

# Arda Arian, Ph.D.

Founding Editor, Novitas-ROYAL (Research on Youth and Language)

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## Professional Summary

*Researching and teaching as a generalist by reading and writing on foreign language education, Medieval Studies, literature, and culture; highly skilled in course planning, delivery, and assessment; and an energetic team member with over 20 years of academic experience. Enthusiastically seeking a role in which life-long learning and resourceful nature will be highly valued.*

## Work Experience

**Akdeniz University**, Turkey, present-2011, Faculty of Letters, Department of English Language and Literature, Prof. Dr.

**Dulaty University**, Kazakhstan, 2021, Faculty of Humanities and Social Sciences, Department of Foreign Philology and Translation Studies, Visiting Professor

**Hacettepe University**, Turkey, 2010-2002, College of Education, Department of Foreign Language Education, Assoc. Prof. Dr.

**University of Massachusetts Boston**, USA, 2010-2007, Applied Linguistics Graduate (MA) Program, Course Instructor (Online)

**Başkent University**, Turkey, 1999-1996, Foreign Language Instructor

## Education

### Ph.D.

Penn State University, State College, PA, USA, 2002

College of Education, Curriculum and Instruction, Language, Culture & Society

Thesis: A struggle for power in English language teacher development programs: A postmodern critical study (Thesis Advisor: Miryam Espinosa Dulanto, Ph.D.)

### MA (Courses completed, program transferred to the Ph.D. program)

Hacettepe University, Ankara, Turkey, 1998

Institute of Social Sciences, American Culture, and Literature MA Program

### BA (summa cum laude)

Hacettepe University, Ankara, Turkey, 1996

Faculty of Letters, American Culture and Literature Department

BA Degree received with a minor degree in English Language and Literature

Certificate for Teaching English as a Foreign Language is attained.

## High School

Civic Memorial High School, IL, USA, 1991

## Languages

Turkish (Home), English (Near-Native), German (A2), Spanish (A2), French (A1), Ottoman Turkish, Tatar (B1), & Latin (A1)

**Papers (Indexes of the journals are indicated with “\*/Journals indexed only in/by SCOPUS are not indicated)**

1. Arikan, A., & Zorba, M. G. (2024). Raising pre-service English language teachers' awareness of sustainable development goals through literary texts. *International Journal of Sustainability in Higher Education*, 1-15. **\*SSCI**
2. Pekoz, M., Durgun Saraç, H. S., & Arikan, A. (2023). Foregrounding poverty through the heterodiegetic narrator in O. Henry's *The Gift of The Magi*. *British and American Studies Journal*, 29, 135-142. **\*ESCI**
3. Durgun Saraç, H. S., Uzun, K., & Arikan, A. (2023). Linguistic construction of gendered lives in Alice Munro's "Boys and Girls." *Ilha Do Desterro: A Journal of English Language, Literature in English and Cultural Studies*, 76(1), 151-160. **\*ESCI**
4. Arikan, A., & Tekşener, Ş. (2022). Cosmopolitanism in James Clarence Mangan's prose. *Forum for World Literature Studies*, 14(3), 488-500. **\*ESCI**
5. Gözen, H., Edman, T. B., Arikan, A., Dağ, Ü., Dülger, O., & Güdücü, B. (2022). From a Clone's Diary: Posthumanism, Transhumanism, Dystopia and *Never Let Me Go*. *Hacettepe University Journal of Faculty of Letters*, 39(1), 144-160.
6. Dağci, Ö. F., & Arikan, A. (2021). A comparative study of Turkish and Ladino literatures: Nasreddin hodja and Djoha stories. *Israiliyat: Journal of Israeli and Judaic Studies*, 9, 20-41.
7. Akçoru, R., & Arikan, A. (2021). A medieval classic in cinema between conflict and reconciliation: El Cid. *MOLESTO: Journal of Literary Researches*, 4(2), 334-346.
8. Arikan, A. (2021). The Middle Ages, the Ring, and Salahaddin: Gotthold Ephraim Lessing's *Nathan the Wise* and James Clarence Mangan's *The Three Rings*. *Litera: Journal of Language, Literature, and Cultural Studies*, 31(1), 177-202. **\*ESCI**
9. Arikan, A. (2021). The Abbasids and the Barmakids in the poems of Felicia Hemans and James Clarence Mangan. *Anasay*, 17, 1-23.
10. Arikan, A. (2021). *A Story Beyond the Sea*, Marie de France and Salahaddin. *The Legends: Journal of European History*, 2, 49-70.
11. Arikan, A. (2021). An intertextual analysis of James Clarence Mangan's *The Soffees' Ditty* in relation to the Koran and Sufism. *SEFAD*, 46, 23-42. **\*ESCI**
12. Uzun, K., & Arikan, A. (2020). Time, space, and morality in three select stories by Sait Faik Abasıyanık. *Sociological Context*, 1(1), 54-65.
13. Arikan, A. (2020). A history of a sewing machine: Connecting broadly as a research technique in the study of history. *Van Yüzüncü Yıl University Journal of the Institute of Social Sciences*, 49, 13-28.
14. Arikan, A., & Yilmaz, A., F. (2020). Preservice English language teachers' problematic sounds. *International E-Journal of Educational Studies*, 4(7), 1-16.
15. Arikan, A., & Yücel, E. (2019). Foreign language needs of tourism personnel: Antalya Case. *Bingöl University Journal of Social Sciences Institute*, 9(1), 657-668.
16. Yilmaz, M., & Arikan, A. (2019). English language teachers' evaluation of an alternative professional development program. *Baskent University Journal of Education*, 6(1), 13-27.
17. Senem, G., & Arikan, A. (2018). University students' opinions on social differences within the context of multiculturalism: Focus on faculties, sex, and parental education as major variables. *Opus Journal of Society Research*, 8(14), 432-447.
18. Birlik, N., & Arikan, A. (2018). The Irish poet who reversed the Western gaze on Ottoman geography: James Clarence Mangan. *folklore/literature*, 24(94), 197-210. **\*ESCI**
19. Arikan, A. (2017). Characters as animals in Dreiser's *Sister Carrie*. *Annals of the University of Craiova*, 18, 16-20.
20. Arikan, A., & Birlik, N. (2017). Middle Eastern images in James Clarence Mangan's selected poems. *Journal of Modern Turkish Studies*, 14(3), 7-23.
21. Arikan, A. (2017). English language teachers' views on the national curriculum for 2nd graders. *Journal of Narrative and Language Studies*, 5(9), 34-40. **\*ESCI**
22. Yurtsever, G. B., & Arikan, A. (2017). Why can't we learn English?: Students' opinions at Akdeniz University. *Gaziantep University Journal of Social Sciences*, 1(1), 1-7.
23. Köse, Ö., Arikan, A., & Saraç, H. S. (2017). An ethnolinguistic portrayal of the Arabic-speaking Orthodox Christian community of Antakya, Turkey. *The Journal of Mesopotamian Studies*, 2(2), 143-158.

