and knowledge necessary to advance their professions or succeed in their academic activities. **ESP** courses can help learners become more confident and competent in their field, increasing job opportunities and career advancement.

Also, English has become the lingua franca of international communication in today's globalised world. **ESP** courses can help learners communicate effectively with colleagues, clients, and business partners from different countries and cultures in specific fields. By developing their English language skills in particular areas, learners can become more competitive in the global job market and succeed in a globalised business environment. For example, having checked international recruiting agencies, we

see that they seek English teachers with specific English backgrounds, such as English teachers with medical experience, English teachers with business background and English teachers with computer background and so on. Having English language competency in a specific field may serve the language teaching policy of schools that aim to teach English in a particular area to meet the requirement of a specific job market because the school wants to act in line with the outside demand. In this sense, teaching English is commercialised, yet this is the reality. The same is also valid for international translation recruitment because translation agencies recruit English translators to do translations in specific fields for their customers.

Conclusion

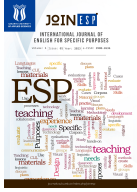
In a nutshell, **ESP** seems essential in language teaching and learning today because it is relevant, encouraging, and efficient for the students and outside demands. Thus, it helps learners develop their professional skills and prepares them for a globalised world concerning diverse job markets. **ESP** courses provide learners with the necessary language skills, vocabulary and understanding for their field, making them more confident and competent professionals.

In conclusion, **the International Journal of English for Specific Purposes (JOINESP)**, a free, international, peer-reviewed, biannual (June & December), electronically published open-access journal, will fulfil this mission and academic gap by publishing original research “articles that enhance the understanding of English language learning and teaching processes for specific purposes in both EFL and ESL contexts.” I firmly believe that **JOINESP** will be successful and contribute enormously to ESP for academic fields and professions.

I wish **JOINESP** success in its publication life.



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Research

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SAKARYA UNIVERSITY
OF APPLIED SCIENCES

Beyond Learning Management Systems: Teaching Speaking During the Covid Era and Similar Calamities

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ABSTRACT

Learning Management Systems (LMS) started in the 1990s. However, they were put under a global test after the spread of Covid-19 in 2020 as educational institutions were forced to resort to LMS. However, LMSs do not meet all the educational needs of the students. One of them is achieving an entire dialogical atmosphere among the students without the instructor's presence. This article discusses the procedures implemented by the instructors of the English language in the Faculty of Tourism, Sakarya University of Applied Sciences (SUAS) during the pandemic. A five-point Likert scale questionnaire was applied, in which 74 students from the aforementioned faculty participated. The variables were reliable with Cronbach alpha $\alpha = 0.841$. The main concentration was the speaking skill, which was the primary challenge teachers met as it needed a group environment where students could talk to each other and then find someone to amend the parts where they failed to express themselves in the way their English level should show.

Keywords: LMS, speaking, Covid19, Tricider, Xoyondo, Google forms

1. Introduction

As the side effects of Covid-19 were unleashed, all active sectors of the world were affected and became under tremendous pressure to cope with the new terms of living. One of the most affected sectors was education. Both students and teachers were largely unfamiliar with tackling a situation where the teacher and the student became widely unattached, at least geographically. All of a sudden, everything started to move online in Turkey in an attempt to cover most of the needs of society, including the education sector. Affected by this unprecedented dilemma, officials, parents, and teachers alike started digging deeper to claim a solution that might suffice, to a certain extent, the educational needs of the diverse levels of students.

Devising tools that were not as popular as they became after this occasion, Zoom, Google Classroom, Edmodo and Google Meet became the dominant education instruments (Singh, 2020). Sakarya University of Applied Sciences took a different parameter using its schemed program ÜZEM (Distance Learning Center). This Learning Management System (LMS) program tries to follow the steps of the

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aforementioned programs, but with shortcomings sometimes hindering the flow of the given lessons. Moreover, switching to online classes limited the number of students as attendance became no longer obligatory at SUAS. Thus, many students decided to move utterly to the passive recipient's position, watching the lesson, if ever, after the live session in its recorded version. The current case was evident in several educational institutions worldwide. According to Setiawan et al. (2021), for example, the number of active attendants in some Indonesian schools reached 11% only (p. 190). Thus, the culture of assignments became dominant, as it was the only tool left to guarantee that the students were actively involved in the after-class activities.

This study focuses on utilizing online learning applications in teaching English as a Foreign Language (EFL). These teaching/learning tools came as auxiliary elements to work hand in hand with the LMS provided by SUAS. The principal goal was to encourage student class involvement, even when the instructor was absent (Famularsih, 2020). Moreover, this study measured students' satisfaction and the actual outcomes of the online English language subject.

1.1. Problems

Between 2020 and 2021, English language classrooms were constantly hindered by different factors, including internet speed, total internet disconnection in some rural regions, and differences in time zones between the actual time of lecturing, and the receiving student, to name a few (Batubara, 2021). Thus, new teaching methods were considered at SUAS as there was no clear end to the Covid crisis. The SUAS academic staff involved in e-learning was asked to enjoy higher levels of technological competency. SUAS academicians found themselves forced to deal with their audiences as YouTubers and bloggers (Yumnam, 2021). Direct communication can only be achieved via social media. Google Classroom, Google Meet, WhatsApp, podcasts, vodcasts, blogger.com and YouTube became the voice of teachers and their students. Teachers became responsible for engaging "the students to interact and perform the assigned tasks;" they should help students to "effectively learn the language in the online platform" (Yumnam, 2021, p. 4). Unfortunately, an "unplanned and rapid move to online learning with no training, insufficient bandwidth, and little preparation" resulted "in a poor user experience in teaching activities" (Famularsih, 2020, p. 114). Not only the instructors but also students fell into the same dilemma; students during this pandemic felt obliged to study remotely without adequate facilities or the right infrastructure in their residential areas (Purwanto et al., 2020).

The goal of teaching set by any university is to take students a step forward in every lecture in the field of knowledge in general and the specialization they chose in particular. However, as the pandemic proliferated, instructors worked on regaining students' confidence in the English they had rather than developing or building on what the students already enjoyed. This situation was evident, especially in the earlier stages of e-learning.

1.2. Covid-19: The dilemma of e-learning

The pandemic was still hiding its best, if one may metaphorically say so. Five years before the spread of the pandemic, Haron et al. (2015) believed that "putting everything at the tip of the finger, e-learning looked like a promising futuristic element that one day will dominate the world" (2015, p. 88). Though the general trends showed that the world was moving towards a more online-based life, the emerging pandemic accelerated the push toward exploring new e-arenas. Even social life was digitalized. The pivotal centres were decentralized: landlords, businessmen, and teachers alike were no longer the crux where all other satellites orbited around. The same applied to the education sector. The receiver became an active member. Instead of having a teacher-student approach, the self-educating student or student-

student methodology of learning became the dominant factor. Teachers, in this case, were forced to be more in tech and closer to Generation Z. E-literacy was highly needed. Were teachers up to that challenge? Famularish (2020) referred to the fact that when the pandemic hit the globe, “teachers and lecturers were not yet proficient in teaching using online learning applications” (p. 112).

The relationship between the teacher and the student had also changed. The teacher did not have any direct power over students. SUAS believed that due to the internet instability resulting from diverse technical issues, attendance was deemed non-obligatory. Consequently, the level of education and the old teacher-centred approach were in question in their validity and significance. Students accepted at SUAS Tourism Faculty, on whom this study orbits, usually take a national proficiency exam (LYS) to guarantee that their level of English is not less than B1. However, the exam referred to excludes both writing and speaking from its goals. Students, in this case, could hold a respectable skill of English language understanding but with low performance in speaking.

To cover this mischief, education was taken to the student’s arena. Students were guided during live lectures to sharpen their English by referring to the points of weakness that their homework unearthed. As this step was the only applicable solution, a number of teachers thought that preserving the students’ level of English and not letting them go further down due to non-practice were the alternatives. This ERT (Emergency Remote Teaching) method (Huang et al., 2020, p. 1) was widely applied in the Autumn and Spring semesters of the 2020-2021 academic year and later after the massive earthquake that hit Turkey in February 2023. For example, though the students’ level was at least a step ahead of A2, those responsible for the quality of education decided to stick with the students in their weekly proportion with the A2 level. The goal was to stop any possible deterioration of their English, which was already fragile due to the non-intensity of the English language program that they were exposed to earlier in the previous academic/school year(s).

Though none of the instructors was a native speaker of English, it was decided to divide the roles among the instructors; one teacher would play the role of a local English teacher (LET) and the other the role of a native English teacher (NET) (Carless & Walker, 2006). As a result, all conversations made with the NET were utterly in English. In the Spring Academic Semester of 2021, the focus was shifted to a full-speaking robust methodology. Though the LET went on with speaking Turkish, when necessary, students were now more exposed to English; even WhatsApp conversations, emails, and telephone calls were entirely in English.

1.3. Moving to English language speaking

“Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue” (Eid, 2016, p. 839). As Turkey is an English-non-speaking country, there was tremendous difficulty in rooting confidence in students to speak this foreign language. The Learning Management System used in SUAS was short of receiving multiple speakers live at the same time. Chaos could result if all students talked simultaneously as there was no technical organizing method to put them in a row, let alone the quality of mikes used by the students and echoes reflected. Severe atrophy was marking all classes if not guided wisely by the lecturer. Thus, shouldering students with the burden of self-developing and partially guiding themselves during the learning process was a decision unanimously taken by the English language teaching cadre at SUAS tourism faculty.

2. Literature review: E-learning

Online learning through learning management systems and platforms started in the 1990s. Then LMS continued developing slowly with ranging experiences of success and failure, depending on the curricula of the academic institution and how adaptive its teaching and learning tools were to the emergent online-based educational systems (Keengwe & Kidd, 2010). However, LMS was put under the direct test of efficiency in the early days of Covid-19. Prior to the pandemic era, a plethora of studies referred to the extra freedom of choice which students enjoy when they choose LMS curricula offered by their universities; online learning is self-driven, where students become the centre of the education process instead of the instructor. Thus, LMS breaks the prevailing dogma and status teachers have revelled in for centuries (Grieve et al., 2017). As for the lecturers, they “should be able to develop the ability to be more creative in using ology to meet students’ learning needs” (Famularsih, 2020, p. 113). However, moving online has its implications as students “feel forced to study remotely without adequate facilities and infrastructure at home” (Famularsih, 2020, p. 114). Not every student has a stable online connection, a good pc, smartphone, or tablet that can run the LMS platforms efficiently.

Yandell (2020) discussed the concept of virtual classrooms, describing teaching under the lockdown as totally different and saying that “teaching online is not like moving to a different classroom” (p. 264). Activities should change to suit the new virtual atmosphere; the face-to-face activities that were designed before the pandemic became different. Before the pandemic, the audience or the learner knew well the level of expectations awaiting when choosing to study through distance education. The current learner in the pandemic did not choose the approach but was forced to be part of it (Yandell, 2020). As mentioned earlier, the educational platforms which were used by a restricted number of pedagogical institutions were “recentralized,” and the older traditional methods of teaching were “decentralized” (Williamson et al., 2020, p. 109).

On the other hand, Yandel (2020) confirmed what Famularsih (2020) raised about the case of student involvement. When educational institutes turned online, students’ participation was not guaranteed. In fact, there was fear that students might not feel part of the education process, even if a “meaningful curriculum [was] enacted” (Yandell, 2020, p. 264). Thus, the curriculum should be “a form of communication” between two existing bodies (Barnes, 1976, p. 14). Knowledge, for Yandell (2020), “is made and remade in the dialogic cauldron,” an element that became very hard to achieve with the global pandemic closure (p. 263).

Fitria (2020) discussed the role the internet played in facilitating the culture of online education during the pandemic (p. 139). Had there been no internet, the academic year would have failed; the internet became “a paradigm in the teaching and learning process as interactive tools” (p. 140). Students and teachers were open to different resources and the limits of geography became almost non-existent. YouTube, for example, became an “open educational resource, supplementing” all fields of knowledge given by different teachers and professionals (Christiansen & Weber, 2017, p. 128).

