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Editorial Note

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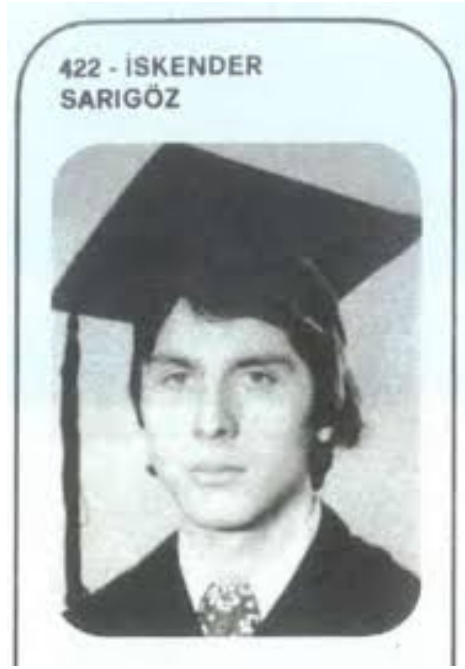
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In Memory of Professor Dr. İskender Hakkı Sarıgöz

This issue of *The Journal of Language Teaching and Learning* is dedicated to the memory of Professor Dr. İskender Hakkı Sarıgöz, who passed away on March 15, 2025. For more than forty years, he was part of the English Language Teaching Program at Gazi University, not merely as a faculty member, but as one of its defining figures. He shaped the program, shaped the people who passed through it, and, in doing so, left an unforgettable legacy.

Professor Sarıgöz belonged to a generation of scholars who understood teaching as a vocation rather than a technical role. His career was marked by consistency, seriousness of purpose, and an enduring investment in the people around him. What set him apart, though, was not just his commitment to the work. It was how fully he inhabited every space he entered.

Those who knew him remember a man who was warm, energetic, and genuinely present, someone whose sense of humor and generosity made him as memorable in the corridor as in the

¹ From the Yearbook of the Graduates of TED Ankara College, Class of 1979.

classroom. He took his work seriously without taking himself too seriously, and this quality made him both a rigorous mentor and an approachable one.

He was also a man who loved living. As a mountaineer and sports enthusiast, he embodied a kind of vitality that did not stay contained within academic walls. The well-known image of him running in a winter race, wearing shorts, captures something essential about him: a readiness to confront difficulty with energy, a distinct enjoyment of challenge, and a clear disregard for the conventions and quiet stiffness that often define academic life. One might also have been struck by the unexpected details of his office: a collection of toy cars on his desk, a large image of a Native American figure on the wall he referred to as the “Great Manitou”, with his frequent reflections on his virtues, and the occasional presence of sports equipment scattered across the room.

The measure of his contribution is visible in institutional terms in the number of teachers and scholars he trained. But its deeper form is harder to quantify. It lives in the habits of thought, the professional standards, and the ways of being with students that he passed on. He did not just leave behind an academic record. He left behind people who truly miss him.

On Legacy and Continuity

There is a particular kind of continuity that academic life makes possible, one that does not depend on monuments or formal commemoration, but on the quiet persistence of influence through people.

Some of Professor Sarıgöz’s former students have gone on to become professors. They sit across from their own students and, whether or not they name it, pass something of him forward, a way of listening, a standard held, a refusal to treat teaching as merely mechanical labor. The field he gave four decades to is now partly their field. And through them, it is still partly his.

This is no small matter.

We do not know, exactly, what we carry from those who shaped us. It moves in us before we can account for it. But it moves. And in that movement, something essential about Professor Sarıgöz,

his seriousness, his warmth, his conviction that this work matters, remains present in rooms he never entered, in students he never met.

This is how those who truly teach remain: not in citations, but in classrooms, in thesis defenses, and in the culture of departments.

Let us close with his own words:

“Research articles, citations, academic books, conferences, paper presentations... yes, they do matter. But none of them matters more than a well-educated teacher who has dreams for the country. That is where your focus should be.”

Overview of the Contributions in This Issue

This commemorative issue brings together nine studies by twenty-four Gazi ELT academics and students, collectively mapping the current terrain of English language teaching and teacher education. Across their differences in method and focus, they reflect a field in genuine transition, one where longstanding questions about pedagogy and assessment are being reopened through the lenses of identity, technology, and affect.