24. Arikan, A., & Zorba, M. G. (2017). Reading habits of students enrolled in an English language and literature BA program. *Mehmet Akif Ersoy University Journal of Faculty of Education*, 43, 51-63.
25. Arikan, A., Varli, O., & Kürüm, E. Y. (2017). A study of Assyrians' language use in Istanbul. *Sustainable Multilingualism*, 10, 56-74.
26. Arikan, A. (2016). An examination of the EPOSTL's potential practical use in Turkey. *Artuklu Human and Social Sciences Journal*, 1(1), 76-80.
27. Diaz, P. A., & Arikan, A. (2016). A comparison of Argentinean and Turkish English language teacher education curricula. *Sustainable Multilingualism*, 9, 154-167.
28. Arikan, A. (2016). Europeanness vs. Turkishness in a Turkish TV sitcom: The case of Avrupa Avrupa. *European Review*, 24(3), 470-477. **\*SSCI**
29. Kırkgöz, Y., Çelik, S., & Arikan, A. (2016). Laying the theoretical and practical foundations for a new elementary English curriculum in Turkey: A procedural analysis. *Kastamonu Education Journal*, 24(3), 1199-1212.
30. Zorba, M. G., & Arikan, A. (2016). A study of Anatolian high schools' 9th grade English language curriculum in relation to the CEFR. *Uşak University Journal of Educational Research*, 2(2), 13-24.
31. Bulut, M., & Arikan, A. (2015). Socially responsible teaching and English language coursebooks: Focus on ethnicity, sex, and disability. *E-Journal of Yaşar University*, 10, 13-20.
32. Arikan, A. (2015). Ecocriticism and ecophobia: A personal reading. *Litinfo: Georgian Electronic Journal of Literature*, 8(2), no page.
33. Arikan, A. (2015). An ecocritical reading of flowers in Alice Walker's *The Color Purple*. *International Journal of Human Sciences*, 12(2), 1-7.
34. Özel, A. G., & Arikan, A. (2015). The use of the Internet and web 2.0 tools among EFL instructors. *Mediterranean Journal of Humanities*, 5(1), 313-325.
35. Akçay, A., Bütüner Ferzan, T., & Arikan, A. (2015). Reasons behind young learners' learning of foreign languages. *International Journal of Language Academy*, 3(2), 56-68.
36. Arikan, A. (2015). An autoethnography of teaching English to young learners: From theory to practice. *The Anthropologist*, 20(1/2), 77-85. **\*SSCI**
37. Arikan, A. (2014). Reading Patrick Slattery's 'Curriculum Development in the Postmodern Era' with poems and visuals. *ETHOS: Dialogues in Philosophy and Social Sciences*, 7(2), 27-42.
38. Arikan, A. (2014). Visual materials, staging, and the Internet in literature classrooms. *Mediterranean Journal of Humanities*, 4(1), 45-51.
39. Arikan, A., Soydan, E., & İşler, Ö. (2014). A study of two English language coursebooks in Turkey: Focus on multiple intelligences. *Başkent University Journal of Education*, 1(1), 27-33.
40. Çelik, S., Arikan, A., & Caner, M. (2013). In the eyes of Turkish EFL learners: What makes an effective foreign language teacher? *Porta Linguarum*, 20, 287-297. **\*SSCI/AHCI**
41. Çelik, S., & Arikan, A. (2012). A qualitative study of the effectiveness of teacher education programs in preparing primary school English language teachers. *Pamukkale University Journal of Education*, 32, 77-87. **\*ESCI**
42. Zorba, M. G., & Arikan, A. (2012). Representation of sports and recreational activities in primary school English language coursebooks. *The Online Journal of Recreation and Sport*, 1(1), 39-45.
43. Dündar Zeybekoğlu, Ö., Durugönül, E., & Arikan, A. (2011). A Study of the words attributed to 'mothers' and 'fathers.' *Contemporary Online Language Education Journal*, 1(2), 25-34.
44. Zengin, B., Arikan, A., & Doğan, D. (2011). Opinions of English major students about their departments' websites. *Contemporary Educational Technology*, 2(4), 294-307.
45. Arikan, A. (2011). Prospective English language teachers' perceptions of the target language and culture in relation to their socioeconomic status. *English Language Teaching*, 4(3), 232-242.
46. Arikan, A. (2011). Literary analysis and ecocriticism. *Mediterranean Journal of Humanities*, 1(1), 41-49.

