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FOREWORD

Dear Distinguished Participants,

It was a great pleasure for me to have you at Kütahya Dumlupınar University for the 1st International ELT, EFL & ELL Conference (INEEC 2024) on 10-11 May 2024. The main theme of the conference is "multilingualism and multiculturalism", but the conference embraced studies on English Language Teaching, English as a Foreign Language, English Literature, English Culture, AI & ELT, Linguistics, and Translation Studies.

This two-day-conference started with a panel session on "multilingualism" and "multiculturalism" with the participation of five honourable professors. Then, in fifteen sessions we listened to fifty-seven presentations by eighty-two participants from about forty universities across the world.
Additionally, I believe that this conference has fostered an intellectually stimulating and welcoming environment where people could exchange ideas, relationships, and viewpoints that go beyond conference attendance, resulting in a greater understanding and appreciation of our field from a global perspective.

I want to express my gratitude to our Rector, Prof. Dr. Süleyman KIZILTOPRAK, the Dean of Faculty of Arts and Sciences, the Scientific Committee, and the Organizing Committee Members for their support and efforts.

Thank you all for your participation and contributions.

With very best wishes,

Prof. Dr. Ayhan KAHRAMAN
Conference President

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EXPLORING THE UNCHARTED: SOCIO-POLITICAL DISCOURSE IN TURKISH ENGLISH LANGUAGE TEACHING – A PHENOMENOGRAPHIC STUDY

YUSUF KASİMİ, DÜZCE UNIVERSITY, TÜRKİYE
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The importance of critical theory and pedagogy has been recognized in educational sciences. However, socio-political issues have been rarely addressed in the context of Turkey. Therefore, it is crucial to investigate social, political, and humanitarian issues encountered outside classrooms since discussion of socio-political matters grants emancipatory approaches and critical perspectives for both students and instructors. This study aims to examine the perceptions of in-service and pre-service English Language Teaching (ELT) teachers regarding socio-political issues in the context of ELT. This study is based on phenomenographic research design. A semi-structured interview was prepared and asked to the students. Thus, Pre-service ELT teachers (N=60) studying at a state university and in-service ELT teachers (N=26) working at state schools in Turkey were interviewed by the researcher. The study reveals that in-service English Language Teaching (ELT) teachers generally hold a negative perspective regarding Armenian accusations of genocide, even though they maintain predominantly positive attitudes toward Armenia and Armenians. This study is motivated by the limited discussion of minority groups like Armenians in Turkey, particularly in English Language Teaching (ELT) contexts, highlighting the challenge of addressing these socio-political issues within the politically sensitive Turkish ELT landscape, while also emphasizing the significance of exploring such issues through the lens of critical theory and pedagogy in education.

Keywords: English Language Teaching, ELT Curricula, Armenian Issue, Critical Pedagogy

SELF-PERCEPTIONS OF TURKISH PREPARATORY SCHOOL INSTRUCTORS' ENGLISH PROFICIENCY

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In recent years, there have been a great number of empirical research on non-native English-speaking teachers (henceforth NNEST). Nevertheless, little attention has been given to the self-perceptions of English proficiency of Turkish university level instructors. To this end, the present study aims to explore Turkish preparatory school instructors' self-perceptions of English proficiency, who teach English as a foreign language at a preparatory school. Moreover, the instructors' proficiency levels and perceived proficiency levels will be investigated through a comparison between their self-perception levels and YOKDIL results, which is an exam that measures the level of English proficiency in Türkiye. Since this study will be a mixed-method study, data will be both quantitative and qualitative. First, quantitative data will be collected from 32 NNESTs in Türkiye who are the instructors at a preparatory school in a university through a 5-point Likert type questionnaire adopted by Kaewwichian and Jaturapitakkul (2018). After collecting the quantitative data, a focus group interview with 5 items related to the participants' self-perceptions of English proficiencies adapted by Lee et al. (2017) will be utilized for collecting the qualitative data. As for the data analysis, the data will be analyzed quantitatively and qualitatively. Quantitative analysis will involve descriptive statistics and correlation. On the other hand, qualitative analysis will include content analysis to see the common themes that will be emerged. The results will be discussed in the light of the previous studies. The pedagogical implications will be given to the NNESTs in Türkiye.

Keywords: NNEST, self-perception, English proficiency, Turkish instructors

ASSESSING THE EFFECTIVENESS OF ELT PROGRAMS IN CULTIVATING ELF-AWARE PEDAGOGY

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The ongoing rise in the number of non-native English speakers utilizing English as a lingua franca (ELF) necessitates a reevaluation of the objectives within English Language Teaching (ELT) programs. These new objectives aim to transition from prioritizing the norms of native speakers to enhancing comprehensibility and effective communication. This research delves into whether ELT programs at the undergraduate level in Turkey are effectively meeting this objective. A total of 203 freshman, sophomore, and senior students majoring in ELT across three universities in Turkey completed an elf-aware questionnaire developed and validated by the researcher. The results suggest that while students typically support ELF-aware perspectives in aspects like introducing different English styles and cultures, effective communication, and recognizing local writers, they have concerns about areas such as teaching pronunciation, the role of non-native teachers, maintaining support for native languages, and using non-native materials in listening tests. Additionally, freshmen compared to other students showed less positive attitude toward an ELF-focused teaching approach.

Keywords: English as a lingua franca, ELF-aware language teaching, English language teacher training,

INTERCULTURAL COMMUNICATION DEVELOPMENT, CONFLICTS AND STEREOTYPES

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One of the important features of our time is the increasing number of people who are in contact with cultures different from their native culture. The process of worldwide globalization contributes to the understanding of communication among different cultural systems as an essential part of the modern world. The processes associated with the phenomenon of globalization involve regular contacts in various spheres among representatives of different cultures. Such situation requires solving special practical tasks and issues of cultural adaptation in the context of another cultural community. The communication enables information and experience exchange due to contact establishing. Efficiency of communication depends on the ability of all participants to find mutual understanding. Intercultural communication, which contributes to the formation of professional communicative competence of future specialists, remains an urgent problem today in terms of higher education quality. The term Intercultural communication was put into scientific circulation by H. Trager and E. Hall. İt includes communication among representatives of various cultures, their feelings, cultural peculiarities and background; exchange of information. This is a science that studies verbal and non-verbal communication peculiarities of people belonging to different national: linguistic and cultural communities. The first definition of intercultural communication was suggested by American scientists Larry Samovar and Richard Porter in the book ""Communication among Cultures"" in 1972. According to this definition, intercultural communication is a type of communication in which the sender and receiver belong to different cultures. A common example of intercultural communication can be translation of a literary work into a foreign language. At the same time, intercultural communication is not only merely a cross-linguistic interaction, but also it includes intercultural correlation in various aspects and spheres.

Keywords: Intercultural communication, verbal and non-verbal communication, sender and receiver.

THEMES IN EFL CLASSES: VOICES OF SECONDARY SCHOOL STUDENTS IN TÜRKİYE

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It is obvious that themes, that are found in the curriculum and therefore in textbooks, have a significant impact on students' attitude towards the lesson, their motivation, and participation level. With this understanding in mind, this study aims to investigate the themes secondary school students expect to study in EFL classes, the themes that they would not like to study in their classes, and whether the textbooks employed in the fifth, sixth, seventh, and eighth grades involve the students' favorite themes or not. The study employs a qualitative approach. Students in all the grades of secondary school education (so the fifth, sixth, seventh, and the eighth grades) formed the participant group of the study, and purposive sampling strategy was used. The data for the study were collected in three steps: First, English textbooks for each grade (which are compulsory to use in public secondary schools) were content analyzed to find out the themes that exist in them; second, a qualitative questionnaire was implemented to a total of 316 students in each grade from five different public schools in Muğla; and as the last step, volunteering students among the ones who completed the questionnaire were interviewed. The findings revealed that (1) the textbooks partly involve students' favorite themes, and (2) secondary school students are more likely to see real-life and up-to-date themes in their textbooks.

Keywords: English Language Teaching, EFL, themes in ELT

RUNIC ALPHABET AS THE ROOT OF OLD-ENGLISH AND OTHER LANGUAGES

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The word 'runes' originates from the Norse word run, which means secret, and the German word raunen (to whisper), but their origin has not been explained exactly to this day. It has been assumed that the Runes have evolved from older alphabets and were used by the Germanic and Nordic tribes of central and northern Europe. The script dates from the 3rd to the 13th century AD. Runes are script that mainly consisted of straight lines, designed to be carved into hard surfaces such as wood, stone, metal and bones. Throughout history, it was possible to find them on tombstones, swords, urns, shields and jewels, as well as on the household objects. There were three forms of the runic script: the Elder Futhark, the Younger Futhark, and the Anglo-Saxon Futhork. However, this script disappears in Central Europe, due to the popularity of Latin, which followed the spread of Christianity. Nowadays, runes are used for magic and divination, but this script remains as a model of success in the literacy of the nations, because it provides an insight into the world of ancient civilizations whose lives were uniquely rooted in harmony with nature and spirituality.

Keywords: runes, futhark, old-English, Anglo-Saxon Futhorc, esotericism.

EFL STUDENTS' PERCEPTIONS OF TRANSLANGUAGING AND ITS EFFECTS ON ASSESSMENT TASKS

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Highlighted as a significant research avenue by TESOL (2023), translanguaging encourages the fluid use of multiple languages within discourse, challenging traditional linguistic boundaries in language learning environments (Garcia & Wei, 2014). Despite its growing popularity, little research has focused on its impact on learners' assessment tasks (Gülle, 2023; Özkaynak, 2023). This study aims to explore EFL students' perceptions of translanguaging, particularly in Integrated Performance Assessment (IPA) tasks, using a qualitative research design. The study involved 30 undergraduate students enrolled in a compulsory English course at a university in Turkey. Data were collected using an online questionnaire consisting of 9 open-ended questions. The findings suggested that students generally held more positive attitudes towards translanguaging in assessment tasks compared to an English-only policy. Moreover, translanguaging was seen as a tool to improve communication, confidence, and overall performance while reducing stress during assessment. Also, the English-only policy had some perceived benefits for language development but raised concerns about anxiety, limited participation, and hindering clear expression during assessment tasks. In conclusion, the study suggested a shift towards assessment practices that acknowledge the bilingual/multilingual realities of learners and benefit translanguaging as a tool for deeper understanding and improved performance.