In addition to the LMS, instructors at universities tried to use YouTube, Facebook, Twitter and other social media tools. They reverted to other platforms and websites to enhance learning and reach the maximum they could within the limitations of online education. Prior to the pandemic, Fung & Jeyaraj (2017), for example, used recorded videos as supplementary materials. However, they discovered that these videos lacked “spice due to the nature of third-person filming” (p. 99). To face this problem of the non-attractiveness the videos suffered from, Fung & Jeyaraj (2017) decided to shoot their educational videos by adopting a “solution engineered by the gaming industry in the form of first-person

shooters.” The gamers, or teachers in this case, played/taught “from the perspective of a gamer in the game” (p. 102). In the current study, recorded live sessions carried out on Zoom and run by the students were the option adopted by the instructors to let the class be more involving to the students and allow them to avert their passiveness. Students were like friends sharing the same game.

One final point to discuss is online student anxiety. Grieve et al. (2017) believed that “social anxiety and extraversion influence students’ attitudes to online and offline learning,” especially when it comes to “tertiary level practical activities” (p. 1). However, 322 students in their study completed the HEXACO-60 Personality Inventory and the Mini Social Phobia Inventory, to reveal that “in contrast to predictions, extraversion and social anxiety did not significantly contribute to attitudes to online learning activities.” However, “greater extraversion and lower levels of social anxiety were associated with more favourable attitudes towards face-to-face practical activities” (p. 6). In other words, all students, whether they were suffering from social anxiety or not towards online education, preferred face-to-face education. Students’ levels of anxiety were almost stable, whether it was online or face-to-face education, with a preference given to traditional education in an actual physical classroom.

2.1. Research questions, addressed gap, and contribution

This research raises two questions:

1- How can extra curricula methods, such as Tricider and Xoyondo work as auxiliary tools to bring students to the centre of the academic process without the observation of the teacher?

2- Did students benefit from the self-led online English language speaking activities the way they would if there had been a teacher observing them in a physical classroom?

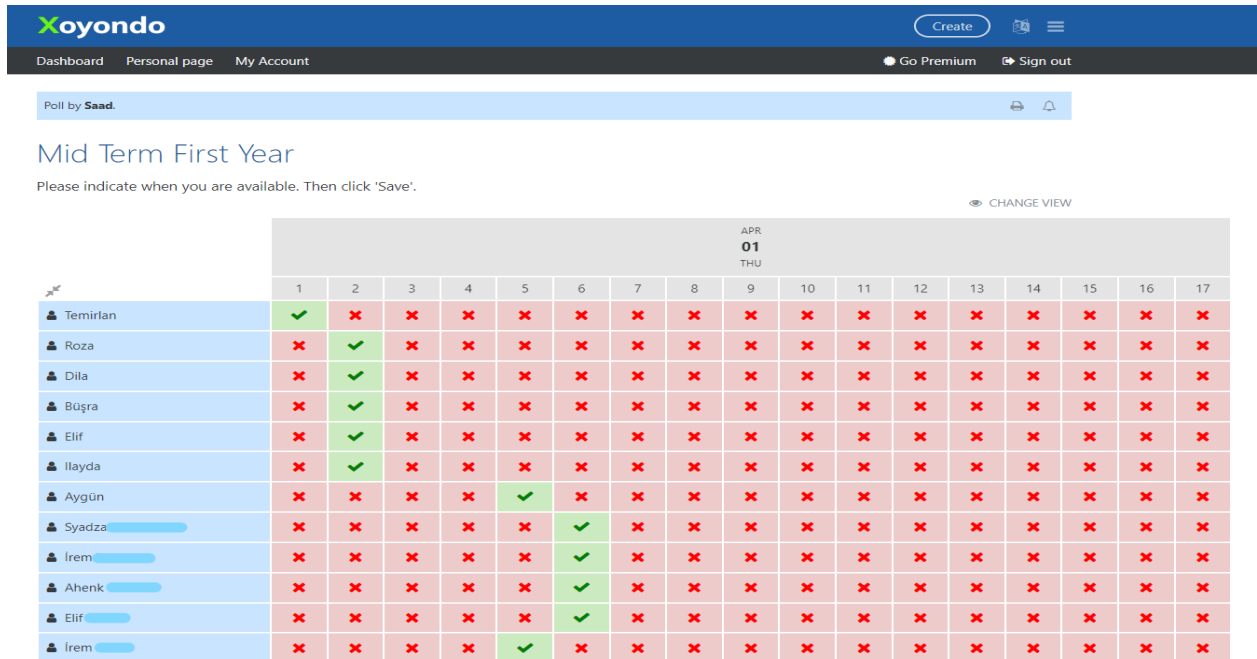
As for the gap addressed, this study focuses on two platforms that help organize the work of the students and put them into groups to facilitate their online discussions in English. To the best of the researcher’s knowledge, Tricider and Xoyondo were not previously used by any educational institution to organise university students’ online speaking group sessions. The two aforementioned platforms were to help students achieve ‘satisfactory’ levels of improvement in English language speaking within the limits Covid-19 forced.

3. Methodology: To speak or not to speak

First, students were asked to shoot videos that targeted general English, such as ‘Your Favourite City’ or ‘Your Favourite Movie.’ Students received detailed guidelines and comments at this stage, discussing the core of their errors and how to rectify them. In one way or another, the goal was to correct mistakes on the level of the individual/student to move later to the communication context. The goal was to move to “special communication,” which usually “occurs in contexts where speaking performance is conducted for an audience in differing circumstances” (Eid, 2016, p. 839). Students complained that they did not know their audience; they wished to have a quasi-live feeling while recording their videos. Thus, the teachers decided to move to group work. Students were asked to work in groups of five members. To let them choose their groups, a poll was created on the Xoyondo platform (Figure 1). Later, students moved to the Tricider platform to guarantee that their selected topics were unique and different from other groups. The third and final step to be taken by the students was to upload their videos to SUAS Google Drive. Students were also asked to upload their group work videos to YouTube in case they wanted more people to see their production and evaluate the short videos presented by them. Students were asked to do videos that lasted at least 3 to 5 minutes for each member

of the group. However, some groups were able to have a round of one full hour discussing the topics given to them. The goal was to let students be part and parcel in the mechanism of “choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback” (Eid, 2016, p. 839). Consequently, though students were geographically far from each other and not in direct touch with any educator, they were able to make the maximum of what was available. Those who joined the experiment were able to reach an impeccable level gradually, which had never been forecasted eight months before, at the beginning of the 2020-2021 academic year.

Figure 1: Xoyondo Platform (with permission from xoyondo.com)



3.1. Research design

A five-point Likert scale online questionnaire was applied in this research, as it was the only possible way to reach students who moved to their home cities and countries due to the pandemic. Online questionnaires can “collect large amounts of data from participants in a short time frame,” participants can enjoy “user-friendly design and layout,” and the researcher can select his/her “survey participants” and be able to “avoid multiple responses” and “ethical issues” (Regmi et al., 2017, p. 640-1). The questionnaire was distributed to the undergraduate students at Sakarya University of Applied Sciences, Tourism Faculty. The questionnaire tried to sort out the responses of the students towards the mechanism followed to compensate for the speaking skill requirements that students are usually asked to master during a typical academic year. The questions were divided into five sections; the first was demographic, tackling age, gender and, optionally, emails and nicknames students would like to be referred to during the study. The second section was about the tools students used or offered to them during the two online semesters they thrived in. The third section was about the hindrances they faced in attending their lectures and assessments online. The fourth section was about the development the students believed they had achieved regarding the activities they attended or ran themselves. The fifth section was about peer learning, as the role of the teacher was minimized to a maestro trying to fix the notes rather than creating them. Finally, there was an open-ended question to let the students reveal freely in words what they think about the experiment run to let them enjoy speaking English during the Covid-19 era.

3.2. Population and sampling

The targeted sample was the students who took all their required English Learning hours during the Fall and Spring semesters of the academic year 2020-2021. The survey was distributed in June 2021 to 104 students who were well-informed about the goals of the study. A total of (N=74) students responded to the questionnaire (Tables 1 and 2). All the participants were taking English for tourism purposes, ranging from first, second, and third-year classes. The students received the same educational material (*Oxford English File Pre-intermediate*, fourth edition), with the first-year students receiving extra two hours weekly. The main focus was on English language speaking skills. All the students received their education online due to the lockdown Turkey witnessed.

According to the demographic data, 57.5% of the participants were female, and 42.5% were males. 95% of the students were between 18 and 22 in age, which is the average age for students to join universities in Turkey. The questionnaire did not divide the students according to their year of education at the faculty, as they were all asked to do the same assignments. However, the assessment methodology followed took their academic level into account. In other words, the first-year students were asked the same questions as the third-year students, but the educators gave a larger space of permitted mistakes to those in the junior stage.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.841	16

Table 2: Item Statistics

	Mean	Std. Deviation	N
Learning materials improved my English	3.813	1.2487	75
My English got better	3.373	1.3333	75
Age	20.593	1.8338	75
Online assignments were easy	3.240	1.3238	75
Online learning activities motivated me	3.200	1.4977	75
Due to the pandemic, I prefer online education	3.413	1.5604	75
Finding difficulty with e-learning	3.627	1.3634	75
Internet problems	3.480	1.4829	75
Online education improved my speaking	3.240	1.5320	75
Online education improved my listening	3.280	1.4571	75
I tried to search for the given topics	3.973	1.2517	75
I did not attend the online classes	4.027	1.1147	75
I helped my friends to do their assignments	4.187	1.2269	75
Assignments needed hard work	4.027	1.2731	75
I like group work	3.800	1.5596	75
I am searching in English more	4.053	1.2509	75

3.3. Data collection and analysis

To ensure the study's validity, the study elements were subject to Cronbach's Alpha Based on Standardized Items. N=16 gave Cronbach alpha $\alpha = 0.841$, ranking good and showing the internal consistency of the research in measurement standards (Shashaa & Taher, 2020, p. 6849). All ordinals were counted, while the element of 'Devices Used in Distant Education' was considered nominal and not taken by Cronbach. The other factors were based on a five-point Likert scale, while the aforementioned one gave the participant the right to choose up to five choices at a time (whether students depended in their education on their: mobile phones, laptops, desktops, tablets, or smart TVs). The study did not look for any comparison between the elements, as it is meant to assess the methods followed by the instructors to cover up the essential messaging tools in any English language class, taking the speaking skill as its primary goal. The means and standard deviations were all within the accepted limits.

4. Results

Seventy-four students participated in the study. Forty-six students gave themselves a nickname to be identified with. The others were given pseudonyms by the researcher. Thirty-five students accepted providing their emails. As for gender, more female students participated in the study than males, which correlated with the registered number of students in the classes as females were more by 20%. Females' participation was 57.5%, while males were 42.5%.

As for the devices used by the students for online learning, the majority of the students went for laptops and mobile phones. Laptops were leading the survey as 55 students out of 74 used them during the academic year. Mobile phones were second, as 44 students went for them. Many of the users of mobile phones also used their laptops simultaneously (44 students out of 55). This came as a result of the instructors' heavy dependence on different sources of audio-visual materials. Students found that the audio-visual method was efficient and sufficient, as around 70% said that the presented material was directive and beneficial.

Handing assignments online was also found as a non-challenging issue. However, as most of the students did not attend the sessions online, they did not believe that live discussion activities done during the lecturing sessions were of great help. On the other hand, 50% plus of the students considered that their English had improved compared to their level before. Students also expressed that video assignments given to them required hard work. As for whether they preferred online education over traditional pre-pandemic education, results were almost even, with 51% choosing online education, while the 49% left desired the old face-to-face method. Concerning the difficulty of online education, around 80% percent found online education hard and demanding when it came to digesting the material given by the instructors. The central problem students faced during the pandemic era with regard to education was internet disconnection. This hindrance was an expected result as students were extending over a large geographical area, covering Turkey, Russia, and Indonesia.

Students had also shown their enthusiasm to watch the recorded classes after the live session. 70% of the participating students confirmed watching the lecture(s) they missed afterward. Evidence from the university's attendance reports approved what the students claimed; students tended to follow their recorded classes but not regularly. In other words, not every lecture was watched. A student might attend four weeks solely out of the 15 he or she should; however, they considered themselves an ardent follower and attendant of the lectures' materials.