The opening article by *Badak and Yılmaz Yakışık* offers a triangulated state-of-the-art review of translanguaging pedagogy. Drawing on 30 empirical studies selected through PRISMA procedures, the study synthesizes perspectives from learners, prospective teachers, and in-service teachers across three thematic clusters: pedagogical impact, stakeholder perceptions, and learning outcomes. The findings suggest that translanguaging reduces language anxiety, increases participation, and improves learning efficiency. Notably, both pre-service and experienced teachers show growing openness to translanguaging as a context-sensitive alternative to monolingual instruction, positioning it not as a technique, but as a substantive shift in how multilingual education is conceived.

The second study by *Boz and Cephe* reconceptualizes professional development as an ecological and identity-mediated process. Through semi-structured interviews analyzed inductively, the study reveals how professional development functions as a site where teacher identity is constructed and

renegotiated over time. The findings draw a clear distinction between novice teachers, who tend to experience development as regulatory and legitimizing, and experienced instructors, who engage with it more selectively. The study situates this identity work within broader institutional and policy ecologies, arguing that professional development is never merely technical training.

The third article by *Alaçam Dehneliler and Aşık* examines how EFL students perceive AI-generated feedback and teacher feedback in writing instruction. Through qualitative content analysis of reflection papers from 65 students, the study finds that teacher feedback is consistently preferred for its contextual sensitivity and interpersonal quality, while AI feedback is valued for its speed and precision with surface-level features. Rather than framing these as competing systems, the study proposes a hybrid model that draws on the complementary strengths of both, alongside a call for developing students' feedback literacy.

In the fourth study, *Bahadır and Tavil* explore how EFL instructors position ChatGPT within classroom writing instruction. Based on thematic analysis of written interviews with 11 teachers, the study introduces the notion of "conditional co-agency", the idea that ChatGPT functions not as an autonomous author but as a tool whose pedagogical value depends entirely on how it is framed and regulated by the teacher. The contribution shifts attention from what the technology can do to how it is orchestrated, locating AI integration firmly within the domain of instructional design.

The fifth article by *Ülker and Yangın Ekşi* presents a systematic review of gamification research in English language teaching between 2020 and 2025. Content analysis of the literature identifies vocabulary as the most frequently targeted skill and motivation as the central psychological variable of interest. Common game elements, points, badges, leaderboards, consistently appear linked to gains in both performance and engagement. The review also gestures toward a gap: the need for more theoretically grounded implementations that go beyond surface-level gamification.

The sixth study by *Özmen and Özmen* examines how language testing and assessment courses in Turkish ELT programs align with international language assessment literacy frameworks. Document analysis of syllabi from 64 state universities reveals a consistent imbalance: technical competencies such

as item writing and reliability are well covered, while ethical practice, fairness, feedback literacy, and digital assessment receive significantly less attention. The study calls for systematic curricular revision to ensure that future teachers develop an assessment literacy that reflects the full breadth of contemporary professional expectations.

The seventh article by *Pesen and Ergenekon* offers a systematic review of emotion regulation research in language learning contexts over the past 15 years. The analysis shows that emotion regulation is associated with engagement, well-being, and academic performance. The most studied strategies, cognitive reappraisal and expressive suppression, reflect the field's engagement with established psychological models. Drawing on emerging intervention-based evidence, the authors argue that emotion regulation should be treated as a teachable and central component of language learning, not a background variable.

The eighth study by *Karagöz Dilek and Balçkanlı* examines the emotional experiences and possible selves of pre-service EFL teachers during an online practicum conducted under pandemic conditions. Through thematic and metaphor analysis, the study traces a developmental arc in which participants gradually move closer to their ideal teacher selves and away from feared ones. Emotional experience evolves from uncertainty toward confidence, and the practicum emerges, even under constraint, as a significant site of identity negotiation.

The final article by *Güngör et al.* presents a scoping review of intercultural communicative competence in pre-service teacher education. The review highlights the growing role of technology-mediated practices, virtual exchange, telecollaboration, multimodal platforms, in supporting intercultural awareness and reflective dialogue. It also identifies limitations: limited methodological diversity and a lack of longitudinal research. The study calls for more theoretically grounded and contextually responsive approaches to intercultural competence development in teacher education.

This editorial note is written on behalf of all current and retired personnel, student teachers and graduates of the Gazi University English Language Teaching Program.