Keywords: Translanguaging, Learner Assessment, Integrated Performance Assessment (IPA)

THE UNDERSTANDING OF ENGLISH AS AN INTERNATIONAL LANGUAGE BY STUDENTS IN TÜRKİYE: AN ACTION RESEARCH

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Learners at young ages from English as a Foreign Language (EFL) countries may question the necessity of learning English and be reluctant to learn it at school. This qualitative action research carried out in a Turkish secondary school with teenage learners aims to investigate the motivational problems of participants related to the necessity of learning and understanding English as an International language. It aims to explore what students experience, think, and feel when they are introduced to concepts like lingua franca, World Englishes, and English as an International Language and break the ice between students and English. Data in this study were gathered through observations, interviews, and whole group discussions during weekly workshops, including different kinds of activities such as role plays, presentations, brainstorms, and discussions. Comparing pre-test and post-test codes, results show a positive relationship between students' understanding of international language necessity and their willingness to learn it. With workshop sessions introducing lingua franca, World Englishes, and English as an International Language to the students, the students' involvement in English language learning, motivation, and general knowledge has visibly increased. This paper presents an alternative method for in-class problems related to teenage learners' motivation and interest in learning English. The study presented here may have implications for future studies of English language learning in the context of English as a Foreign Language (EFL). It may help examine similar motivational problems of other students.

Keywords: English Language Learning, Action Research, Motivation, World Englishes, Lingua Franca

EXPLORING IMPOSTER SYNDROME IN THE LANGUAGE TEACHER IDENTITY PERCEPTIONS OF EARLY CAREER ENGLISH TEACHERS

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Obtaining a more comprehensive understanding of teacher identity construction is crucial for improving teacher education programs (Beauchamp and Thomas, 2009), and enhancing teaching quality (Borg, 2003). Existing literature has predominantly explored identity construction among novice English teachers (Flores and Day, 2006; Kanno and Stuart, 2011; Göktepe and Kunt, 2020), leaving a notable gap regarding early career teachers working in diverse contexts (Do and Hoand, 2023). This study investigates how 40 non-native early career English teachers, working in different contexts, perceive their teacher identities and how they handle with Imposter Syndrome. ""NNST Impostorhood"" is connected to feelings of inadequacy in the role of a language teacher and linked closely with their identities. The mixed methods design study involved a quantitative phase using the Imposter Syndrome Scale in Non-Native English Teachers (Bernat, 2009), followed by a qualitative phase employing a visual metaphor assignment. Participants created visual representations, drawings or photos they have taken, answering the question, ""What is a non-native speaker English teacher and a native speaker English teacher?"" Preliminary analyses of data revealed that there were differences in how teachers in distinct work environments perceived their identities as non-native speaker educators, highlighting cultural and educational distinctions, alongside instances of discrimination within the English Language Teaching (ELT) sphere against non-native English-speaking teachers. Additionally, researchers noted that individuals who obtained high scores on the scale exhibited pronounced contrasts in their metaphors when compared to the individuals who scored low. The study concludes that diverse career development opportunities should be provided to teachers across different settings to foster teaching quality, motivation, and overall well-being. This understanding is essential for designing effective teacher training programs and supporting the productivity and career development of in-service teachers.

Keywords: teacher identity, native speaker dichotomy, early career teachers, imposter syndrome

THE INTERCULTURAL SENSITIVITY OF ACADEMIC ENGLISH TEACHERS IN HIGHER EDUCATION

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In today's globalized world, there has been a tremendous increase in the number of multicultural students in almost all educational settings. Therefore, it is crucial for language teachers to have a high level of Intercultural Sensitivity (IS) to understand and appreciate cultural differences among students, and thus to be able to interact with them effectively and appropriately. This qualitative study aims at measuring the Intercultural Sensitivity (IS) of Academic English teachers in an international university in North Cyprus. Intercultural Sensitivity (IS) refers to a person's being aware of the fact that there are cultural differences among people and understanding and appreciating those cultural differences that promote an appropriate and effective behaviour in intercultural communication. To collect data, a semi-structured interview was developed by the researchers. The interview was validated through two experts' opinions and piloting with five Academic English teachers. The resulting tool was administered to 12 English language teachers offering Academic English courses to freshmen students in English-medium instructed departments. For the analysis of the interview data, thematic analysis was conducted by using QDA Miner Lite data analysis software program. The Intercultural Sensitivity (IS) of the teachers was examined under seven themes that emerged from the collected data: 'Demographic characteristics of teachers', 'Teachers' interest in learning about people from different cultures', 'teachers' beliefs on people from different cultures', 'teachers' interaction with people from different cultures', 'teachers' considering the norms and values of people from different cultures', 'teachers' opinions on being in the same environment with people from different cultures', and 'comparing their own culture with other cultures'. Consequently, the research findings illustrated that most of the Academic English teachers had a good level of Intercultural Sensitivity.

Keywords: Academic English, cultural differences, different cultures, intercultural sensitivity, norms and values, teachers' beliefs, teachers' interaction

MULTILINGUALISM IN HIGHER EDUCATION: OPPORTUNITIES AND LIMITS IN TÜRKİYE

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Multilingualism, which refers to use of three and more languages, is a valuable skill in the job market, especially in fields such as international business, diplomacy, translation, and tourism, and offers people numerous opportunities providing advantages both academically and professionally. Employers often seek candidates who can communicate with clients, partners, or customers in multiple languages. In academia, multilingual individuals access a wider range of academic resources, including research papers, journals, and books published in different languages, and also are better equipped to communicate and collaborate effectively with researchers and students from different linguistic backgrounds. In this context, this study aims to discuss the opportunities and limits for university students to be a multilingual in Türkiye where only the official language, Turkish, is widely spoken although English language is a compulsory course since 2nd grade in primary school. Elective foreign language courses offered by certain departments, courses conducted by life-long learning centres, exchange mobility programs that create chances to study abroad up to a year and provide online language support (OLS) to be able to learn the local language of receiving institution, the presence of international students to interact, and various resources (online and hardcopy) that students access through universities' libraries are some of the prominent opportunities. However, low number of elective courses and the languages that students can choose depending on the number of instructors, lack of continuity of the stages (e.g. A1-A2-B1), unwillingness to communicate, inhibition of practice with international students as well as lack of dedication, sustained motivation, consistent effort, and a strategic approach may hinder university students to reap the many benefits that come with language proficiency.

Keywords: multilingualism, higher education, foreign language teaching

CHALLENGES IN DESIGNING A BUSINESS ENGLISH COURSE: USING CONTENT AREA TOPICS TO CUSTOMIZE COURSE MATERIALS

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The aim of this presentation is to suggest an alternative way in material development for a business English course that would be more aligned with a particular business content area and offer current and relevant topics, reflecting recent professional field developments. In this process the advice is sought from the content area teacher on lesson topic/content topic coordination. The need for collaboration between the ESP teacher and the content area teacher in providing language instruction that suits a specific course has been highlighted throughout recent decades. It is considered that advice from a content area specialist might be an indispensable tool in creating custom-made business English course materials. A business English lesson designed using authentic materials is, thus, presented and supplemented with interactive tasks in an e-course. The lesson introduces the topic of managerial skills and the concept of job sharing. The textual materials for the lesson were taken from a web page and from a business-economy section of the Time Magazine. They discuss the concept of managerial skills and address the issue of job sharing which is seen as "the new form of labor organization in the age of the digital economy" (Mahmudova & Solovova, 2019, p. 323). All lesson activities are also adapted for interactive online use and uploaded onto the Merlin e-learning platform. This type of customized course material is expected to positively influence students' motivation and improve their participation in class. References: Mahmudova, I. N. and Solovova, N. V. (2019). "Job-Sharing" As A Form Of Work Organization. Advances in Economics, Business and Management Research, Vol. 47. Proceedings of the International Scientific Conference "" Far East Con""(ISCFEC 2018). Atlantis Press, 323-326.

Keywords: course material development, business English, authentic materials, e-course, content area teacher

SUGGESTED COURSE SYLLABUS FOR TEACHING ENGLISH IN EARLY CHILDHOOD

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The understanding and belief of 'the earlier the better' has an effective potential for the teachers to address their professional development to early childhood education. More specifically, teaching a foreign language at early ages requires a wide range of materials, in-class activities as well as the skills and experience to prepare and utilize them in the classroom. To develop the effective and appropriate materials, in-class activities, and apply them collaboratively together with the students in the classroom, EFL teachers are required to receive the necessary and adequate training in their teacher training programmes at universities. In this sense, the purpose of this study is to develop a course syllabus for candidates of EFL teachers to teach English to the children who are in early childhood ages. In this study which is being conducted to present as an MA thesis, it is aimed to find out the frequent topics in the content of Teaching English in Early Childhood Education courses of universities in Türkiye, as well as books, published articles, and observations of the online courses providing the relevant content. The content analysis is to be employed by means of Microsoft Excel Program. As the second phase, to contribute to the qualitative data collected via document analysis, it is planned to prepare a survey to gather the suggestions and opinions of EFL teachers currently practicing teaching English in early childhood education centers and/or already having had experience with very young learners.