Students also expressed that they would use English as a search tool. Students' verified homework proved this accurate, though many of them described in the open question part how difficult it was to avoid their mother tongue in research and stick to English. However, over time, it became more accessible and more natural. Students said that it 'saved time to use English directly' instead of resorting to Turkish, Indonesian, or Russian to execute the required assignments.

4.1. Content analysis

The responses of the students to the open-ended question represented what they had already expressed in the questionnaire. Student Westset said that "having conversations over a topic with a group was a fantastic experience. I hope I could have more of this type." Westset's response went hand in hand with the questionnaire results, where 67% supported group-based assignments where students should hold conversations about a pre-decided topic. As for whether the students had improved their English, student Ricky said: "While I was afraid to talk in the video at first, now I can talk comfortably. I think I got over my fears of speaking." Student Tayma referred to the fact that watching so many videos on the topic she chose made her focus on pronunciation, and consequently, she "became more confident." Eliya said that the "unorthodox" methodology followed in the video assignment made absorbing information "more enjoyable." Student Ziko expressed his joy as he was "able to speak English, thanks to the video assignments for the first time in [his] life." Erhan supported this idea, saying it was "a new experience." Metin added it was "a unique experience." Elif, on the other hand, referred to the social environment the video assignment has created. The "group became close" in friendship. Student Serkan said there "could not be any other way to improve [his] English" besides the videos applied during the academic semesters. Gül, on her side, said she liked the system, and her English would not "have improved better." Furkan noted that this type of homework had improved his English, describing his experience as "good." Student Astra said that she found "relief" solely in "group work, as it was a nice tool to bring them together." Student Osman said that he "realized that [he] could speak English thanks to the given homework and video preparation."

Parallely, many students talked about their dissatisfaction with online education, as their anxiety towards speaking English was still the same, if not worse. Student Snowflower emphasized that she could easily "claim that [she] learned almost nothing," not only in English but in the other topics and lessons she had been under. Student Entesar expressed dissatisfaction with the terms enforced by the instructors, saying that five participants should be present in every speaking round was something challenging, wishing they were only two. She believed that facing four colleagues was not something easy to deal with. Several times she could not say a word in the full speaking round. Student Zuleyha said that the biggest problem was living in a village with her grandparents, where good internet was a rarity. Berkcan, on his side, criticized the assignments as they were beyond his capacity; in fact, they added to his fears towards speaking the language. Student Zera also talked about the difficulty of handling the assignments, but there was no way to go back in time and avoid the pandemic. Student Rabia said she "found difficulty" in the online education system, and what she gained in e-learning was not efficient.

5. Conclusion and Limitations

E-learning can be traced back to the 1990s, the time the internet started taking its place for the public. Fung & Jeyaraj (2017) considered the educational cassettes, CDs and DVDs as the first steps educational institutions took toward online education, though the goal, at the time, was building a kind of hybrid/blended education system. However, at the outset of the Covid-19 pandemic, online education

became a must and the only alternative for the education process to continue as smooth as possible. Teachers were not as enthusiastic as the students were (Keengwe & Kidd, 2010); in fact, students considered e-learning, LMS, and the auxiliary platforms used a better method for receiving knowledge; students believed that though they “spent more time on these classes,” and were “more difficult,” yet they were of “higher quality than traditional classes” (Keengwe & Kidd, 2010, p. 533). The same results were revealed in the current study.

70% of the students who participated in the questionnaire agreed that their English had improved. Their exams came as supporting evidence for their claim. These results go in line with Huang et al. (2020). Huang et al. (2020) asserted that students showed full “motivation” as online education was thought to be the only path to receive the required knowledge in such unordinary circumstances (p. 412). However, Keengwe & Kidd (2010) explained that online learning refers to a plethora of equipment that was never available before the introduction of the internet. Online learning covered “web-based training, e-learning, distributed learning, internet-based learning, web-based instruction, cyberlearning, virtual learning, [and] net-based learning” (p. 533). However, it is hard to claim that the students would have benefitted from online education at the same level if the teaching had been face-to-face. The main reason behind this fallacy is not related to the material given or the assignments asked but to two unignorable and undeniable facts related to this study: first, SAUS students’ attendance was not obligatory; second, a few of the students were attending the live sessions or watching them recorded after class. Keengwe & Kidd (2010) described online learners as suffering from “procrastination” due to either the “lack of technical expertise among the instructors, [or] insufficient orientation” (Keengwe & Kidd, 2010, p. 535). Thus, the teacher cannot guarantee that all given knowledge is well absorbed. There is no way to measure everything in a single exam consisting of a video with material well-prepared beforehand by the student. This fallacy was again raised by teachers in Indonesian schools. Students proved to be less attentive and dealt with reading texts with more difficulty compared to the previous generations before the introduction of LMS (Destianingsih & Satria, 2020).

However, in the questionnaire of the current study, students working hard on the given tasks developed a good strategy for dealing with English language speaking skills. Yet, there is no evidence to prove that their English has evolved in the other facets of the language, or the different subjects related to their field, i.e., tourism studies. Though all exchanged emails, phone calls, and WhatsApp messages were run in English on the part of the instructors when dealing with the students, one would not deny the fact that at particular stages and when things were getting complicated, students resorted to their mother tongue, Turkish, Russian or Indonesian. Students referred to feeling anxious whenever they found themselves forced to speak a foreign language. Students suffering from anxiety were the same students who used to have anxiety towards foreign languages when education was face-to-face before 2020.

Finally, even though responses were in English on the instructors’ side, in an attempt to create an authentic English-speaking environment (Bashir & Azeem, 2011), it is difficult to claim that students ticked all the boxes of English learning. Third of the Tourism faculty’s students just delayed the English language subject to the following academic year, hoping they could benefit more when face-to-face education occurs again.

6. Future Studies

One topic that needs light to be shed on is online anxiety. Some students have expressed that they feared speaking in front of the camera, whether on a mobile phone or a laptop. They said that talking online

made them fall into unintended mistakes. Moreover, the same questionnaire or a similar one should be re-run as Turkish universities resorted to LMS again due to the 2023 earthquake. This happened after two years of face-to-face education. Problems students are currently suffering from should be compared with those they used to have during the pandemic to remeasure online anxiety and how the improvement of LMS tools might have changed their attitudes.

The interaction between the speaker and the audience has also changed as there are differing conditions under which educational discussions occur. Moreover, whether recorded or live online, the voice tone delivered by students also deserves a deeper look and research. Writing - a skill this paper did not dwell upon - needs further assessment, as it is a neglected and less fairly evaluated skill by the online education sector.

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7. Conflict of Interest

There is no conflict of interest in this study

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Research

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Türkiye’de Yabancı Dil Öğretiminde Değerler Eğitimi Konusunda Yapılan Lisansüstü Tezlerin İncelenmesi

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ÖZ

Bu çalışma, Türkiye’de yabancı dil öğretimi vasıtasıyla değer eğitimi ile ilgili yapılan lisansüstü tezleri incelemeyi amaçlamaktadır. Araştırmada Yüksek Öğretim Kurulu Ulusal Tez Merkezi’nin veri tabanında yer alan ilgili 19 teze ulaşılmış ve bu tezler analiz edilmiştir. Betimsel tarama yöntemi ile yürütülen bu çalışmada, doküman incelemesi ile elde edilen veriler analiz edilmiştir. Yapılan bu araştırmada, ilgili tezlerin çoğunun yüksek lisans düzeyinde olduğu, 2015-2022 yılları arasında yürütüldüğü fark edilmiştir. Ayrıca yürütülen tezlerin çoğunluğunun nitel araştırma yöntemlerine başvurulmuş ve veri kaynağı olarak ders kitaplarının tercih edildiği görülmüştür. Tez konularına bakıldığında, ders kitaplarında yer verilen değerlerin incelenmesi ön plana çıkmıştır.

Anahtar Kelimeler: Yabancı Dil Eğitimi, Değerler Eğitimi, Lisansüstü Tezler

An Overview of The Postgraduate Theses about Value Education in Foreign Language Teaching in Türkiye

ABSTRACT

In this research, it is aimed to examine the postgraduate theses about value education through foreign language teaching in Turkey. 19 theses in the database of the Council of Higher Education Thesis Center were reached and analyzed. In this study, which was carried out through the descriptive survey model, the data obtained from the document analysis were examined. According to the findings of the study, most of the relevant theses were at the master's level and were carried out between 2015 and 2022. In addition, it was concluded that the majority of the theses were conducted by applying qualitative research methods and textbooks were preferred as the data source. As for the topics of theses, analyzing the values included in textbooks was the most favored subject.

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1. GİRİŞ

Değerler; toplumların, grupların ve bireylerin devamlılıklarını sağlayan, davranış motivasyonlarını ve bunların zaman içindeki değişimini açıklamaya yarayan en önemli kavramlardandır (Schwartz, 2012: 3). Dolayısıyla sosyal bilimlerin hemen her alanında önemli bir yere sahiptir. Değer kavramının literatürde ortak bir tanımı olmamakla birlikte, tanımlamalardan hareketle kavramın çok boyutlu olduğu açıkça görülmektedir. Türk Dil Kurumu Sözlüğüne (URL 1, 2022) bakıldığında değer tanımı, *bir şeyin önemini ifade eden soyut ölçüt; üstün nitelik, meziyet* olarak tanımlanmıştır. Bir diğer tanımda ise *bir milleti oluşturan toplumsal, kültürel, ekonomik ve bilimsel maddi manevi öğelerin tümü* şeklinde ifade edilmiştir. Değer eğitimi alanında önde gelen araştırmacılardan Rokeach’a (1973) göre değer; tutum, davranış ve hayattaki hedeflerimize yön veren ve bunların kıymet görüp görmeyeceğine dair kanaatimizi meydana çıkaran, kalıcı nitelikli inanç, düşünce ve tercihlerdir. Güngör (1993: 27) değer kavramını, bir şeyin istenilen yahut istenmeyen, iyi ya da kötü olduğu konusunda sahip olduğumuz yargı ve inançlar olarak tanımlamıştır.

Değer kavramı sonsuz düşünce ve davranış kalıplarını kapsayan geniş bir içeriğe sahip olduğu için ortak tek bir tanımının olmaması gayet doğaldır. Bununla birlikte literatürde değerleri kavramayı kolaylaştıracak sınıflamaları görmek mümkündür (Keskin, 2016: 1490). Bu sınıflamalardan öne çıkan üç tanesi Rokeach, Schwartz ve Spranger’in değer sınıflamaları şeklinde sıralanabilir. Rokeach (1973), değerleri iki kategoride değerlendirmiş ve bunları *amaç* ve *araç* değerler olarak ifade etmiştir. Amaç değerler insanın hayatta yaşama amacına ve hedeflerine işaret etmektedir. Barış, eşitlik, özgürlük, mutluluk, güvenlik, dostluk, kendine saygı gibi değerler amaç değer olarak ifade edilmiştir. Araç değerler ise amaç değerlere ulaşmak için sahip olunması gereken kişilik özellikleri ve davranış biçimlerini içermektedir. *Cesaret, yardımseverlik, dürüstlük, sorumluluk sahibi olma, sevecenlik, nazik olma* gibi değerler, araç değer olarak görülmüştür. Schwartz’ın ortaya çıkardığı değer sınıflamasında 10 temel değer altında diğer değerler gruplanmıştır. Bu temel değerler ise *güç, başarı, hazcılık, uyarılma (stimulation), özyönelim, evrenselcilik, yardımseverlik, geleneksellik, uyumluluk ve güvenliliktir* (Bardi ve Schwartz, 2003: 34; Schwartz, 2012: 5-7). Spranger ise değerleri altı temel grupta toplamıştır. Bu temel değerler ise; *bilimsel, ekonomik, estetik, sosyal, politik ve dini* değerler olarak gruplandırılmıştır (Akbaş, 2004:56).