47. Köse, Ö., & Arikan, A. (2011). Reducing plagiarism by using online software: An experimental study. *Contemporary Online Language Education Journal*, 1(1), 122-129.
48. Yalvaç, B., Soylu, F., & Arikan, A. (2011). Embodied cognition and education. *ETHOS: Dialogues in Philosophy and Social Sciences*, 4(1), 1-20.
49. Yolageldili, G., & Arikan, A. (2011). Effectiveness of using games in teaching grammar to young learners. *Elementary Education Online*, 10(1), 219-229.
50. Franco, P. de C., & Arikan, A. (2010). Why is it worth teaching and learning literature online? *Humanising Language Teaching*, 12(5). no page.
51. Saraç, H. S., & Arikan, A. (2010). Application of a checklist to assess the place of target culture in foreign language coursebooks. *Hitit University Journal of the Institute of Social Sciences*, 3(1/2), 45-56.
52. Kartal, E., & Arikan, A. (2010). A recommendation for a new Internet-based environment for studying literature. *US-China Education Review*, 7(7), 93-100.
53. Samanci, E. S., & Arikan, A. (2010). Postmodern theory and postmethod condition: New tasks and roles for English language teachers. Kaygı. *Bursa Uludağ University Faculty of Arts and Sciences Journal of Philosophy*, 14, 85-95.
54. Arikan, A. (2010). Effective English language teacher from the perspectives of prospective and in-service teachers in Turkey. *Electronic Journal of Social Sciences*, 31, 209-223.
55. Arikan, A. (2009). Visual materials in the teaching of literature: A short story application. *Ondokuz Mayıs University Journal of Faculty of Education*, 27, 1-16.
56. Arikan, A. (2009). Problems with coursebooks in EFL classrooms: Prospective teachers' opinions. *EKEV Academic Review*, 38, 309-315.
57. Ozkan, H., & Arikan, A. (2009). Internet censorship in Turkey: University students' opinions. *World Journal on Educational Technology*, 1(1), 46-56.
58. Sarıcaoğlu, A., & Arikan, A. (2009). A study of multiple intelligences, foreign language success, and some selected variables. *Journal of Theory and Practice in Education*, 5(2), 110-122.
59. Turhan, I. E., & Arikan, A. (2009). English language teacher development with and without a teacher trainer: ELT instructors' opinions. *E-Journal of New World Sciences Academy*, 4(2), 410-421.
60. Arikan, A. (2009). Environmental peace education in foreign language learners' English grammar lessons. *Journal of Peace Education*, 6(1), 1-13. **\*ESCI**
61. Arikan, A. (2008). Formalist (Linguistic) criticism in an English language teacher education program: The REWARD approach. *Iranian Journal of Language Studies*, 2(4), 417-430.
62. Arikan, A., Taşer, D., & H. S. Saraç-Suzer. (2008). The effective foreign language teacher from the perspectives of Turkish preparatory school students. *Education and Science*, 33(150), 42-51. **\*SSCI**
63. Arikan, A., (2008). Topics of reading passages in ELT coursebooks: What do our students really read? *The Reading Matrix*, 8(2), 70-85.
64. Arikan, A., (2008). Using Internet groups in the learning of literature. *Hacettepe University Journal of Education*, 34, 19-26. **\*ESCI**
65. Arikan, A., Unver, S., & Saraç-Suzer, H. S. (2007). Students' views on the importance and content of the "Turkish History of Education" course in German and English language teaching curricula. *Hacettepe University Journal of Education*, 33, 24-32. **\*ESCI**
66. Tekir, S., & Arikan, A. (2007). An analysis of English language teaching course books by Turkish writers: Let's speak English 7 example. *International Journal of Human Sciences*, 4(2), 1-18.
67. Arikan, A. (2006). The value of reflection in writing courses in ELT pre-service teacher education programs. *Asian EFL Journal: Teaching Articles*, 16, 1-16.
68. Arikan, A. (2006). Post-method condition and its implications for English language teacher education. *Journal of Language and Linguistic Studies*, 2(1), 1-11. **\*ESCI**
69. Arikan, A. (2005). An evaluation of the literature component of Hacettepe University English language teaching department. *Hacettepe University Journal of Education*, 29, 40-49. **\*ESCI**