Keywords: Very young learners, Syllabus design, English language teaching, Early Childhood

EXPLORING THE OPINIONS OF ELT DEPARTMENT STUDENTS ON THE USE OF CHATGPT IN TRANSLATION OF IDIOMATIC EXPRESSIONS

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ChatGPT has been developed as a generative language model by OpenAI and it has recently drawn a lot of attention throughout the world. ChatGPT has offered potential benefits but also brought some challenges in the field of education. This study aims to explore how English Language Teaching (ELT) Department students feel about using ChatGPT in translating culture specific lexical items, mainly idiomatic expressions, from English to Turkish. In order to determine how students thought about using ChatGPT in translation, a translation task which included 10 sentences in English was given to 20 students taking the lexicology course at an ELT Department in Türkiye. These 10 sentences each covered one idiomatic expression and students were first asked to translate these sentences into Turkish by themselves without using any dictionaries or applications. Then, they were asked to translate the same sentences with the help of ChatGPT this time. Following this application, students were asked to answer open-ended questions prepared by the researchers in Google Forms. Preliminary results of the research demonstrated that students held a moderate opinion of ChatGPT application in translation. According to the students, the main advantages of using ChatGPT can be listed as saving time in translation, providing information in various topics, getting tutoring and feedback from the application, and gathering possible ideas especially in writing. Students have also addressed several disadvantages such as experiencing difficulties in assessing the quality and reliability of sources, and being unable to replace some culture specific lexical items in the translation process and find accurate equivalents of idiomatic expressions in the target language. Potential solutions may be suggested to address these concerns; for instance, comparing and verifying ChatGPT's responses with some other reliable sources; using ChatGPT just as a reference or consultant tool; and ensuring ethical applications of ChatGPT in academic settings.

Keywords: ChatGPT, translation, idiomatic expressions, benefits, challenges

BREAKING AWAY FROM SOCIALIST REALISM: PETRO MARKO'S THE LAST CITY

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Petro Marko's Qyteti i Fundit (The Last City) was published in 1960 in communist Albania. It depicts the tragic life of Ana Maria Monti, the spiritually chaste and emotionally crippled Italian prostitute around 1940's, who wins the heart of Leka, a young Albanian communist, in spite of his ideological convictions and socio-ethical expectations, as well as imposed Albanian Communist Party guidelines. Almost immediately after its publication, Marko's novel was heavily criticised by Party officials for breaking away from the strictly imposed socialist realism. The novel was removed from all public libraries and banned, a banning which lasted for the next three decades, until the fall of communism in 1991. This paper will look into some of the novel's themes, arguing how Marko's treatment of the female protagonist, Ana Maria Monti, along with Leka's portrayal and attitude towards the Italian prostitute and enemy, break away from communist ideals and socialist realism patterns, revealing influences of literary naturalism and humanism similar to Thomas Hardy's Tess of the d'Urbervilles, as Marko plainly puts the blame on the society for her tragic fall and death, advocating the victim and communicating messages of humanism, justice and redemption through love.

Keywords: Petro Marko, socialist realism, literary naturalism, censorship, humanism.

A NETNOGRAPHIC STUDY ON THE REASONS WHY PEOPLE FAIL TO LEARN ENGLISH

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In a global and digital world, learning a language, especially English, is essential for people to keep up with the developments in science, business, technology, etc. Yet, even if from early ages, students start learning English, they cannot reach adequate proficiency levels. Therefore, the present study aims to find out the reasons why people fail to learn English. This study is a netnographic study, which allows the researchers to examine asynchronous comments posted in online communities in a social media platform. Within the scope of this study, 170 comments answering the question why people fail to learn English were obtained from three online groups of English language teachers on Facebook. The findings show that 148 out of 170 comments aimed to answer the question. They were analyzed through content analysis whose results showed that there are educational, social, personal, and linguistic reasons why people fail to learn English. The most mentioned reasons by the members of the communities are about educational reasons. At the end of the study, considering previous literature on the topic, several implications are highlighted to overcome the difficulties and challenges in learning English.

INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO EDUCATIONAL PROCESS OF FOREIGN LANGUAGES TRAINING

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Computers have become indispensable in the modern world as a powerful means of communication and education. Students' interest in learning languages is enhanced by the presence of the Internet, which provides easy access to all possible types of information and serves as an effective tool to facilitate learning. The concept of information and communication technology (ICT) is related to the use of the Internet and refers to the interactive use of the World Wide Web for education. The Internet is a reliable and constantly updated source of both general and specialized materials that are very important for students.

Keywords: computers, ICT, websites, source, information

THE ROLE-PLAY METHOD AS AN INTEGRAL COMPONENT OF THE FOREIGN PROFESSIONAL COMMUNICATION COMPETENCE FORMATION OF NON-LINGUISTIC SPECIALITIES STUDENTS

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The article deals with the method of communicative role-playing games, which allows to directly include the process of teaching a foreign language in the model of future professional activity of students of non-linguistic specialties. The author's experience of working in a technical higher education institution allowed her to substantiate the potential opportunities inherent in the role-playing game and the fundamental expediency of its use in the process of teaching a foreign language. The task of role-playing games related to students' professional activities is to arouse interest in learning a foreign language, enhance personal significance, and bring the learning process closer to real communication. It is noted that in order to overcome the language barrier, it is important to use not only classical methods of teaching English, but also interactive ones, involving the latest interactive technologies. To achieve this goal, the teacher is looking for various ways to activate students' speech activity. Since the ability to communicate in a foreign language in any life or professional situation is the end result of language learning, the ability to create and apply communication games in practice is an important tool for a modern English teacher. The article presents the main types of role-playing games, describes the stages of organizing and preparing for a communicative game and the expediency of using this practice in English classes. In particular, the impact of the role-playing method on students' motivation in learning a foreign language, development of critical thinking and teamwork skills is analyzed. The article also provides examples of the use of artificial intelligence, in particular GPT chat, in creating tasks for communicative situations based on lexical units on the topic studied and the effectiveness of its involvement in the process of learning a foreign language by students of non-linguistic specialties.

Keywords: role-playing game, communicative situation, communicative competence, artificial intelligence.

UNVEILING THE EFFICACY OF COMMUNICATIVE LANGUAGE TEACHING

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In recent years, the landscape of language education has witnessed a profound evolution in pedagogical strategies, with a notable emphasis on maximizing learners' fluency and proficiency. At the forefront of this transformation stands Communicative Language Teaching (CLT), a widely acknowledged approach renowned for its focus on fostering authentic communication. This paper embarks on a comprehensive exploration of the fundamental principles and inherent advantages that underpin CLT's effectiveness in facilitating language acquisition. Central to the ethos of CLT is its unwavering commitment to prioritizing communication within genuine, real-life contexts. Unlike traditional methodologies that often prioritize rote memorization and grammatical rules, CLT places paramount importance on meaningful interaction, thereby nurturing learners' ability to effectively convey ideas and navigate linguistic challenges in authentic settings. Moreover, CLT is distinguished by its learner-centered approach, which recognizes the diverse needs and preferences of individual learners, thus fostering a more personalized and adaptive learning experience. A cornerstone of CLT is its integration of authentic interaction, wherein learners engage in purposeful exchanges that mirror the complexities of everyday communication. Through interactive tasks and collaborative activities, learners are afforded the opportunity to apply language skills in practical scenarios, thereby consolidating their linguistic abilities and building confidence in their communicative prowess. Furthermore, CLT advocates for a task-based learning paradigm, wherein language acquisition is facilitated through the completion of meaningful tasks that require active participation and problem-solving. By juxtaposing CLT with traditional grammar-translation methods, this paper illuminates the paradigmatic shift towards learner empowerment and genuine communication that characterizes the former. Whereas grammar-translation approaches often prioritize linguistic accuracy at the expense of communicative competence, CLT foregrounds the development of functional language skills that are directly applicable to real-world contexts. Consequently, learners are equipped not only with the linguistic proficiency necessary for academic and professional success but also with the socio-pragmatic skills essential for effective intercultural communication.

METHODOLOGY OF INTEGRATING A FOREIGN LANGUAGE WITH SPECIALIZED SUBJECTS THROUGH EXPLANATORY DICTIONARY PLATFORMS

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The article talks about improving the methodology of studying specialized subjects when creating explanatory dictionaries in foreign languages, the methodology of teaching specialized subjects through explanatory dictionaries, and what to pay attention to while working on the platform. It is noted in the article that the positive aspects of teaching through the platform of explanatory dictionaries, and the improvement of students' knowledge and skills are described separately in the article. The teacher explains with various examples the need to use different methods and technologies of teaching methods integrated with the subject of specialization. In the course of the lesson, the use of communicative methods to improve students' ability to work with terms related to the specialty, practical consideration of working with the texts of the student's specialty. A logical chain, a history map, and a conclusion should be provided as communicative methods of working with specialized texts. Using the explanation of specialized terms provided in the text allows st udents to improve and optimize the process of using the platform while maintaining the advantages of foreign language learning.

INTERNATIONAL PROJECT AS A NEW FORMAT FOR STUDENTS TO ACQUIRE INTERCULTURAL KNOWLEDGE AND COMPETENCES

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An example of an international project is the cooperation of students and teachers from National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (Ukraine) with colleagues from Pennsylvania State University (USA) in the field of communication arts and science, the main task of which is the global training of Ukrainian and American students in intercultural effective communication in different conditions. So Significant Learning Goals of our project are developing, negotiate, and maintain peaceful interactions with culturally different others and the main key tasks are:— transfer ethnic identity, values, and beliefs to other culturally diverse; — to break stereotypes, and biases in cultural heritage; — to nurture emotional intellect through intercultural negotiation: develop empathy, openness, and active listening. Feasibility of our project is a metacognitive learning environment includes learning activities that engage students in active learning by incorporating powerful forms of thinking, cultural awareness, localization skills in product development, and communication. All the above-mentioned competencies are hard skills for the Linguistics Industry. As a result of the project, students will be able to: — apply modern methods and technologies of the art of rhetoric (storytelling); — build perception and empathy (metacommunication nature of storytelling); — build transcreation skills in cultural communication. (Transcreation is a mix of translation and creative writing that needs a specialist who localizes (domesticates) the product in the local language and the local culture to avoid cultural mistakes); — identify specific lines of reasoning, the problems, and ways to solve it through storytelling; apply knowledge of expressive, emotional, logical means of speech and motivational techniques to achieve the planned pragmatic result for successful communication.