Bir toplumu ayakta tutan temel yapıtaşını niteliğinde olan değerlerin aile, okul ve çevre ortamlarında aktarıldığı ve edinildiği söylenebilir (Aydın ve Gürler, 2014). Aile değerlerle ilk tanıştığımız kurumdur. Bununla birlikte ebeveynler ahlak ve değer yargılarını çocuklara ilk öğreten eğitici pozisyonundadır. Aile çocuğun ilk sosyal çevresidir ve ebeveynler ve çocuklar arasında oluşan duygusal bağlılık, değerleri ve ahlaki yargıları öğrenmeleri ve içselleştirmeleri üzerinde çok önemli bir etki oluşturur. Dolayısıyla değerleri öğrenmenin ilk ve en önemli ayağının aile olduğu açıktır. Günümüzde ise özellikle çocukluk ve gençlik döneminde ortaya çıkan şiddet, zorbalık, saldırganlık, otoriteye karşı durma gibi eğilimlerin artması; alkol, uyuşturucu gibi kötü alışkanlıkların olağanlaşması, aile yapısındaki bozulmalar gibi birçok etken okullarda değer eğitimi zorunluluk haline getirmektedir (Lickona, 1991: 3-21). Okullar, akademik başarının yanı sıra toplumla uyumlu davranış kalıplarını planlı bir şekilde bireylere aktaran kurumlardır. Bu bağlamda sağlıklı ve dengeli kişilik gelişimine yardımcı olmak, evrensel, milli ve kültürel değerleri kazandırmak ve bu kazanımları davranış normuna dönüştürmek için sosyal ortam sağlamak, bireyleri hayata hazırlamak, topluma faydalı bireyler yetiştirmek gibi birçok hedef okulların temel amaçlarından (Nalçacı, 2019: 198-199). Bu bağlamda eğitimciler, gerek müfredatlara değer

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eğitiminin entegre edilmesi gerekse değer eğitimine ilişkin yeni yöntem, teknik ve yaklaşımlardan faydalanma konusunda her geçen gün daha ilgili hale gelmektedir (Önder, 2018:18-30).

Bireyler doğduklarından itibaren içinde bulunduğu toplumun değerlerini ve kültürünü sosyalleşme ve kültürlenme yoluyla edinmektedir. Bir grubun kültürünü ve değerlerini öğretmede, dil hem bir göstergedir hem de aktarım aracıdır (Seefeldt, Castle ve Falconer, 2015: 177). Dolayısıyla okullarda hem anadilde hem de yabancı dilde yapılan eğitimin; değer aktarımı ve edinimi sürecinde önemli bir rolü vardır. Yabancı dilde eğitim, gerek evrensel ve milli değerlerin aktarımını gerekse diğer toplumların yerel değerlerini aktarmayı olanaklı hale getirmektedir. Aynı zamanda farklı kültürel öğeleri tanıtmaya fırsatı barındırmaktadır (Byram, 1988:15). 2018 yılında Milli Eğitim Bakanlığı (M.E.B.) tarafından yayınlanan müfredat programları incelendiğinde diğer derslerde olduğu gibi yabancı dil derslerinde de değer öğretimine dair kazanımlar dikkat çekmektedir (MEB, 2018). Yapılan bu çalışma Türkiye’de yabancı dil öğretiminde değer eğitimi konusu üzerine lisansüstü düzeyde yapılan tez çalışmalarını incelemeyi amaçlamaktadır. Bu amaç doğrultusunda konu ile ilgili oluşturulan tezlerin:

- lisansüstü düzeyine,
- yıllara,
- hazırlandığı üniversiteye,
- hazırlandığı anabilim dalına,
- danışman unvanına,
- yabancı dil türüne,
- araştırma konusuna,
- veri toplama yöntemine,
- kullanılan veri toplama tekniğine,
- kullanılan analiz yöntemine göre dağılımı nasıldır? sorularına yanıt aranacaktır.

Spesifik olarak yabancı dil öğretiminde değer eğitimi konu alan tezleri inceleyen bir çalışmaya rastlanmamıştır. Yapılan bu çalışmanın bu anlamda özgün bir çalışma olduğu ve bundan sonra ilgili konuda yürütülecek tezlere bazı açılardan yön gösterici olacağı düşünülmektedir.

2. YÖNTEM

2.1. Araştırmanın Modeli

Bu çalışma, betimsel tarama modeli kullanılarak oluşturulmuş ve çalışmada doküman analizi tekniği kullanılmıştır. Doküman incelemesi, araştırılması amaçlanan olgu ya da olgulara ilişkin bilgi içeren yazılı materyallerin analizini kapsamaktadır (Yıldırım ve Şimşek, 2011: 187).

2.2. Örneklem

Araştırma konusuyla ilişkili olabilecek tezlerin tespit edilmesi amacıyla ilk olarak, Yükseköğretim Kurulu Başkanlığı (YÖK) Ulusal Tez Merkezi internet sayfasında araştırma konusuyla ilişkili çeşitli anahtar kelimeler (“*yabancı dil eğitimi*”, “*yabancı dil öğretimi*” “*İngilizce dersi*” “*değerler eğitimi*”, “*değer eğitimi*” ve “*karakter eğitimi*”) girilerek taramalar yapılmıştır. Bu çalışmada doğrudan yabancı dil eğitiminde değer öğretimini konu alan tezlerin araştırmaya dâhil edilmesi amaçlanmıştır. Bu nedenle, her ne kadar değerler, kültürün bir alt ögesi olsa da, *kültürlerarası yabancı dil öğretimi*, *kültürlerarası iletişim ve yabancı dil öğretimi*, *çok kültürlülük ve yabancı dil öğretimi* gibi yabancı dil öğretiminde kültürel öğeler ve kültür aktarımı konularına yönelik tezler kapsam dışı bırakılmıştır. Bunun sonucunda, spesifik olarak araştırma konusunu irdeleyen 19 tez araştırmaya dâhil edilmiştir.

2.3. Verilerin Toplanması ve Analizi

Betimsel analiz yoluyla inceleme yapılan araştırmada, PDF formatında bütün olarak indirilen tezler, araştırmanın sorularına cevap verecek şekilde tasarlanan tez inceleme formu yardımıyla analiz edilmiştir. Oluşturulan form ile birlikte tezler; lisansüstü düzeyine, yıllara, hazırlandığı üniversiteye, hazırlandığı anabilim dalına, danışman unvanına, yabancı dil türüne, araştırma konularına, veri toplama yöntemlerine, veri toplama ve analiz tekniklerine göre kategorilere ayrılmıştır. Oluşturulan tematik çerçeveye göre işlenen veriler neticesinde bulgular, grafikler oluşturularak sunulmuş ve birbiriyle ilişkilendirilerek analiz edilmiştir.

3. BULGULAR

Araştırma sonucunda elde edilen bulgular, bu bölümde grafikler halinde betimlenerek aktarılmıştır.

3.1. İncelenen Tezlerin Lisansüstü Düzeylerine Göre Dağılımı

Grafik 1’de araştırmaya konu olan tezlerin lisansüstü düzeyine göre dağılımı gösterilmiştir.

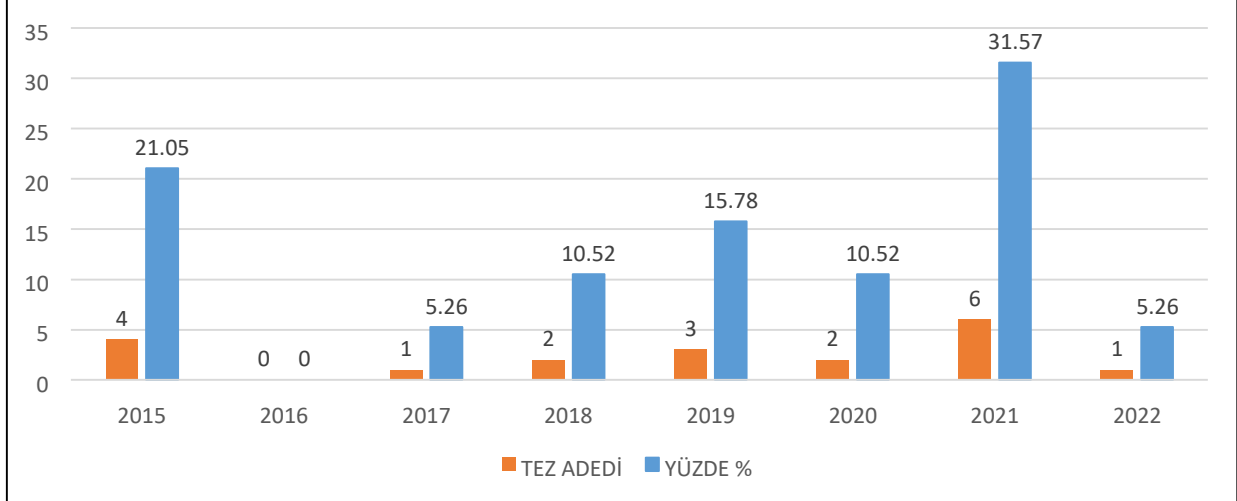
Grafik 1: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Lisans Düzeyine Göre Dağılımları



Grafik 1’de görüldüğü üzere, araştırmaya konu olan tezlerin 17’sinin yüksek lisans düzeyinde 2’sinin doktora seviyesinde olduğu görülmektedir. Doktora seviyesinde çok az sayıda tez olması dikkat çekici bulunmuştur.

3.2. İncelenen Tezlerin Yapıldığı Yıllara Göre Dağılımı

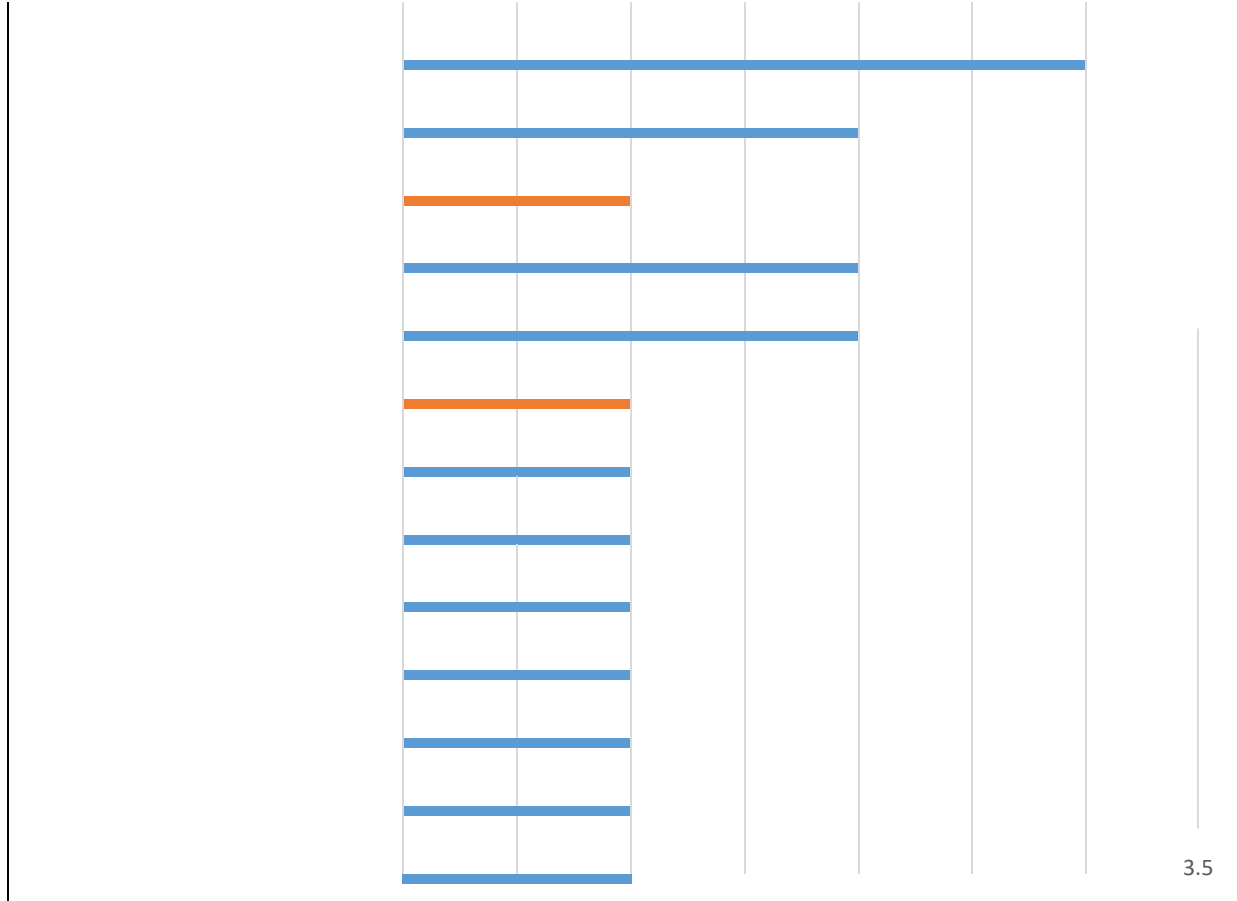
Grafik 2’de araştırmaya konu olan tezlerin yıllara göre dağılımı gösterilmiştir.