70. Arikan, A. (2005). Students' evaluation of literature courses in an English language teacher education curriculum in Turkey. *Ondokuz Mayıs University Journal of Education*, 20, 77-85.
71. Arikan, A. (2005). Age, gender and social class in ELT course books: A critical study. *Hacettepe University Journal of Education*, 28, 29-38. \*ESCI
72. Arikan, A. (2004). Professional development programs and English language instructors: A critical-postmodern study. *Hacettepe University Journal of Education*, 27, 40-49. \*ESCI

## Books

1. Arikan, A. (2018). *Handbook of the ethnographer*. Anı.
2. Arikan, A. (2015). *Multiculturalism and multilingualism: Definitions, discussions, and educational applications*. Eğiten.
3. Arikan, A., & Gürsoy, E. (2012). *Teaching English to young learners: An activity-based guide for prospective teachers*. Eğiten.
4. Arikan, A. (2006). *Strategies for reading*. Hacettepe.

## Coursebooks

1. Arikan, A. et al. (2014). *I know English- Grade 2 (English Language Coursebook for 2<sup>nd</sup> graders)*. The Republic of Turkey Ministry of National Education.
2. Arikan, A., et al. (2014). *English language coursebook for 5<sup>th</sup> graders*. Devlet Kitapları.
3. Arikan, A., Saraç, H. S., Brooks, Z., & Wolfson, E. (2011). *English break (A2)*. Gündüz.
4. Dilek, Y. A., Mizani, M. A., & Arikan, A. (2010). *Number one: Vocational medical English*. Data.
5. Arikan, A., Saraç, H. S., & Brooks, Z. (2010). *Number one: A coursebook in English*. Data.
6. Tosun, B. C., & Arikan, A. (2010). *English for business and economics*. Gündüz.
7. Arikan, A., & Kırmızı Ö. (2010). *Number One: Vocational English for computers and the Internet*. Data.
8. Arikan, A., & Keskil, G. (2010). *Chat book*. Gündüz.
9. Süzer-Saraç, H. S., & Arikan, A. (2010). *Reading for All 2*. Gündüz.
10. Arikan, A., Eğilmez, G., Köse, Ö., & Köse, N. (2009). *Smart book*. Gündüz.
11. Arikan, A. (2008). *Computers and the Internet: A coursebook for vocational English*. Gündüz.

## Chapters in Coursebooks

1. Arikan, A. (2017). "Teaching English (with) literature: Practical ideas," *The Theory and Practice of English Language Teaching*, eds. Banu İnan Karagül & Doğan Yüksel, 236-264, Kocaeli Üniversitesi Vakfı Yayınları.
2. Arikan, A. (2014). "The grammar-translation method," *Approaches and principles in English as a foreign language (EFL) education*, ed. Servet Çelik, 3-12, Eğiten.
3. Arikan, A., & Köktürk, V. G. (2014). "Globalization and media," *Globalization theories*, ed. Veysel Bozkurt, Atatürk University Faculty of Open and Distant Education Publications.
4. Arikan, A., & Zeybekoğlu, Ö. (2014). "Globalization and religion," *Globalization theories*, ed. Veysel Bozkurt, Atatürk University Faculty of Open and Distant Education Publications.
5. Arikan, A., & Alemdari, S. (2012). "Teaching vocabulary," *Teaching skills: From theory to practice*, ed. Feryal Çubukcu, 25-51, Nobel.
6. Arikan, A. (2012). "Writing," *Teaching English to young learners: An activity-based guide for prospective teachers*, eds. Esim Gürsoy & Arda Arikan, 237-246, Eğiten.
7. Zorba, M. G., & Arikan, A. (2012). "Vocabulary," *Teaching English to young learners: An activity-based guide for prospective teachers*, eds. Esim Gürsoy & Arda Arikan, 247-261, Eğiten.