Keywords: intercultural knowledge and competences, metacommunication, storytelling, learning project, means of speech

PERCEPTIONS OF UNDERGRADUATE STUDENTS ABOUT HAVING A NATIVE ENGLISH SPEAKER TEACHER(NEST) AND NON-NATIVE ENGLISH SPEAKER TEACHER (NON-NEST)

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This study aimed to investigate perceptions of undergraduate students receiving English medium education regardless of their departments regarding having a native English speaker teacher(NEST) and a non-native English speaker teacher (non-NEST). General screening model was employed in this descriptive study and data was obtained via a survey and a scale. Convenience sampling method was deployed and 32 students from different departments whose ages ranged from 17-25 participated in the study. The results demonstrated that students thought NESTs were good at certain language areas such as speaking, pronunciation, listening, teaching the culture of the target language, and enabling students to communicate with natives, and non-NESTs were good at different areas like teaching grammar and understanding the difficulties faced during the learning process. In addition, according to students, at some points, they were equally good at improving students' reading skills, and at some points, they said it depended on the teacher such as developing writing skills and preparing for universal exams like TOEFL. Moreover, it was disclosed that they had different expectations from both NESTs and non-NESTs. Furthermore, the study additionally revealed that students did not get anxious in a NEST class due to the fact that a NEST talked always English and did not articulate even any Turkish words. What is more, it proved that students could dust off English much with a non-NEST, too, and a non-NEST did not harm students' pronunciation skills. Lastly, students stated that a language should not be taught only by NESTs or non-NESTs. Given the results, it can be concluded that neither NEST nor non-NEST is superior to another; namely, having them has different advantages and disadvantages.

Keywords: English language teaching skills, native English speaker teacher, non-native English speaker teacher

TRANSCULTURAL TURN IN CONTEMPORARY AUSTRALIAN LITERATURE: A SHIFT FROM POSTMODERNITY TO TRANSMODERNITY

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The article is focused on the poetics of the "transcultural turn" in recent Australian literature, which is viewed as a creative response to cultural paradigm shift from Postmodernity to Transmodernity that offers new patterns of human interaction and interconnection, a new mode of thinking, innovative narrative technics with multiplicity of voices and fictitious realities within literary texts. It is proved that contemporary Australian literature is moving ahead from multicultural diversity with the stress on cultural differences and hyphened national identity (a melting pot) towards a less ideological transcultural stage, where cultural identity is preserved due to mutual respect, fluidity where everything is interconnected, and harmony of a multicultural society (a salad bowl). The processes of globalization in Information Society reflected in Australian narratives have led to a new understanding of national identity, memory, history and cultural hybridization in general. This paper also investigates that "transcultural turn" in contemporary Australian literature is in tune with symbolic perception of the key cultural concepts, such as SELF, BODY, NATURE, LAND, SACRITE, FAMILY, particularly with the expancion of the concept of HOME for the world's oldest continuous cultures (more than 270 ancestries), BELONGING, that has been re-interpred and re-avaluated, as well as the creation of "a cosmopolitan world", where the disappearance of space and time measurements within fictional worlds, and the boundaries between the physical and the fictitious worlds are ambiguous and shaky. It has been shown that in contrast to Australian literary canon when Australian literature represented the Aboriginal, the invaders and the post-colonized narratives, today's Australian literature is an on-going process of transformation towards plurality, fragmented imaginary, a multiplicity of natures and the co-existing of different cultural cartographies. It serves as a bridge between transcultural society, literary text and all the possible transcultural contexts. The presented socio-cultural analysis of recent Australian literature will be useful for a wide range of readers interested in contemporary Australian society, which demonstrates its mobility and cultural transformations.

PROMOTING COMMUNICATIVE COMPETENCE THROUGH ASSESSMENT FOR LEARNING: A NOVEL PERFORMANCE TASK DESIGN

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This paper presents a brief literature review that describes the key concepts of social constructivism within educational settings. Drawing on seminal works and contemporary research, it explores theoretical foundations of social constructivism, emphasizing its role in shaping learning environments and student-centered pedagogies. Likewise, it explores the principles and practices of assessment for learning, highlighting its significance in promoting student engagement, self-regulation, and academic achievement. Performance tasks, among others, are practical tools used in this context. They assess students' learning performance and communicative competence while fostering cooperation, collaboration, critical thinking, and meaningful application of knowledge. Therefore, this paper aims to provide ESL and EFL teachers with an example of a novel performance task developed by the authors, situated within the framework of social constructivism and assessment for learning principles. All the steps of the task design are explained to provide a guide to the reader who wants to administer similar tasks in educational settings.

FOSTERING ACADEMIC ACCULTURATION: A TASK-BASED APPROACH IN ENGLISH FOR ACADEMIC PURPOSES (EAP) INSTRUCTION

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To establish membership within the academic community, university students must assimilate into the university milieu. This necessitates acquiring the norms and the practices that constitute the broader academic culture and specific disciplinary contexts, to become academically (and disciplinary) literate or academically (or disciplinary) acculturated. In the context of second language (L2) acquisition, this entails acquiring academic discourse proficiency even within an L2 environment. This paper aims to demonstrate the cultivation of awareness regarding academic acculturation among 2nd-year Humanities and Social Sciences students at the University of Zadar in the context of English for academic purposes (EAP) instruction. The study adopts the principles of Task-based language teaching and the theoretical concept of a task as a central unit of planning and instruction. Consequently, a series of academic tasks are devised to serve as pedagogical tools for fostering academic English proficiency in academic discourse and facilitating the acculturation process, particularly within an L2 context.

Keywords: academic acculturation, Task-based language teaching (TBLT), English for academic purposes (EAP)

METHODOLOGY OF PHILOLOGICAL STUDY: THE NEW DIRECTION IN APPLIED LINGUISTICS

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The central novel discovering of this paper is that we propose a new direction in philology – corpus-applied translation studies. In contrast to the traditional philology corpus-applied translation studies is the sphere of historical, literary, official-business, and other texts involve a specific application methodology. This methodology comprises procedures aimed at decoding the meaning of the analyzed phenomenon, narrowing down the range of possible meanings. The initial stage of applying corpus-applied methodology involves identifying dominants from the corpus continuum of various genres, followed by interpreting their content embodied in a system of meanings that are semantically significant. Under these conditions, utilizing corpus data and analyzing their structure and context contribute to enhancing translation quality, ensuring precise reproduction of content, style and specificity across various genres of texts. Reorganizing corpus-applied aspects through the extraction of dominants from historical, literary, or official-business genres shifts the focus on the systematic trends, favoring linguistic means of this subcategory oriented towards establishing a hierarchical structure of content and the scope of concepts. An integrated approach to analyzing texts of a specific style through the prism of corpus-applied research principles involves considering various factors that elucidate its semasiological perspective and influence its implementation in the text. The combination of corpus-applied methods and analytical techniques aids in understanding multi-genre texts as verbal reflections of language in all its manifestations.

IMPROVING PRIMARY SCHOOL STUDENTS' SPEAKING SKILLS IN ENGLISH THROUGH STORYTELLING

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Speaking is the primary method of communication in social settings. Additionally, a learner's speaking abilities can show whether they are successful in their early language learning efforts. However, learning a foreign language, especially English, is very challenging for students in Türkiye. Speaking is difficult for them for a variety of reasons, including lack of information to share, a lack of vocabulary, lack of motivation, and lack of opportunities. This study aims to identify the reasons why primary school students in Türkiye have difficulty in speaking English as a Foreign Language (EFL). Furthermore, this study intends to investigate how storytelling affects EFL students' motivation and satisfaction levels as well. It also focuses on the perceptions of students on the application of storytelling in educational settings. The primary goal of this research project in the classroom was to determine whether or not storytelling could enhance the kids' speaking abilities. This study is applied at a primary school in Çekmeköy, İstanbul, Türkiye. The students are 5th graders aged 10-11. The students are in the English language intensive class. They have 13 hours of English per week and they are at the beginner level. The study was conducted with the participation of 29 students for 1 semester including 4 months. The research had 4 steps which were planning, implementing, observing, and reflecting. The speaking test and the teacher's observations provided the data for this study. After implementing storytelling, the results indicated that pupils' speaking abilities had improved. Their understanding, fluency, vocabulary, grammar, and pronunciation improved due to storytelling.

Keywords: Speaking, Storytelling, English as Foreign Language (EFL)

THE EFFECT OF DRAMA ACTIVITIES ON THE ATTITUDES, MOTIVATION AND ANXIETY AMONG YOUNG EFL LEARNERS

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This study investigates the effect of drama activities among young EFL learners' motivation, anxiety, and attitudes towards learning a foreign language and to find out both the teacher's and the students' perceptions about learning/teaching English with drama activities in the Turkish EFL context. Designed as a pretest-posttest experimental research, this study included 43 4 th grade primary EFL students: 21 in the control group and 22 in the experimental group. The experimental group was exposed to 10 drama activities throughout the study while the control group was instructed with the regular program. Both quantitative and qualitative data were collected from the participants for this study. The Primary EFL Affective Objectives Scale was administered as a pretest and posttest in both groups for the quantitative data, while voluntary students from the experimental group and the teacher were interviewed via semi-structured interview questions for the qualitative part. The quantitative data were analyzed through Wilcoxon signed-rank test and Mann-whitney U test, whereas a descriptive content analysis was conducted with the qualitative data. The comparisons of the pre-test and post-test scores across and within the groups have shown no significant difference in the students' motivation, anxiety, or attitudes towards foreign language learning and the target culture. On the other hand, the qualitative part of the study revealed that the students in the experimental group felt relaxed, safe and less anxious and showed active participation in the lessons while doing drama activities, and they had positive attitudes towards English lessons and learning English.