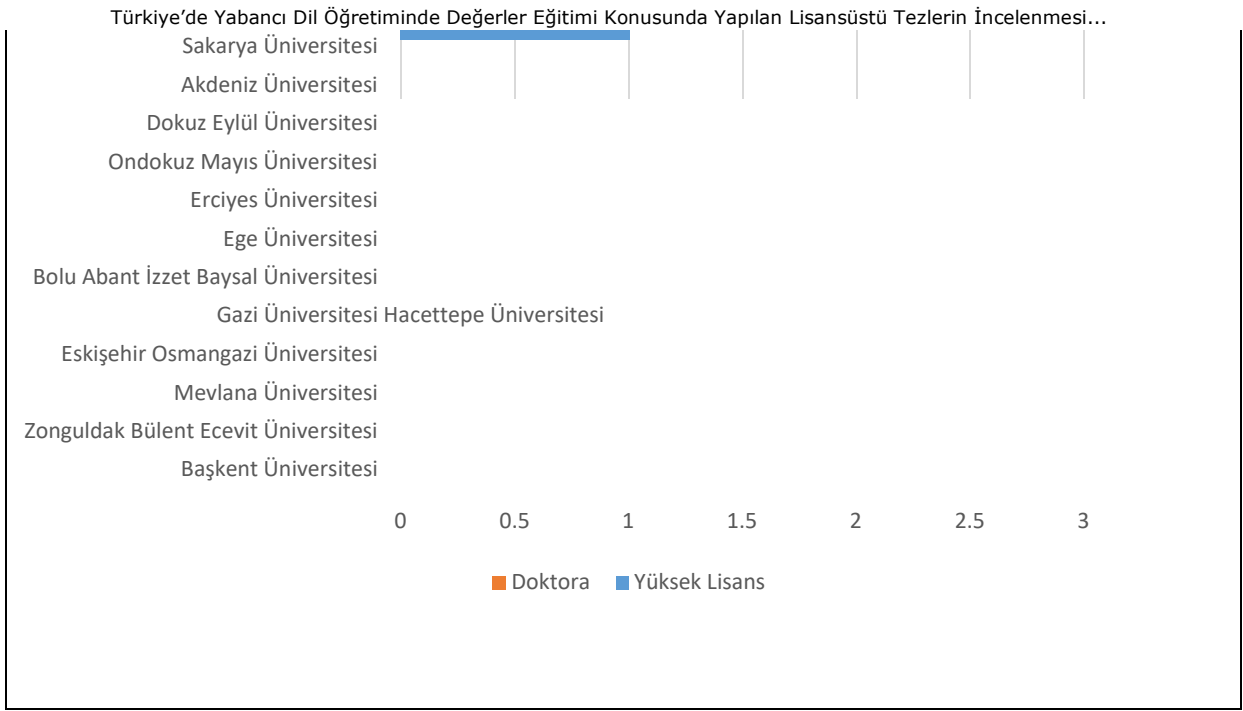
Grafik 2: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Yıllara Göre Dağılımları

Yabancı dil öğretiminde değer eğitimi konusunu içeren tezlerin yıllara göre dağılımı incelendiğinde, yayınlanan tezlerin 2015-2022 yılları arasında tamamlandığı görülmüştür. 2021 yılında 6 tez yazılmış ve en çok bu yılda ilgili konuda tez üretilmiştir. 2016 yılında ise bu çalışmanın konusunu içeren hiçbir teze rastlanmadığı fark edilmiştir.

3.3. İncelenen Tezlerin Hazırlandığı Üniversitelere Göre Dağılımı

Grafik 3’te araştırmaya konu olan tezlerin hazırlandığı üniversitelere göre dağılımı gösterilmiştir.

Grafik 3: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Hazırlandığı Üniversitelere Göre Dağılımları

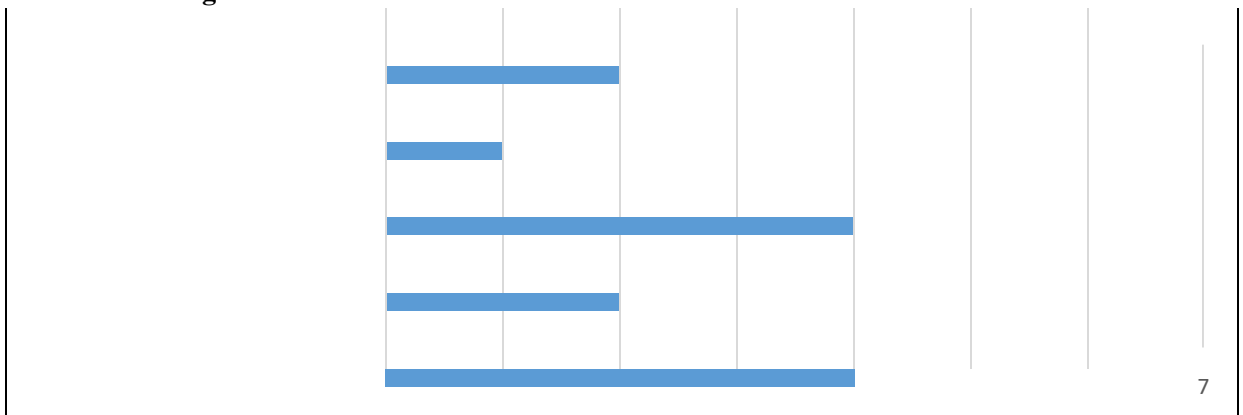


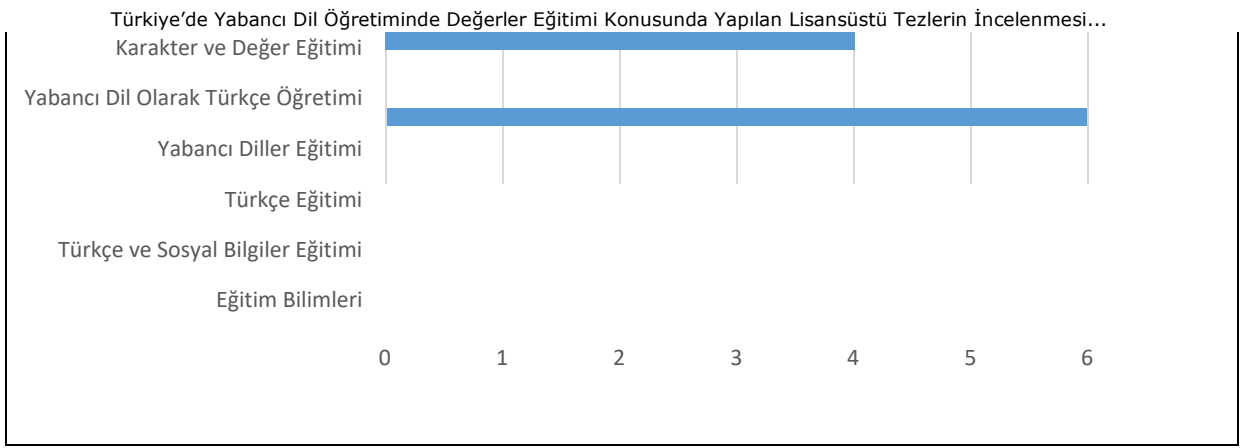
İncelenen tezlerin hazırlandığı üniversitelere bakıldığında toplam 13 üniversite tespit edilmiştir. Tezlerin hazırlanan üniversitelere göre dağılım frekansının yüksekten düşüğe göre sırasıyla Sakarya Üniversitesi (3), Akdeniz Üniversitesi (2), Dokuz Eylül Üniversitesi (2), Ondokuz Mayıs Üniversitesi (2), Erciyes Üniversitesi (2), Ege Üniversitesi (1), Bolu Abant İzzet Baysal Üniversitesi (1), Gazi Üniversitesi (1), Hacettepe Üniversitesi (1), Eskişehir Osmangazi Üniversitesi (1), Mevlana Üniversitesi (1), Zonguldak Bülent Ecevit Üniversitesi (1) ve Başkent Üniversitesi (1) şeklinde olduğu görülmüştür.

3.4. İncelenen Tezlerin Hazırlandığı Anabilim Dalına Göre Dağılımı

Yapılan bu araştırma kapsamında incelenen tezlerin hazırlandığı anabilim dallarına göre dağılımı Grafik 4’te gösterilmiştir.

Grafik 4: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Hazırlandığı Anabilim Dalına Göre Dağılımları



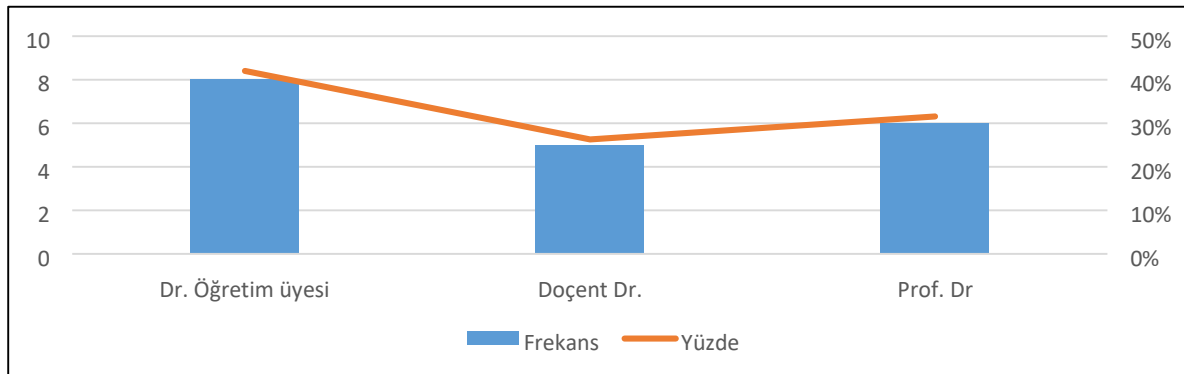


Grafik 4’te görüldüğü üzere araştırmada incelenen tezler 6 Anabilim Dalında hazırlanmıştır. Anabilim Dallarındaki dağılım sıklığına bakıldığında en çok Eğitim Bilimleri Anabilim Dalı (6) göze çarpmaktadır. Daha sonra Türkçe ve Sosyal Bilgiler Eğitimi Anabilim Dalı (4), Yabancı Diller Eğitimi Anabilim Dalı (4), Türkçe Eğitimi Anabilim Dalı (2), Karakter ve Değer Eğitimi Anabilim Dalı (2) ve Yabancı Dil Olarak Türkçe Öğretimi Anabilim Dalı (1) sıralamasıyla dağılımın gerçekleştiği görülmektedir.

3.5. İncelenen Tezleri Üstlenen Danışmanların Akademik Unvanlarına Göre Dağılımı

Araştırmaya konu olan tezlerin yürütülmesinde görev alan danışmanların akademik unvanlarına göre dağılımları Grafik 5’te gösterilmiştir.