## Book Chapters

1. Zorba, M. G., & Arikan, A. (2023). "Literary reading in theory and practice," *Language and Literature I & II*, ed. Semin Kazazoğlu, 1-13, Eğiten.
2. Zorba, M. G., & Arikan, A. (2023). "The silent way," *Language teaching approaches and methods*, eds. Dinçay Köksal & Bora Demir, 79-96, Eğiten.
3. Zorba, M. G., & Arikan, A. (2021). "Intercultural competence and the CEFR," *Interculturality in English Language Learning and Teaching*, eds. Ece Zehir Topkaya & Bora Demir, 65-83, Eğiten.
4. Arikan, A. (2021). "Mediterranean languages," *Bütün yönleriyle Akdeniz*, eds. Ekin Kaynak İltar ve Hasan Hüseyin Aygül, 169-183, Arkeoloji ve Sanat Yayınları.
5. Arikan, A. (2021). "On how the pandemic was appropriated by different religious groups in social networking sites," *Religions and religiosity during the quarantine*, eds. Hasan Hüseyin Aygül, 239-264, Nobel.
6. Arikan, A. (2021). "Translingual practices in foreign language teaching," *Current discussions on foreign/second language education*, eds. Mehmet Bardakçı & İhsan Ünal, 131-139, Pegem Akademi Verlag.
7. Nickolson, C., & Arikan, A. (2020). "Developing intercultural competence through films," *Intercultural communicative competence in ELT*, ed. Yeşim Bektaş Çetinkaya, 129-137, Peter Lang.
8. Zorba, M. G., & Arikan, A. (2020). "Developing intercultural communicative competence through literature," *Intercultural communicative competence in ELT*, ed. Yeşim Bektaş Çetinkaya, 89-100, Peter Lang.
9. Arikan, A., & Zorba, M. G. (2019). "Digital literacies and foreign language learning and teaching," *Critical Thinking: Theory and Practice*, ed. Feryal Çubukcu, 51-71, Pegem.
10. Arikan, A. (2019). "Creating language teacher communities," *Recent Trends in English Language Teacher Education and English Language Teaching*, eds. Gonca Yangın Ekşi, Luis Guerra, Dorota Werbinska, & Yasemin Bayyurt, 1-14, University of Evora, Portugal.
11. Öztürk, A. & Arikan, A. (2016). "The struggle of the Turk with English: English in Caricatures," *Medya ve Mizah*, ed. Huriye Kuruoğlu & Mikail Boz, 225-240, Nobel.
12. Saraç, H. S., Zorba, M. G., & Arikan, A. (2015). "What happens when pre-service English language teachers are in action and researchers are recording?," *Teacher-researchers in action*, eds. Kenan Dikilitaş, Richard Smith, & Wayne Trotman, 399-417, IATEFL Research Special Interest Group, Kent, the UK.
13. Bakla, A., & Arikan, A. (2012). "Perceived text difficulty, cultural familiarity, and lexical retention of Turkish EFL learners," *Research perspectives on teaching and learning English in Turkey: Policies and practices*, eds. Yasemin Bayyurt & Yeşim Bektaş-Çetinkaya, 199-216, Peter Lang.
14. Arikan, A. (2011). "Unknown male sexuality: The unknown malehood as reflected in unknown caller ID advertisements," *Medyada Hegemonik Erkek(lik) ve Temsil*, ed. İlker Erdoğan, 273-295, Kalkedon.
15. Arikan, A. (2011). "Privacy concerns in social network sites," *Technologies for enhancing pedagogy, engagement and empowerment in education: Creating learning-friendly environments*, eds. Thao Lê & Quynh Lê, 139-146, IGI Global.
16. Arikan, A. (2010). "Using information and communication technologies (ICT) with young EFL learners: Tools and practical ideas," *How do children learn best?* eds. Derya Sakhuseyinoglu & Dzintra Ilisko, 98-103, Children Research Center Publications.
17. Arikan, A. (2005). "On Turkish high heels: Murathan Mungan's misogyny sells," *Misogyny in literature*, ed. Britta Zangen, 219-230, Peter Lang.
18. Arikan, A. (2002). "Critical media literacy and ESL/ EFL classrooms," *Transmediation in the classroom: A semiotics-based media literacy framework*, ed. Ladislaus Semali, 113-125, Peter Lang.