Keywords: Teaching English to Young Learners, Drama, Motivation, Anxiety, Attitude

PROMOTION AND SUSTENANCE OF EXTENSIVE READING SKILLS AMONG LEARNERS IN SCHOOLS IN KENYA

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Reading is one of the skills that are crucial for one to communicate effectively and excel in all spheres of life. Kenya, being one of the developing countries, studies have shown that verbal and written communication has retrogressed among the school going children, youth and young adults found in the higher learning institutions and even at the place of work. Though all the language skills, (listening, speaking and writing) contribute to effective communication, if one cannot read effectively this may lead to misinterpretation of the message content. One cannot excel in other disciplines if reading competencies are inadequate. Reading skills helps one to convey views, thoughts, opinion, ideas, emotions and passion. In Kenya, the examining body (Kenya National Examination Council) reports indicate that many students at all levels of education perform poorly in the examinations and one of the reasons is that they fail to interpret the questions and therefore end up giving wrong answers. The same sentiments are supported by UWEZO which is a non-government organization that promotes reading amongst learners in both primary and secondary schools. This paper explores some of the challenges facing the promotion and sustenance of extensive reading skills among learners in Kenya. The paper also shades light on the teaching methods of reading skills, characteristics of classroom environment learners are exposed to that may contribute to the decline of reading interest among the learners, and finally recommend ways that ought to be adopted to inculcate reading culture among all the school going learners in order for them to be able to communicate effectively.

Keywords: Reading skills, Classroom environment, teaching methods, Reading competences, promotion and sustenance

SIMILARITIES BETWEEN KEY CHARACTERISTICS OF CULTURE IN ENGLISH AND KISWAHILI TEXTS: TOWARDS A MULTICULTURAL GLOBAL CITIZENSHIP

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This paper aims to demonstrate similarities between key characteristics of the culture as presented in English language written books and those of Swahili language as a means of promoting multicultural Global Citizenship, where humanity appreciate more what we share in common rather than what divides humanity. The methodology is as comparative survey through review of literature of the English and Swahili language and literature books as demonstrated in various stories. The study was guided by a specific objective, to demonstrate similarities between key characteristics of English culture and Swahili culture as seen in language and literature textbooks. There has been a lot of prejudice and discrimination among the people of the world in the past as documented in human history, this was partly due to inadequate awareness of what humanity shares in common. Therefore, as the world moves towards global citizenship it is of essence that a spotlight is shed on what we have in common, particularly our way of life in order to enhance appreciation of all people lives, irrespective of the diverse cultural and linguistic backgrounds. The findings of this paper indicate that truly the Swahili culture has a lot of parallels with key characteristics of English Culture, therefore the need to celebrate other people's ways of life, for in each culture key characteristic such as humor, tradition and good manners which are essential aspects of human living stand out.

Keywords: Culture, written texts, Tradition, Good manners, Similarities.

FAMILY LANGUAGE POLICY OF SYRIAN IMMIGRANTS IN TURKEY

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Migration is described as the movement of individual or communities for social economic, or political grounds. Immigration brings some problems such as language learning and adaptation. Therefore, migrant families follow various family language policies in order to maintain their ethnic language and to learn the majority language of the host country they migrated to. This study aims to scrutinize the family language policies of Syrian immigrants residing in Afyonkarahisar, Turkey. For this purpose, the data was compiled through open-ended questions directed to Syrian immigrant individuals and a total of 40 Syrian immigrants participated in this study. The paper concludes that the majority of Syrian immigrant families follow the beliefs, attitudes and practices to maintain their heritage languages and their identities among their family members; however, they are aware of the significance of learning the majority language Turkish and global language English for their children's education and future career.

Keywords: language policy, family, immigrants

IMPACT OF CO-TEACHING ON EFL STUDENTS' ACADEMIC ACHIEVEMENT: A SYSTEMATIC REVIEW

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The growing importance of English as an international language in the increasingly multilingual world has urged researchers and educators to look for alternative ways and strategies to teach languages more effectively and devise novel ideas to engage language learners better. While it is prevalent in education, particularly with special education teachers, co-teaching or team teaching—sharing the responsibility of planning and instructing a lesson between two teachers—can be considered one of these innovative choices for language practitioners that has yet to be tried and scrutinized. This study reports the preliminary findings of a systematic review of impact of co-teaching on EFL students' academic achievement. Data in this study collected by a specific search strategy, a systematic review method (Gough et al., 2012), which was conducted with relevant keywords from different databases which resulted in 14 publications to be involved in this systematic review through ascertained inclusion and exclusion criteria. Then, these publications were analysed from diverse aspects such as findings, methodology, theoretical framework, etc. and provided quantitative description of the scientific research into this research area. This systematic review study concluded that the impact of co-teaching on students' academic achievements regarding EFL context is worth investigating, since the current studies show its high potential to impact students' language experiences. The findings of this systematic review provide us with evidence of the effectiveness of co-teaching in strengthening students' academic achievement.

Keywords: teacher collaboration, EFL classes, team-teaching, co-teaching

INTRODUCING WHATSAPP IN THE ENGLISH FOR TOURISM CLASSROOM TO FOSTER COLLABORATIVE WRITING AND THE LEARNING OF INFORMAL LANGUAGE

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In recent years, most studies examining the integration of WhatsApp in language classrooms have focused on evaluating its effectiveness in improving students´ proficiency levels and/or assessing learners´ attitudes towards learning the foreign language with this tool. Notably, within the context of Spain, a limited number of studies such as Alcántara-Plá (2014), Vázquez-Cano et al. (2015) or Sampietro (2016), have examined the linguistic patterns of Spanish native speakers communicating on WhatsApp in their native language(s). Nevertheless, to our knowledge, there has been scant research that has specifically looked at the messages written by Spaniards in a foreign language, in our case, English. Furthermore, most studies conducted with Spanish learners of English has primarily focused on EFL contexts, with limited exploration within ESP settings.

This paper aims at contributing to the field in the sense that we will examine the language used by ESP Tourism undergraduates while planning a once-in-a-lifetime trip on WhatsApp. This included making important decisions such as accommodation, transport, leisure, and entertainment options. Our analysis will focus on a) identifying the main text-messaging characteristics used (following Jamal-Kaid and Salim´s (2011) model, and b) categorizing emojis and emoticons based on the approach proposed by Al Rashdi (2018, pp. 119-125).

The findings indicate that these students have effectively adapted their language to conform to the linguistic norms and conventions prevalent on text messages, especially regarding the overuse of sounds and both excessive punctuation and its absence. In addition, emojis were consistently included in their interventions, mainly as contextual cues or to express positive emotions like happiness, excitement, or surprise.

Keywords: English for Tourism, WhatsApp, emojis, informal language, writing

POLYSEMY AND CALEMBOUR-PUN IN LITERARY WORKS

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Different approaches to the definition of polysemy in lexicology are considered and the differences between polysemy and similar linguistic phenomena are identified: polysemy and homonymy, polysemy and calembour (pun); approaches to the study of the lexical composition of a polysemous word are presented. First and foremost, we need to review the definition of the calembour term: 'Calembour (pun) is the assembly of different meanings of the same word for a certain purpose in conversation or the arrangement of words that are close by sound composition'. A pun (French: calembour) is a stylistic expression or miniature of a certain author's speech based on the humorous use of words or groups of words with different meanings or similar sounds, or the same sound of the same word or word combination. The basis of the expressive-speech structure of the classic calembour is the contrasting semantic confrontation of language or speech units with the same or similar levels of expression. Puns are based on semantic two-dimensionality and can have different origins and manifestations. The word game emphasizes interlinguistic paradigmatic relationships, which involve the use of words with different meanings in the same context, or the use of words and phrases with the same phonetic or sign expression but not semantically related. The main task of a calembour is to create an artistic effect through an unusual combination: the contrast of the inner content of words of the same form. A calembour is characterized by a surprise effect. Each element in the speech chain predetermines the subsequent ones and brings them to the reader in a predictable manner. However, when encountering a calembour, the reader immediately perceives two meanings of the word or phrase, one of which cannot be predicted. Therefore, in a calembour, two incompatible meanings that have a similar phonetic or graphic form of expression collide or, on the contrary, merge in contrast. One of the effective techniques to form wordplay and increase the intertextuality, imagery and expressiveness of the text is using the different meanings of fixed structures.As it will appear from the analysis of the samples, in the process of modeling the literary space, there is frequent use of puns. Using this style, which is based on working with various denotative meanings in the context, allows for simultaneously realizing characteristic functions, revealing their nature to the reader more deeply, creating a humorous effect in the text, and enhancing the expressiveness of the story.Wordplay is used by writers for certain pragmatic purposes in language. Wordplay highlights the creative potential of the individual, the creativity of word creation, and although it goes beyond norms, it is intentionally created by writers. There are many tools for creating word play, and one of them is polysemy

Keywords: polysemy, homonymy, calembour

BACKGROUND LEXICON IN THE SPHERE OF SOCIO-POLITICAL LIFE: A PSYCHOLINGUISTIC ANALYSIS

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This article examines the role of background lexicon within the socio-political sphere through a psycholinguistic lens. Background lexicon, comprising specific vocabulary tailored to social groups or contexts, is integral to language and communication processes. Understanding its concept and characteristics is paramount, as it often contains technical terms or metaphorical expressions, making it challenging for outsiders to grasp without proper context. In socio-political settings, background lexicon shapes discourse, influences public opinion, and conveys political ideologies. Examples include terms describing political strategies and metaphorical language in speeches. Psycholinguistic analysis of background lexicon explores how it is perceived and the emotional responses it elicits, shedding light on its impact on political communication and decision-making. Recognizing its significance aids in comprehending political discourse and its sway over civic consciousness. Further research into contextual nuances and its influence on society is warranted for a comprehensive understanding of background lexicon's role in socio-political life.