Grafik 5: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Yürütülmesinde Görevli Danışmanların Akademik Unvanlarına Göre Dağılımı

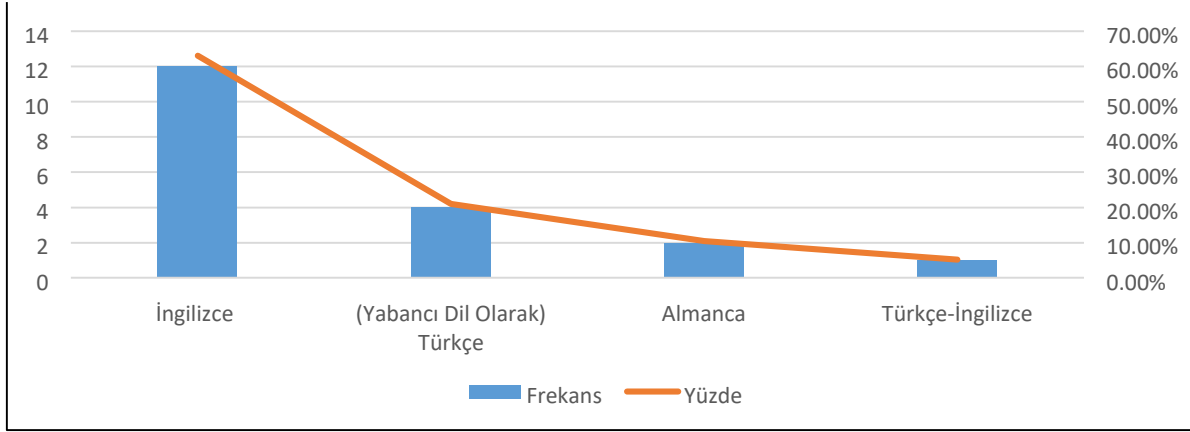


Yapılan bu araştırmada incelenen tezleri yürüten danışmanların akademik unvanları bakımında dağılımları, frekanslarına göre Dr. Öğretim Üyesi (8), Prof. Dr. (6) ve Doç. Dr. (5) şeklinde sıralanmıştır. En fazla ile Dr. Öğretim Üyesi (%42) unvanına sahip akademisyenlerin tez danışmanlığında görev aldığı; en az tez danışmanlığını Doçent (%26.31) unvanına sahip akademisyenlerin yürüttüğü görülmüştür.

3.6. İncelenen Tezlere Konu Olan Yabancı Dillere Göre Dağılımlar

Grafik 6’da incelenen tezlerde hangi yabancı dilin konu edildiğine dair dağılım verilmiştir.

Grafik 6: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Yabancı Dillere Göre Dağılımı

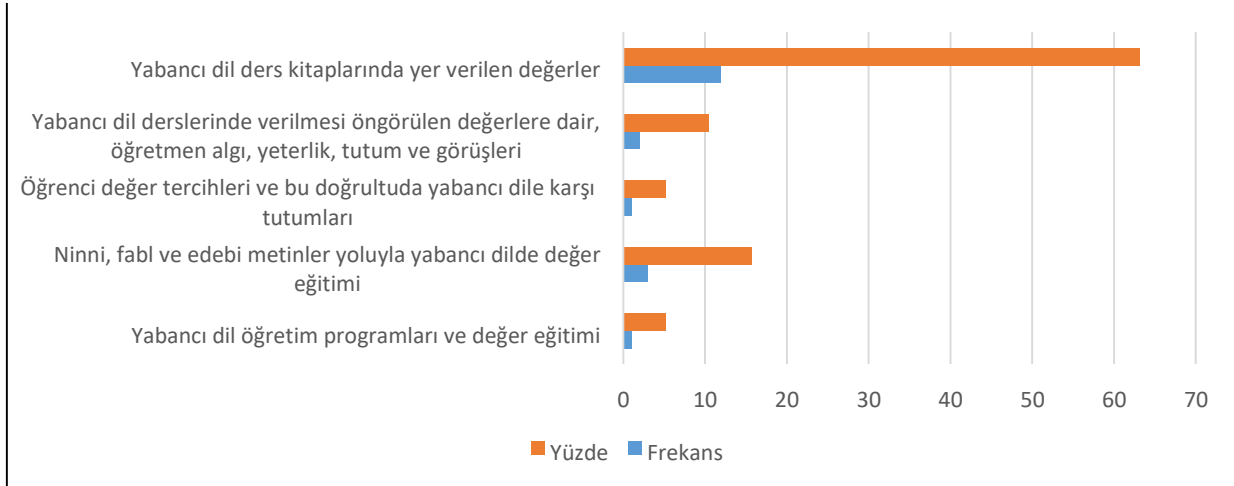


İncelenen çalışmalarda, %63,15 oranı ile en fazla yabancı dil olarak İngilizce öğretiminde değer eğitimi için araştırmanın olduğu gözlemlenmiştir. Daha sonra Türkçenin (%21.05) ve Almancanın (%10.52) sıralandığı görülmüştür. Son olarak Türkçe ve İngilizcenin karşılaştırmalı olarak (%5.26) araştırıldığı bir adet tez görülmüştür. İncelenen tezlerin frekans dağılımına bakıldığında, yabancı dil olarak İngilizce (12), yabancı dil olarak Türkçe (4), yabancı dil olarak Almanca (2), yabancı dil olarak Türkçe- İngilizce (1) şeklinde sıralamanın olduğu görülmüştür. Başka bir ifade ile, incelenen tezlerde en fazla yabancı dil olarak İngilizce öğretiminde değer eğitimi için çalışmayla karşılaşılmıştır.

3.7. İncelenen Tezlerin Araştırma Konularına Göre Dağılımları

İncelenen tezlerin konularına göre dağılımları Grafik 7’de gösterilmiştir.

Grafik 7: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Konu Türlerine Göre Dağılımı

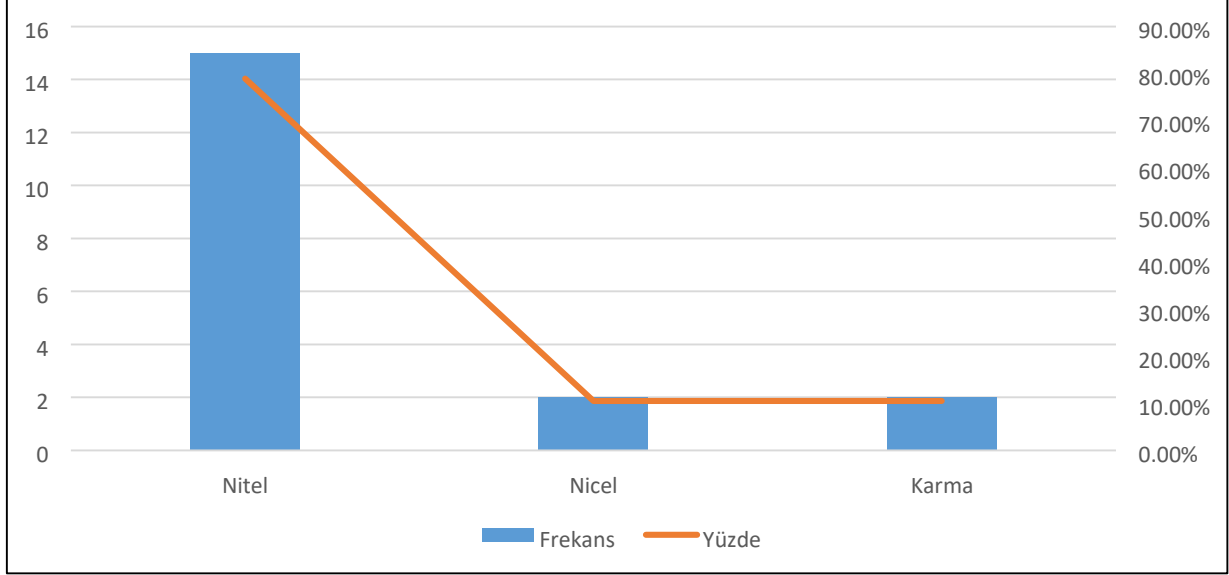


Grafik 7’de incelenen tezlerin 5 konu etrafında toplandığı görülmektedir. Yabancı dil derslerinde okutulan ders kitaplarında yer verilen değerlerin incelenmesini (12) konu edinen tezler, %63,15 gibi bir oranla en çok tercih edilen tez konusu olmuştur. Ninni, Fabl ve diğer edebi metinler yoluyla yabancı dilde değer eğitimi (3) konu alan tezlerin yüzdeleri oranı %15,78 olmuştur. Yabancı dil derslerinde verilmesi öngörülen değerlere dair öğretmen algı, yeterlik tutum ve görüşleri (2), tercih edilen konular arasında %10,52 yüzdeleri oranıyla üçüncü sırada yer almıştır. Öğrenci değer tercihleri ve bu doğrultuda yabancı dile karşı tutum (1), yabancı dil öğretim programları ve değer eğitimi (1) konularının yüzdeleri oranı ise %5,26’dır.

3.8. İncelenen Tezlerin Veri Toplama Yöntemlerine Göre Dağılımları

Grafik 8’de, incelenen tezlerin araştırma yöntemine dair dağılımları gösterilmiştir.

Grafik 8: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Araştırma Yöntemlerine Göre Dağılımı

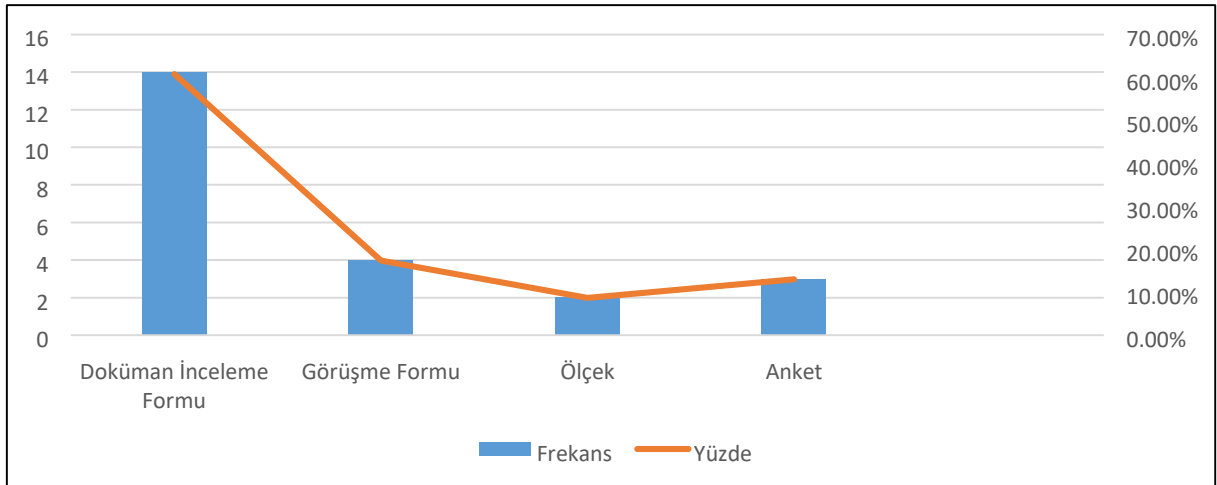


Yapılan bu araştırmada incelenen tezlere bakıldığında en çok nitel araştırma yöntemlerinin (15) tercih edildiği görülmüştür. Nicel (2) ve karma (2) araştırma yöntemleri ise çok daha az tercih edilmiştir.

3.9. İncelenen Tezlerde Kullanılan Veri Toplama Tekniklerinin Dağılımları

Bu araştırma kapsamında incelenen tezlerin veri toplama teknikleri aşağıdaki grafikte sunulmuştur.