### **Paper Presentations at Fully Refereed Academic Meetings (Select)**

1. Uzun, K., & Arikan, A. (2022). A Lacanian reading of the Eastern lore in James Clarence Mangan's poetry: Some preliminary ideas. The 7<sup>th</sup> International Language, Culture and Literature Symposium, Antalya.
2. Arikan, A. (2022). The sea and the ship in the *Lays* of Marie de France. Medieval Europe in Motion VI: The Sea, Lisbon, Portugal.
3. Arikan, A. (2021). Possible meanings attributed to the Turks and Muslims in Umberto Eco's Baudolino in terms of history and novel writing. The 6<sup>th</sup> International Mardin Artuklu Scientific Studies Congress, Mardin.
4. Arikan, A. (2021). Representation of Medieval cultures through visual materials in history coursebooks. The 6<sup>th</sup> International Mardin Artuklu Scientific Studies Congress, Mardin.
5. Arikan, A. (2021). (Inter)cultural aspects of language learning, teaching, and distance education. Biruni University 1<sup>st</sup> ELT Symposium, Biruni University, İstanbul.
6. Arikan, A. (2020). Fuzuli in the 19<sup>th</sup> century Ireland: On James Clarence Mangan's poem "Love." The 2<sup>nd</sup> International Symposium on Turcology Studies, Van Yüzüncü Yıl University, Van.
7. Arikan, A. (2020). Transforming societies and research designs: Outlines of critical ethnography. The 7<sup>th</sup> International Eurasian Educational Research Congress, Anadolu University, Eskişehir.
8. Arikan, A. (2020). Apophatic criticism as a Medieval practice and its use in literary studies. Summit of the Republic: The 3<sup>rd</sup> International Congress of Social Sciences, Erzurum.
9. Arikan, A. (2020). Restructuring the Medieval: Neo-Medievalism in Antalya's *The Land of Legends*. The 3<sup>rd</sup> International Congress of Social Sciences, Erzurum.
10. Arikan, A. (2020). Content-based instruction: A discussion of the practical challenges. GLOBETS Online: International Conference on Education, Technology and Science, Ankara.
11. Balyemez, H., & Arikan, A. (2019). Translating James Clarence Mangan's poem "Egypt" and its congruence with historical reality. BİLTEK, Ankara.
12. Arikan, A., & Akgül, M. (2019). Translating James Clarence Mangan's poem "Widow" and its congruence with historical reality. BİLTEK, Ankara.
13. Birlik, N., & Arikan, A. (2019). Temporality and the caravanserai as a multilayered metaphor in James Clarence Mangan's poetry. The 3<sup>rd</sup> Anatolian Social Sciences Congress, Diyarbakır.
14. Arikan, A., & Birlik, N. (2019). James Clarence Mangan's Notes on Ottoman poetry: "Literae Orientales. Ottoman Poetry. Fifth Article." The 3<sup>rd</sup> Anatolian Social Sciences Congress, Diyarbakır.
15. Arikan, A. (2019). Postmodern stylistics: Analyzing literature written through the keyboard 😊. 19<sup>th</sup> International Stylistics Symposium, Isparta.
16. Arikan, A., & Birlik, N. (2019). Internal deviations in James Clarence Mangan's poetry (1838-1844). 19<sup>th</sup> International Stylistics Symposium, Isparta.
17. Balyemez, H., & Arikan, A. (2019). Towards a new dialect: A stylistic analysis of the language used in contemporary Turkish-German rap music. 4<sup>th</sup> International Turkish-German Relations Symposium, Antalya.
18. Edman, T. B., Arikan, A., Dağ, Ü., & Güdücü, B. (2019). A Post-humanism and Transhumanism: Beyond power struggles for sexes. The 12<sup>th</sup> National Meeting to Commemorate Akşit Göktürk, İstanbul.
19. Nickolson, C., & Arikan, A. (2019). Readers theatre from theory to practice: Benefits and challenges. The 4<sup>th</sup> International Social Research and Behavioral Sciences Symposium, Antalya.
20. Uzsüren, A. Y., Arikan, A. (2019). Animals in James Clarence Mangan's poetry (1838-1844). The 4<sup>th</sup> International Social Research and Behavioral Sciences Symposium, Antalya.
21. Akgül, M., & Arikan, A. (2019). Islamic motifs in James Clarence Mangan's poetry (1838-1844). The 4<sup>th</sup> International Social Research and Behavioral Sciences Symposium, Antalya.