Keywords: Background lexicon,political discourse,Psycholinguistic Analysis

MULTICULTURAL AND MULTILINGUAL EXPERIENCES IN CONTEMPORARTY BRITISH POETRY

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This paper provides a reading of the poems of four British poets, Benjamin Zephaniah, Wole Soyinka, John Agard, and Eavan Boland. In an increasingly interconnected world marked by migration and cultural exchange, the exploration of diverse linguistic and cultural identities becomes paramount. Through an analysis of selected poems, this paper examines how these poets navigate the complexities of multicultural and multilingual societies, offering insights into themes of identity, belonging, displacement, and the power dynamics inherent in language. Benjamin Zephaniah, a British Jamaican poet, challenges traditional notions of identity and nationality in his work, asserting the presence and importance of multicultural voices within British society. Wole Soyinka, a Nigerian poet and Nobel laureate, explores the impact of colonialism and cultural hybridity on individual and collective identities, highlighting the resilience and adaptability of marginalized communities. John Agard, born in Guyana and based in Britain, celebrates the richness of mixed heritage and challenges linguistic hierarchies in his poetry, advocating for the recognition and validation of diverse linguistic forms. Eavan Boland, an Irish poet, reflects on the complexities of language and cultural memory, exploring themes of colonization, displacement, and the search for belonging. Through a brief analysis of these poets' works, this paper aims to illuminate the ways in which poetry serves as a medium for articulating and interrogating the multicultural and multilingual experiences. By engaging with these diverse voices, we can gain a deeper understanding of the complexities and challenges inherent in navigating contemporary multicultural societies.

Keywords: multiculturalism, poetry, Zephaniah, Soyinka, Agard

STRUCTURAL AND LANGUAGE PECULIARITIES OF BRITISH UNIVERSITY'S WEBSITES

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The 21st century is the era of the rapid development of information and communication technologies. The Internet is the main source of extracting any information. The website of a higher educational institution is a means of informing readers of different categories about scientific, educational, international, economic, and social activities. The tendency to deep studying of the hypertext accounts the topicality of analyzing the structure, verbal and non-verbal means of designing websites of top British Universities. The purpose of the research is to study the image of a higher education institution presented through the official websites in the English language. University websites will be analyzed as the way for the institution to form its positive image to attract applicants and investments. The purpose presupposes the solution of the following tasks: to define a university image and its components; to study the notion and peculiarities of a website as an electronic text;to describe the structure of British top universities' websites as a means of forming their image; to analyze the language means of representing a university image on its official website; to research the non-verbal means of designing websites of top British universities.The object of the research is the websites of top British Universities. The subject of the research is their peculiar structural, verbal and non-verbal organization, the language means of forming a positive University image in the English language. The study material is the websites of top British universities.

Keywords: image, university website, language means, non-verbal means

EXPLORING THE RELATIONSHIP BETWEEN TEACHERS' DIGITAL COMPETENCIES AND THEIR PERCEPTIONS AND PRACTICES ABOUT USING ARTIFICIAL INTELLIGENCE FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

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In the evolving technological era, the needs of learners and teachers have changed accordingly. Therefore, identifying the use of AI-based materials to enrich learning environments has become crucial in the field of ELT. In this respect, the aim of this study is to explore the relationship between EFL instructors' digital competencies and their perceptions of using Artificial Intelligence (AI) in teaching settings. data was collected by two different scales namely Artificial Intelligence and English Language Teaching Scale (Edmett et al., 2023) and Teachers' Digital Competencies Scale (Ergül & Taşar, 2023) were shared with 50 English language instructors working at a public university in Turkey. Analysis of the data revealed that instructors with higher digital competencies tended to have more positive attitudes towards the use of AI in teaching, viewing it as a beneficial tool for enhancing language learning experiences. Conversely, instructors with lower digital competencies expressed more reservations and concerns regarding the implementation of AI in EFL classes. These findings suggest that enhancing digital competencies among EFL instructors may be crucial for fostering more favorable perceptions and effective integration of AI technologies in EFL teaching settings. The study underlines the importance of professional development activities aimed at improving EFL instructors' digital skills and readiness to embrace AI as a pedagogical tool.

Keywords: Artificial Intelligence in ELT, Digital Competencies, Attitudes Toward AI

INVESTIGATING THE EFFECT OF USING AN AI-POWERED VOICE JOURNALING APP ON THE WELL-BEING OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

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This study aimed to find out the effect of using AI-powered voice journaling application, in overcoming the challenges and stressors encountered by senior students enrolled in an English Teaching Bachelor's program, during their practicum. The main objective of this study is to examine the impact of an innovative reflection tool, an AI-powered audio diary application known as the "Audio Diary," on the general well-being and welfare of prospective English language teachers. The study employed qualitative methodology, focusing on the themes created by the extensive data provided by the pre-service English teachers. Through the Audio Diary app, nine volunteer participants documented their daily experiences, emotional states, and encountered challenges over the span of four weeks. The intervention utilized artificial intelligence to provide feedback and categorize the recorded entries, thus enabling a systematic analysis of the data. Data was gathered through journals and to gain deeper insights into the candidates' experiences. Preliminary findings of the thematic analysis suggest that the use of the AI-supported Audio Diary contributed positively to participants' reflection processes, helping them to articulate and understand their emotions and challenges more effectively. Furthermore, the categorized feedback provided by the AI helped participants to identify patterns and areas of improvement in their teaching practicum. The study underlines the potential of instructional technologies, specifically AI-powered applications, in supporting pre-service teachers' well-being and reflective practices in educational settings.

Keywords: Well-being, coping with stress, voice journaling, school practicum

UNLOCKING THE POTENTIAL OF AI IN EDUCATION: AI TEACHING ASSISTANT PRO AS A MODEL FOR EFFECTIVE IMPLEMENTATION

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The use of Artificial Intelligence (AI) in the field of education, especially through innovations such as AI Teaching Assistant Pro, heralds a significant paradigm shift in educational methodologies. This comprehensive narrative review examines the multifaceted roles of AI teaching assistants, with a special focus on their ability to automate and improve teaching processes, thereby significantly enhancing the quality of learning. AI Teaching Assistant Pro markedly assists educators by automating the creation of detailed course syllabuses that are meticulously tailored to various academic requirements and timeframes. This advanced functionality significantly reduces the administrative burden on educators, thereby enriching the educational environment by freeing up more time for interactive teaching methodologies and pedagogical progression. Emerging developments in educational outcomes vividly illustrate the transformative impact of AI not only in optimising educational workflows but also in fostering sophisticated pedagogical strategies. This review underscores the critical need for precise definitions and frameworks in AI research to guide effective practice and harness the full potential of AI in educational settings.

Keywords: artificial intelligence, narrative review, course syllabus

ON SOME PROBLEMATIC SEGMENTAL SOUND IMPACTS GIVING HARD TIMES TO MULTILINGUALS

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Multilingualism is the ability to speak more than three languages fluently. Multilingualism requires communication with a larger spectrum of people. Multilinguals often must quickly switch back and forth between languages which cause them to get confused and mix up the pronunciation of words as well as sentences. They have to autocorrect their pronunciation in front of listeners which becomes a nuisance and frustrating. The pronunciation features of their mother tongue, along with their L2 and L3 produce push backs and collectively impede their correct articulation in the other target languages that they speak, reducing their intelligible pronunciation if not metalinguistic awareness is not already acquired. Inter-dentalization, clear-l and dark-l, velarization, flapping, uvularization, pharyngealization, glottalization, and laryngealization are only some of the problem-posing sound changes that impede to maintaining proficiency and become challenging for all languages spoken by multilinguals. In this study, some common problematic pronunciation impeding sound changes will be demonstrated by means of gifs, videos, and from the voices of native-speakers.

Keywords: fossilization, inter-dentals, uvulars, pharyngealization, glottalization, and laryngealization

WAYS OF CREATING PAREMIAS AS A VERBAL GENERALIZATION OF TYPICAL LIFE SITUATIONS

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Among the numerous genre modifications of folklore prose, a special place belongs to the paremias, complex and multidimensional units, which developed an extensive system of genre modifications (proverbs, sayings, similes, etc.). There are three main ways of formation of paremias: intergenre transition, generalization and optionality. The transition between genres is actualized as a result of the reduction of a voluminous folklore work to one meaning-generating phrase. The most typical examples of such a transition are: anecdote – proverb, fairy tale – proverb, fable – proverb. Generalization is considered the most productive in the creation of paremias. It involves a short and accurate verbal response to typical life situations. In the process of functioning, generalizing phrases continue to be "polished" until they find the optimal balance of formal and substantive indicators. These balanced verbal formulas offer ready-made "recipes" for responding to repeated events. In fact, proverbs formed by generalization become a kind of accumulator of the experience of generations. The third way that contributes to the creation of new paremic units is optionality. Since the proverb, as a rule, has a two-component structure, where the first part is the main one, and the second part is additional (optional), then over time, under the condition of particularly frequent use of the proverb, the second part can be reduced. The consequence of such truncation of proverbs is the emergence of sayings. This genre variety of paremias usually has a one-member structure, and it is characterized by great imagery. The outlined method of replenishing the paremias fund, based on the use of intragenre resources, is not very productive, but it testifies to the vital energy of paremias as one of the most stable genres of folk prose.