Grafik 9: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Veri Toplama Tekniklerine Göre Dağılımı



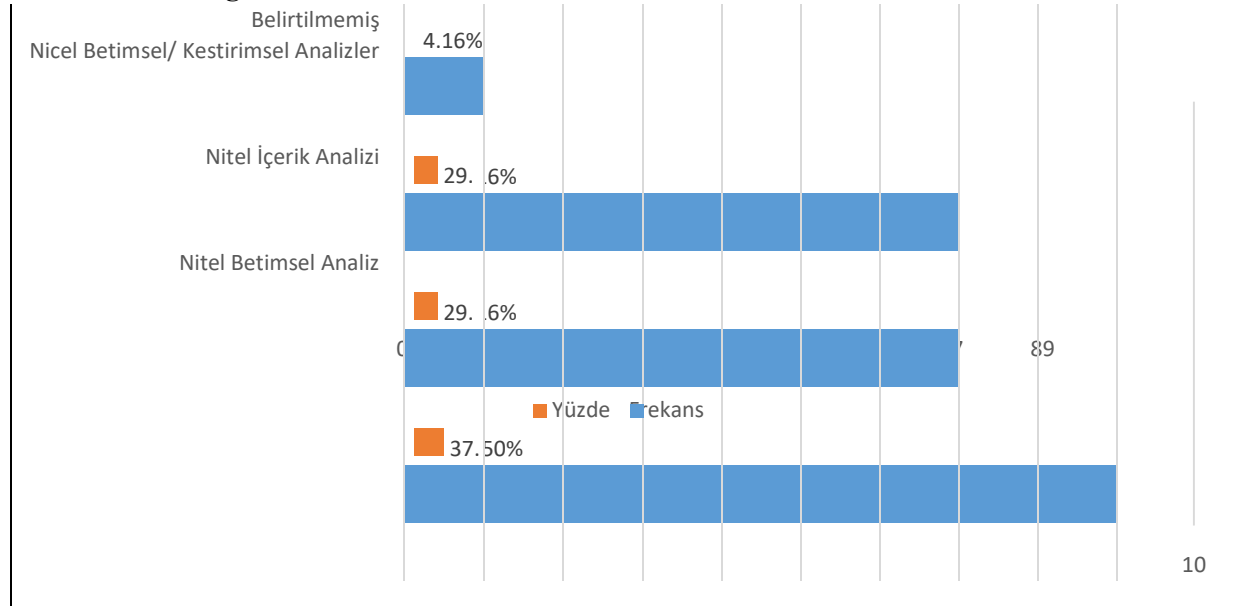
Araştırma kapsamında incelenen tezlerin veri toplama tekniklerine bakıldığında doküman inceleme formu (14), görüşme formu (4), anket (3) ve ölçek (2) kullanılarak verilerin toplandığı tespit edilmiştir.

Türkiye’de Yabancı Dil Öğretiminde Değerler Eğitimi Konusunda Yapılan Lisansüstü Tezlerin İncelenmesi... Araştırmaların birçoğunda doküman inceleme formunun kullanıldığı görülmektedir. Karma yöntem kullanılan 2 araştırmada, iki ve ikiden fazla veri toplama tekniği kullanılmıştır. Nitel araştırma yöntemi ile yürütülen bir tezde ise yine iki veri toplama tekniği kullanılmıştır.

3.10. İncelenen Tezlerde Kullanılan Veri Analiz Tekniklerinin Dağılımları

Grafik 10’da, yapılan bu araştırmada incelenen tezlerde kullanılan veri analiz tekniklerinin dağılımları gösterilmiştir.

Grafik 10: Yabancı Dil Öğretiminde Değer Eğitimi Konu Alan Tezlerin Veri Analiz Tekniklerinin Dağılımı



Grafik 10’da görüldüğü üzere nitel analiz yöntemlerinden betimsel analiz (9) ve içerik analizi (7) en çok kullanılan analiz yöntemleri arasındadır. Nicel araştırma yöntemi kullanılan çalışmalarda betimsel /kestirimsel analiz yöntemleri (7) (anova, regresyon, korelasyon, T-testi-normallik testleri vb.) tercih edilmiştir. İncelenen tezlerden birinde hangi analiz tekniği kullanıldığı belirtilmemiştir. İnceleme yapılan tezlerde, hangi veri analiz tekniği kullanıldığı yazıldıysa öyle kabul edilip yukardaki grafiğe işlenmiştir. Fakat bu konuda bazı tezlerde anlam karmaşası yaşandığı; analiz tekniği ile verilen isimlendirmenin tutarlı olmadığı düşünülmektedir.

4. TARTIŞMA, SONUÇ ve ÖNERİLER

Yapılan bu araştırmada, Türkiye’de yabancı dil öğretiminde değer eğitimi konu alan lisansüstü tezlerin incelenmesi amaçlanmıştır. Bu bağlamda çalışmanın araştırma sorularına cevap verecek nitelikte olan 19 tez tespit edilmiş ve analize tabi tutulmuştur. Elde edilen bulgular neticesinde araştırma konusuyla ilişkili doktora düzeyinde sadece 2 teze ulaşılmış, yüksek lisans düzeyinde ise 17 tez tespit edilmiştir. Daha önce değer eğitimi konusunda yazılan lisansüstü tezlerin incelenmesine yönelik yapılan bazı çalışmalarda da (Baş ve Beyhan 2012; Fidan ve Öner, 2018) doktora tezlerinin çok daha az olduğu sonucuna ulaşılmıştır. Türkiye’de değerler eğitimi uygulamalarının 2000’li yıllardan itibaren kendini göstermeye başladığı söylenebilir (Cihan, 2014: 433). Bununla birlikte yabancı dil öğretiminde değerler eğitiminin daha spesifik bir alan oluşu da, yapılan bu araştırmanın konusu üzerine lisansüstü düzeydeki tezlerin az oluşunu açıklayan bir kriter olabilir. Fakat her ne kadar spesifik ve yeni bir konu olsa da, yapılan çalışmaların yeterli olmadığı, özellikle doktora düzeyinde araştırmanın daha fazla teşvik

Türkiye’de Yabancı Dil Öğretiminde Değerler Eğitimi Konusunda Yapılan Lisansüstü Tezlerin İncelenmesi... edilmesi gerektiği düşünülmektedir. İncelenen tezlerin yıllara göre dağılımına bakıldığında kısmen dengeli bir dağılımdan söz etmek mümkündür. Yapılan bu araştırmanın konusuyla ilgili ilk tezin 2015 yılında hazırlandığı görülmüştür. 2021 yılında ilgili konuda en fazla tezin üretilmesi, son yıllarda daha fazla tercih edilmeye başlanan bir konu olduğuna dair bir gösterge olabilir. Değer eğitimi üzerine yazılan tezlerle ilgili yürütülen başka bir çalışmada (Kapkın, Çalışkan ve Sağlam, 2018: 189), 2012 yılından sonra araştırmaların daha hızlı bir ivme yakaladığı sonucuna ulaşıldığı görülmektedir.

Yapılan bu çalışmanın diğer bir bulgusu ise araştırmanın konusu ile ilgili üretilen tezlerin yürütüldüğü üniversitelerle ilgilidir. Toplam 13 üniversitede ilgili konuya dair tez çalışması yürütülmüştür ve en çok Sakarya Üniversitesinde (3) ilgili konuda tez yazıldığı görülmüştür. Ülkemizde birçok üniversitede yabancı diller eğitimi programı olmasına karşın konu ile ilgili az denecek sayıda tez üretilmesinin bir sebebi de karakter ve değer eğitimi programlarının çok az sayıda olması ile ilişkilendirilebilir. Örneğin konu ile ilgili en fazla tez üretilen üniversitenin Sakarya Üniversitesi olmasının bir sebebi de değerler eğitimi yüksek lisans programının var oluşundan kaynaklı olabilir. Aynı şekilde karakter ve değer eğitimi yüksek lisans programı bulunan Erciyes Üniversitesinde de konu ile ilgili 2 tez üretildiği görülmüştür. Üniversitelerimizde karakter ve değer eğitimine dair doktora programları oluştuğunda, ilgili konuda doktora düzeyinde çalışmaların yapılmasının daha muhtemel olması beklenmektedir.

İncelenen tezlerin anabilim dallarına göre dağılımında ilk sırayı eğitim bilimleri anabilim dalı (6) almıştır. Diğer anabilim dalları ise Türkçe ve Sosyal Bilgiler Eğitimi Anabilim Dalı (4), Yabancı Diller Eğitimi Anabilim Dalı (4), Türkçe Eğitimi Anabilim Dalı (2), Karakter ve Değer Eğitimi Anabilim Dalı (2) ve Yabancı Dil Olarak Türkçe Öğretimi Anabilim Dalı (1) şeklinde sıralanmıştır. Değer eğitimi dair çalışmaların farklı anabilim dalları altında incelendiği sonucu çıkmakla birlikte; karakter ve değer eğitimi, yabancı dil olarak Türkçe öğretimi gibi görece diğer anabilim dallarına göre yeni sayılan anabilim dalları altında da çalışmaların gerçekleştirildiği görülmektedir.

İncelenen tezlerde danışman olarak en çok Dr. Öğretim Üyelerinin (8) görev aldığı tespit edilmiştir. Prof. Dr. (6) ve Doç. Dr. (5) unvanlarına haiz öğretim üyeleri ise ilgili konuda yürütülen tezlerde daha az danışmanlık görevi üstlenmişlerdir. Elde edilen diğer bir bulgu ise araştırma konularının hangi hedef dilde değer öğretimini içerdiğine ilişkindir. Sırasıyla İngilizce (12), Türkçe (4), Almanca (2) şeklinde yabancı dil eğitiminde incelenen diller olmuştur. Yapılan 1 çalışma ise Türkçe ve İngilizceye yabancı dil olarak karşılaştırılmalı bakılmıştır. Türkiye’de en fazla yabancı dil olarak İngilizce eğitiminin verilmesi, bu dilin ilk sırayı almasındaki en büyük etken gibi görünmektedir. Diğer taraftan Türkçenin yabancı dil olarak öğretilmesinin her geçen gün daha çok ilgi duyulan bir konu haline gelmekte olduğu çıkarımı, yapılan çalışmada en çok çalışılan ikinci yabancı dil olması hasebiyle yapılabilir.

İncelenen tezlerin araştırma konularına bakıldığında, Yabancı dil derslerinde okutulan ders kitaplarında yer verilen değerlerin incelenmesi (12) ve Ninni, Fabl ve diğer edebi metinler yoluyla yabancı dilde değer eğitimi (3) en çok tercih edilen konular olmuşlardır. Konularda yığılmanın özellikle ders kitaplarının incelenmesi yönünde olması dikkat çekici bulunmuştur. Ders kitaplarının kolay erişilebilir olması, analiz edilmesinin kısmen daha kolay oluşu, okullarda değer kazandırmada ana materyallerden oluşu bu durumu açıklayan etkenler arasında gösterilebilir. Diğer konular; yabancı dil derslerinde verilmesi öngörülen değerlere dair öğretmen görüşleri (2), öğrenci değer tercihleri ve bu doğrultuda yabancı dile karşı tutum (1), yabancı dil öğretim programları ve değer eğitimi (1) başlıkları altında toplanmıştır. Ders kitapları değer kazandırma sürecinde önemli materyallerdendir. Bununla birlikte ilgili konuda, öğretmen, öğrenci, aile, akran grupları ve çevre gibi farklı alanlara yönelik, daha çok çalışmanın yapılması elzem görünmektedir.

İncelenen tezlerde en çok nitel araştırma yöntemleri (15) tercih edilmiş; nicel ve karma metotlar çok daha az kullanılmıştır. Bu durumun seçilen konularla da ilişkili olduğu çıkarımı yapılabilir. Zira ders kitabı ve edebi metinlerle ilgili doküman incelemeleri nitel betimsel analizlere yahut içerik analizlerine tabi tutulmuştur. Aynı şekilde veri toplama aracı olarak en çok doküman inceleme formları (14) tercih

Türkiye’de Yabancı Dil Öğretiminde Değerler Eğitimi Konusunda Yapılan Lisansüstü Tezlerin İncelenmesi... edilmiştir. Konu çeşitliliği arttıkça bu durumun değişmesinin muhtemel olduğu düşünülmektedir. Veri analiz tekniklerinde ise yine nitel betimsel analizler ve nitel içerik analizleri ön plana çıkmıştır. Tezler incelenirken, bazı tezlerde araştırma yönteminin ifade edilmesinde karmaşa yaşandığı sonucuna ulaşılmıştır. Zira bazı tezlerde yöntem ve analiz teknikleri farklı isimlendirmelerle ifade edilmiştir. Nitel araştırmada yaşanan bazı sorunların bu incelenen bazı tezlerde de fark edilmesi, bilimsel çalışmalarda yöntemle ilişkin daha fazla özen gösterilmesi gerektiğini düşündürmüştür. Bu durum daha önce Coşkun’un (2022:181-182) nitel yöntemlerle yazılmış bazı çalışmalar üzerine yazdığı makalesinde de dile getirilmiştir.