22. Balyemez, H., & Arikan, A. (2019). Middle Eastern women in James Clarence Mangan's poetry (1838-1844). The 4<sup>th</sup> International Social Research and Behavioral Sciences Symposium, Antalya.
23. Candan, B., Zorba, M. G., & Arikan, A. (2019). Picturing childhood in James Clarence Mangan's poetry (1838-1844). The 4<sup>th</sup> International Social Research and Behavioral Sciences Symposium, Antalya.
24. Arikan, A. (2019). A study of English language (K-12) and English language teacher education (BA) curricula in Turkey. Educating the Global Citizen: International Perspectives on Foreign Language Teaching in the Digital Age, Munich, Germany.
25. Arikan, A. (2019). Developing ELF materials for ELF instruction. The 3<sup>rd</sup> ELT Symposium, Hasan Kalyoncu University, Gaziantep.
26. Birlik, N., & Arikan, A. (2018). Irish poet J.C. Mangan's views on the East within the frame of the Oriental Renaissance. International Conference on Literature, Education, Women Studies and Social Sciences, Bangkok, Thailand.
27. Arikan, A. (2018). Digital ethnography: Examples and discussions. The 4<sup>th</sup> International Language, Culture and Literature Symposium, Antalya.
28. Arikan, A., & Birlik, N. (2018). Middle Eastern women in James Clarence Mangan's poetry. The 4<sup>th</sup> International Language, Culture and Literature Symposium, Antalya.
29. Sarihan, M., & Arikan, A. (2018). Practitioners' evaluation of an alternative five-week teacher education program. The 16<sup>th</sup> ELTA Serbia Conference, Belgrade, Serbia, 2018.
30. Arikan, A. (2018). Ethnographic research: Why and how?. The 5<sup>th</sup> International Eurasian Educational Research Congress, Antalya.
31. Arikan, A. (2018). An ethnographic inventory of cultural artifacts found in Martha Nicol's autobiographical accounts of İzmir in 1855. The 12<sup>th</sup> International IDEA Conference, Antalya.
32. Arikan, A. (2018). Posthumanism and foreign language teaching: Practical ideas. The 52<sup>nd</sup> Annual IATEFL Conference, Brighton, England.
33. Arikan, A. (2017). Witnessing Benazir Bhutto's trauma as reflected in *Daughter of the East: An Autobiography*. India and Pakistan after 70 years of Independence: Reflections on Culture and Politics, Krakow, Poland.
34. Arikan, A., & Birlik, N. (2017). Memory as a psychic space for remembering and remembering personal and impersonal history. The 2<sup>nd</sup> Memory, Melancholy and Nostalgia: International Interdisciplinary Conference in Gdańsk, Poland, 2017.
35. Arikan, A. (2017). There is no home and nobody to return to anyhow: On Eartha Kitt's travels around the world. The 38<sup>th</sup> International American Studies Conference of the American Studies Association of Turkey, Ankara.
36. Arikan, A. (2017). A stylistic analysis of Ahmet Hâşim's "Stairs" The 17<sup>th</sup> International Stylistic Symposium, Denizli.
37. Arikan, A. (2017). Uncovering prospective English language teachers' images of exemplary teachers. The 1<sup>st</sup> International Conference on Foreign Language Education, Famagusta, Gazimağusa, Turkish Republic of Northern Cyprus.
38. Arikan, A. (2017). A study of how Syrian refugees are depicted in Turkish caricatures. The 5<sup>th</sup> International Scientific Conference: Space, Society, Politics- The Regional Aspects of Sustainable Development, Tbilisi, Georgia.
39. Arikan, A., & Kazanci, B. C. (2017). Potential value of popular films in teacher education programs with a focus on teacher identity. The 3<sup>rd</sup> International Language, Culture and Literature Symposium, Antalya.
40. Arikan, A. (2017). Traumatology of 'little things' with examples from literature and actual life. The Child and Trauma Symposium, Antalya.
41. Arikan, A. (2016). Self-study as a research method. The 4<sup>th</sup> International Conference on Curriculum and Instruction, Antalya.
42. Arikan, A. (2016). An experiment on how positive and negative feelings accumulate through poetry: A stylistic analysis. The 16<sup>th</sup> International Stylistics Symposium, Akdeniz University, Antalya.
43. Arikan, A. (2016). Europe and the European in popular Turkish TV series. Serialized Storytelling Conference 2016, Amsterdam, The Netherlands.
44. Öztürk, A., & Arikan, A. (2016). On sociology of literature and cultural criticism as a literary theory. The 2<sup>nd</sup> International Language, Culture and Literature Workshop, Antalya.



45. Arikan, A., & Zorba, M. G. (2016). An application of the EPOSTL: Focus on culture. The 2<sup>nd</sup> International Language, Culture and Literature Workshop, Antalya.
46. Arikan, A. (2016). A critical examination of the EPOSTL: Focus on its probable use in Turkey. The 5<sup>th</sup> International Conference on Language, Literature and Culture, Burdur.
47. Arikan, A. (2016). Characters as Animals in Dreiser's *Sister Carrie*. The 15<sup>th</sup> International Conference on Language, Literature, and Cultural Policies, Craiova University, Craiova, Romania.
48. Arikan, A. (2016). Think glocal, act glocal: Enriching our learners' classrooms through globalization. Çukurova International ELT Teachers Conference (CUELT 2016), Adana.
49. Arikan, A. (2015). English language teachers' views on the new national curriculum for 2<sup>nd</sup> graders. 2015 International Academic Research Conference, Berlin, Germany.
50. Arikan, A., & Zorba, M. G. (2015). Literary criticism and stylistics: Formalist, Psychoanalytic and Marxist criticism. The 15<sup>th</sup> International Stylistics Symposium, Akdeniz University, Antalya.
51. Arikan, A. (2015). Doing stylistic analysis: Some fundamental techniques. The 15<sup>th</sup> International Stylistics Symposium, Akdeniz University, Antalya.
52. Arikan, A. (2015). What should literature students know about Christianity? The 1<sup>st</sup> Mediterranean Workshop on Language, Culture and Literature, Antalya.
53. Arikan, A. (2015). A short history of the short story: From the beginnings to the art of Katherine Mansfield. The 1<sup>st</sup> Mediterranean Workshop on Language, Culture and Literature, Antalya.
54. Arikan, A. (2015). Flowers of *the Color Purple*: An Ecocritical reading. The 2<sup>nd</sup> International Conference on English Language, British and American Studies, Skopje, Macedonia.
55. Arikan, A. (2014). A visual sociology approach to foreign language education in Turkey. *The Macrotheme International Conference on Business and Social Science*, Paris, France.
56. Arikan, A. (2014). An examination of online grammar teaching materials for young learners. The 14<sup>th</sup> International Language, Literature and Stylistics Symposium, Dokuz Eylül University, İzmir.
57. Arikan, A. (2014). Europeanness vs Turkishness in a Turkish TV sitcom: The case of *Avrupa Avrupa*. Turkey and Europe: Cultural Aspects, Salzburg, Austria.
58. Arikan, A. (2014). Teaching in a young learners' English language classroom: An autoethnography of a teacher educator. The 1<sup>st</sup> EJER Congress, İstanbul.
59. Arikan, A. (2014). Coursebooks, materials, and technology in English language classrooms: Focus on creativity (Keynote Speech). The 7<sup>th</sup> International Online Language Conference, USA.
60. Arikan, A. (2013). Visuals as primary tools in literature classrooms. The International Journal of Arts & Sciences (IJAS) Conference for Academic Disciplines at American University of Rome, Rome, Italy.
61. Arikan, A., & Kartal, E. (2013). Why can't we learn a foreign language?: Opinions of Turkish university students (Case of Uludağ University). The 12<sup>th</sup> International Conference on Language, Literature, and Cultural Policies- "Reality: An Open Window to Doubt", Craiova University, Craiova, Romania.
62. Arikan, A. (2013). Musicing the literary text: An alternative study for language, literature and culture classrooms. The 12<sup>th</sup> International Conference on Language, Literature, and Cultural Policies- "Reality: An Open Window to Doubt," Craiova University, Craiova, Romania.
63. Arikan, A. (2013). Communicative language teaching and online grammar teaching materials: A critical examination (Keynote Speech). The 6<sup>th</sup> International Online Language Conference, USA.
64. Şahhüseyinoğlu, D., & Arikan, A. (2013). Constructivism and primary school science and English language coursebooks in Turkey. The International Journal of Arts & Sciences (IJAS) Conference for Academic Disciplines at Anglo-American University, Prague, The Czech Republic.
65. Arikan, A. (2013). Metrolingualism as a postmodern sociolinguistic reality: A discussion. The 7<sup>th</sup> International IDEA Conference, Denizli.