Keywords: folklore prose, paremias, proverb, saying

PLURILINGUAL COMPETENCE IN FORMING A STUDENT'S POLYCULTURAL IDENTITY

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Languages appear to be complex adaptive systems that are formed through situational practices. As a result, the emphasis shifts from linguistic aspects to the activity of the individual in the process of interaction of different languages. People with developed plurilingual competence actively use more than one language, regardless of their level of mastery. A student's communication skills are enhanced through knowledge of different languages and understanding of different emotional and sociocultural contexts. At the skill level, plurilingual competence also integrates code switching, mediation skills and skills of foreign language acquisition, the ability to overcome language anxiety and the integrativeness of semantic memory as the ability to quickly select a word that is appropriate in meaning and content in this or thar intercultural interaction. Personal and cognitive attitudes here include motivation to learn a language, tolerance for ambiguity, cognitive flexibility, confidence in using a foreign language, self-control and discretion, acceptance of one's native language, as well as foreign languages and individuals of other cultures. All these skills help polylinguals cope with ambiguous situations caused by differences in cultures, contributing to the formation of their polycultural identity. In its turn, the development of a student's polycultural identity is considered a complex, systemic process that: manifests itself in active intercultural interaction based on dialogical relations and acquired sociocultural knowledge; covers the development of the intellectual and spiritual spheres of the individual necessary for effective life in the multicultural environment; contributes to the personal actualization of cultural meanings, self-knowledge, self-realization; depends on the development of modern civilization, the level of development of society, the relationship between culture and education, methods of cultural identification.

Keywords: foreign language acquisition, intercultural interaction, plurilingual competence, polycultural identity

SPECIALIZED TEXTS OF THE U. S. EDUCATIONAL FIELD IN THE STUDY OF TERMS

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Various specialized texts in the U. S. educational field were chosen as research material, including: documents of the U.S. Department of Education, reports of the U.S. national commissions on the trends and prospects of education development, directories of American educational institutions, curricula, research papers, as well as educational materials from the Internet (e.g., informational materials of the U. S. educational institutions on their websites, etc.). The specialized texts belong to the functional style of scientific prose, which performs the function of a message, serving as a tool for the transmission of academic ideas and the exchange of scientific information. It should be noted that in modern linguistic science there are different classifications of genres of scientific prose. It has been found that some researchers single out such genres of scientific prose as: research papers, monographs, patents, educational and methodological manuals, reviews, annotations. Others provide an extended list, classifying among the main genres of Anglo-American scientific prose review and experimental articles, scholarly articles of the type of "round table discussions", "interviews", proceedings of scientific conferences, notices of future and past conferences, new scientific and technical developments, abstracts, reviews, monographs, grant applications, traditional and "electronic" scientific correspondence.

Keywords: genres of scientific prose, specialized text, terminological units of the U. S. education

ELECTRONIC MULTILINGUAL TERMINOLOGICAL DICTIONARY EFFECTIVENESS IN TEACHING APPLIED LINGUISTS

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The investigation analyzes the development and application of the electronic multilingual terminological dictionary. The author claims that an electronic source of that kind is highly important for the systematization of the Ukrainian terminological base, introducing it in the world scientific context and incorporating the appropriate vocabulary network into the research and development processes in academic and educational institutions. The electronic dictionary, a user-centric computer database, combines coded dictionary entries that enable a quick search for the necessary words. It considers the morphological forms of searching for word combinations, making it possible to determine the correct meaning of a word during translation. The electronic multilingual terminological dictionary is designed to cater to a wide range of users, including ESP students, postgraduates, young scholars, specialists in science and technology, employees of international companies, military personnel, and others. It provides information on a term in Ukrainian, Polish, English, French, and German languages. Each dictionary entry includes a lexeme's grammar paradigm and a valid explanatory article with appropriate references. A survey among the dictionary potential users was conducted to evaluate the expediency of electronic multilingual terminological dictionaries for work and educational processes. The survey, a pivotal component of the research, explored user needs, the relevance of the electronic multilingual terminological dictionary, time spent in term searches, and the demographics of the respondents. The survey yielded compelling results, showcasing a high level of user satisfaction with the electronic multilingual terminological dictionary as a reference material, search tool, and reliable database. The research findings lead to a clear conclusion: the study attests to the usefulness of the electronic multilingual terminological dictionary, as it is user-friendly, convenient, and significantly reduces time spent on information searches.

THE FORMATION OF CRIMEAN TATAR PERIODICAL PRESS AS THE DRIVER OF CROSS-CULTURAL TRANSFORMATIONS

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These study aims is to shed light on the role of I. Gasprinsky in fostering intercultural communication within Crimean Tatar society during the late 19th and early 20th centuries, as well as to unveil the socio-cultural essence of the first Crimean Tatar periodicals. These periodicals primarily served the task of enculturation and socialization of Crimean Tatar society. Methodologically, the research approached Gasprinsky's cultural and creative endeavors through various lenses. The historical-cultural approach involved a study of his ideological heritage through cultural and historical comparative analysis. The axiological-cultural approach allowed for the exploration of the humanistic aspects of cultural unification. The research employed source study and comparative-historical methods. The results of the study include a comprehensive analysis of the first national Crimean Tatar periodical, ""Terjiman,"" as a cultural phenomenon. Its role in the broader cultural landscape of the period was evaluated, demonstrating its significant contribution to the development of publishing in Crimea. Furthermore, the study considered the formation of Crimean Tatar periodicals as a key factor in multicultural education. In conclusion, I. Gasprinsky's educational endeavors played a pivotal role in fostering cultural transformation within Muslim society, impacting various aspects of life. ""Terjiman,"" as the first Crimean Tatar newspaper, emerged as a significant catalyst for cultural transformation, challenging established norms and stereotypes. The findings of the research provide insights into the nature and development of national periodicals influenced by Gasprinsky's cultural and creative activities amidst the socio-political and public dynamics of the time.

Keywords: cross-cultural communications, Crimean-Tartaric society, education, publishing industry, periodicals

MULTICULTURAL PERSONALITY FORMATION IN HIGHER EDUCATIONAL INSTITUTIONS

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The purpose of the topic is to highlight the main streams of the formation of a student's multicultural personality in the educational process of higher educational institutions. In the study, it is exploited a set of methods, among which the priority was given to analysis, synthesis, comparison and systematization of material on the formation of a multicultural personality of students of higher educational institutions. Multicultural education is considered a modern innovative pedagogical means, which is realized through the gradual development of the personality from the I-ethnic to the I-civic and I-global personality. It is stated that the content of multicultural education is the familiarization of young people with ethnic, national and world culture, the formation of a multicultural view of the world, the development of global consciousness. It is focused that the multicultural pedagogy should permeate all levels of the education system, and higher education is an important link in the continuous process of developing the multicultural personality. This study is a contribution to the continuing discussions on the efficiency of multicultural education, which has many advantages and goals to be fulfilled: promoting the development of civic society, creating a correct historical account, increasing the self-esteem of non-majority students, increasing the diversity of student contacts, i. e., social capital, preserving minority cultures, developing individual autonomy, promoting social justice and equality, providing students with the opportunity to excel in different areas of an integrated, multicultural world. The development of a multicultural personality as a citizen of the country, Europe, and the world should become a priority task in the modern educational process.

ENGLISH TEACHERS' PERCEPTION OF MEDIATION IN LANGUAGE CLASSROOMS AND THEIR TEACHING PRACTICES AS MEDIATORS

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There is a growing emphasis on acknowledging the significance of mediation within English language classrooms, reflecting an increased interest in recognizing its importance as one of the teachers' new roles (Rezaeian, 2022). According to mediation theory, "helping learners to find ways of moving into their next level of understanding of the language" is the teachers' role (Williams & Burden, 1997, p. 66). This paper aims to investigate English teachers' perception of mediation and their teaching practices as mediators and raise an awareness about mediated learning among English teachers. Data for this study was collected from Mediation Questionnaire for Language Teachers designed by Williams and Burden (1997). The questionnaire includes two sections each containing 12 individual questions. The first section focuses on teachers' perspectives on the significance of mediation. In the second section, teachers are asked to evaluate the frequency with which they believe they perform practices of mediation. The Questionnaire was applied to 45 Turkish EFL teachers working at Ministry of National Education in Kütahya province. The results of the questionnaire survey suggest that to some extent, EFL teachers have the capability to facilitate students' learning. They believe that mediation is important to some extent in language classroom. However, their implementation is lower compared to what they think. Although we as English teachers are trying to facilitate our students' learning, we may need to have a deeper understanding of mediation theory to improve ourselves as mediators. That's why the findings of this study are expected to contribute to the field of Foreign Language Education.

Keywords: mediation, English teaching, mediator, EFL teacher

REFLECTION OF MODERN NATURE AND HUMAN DESIGN IN ENGLISH LITERATURE

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While philosophy speaks by conceptualizing reality and reasoning analytically, literature, creating a fictional world, is guided by intuition. For this reason, literature has mostly been one step ahead of philosophy. The ideology and epistemological basis of the age are first expressed in literature, and then become conceptualized and enter the area of philosophy. Literature, along with all forms of culture, has the same pattern as all manifestations of the thought of a period. In this regard, modernity is a period during which the design of nature and human has changed. This change, revealing a mechanical design of nature under the control of human mind, has caused dichotomies. And these dichotomies have been reflected in the literary works. This study, aiming to show these dichotomies, uses the method of contextual analysis and focuses on the prominent literary works of each period of English literature. This study, pointing out the transformation of nature and human designs via the prominent works of English literature, concludes that both nature and human have become the object of exploitation to meet the needs of the system strengthening with modernity.