Sonuç olarak yapılan bu çalışmada yabancı dil öğretiminde değer eğitimiye yönelik lisansüstü tezler incelenmiştir. İlgili konuda çok fazla lisansüstü düzeyde çalışmanın olmadığı, olan çalışmaların ders kitabı ve metin inceleme üzerine yoğunlaştığı, nitel araştırma yöntem, teknik ve analizlerine sıklıkla yer verildiği sonucuna ulaşılmıştır. Daha farklı konu alanlarında, farklı yöntem ve metotlar kullanılarak yapılacak çalışmaların hem alana hem de ülkemizdeki değer eğitimi uygulamalarına önemli katkı sağlayacağı düşünülmektedir.

5. Beyanlar

5.1. Çıkar Çatışması

Bu çalışmada herhangi bir çıkar çatışması bulunmamaktadır.

5.2. Katkılar

Bu çalışmada yazarlar eşit miktarda katkıda bulunduğunu belirtmişlerdir.

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ÇEVİRİBİLİMDE ÖLÇME VE DEĞERLENDİRME KİTAP İNCELEME

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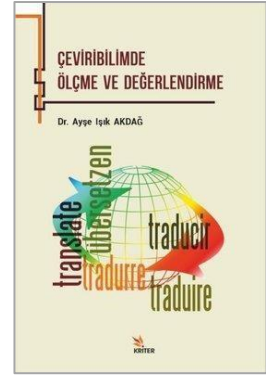
Çeviribilimde Ölçme ve Değerlendirme (1. Baskı)

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Ülkemizde, 2022 yılı itibariyle vakıf ve devlet üniversitelerinde aktif olarak yazılı ve sözlü çevirmen yetiştiren lisans ve önlisans programlarının sayısı 100'e yaklaşmıştır². Bu duruma ek olarak kâğıt üzerinde kurulmuş ancak daha öğrenci alımına başlamamış programların sayısı da oldukça fazladır. Gün geçtikçe sayıları artan bu bölümlerde verilen çeviri eğitiminin nitelikli, kaliteli ve dünya standartlarında olabilmesi için çeviri eğitimi çalışmaları önem verilmesi gereken bilimsel bir çalışma alanı olarak görülmektedir. Akademik çeviri eğitimi planlama sürecinde belirlenen edinç odaklı hedef ve kazanımların ölçülmesi ve eğitim sürecinin değerlendirilmesini kapsayan ölçme ve değerlendirme çeviri eğitimi ve öğretiminin vazgeçilmez bir parçasıdır. Çeviri eğitimi özelinde ele alındığında, etkili ve nesnel bir ölçme ve değerlendirme için çeviri edinç ve alt-edinç bilgisi en temel bileşenlerdendir. Edinç odaklı çeviri eğitimi sürecinde, ölçme ve değerlendirme olabildiğince öğrencilerin edindikleri bilgi ve becerileri kullanmalarını gerektirecek iş ortamındaki değerlendirme uygulamalarıyla benzerlik göstermelidir (Galán-Mañas & Hurtado Albir, 2015). Ancak eğitim ve sektördeki değerlendirme türleri her zaman örtüşmemektedir. Değerlendirme süreçlerine ilişkin farkındalığın artması öğrencilere olumlu etkileri olacaktır. Öğrencilerin, eğitim hayatları süresince tecrübe ettikleri teorik ve uygulamaya dair bilgi-beceriler ve bunların ölçme ve değerlendirme uygulamaları doğrudan veya dolaylı olarak profesyonel iş yaşamlarını etkilemektedir (Balkul & Ersoy, 2018).

İstanbul Üniversitesi, Yabancı Diller Yüksekokulu'nda öğretim üyesi olan Doç. Dr. Ayşe Işık Akdağ'ın, uzmanlık alanı olan çeviribilim alanında birçok çalışması mevcuttur. Araştırmacı yazar Akdağ 2015 yılında savunduğu doktora tezini güncelleyerek 2020 yılında *Çeviribilimde Ölçme ve*

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² 2022 Yök Atlas alınan verilerine göre ülkemizde vakıf ve devlet üniversitelerinde farklı dillerde 96 adet lisans ve önlisans program bulunmaktadır.

Değerlendirme isimli eserini yazmıştır. Eserinde, alanda var olan çeviri edinci modellerini inceleyerek çeviri edincini oluşturan alt-edinçler ve bu edinçlerin kapsadığı yeterlilikleri belirlemiştir. Ayrıca, çeviri değerlendirmesi farklı ortamlarda araştırılmış ve sektördeki ve uluslararası alandaki değerlendirmelerin odağındaki edinç ve alt edinçler incelenmiştir.

Çeviri eğitiminin tamamlayıcısı olan ölçme ve değerlendirme alanında farklı, nesnel ve değerlendirme ortamına uyumlu değerlendirme araçları geliştirilmesi için bir çerçeve çizmek amacıyla yazılan bu kitap, 6 bölüme ek giriş ve sonuç bölümleri olmak üzere 8 bölümden oluşmaktadır. Her bölümün sonunda o bölüme ait değerlendirme yapılmıştır. Bu sebepten dolayı sonuç bölümünde bulgu ve değerlendirmelerden ayrıntılı biçimde bahsedilmemiş, bölüm değerlendirmelerinden hareketle genel sonuçlara varılmıştır. Ek bölümünde çeviri eğitimi, çeviri sektörü ve çeviri sınavlarından elde edilmiş bulgular derlenerek yeterlilikler oluşturulmuştur ve çeviri edincinin değerlendirilmesinde kullanılmak üzere sunulmuştur.

Kitabın giriş bölümünde “Çeviri değerlendirmesi nasıl yapılır? Sektördeki değerlendirmelerle eğitimdeki değerlendirme süreçlerinin benzer ve farklı yönleri nelerdir? Öğrencilerde çeviri edincinin geliştiği nasıl belirlenir? Çeviri edincini değerlendirenler hangi ölçütleri ön planda tutmalıdırlar? Çeviri edincini değerlendirmede hangi sınav türleri uygulanabilir?” gibi soruların kitabın varlık nedenlerinden olduğu belirtilmektedir. Akdağ, giriş bölümünde eğitimdeki farklı yaklaşımların çeviri edinçlerinin edinilmesi ve değerlendirilmesi üzerinde etkisinin olduğunu belirtmiştir. Yaklaşımın merkezindeki anlayış sadece öğretim yöntem ve tekniklerin belirlenmesinde değil, değerlendirmenin türü ve ölçütleri üzerinde de etkili olmaktadır.

Kitabın birinci bölümünde, araştırma kuramsal ve yapısal olarak betimlenmiştir. İlk olarak araştırma konusunun önemi, çeviri edincinin ölçülmesi ve değerlendirilmesinde farklı bağlamlarda ön plana çıkan ölçütleri belirleyerek çeviri edincinin değerlendirilmesi için yeterlilikler üzerinde durulması olarak ifade edilmiştir. Araştırmanın temel sorusu olan “Çeviri farklı ortamlarında nasıl değerlendirilmektedir?”’den yola çıkılarak araştırmanın hipotezi, sorunsalı ve amacı açıklanmıştır. Araştırmanın kapsamı ise (1) çeviri edincinin farklı tanımları araştırılarak çeviri edincini oluşturan altedinçlerin belirlenmesi ve (2) çeviri edincinin değerlendirilmesinde yararlanılan alt-edinçler olarak belirtilmiştir. Yöntemi, sınırlılıkları, araştırmanın verilerinin toplanması ve analizi başlıkları altında araştırma metodolojik açıdan ele alınmıştır.

İkinci bölüm, çeviri edincine ilişkin bireysel çalışmalardan bahsetmektedir. Yazar bu çalışmaları, salt çeviriye özgü edinçleri belirlemeye çalışan derleyici yaklaşımlar ve çeviri edincini birçok alt edinçten oluşan bir üst edinç olarak gören ulamsal yaklaşımlar olarak iki başlık altında toplamıştır. Bu bölümde araştırmacıların belirledikleri çeviri edinçleri ve alt-edinçleri karşılaştırılarak irdelenmiştir.

Üçüncü bölümde, çeviri edinci ile ilgili grup çalışmaları ele alınmıştır. Bu bölümde, PACTE, EMT ve TransComp gruplarının çeviri edinç ve alt-edinçleri üzerine yaptıkları çalışmalar sonucunda ortaya çıkan çeviri edinç modelleri tanıtılmıştır. Bu bölümün sonunda ikinci ve üçüncü bölümlerde bahsedilen çeviri edinç modelleri karşılaştırılarak değerlendirilmiştir. Bu değerlendirmenin sonucunda yazar çeviri edinci ile ilgili 12 alt-edinç saptamıştır.

Kitabın dördüncü bölümünde çeviride kalite, sektörde ve eğitim bağlamında araştırılmıştır. Bu bölümde, yazar kaliteyi belirleyen değişkenlerin fazlalığına ve çeşitliliğine değinmiştir. Bu bağlamda, ilk olarak kaliteyi ölçen tarafların kalite anlayışının farklılaşmasındaki rolünden bahsedilmiştir. Sektördeki profesyonel değerlendirme süreci ve bileşenleri tanımlanmış daha sonrasında kalite bağlamında değerlendirme ve gözden geçirme süreçleri arasındaki farklar üzerinde durularak bu süreçler açıklanmıştır. Yazar bu bölümde farklı araştırmacıların kalite ile ilgili ölçme değerlendirme yöntemlerini ve çeviri değerlendirmesi bağlamında uluslararası kalite standartlarını ortaya koymuştur.

Son olarak, farklı kalite değerlendirme modellerinin, çeviri eğitimi bağlamına uyarlanabilirliği üzerinde durulmuştur.

Beşinci bölümde, uluslararası çeviri sınavlarının değerlendirme süreçlerine odaklanılarak bunların çeviri eğitiminde kullanılabilmesi için modeller araştırılmıştır. İngiltere’de yapılan IoL Çeviri Diploması Sınavı, Avustralya’daki NAATI, Amerika Birleşik Devletleri’ndeki ATA ve Kanada’daki Sical bu bölümde incelenen uluslararası sınavlardır. Çevirmenleri değerlendiren uluslararası sınavların üzerinde durdukları alt-edinçler birbirinden farklılık göstermektedir. Bazı sınavlar çevirilerin değerlendirilmesinde sadece söz-dizim ve anlam yönüne odaklanarak dil edinci, metin edinci gibi edinçlere ağırlık verirken; bazı sınavlar ise anlama, doğruluk, dilbilgisi, bağdaşıklık, iş düzeni yeterlilikleri, teknik yönler, noktalama, yazım gibi yeterliliklere önem verdiklerinden diğer sınavlara nazaran daha fazla alt-edincin kazanımını ölçmeye çalışmaktadırlar.

Altıncı bölümde çeviri eğitiminde yer alan değerlendirme türleri incelenmiş ve Türkiye’deki üniversitelerin çeviri edinci değerlendirme sürecinde odaklandıkları alt-edinçler irdelenmiştir. Bu bölümde çeviri eğitimindeki ölçme ve değerlendirme ile ilgili genel bilgi verildikten sonra çeviri eğitiminde kullanılmakta olan değerlendirme yöntemleri ve notlandırma konuları tartışılmıştır.

‘Çeviribilimde Ölçme ve Değerlendirme’ kitabında yazar çeviri eğitimi ve çeviri değerlendirme bağlamlarında çeviri edinci ve çeviri alt edinci üzerine yapılan çalışmalar sonucu ortaya çıkan bulguları oldukça detaylı ve sistemli bir şekilde sunmuştur. Kitabın ikinci ve üçüncü bölümündeki araştırmaların sonucunda çeviri eğitiminde ve çeviri değerlendirmesinde göz önünde bulundurulmuş 12 alt-edinç temel alınarak farklı ortamlardaki değerlendirmeler incelenmiştir. Kitap, detaylıca irdedeği edinçler ve onların alt-edinçleri ile çeviri eğitmenlerine etkili ve nesnel ölçütlere göre ders planı oluşturmada ve ölçme değerlendirmeyi planlamada yardımcı olmaktadır. Bu yönüyle bir başucu kitabı olma niteliğindedir.

Çıkar Çatışması

Bu çalışmada herhangi bir çıkar çatışması bulunmamaktadır.

Kaynakça

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