Keywords: English literature, nature and human perception

SOCIOPHONETICS: THE INTERSECTION OF SOCIOLINGUISTICS AND PHONETICS

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The field of sociophonetics delves into the intersection of sociolinguistics and phonetics, exploring how social factors influence phonetic variation in language. This exploration sheds light on how variables such as age, gender, ethnicity, and socioeconomic status shape pronunciation patterns and phonological features, revealing a complex interplay between language and social identity. Age plays a significant role in phonetic variation, as generational shifts reflect changing cultural trends and societal influences. For instance, younger speakers may adopt new pronunciations or linguistic forms that set them apart from older generations, illustrating how language evolves over time. These shifts contribute to broader language change, revealing how linguistic forms adapt to societal developments. ender is another key variable influencing phonetic variation, with research demonstrating how men and women exhibit distinct patterns of speech. Variations in pitch, intonation, and vowel pronunciation can reflect societal expectations surrounding gender roles, as well as how individuals negotiate their identities through language. Additionally, the emergence of non-binary and gender-nonconforming speakers further illustrates the complex relationship between gender identity and linguistic variation. Ethnicity has also been a focal point of sociophonetic research, highlighting how language serves as a marker of cultural heritage. Studies have shown that speakers from different ethnic backgrounds exhibit unique phonetic characteristics, reflecting cultural and social influences. For example, research on African American Vernacular English (AAVE) has documented distinct phonetic features compared to Standard American English, emphasizing the connection between language and ethnic identity. Socioeconomic status further influences pronunciation patterns and phonological features, reflecting the interplay between language, class, and social mobility. Sociophonetic research has shown that speakers from different socioeconomic backgrounds exhibit distinct language variations, offering insights into how linguistic behavior reflects and reinforces social stratification. In summary, sociophonetics provides a multifaceted understanding of how social factors shape phonetic variation, offering insights into the dynamic interplay between language and social identity. This research not only contributes to a broader understanding of language change, accent perception, and dialect studies but also emphasizes the need to appreciate linguistic diversity and address linguistic prejudice. The nuanced findings highlight how language reflects and shapes our world, underscoring the importance of valuing linguistic diversity in modern society.

Keywords: sociophonetics, sociolinguistics, phonetics

EXPLORING ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF LESSON STUDY: A QUALITATIVE INQUIRY

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This qualitative study examines the attitudes of English language teachers towards the implementation of lesson study in their teaching practices. Lesson study is a collaborative professional development approach where teachers work together to plan, observe, and reflect on lessons to improve instructional practices and student learning outcomes. Twelve participants from local schools in Turkistan, Kazakhstan were engaged in interviews and discussions to gather rich insights, and data analysis was conducted using the QDA LITE program. The findings reveal a prevailing resistance among teachers towards adopting lesson study, indicating a lack of readiness for its integration into their professional routines. The study identifies a number of factors that contribute to this reluctance, including challenges in embracing lesson study as a collaborative professional development tool. The results emphasize the importance of addressing these barriers in order to foster a more conducive environment for the effective usage of lesson study within the English language teaching community, thereby enhancing professional growth and instructional practices among educators.

Keywords: English language teachers. perceptions, lesson study, qualitative research, professional development.

A SNAPSHOT OF MULTILINGUAL GALICIA THROUGH A BELIEF STUDY

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In an era of growing globalization, where nations engage in heightened cultural exchange, it is vital to consistently advocate for the preservation and appreciation of diverse cultures. This fosters respect, tolerance, and inclusivity. Linguistic studies have been pivotal in this effort over the last century, operating on the principle that "language expresses…embodies…[and]… symbolises cultural reality." (Kramsch, 1998, p.3). In multilingual environments, the presence of English as a Foreign Language (EFL) reinforced by policy implementation in educational systems influences the perceptions and attitudes of students and teachers about the processes of learning and using languages. In addition, these perceptions mirror the positioning of the users regarding the coexistence of this foreign language with their L1s.

The primary objective of this paper is to examine the interview responses of a cohort of 56 students and 22 teachers from the University of Santiago de Compostela in Spanish Galicia concerning their beliefs about EFL learning. Their responses show not only the beliefs they reported but also the cultural dimension of this variable through the meanings, i.e. the implicatures, they communicated. The participants showed they share a homogenous pattern of beliefs regarding EFL learning, and a strong sense of cultural identity bound to their mother tongues. Communicative features common to the Galician culture such as indirectness, sarcasm and neutrality were also present in the data gathered. This type of study illustrates the importance not only of the cultural aspect as inherent to linguistic research but also of beliefs as one of the learner's individual differences (IDs) in language learning.

Keywords: EFL learning, beliefs, culture, implicature

THE ROLE OF UNIVERSITY EFL LEARNERS' SELF-EFFICACY IN USING TECHNOLOGY BASED OUT-OF-CLASS LANGUAGE LEARNING ACTIVITIES

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The goal of this study is to ascertain how students see technology based out-of-class language learning activities as well as their views toward self-efficacy. Additionally, it also identified the relationship between EFL learners' self-efficacy and their usage of technology-based out-of-class language learning activities (TBOCLLAs). There were 133 Turkish EFL learners that participated in this quantitative study. They were requested to complete the TBOCLLA and self-efficacy questionnaires. The findings showed that they perceived positively about using technology for language learning activities outside of the classroom. It also revealed that the majority of students are capable of recognizing and maintaining their own sense of self-efficacy. Furthermore, there is a significant relationship between self-efficacy and TBOCLLAs. However, there is no statistically significant difference in the students' use of technology for activities outside of class based on their gender. The results indicate that students' perceptions of their use of technology for language learning outside of the classroom can be greatly influenced by their sense of self-efficacy.

Keywords: self-efficacy, language learning, technology use

CHALLENGES AND PECULIARITIES IN TRANSLATING MILITARY NEOLOGISMS: BRIDGING THE ENGLISH-UKRAINIAN GAP

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The task of translating military neologisms from English to Ukrainian presents a multifaceted challenge that encompasses linguistic, cultural, and geopolitical aspects. English's propensity for rapidly generating new terms, through both compound words and acronyms, creates a language rich in neologisms that reflect technological advancements and shifts in military strategy. In contrast, Ukrainian tends to employ descriptive phrases or borrowed terms to convey similar concepts, highlighting the structural differences between the languages that translators must navigate. Beyond linguistic disparities, the translation process necessitates a deep understanding of the cultural and political context surrounding military discourse. Terms like ""cyber warfare"" or ""hybrid warfare"" carry not only technical meanings but also broader strategic connotations. This duality demands translators to remain informed about current military trends and the geopolitical landscape, ensuring that their translations accurately reflect both the technical nuances and broader implications of each term. The translator's role, therefore, extends beyond language to encompass a nuanced balancing act that considers both linguistic structure and cultural sensitivity. The fluidity of military terminology, where meanings can shift and evolve over time, adds another layer of complexity. This necessitates an iterative approach to translation, with terms revisited and revised as necessary to maintain relevance. Translating military neologisms from English to Ukrainian involves not only linguistic proficiency but also an awareness of cultural, political, and strategic contexts. This multifaceted process underscores the intricate interplay between language, culture, and geopolitics, and highlights the crucial role of translation in accurately conveying military discourse.

Keywords: military terminology, neologisms, English-Ukrainian translation, linguistic differences, geopolitical context

ETHNIC AND RELIGIOUS IDENTIFICATION MARKERS IN UKRAINIAN LATIN DOCUMENTATION (TERMINOLOGICAL ASPECT)S

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The report discusses the terminology used in Latin documents during the 16th and 17th centuries to identify ethnic and religious affiliations. The study analyzes both semantic and translation features of the archival documents and lists of students from various European universities. By examining the frequency of ethnonyms used, synonyms, and differences in document type and age, the report highlights several key observations. For instance, documents of Ukrainian origin from the 16th and 17th centuries predominantly use ethnonyms to denote ethnic groups residing in the respective territories and are usually associated with administrative, judicial, social, criminal, and other documentation. Furthermore, religious designations are often used in conjunction with ethnic markers and sometimes even replace them. During the period under study, there was no clear distinction between ethnicity and religion at the legal level, and the terms natio, ritus, and fides were often used interchangeably without much detail. However, in the early 18th century, the situation began to change, and documents increasingly indicated both nationality and religion. Consequently, the distinction between ethnicity and religion became increasingly recorded from the beginning of the 18th century.

Keywords: Latin, terminology, identity, ethnomym, Ukrainian documentations

THE DETECTION OF AI-GENERATED ESSAYS AND THEIR FEATURES

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Recent advancements in AI technology for the purpose of assisting in writing various texts have provided many breakthroughs for authors, while simultaneously adding new challenges concerning the potential misuse of the tools in academic settings. While AI detection tools have emerged to combat inappropriate usage, their effectiveness remains uncertain due to the ambiguous nature of their detection criteria. This study investigates perceptions on sample essays produced by three of the most widely used tools for AI writing, including ChatGPT, Quillbot, and Smodin, with a focus on distinguishing their output from human-written content. Focusing on four key aspects including sentence structure, vocabulary, punctuation, and the expression of experiences and emotions, human evaluators in this study were chosen for their experience as educators and instructed to rate sample essays produced by AI based on how human-like or AI-like they were in their contents. The findings revealed that while the evaluators were able to correctly identify AI-generated content based on specific features including vocabulary and sentence structure, other aspects including punctuation and emotional depth proved more challenging to discern. This study highlights the need for further research into the detection of AI-generated texts based on categories of unique distinguishing features and the development of better methods to ensure academic integrity.

Keywords: Large Language Models, AI detection, AI-generated text, essay writing

CHALLENGES AND PERSPECTIVES OF LOW-RESOURCE LANGUAGES AND AI (THE CASE OF ALBANIAN LANGUAGE)

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The present paper aims to outline an overview of the so-called low-resource languages and the implementation of AI to replenish their current resources and to achieve digital language equality. First, a theoretical background on low-resource languages is provided and then a discussion of the consequences of languages being low-resourced follows. Afterward, we provide some current perspectives from present-day cases on how the state of being a low-resource language could be reversed and how these languages could be empowered, by using AI tools. We highlight that overcoming the low-resource state should be considered an important part of the language policies. The paper focuses specifically on the case of the Albanian language and tests available AI chatbots, in terms of the grammatical and semantic appropriateness of texts generated by the chatbots. Finally, the paper provides some recommendations for improving the resources in Albanian in terms of AI platforms, which could improve Albanian language processing tasks.

Keywords: Albanian language, AI, digital language equality, low-resource languages, language policy.