66. Arikan, A., & Köse, Ö. (2012). University students' perceptions of plagiarism. Mastering the challenges in higher education: Considering the way students learn, cheat and enhance performance, Bielefeld, Germany.
67. Tıfırlıoğlu, F., & Arikan, A. (2012). Empathy levels and academic achievement of foreign language learners. World Conference of Education Sciences, Barcelona, Spain.
68. Kartal, E., & Arikan, A. (2011). Future foreign language teachers and the online tools they use to learn about foreign languages, literatures, and cultures. International e-Learning Conference, Bangkok, Thailand.
69. Arikan, A. (2011). Queer theory of aesthetics. International Symposium on Theories of Art/ Design and Aesthetics, Antalya.
70. Saraç- Süzer, H. S., & Arikan, A. (2010). The state of English language teaching in Turkish primary schools as reflected in prospective English language teachers' memoirs. The 8<sup>th</sup> International Conference on Comparative Education and Teacher Training, Plovdiv, Bulgaria.
71. Arikan, A., & Köse, Ö. (2010). Reducing university students' level of plagiarism: An action research. Israel's 1<sup>st</sup> International Conference on Academic Writing, Tel Aviv, Israel.
72. Arikan, A. (2010). Classroom texts and tasks for promoting learner autonomy in teacher education programs: A postmodern reflection on action. The 1<sup>st</sup> International Foreign Language Teaching Conference, Gaziantep.
73. Arikan, A., & Bakla, A. (2010). Learner autonomy online: Stories from a blogging experience. The First International Foreign Language Teaching Conference, Gaziantep.
74. Arikan, A. (2009). A closer look into prospective English language teachers' social-networking activities. The International Online Learning Conference, FL, USA, 2009.
75. Usluel, Y. K., S. G. Mazman, & Arikan, A. (2009). Prospective teachers' awareness of collaborative web 2.0 tools. The IADIS International Conference WWW/ Internet 2009, Roma, Italy.
76. Birlik, N., & Arikan, A. (2009). A closer look at being a woman in Turkish academia: A descriptive study. The 4<sup>th</sup> International Conference on Interdisciplinarity in Education ICIE'09: New Emerging Disciplines, Vilnius, Lithuania.
77. Arikan, A. (2008). Prospective English language teachers' foreign language skills and the Internet. E-Activity and Leading Technologies: IASK – International Association for the Scientific Knowledge, Madrid, Spain.
78. Arikan, A. (2008). Teaching English grammar and world peace in English as a foreign language classrooms. American Educational Research Association's Annual Meeting, New York, USA.
79. Arikan, A., Yalvac, B., & Easley, J. (2008). Curriculum for cultivating democracy: Perspectives of Turkish faculty on democracy and human rights. American Educational Research Association's Annual Meeting, New York, USA.
80. Arikan, A. (2007). Pragmatic problems in elementary school ELT course books: Focus on dialogues. The 11<sup>th</sup> International Conference on Dialogue Analysis, Muenster University, Muenster, Germany.
81. Arikan, A., Yalvac, B., & Easley, J. (2007). Curriculum, research, and "Another Dream Deferred": Views of academics in Turkey on democratizing educational experiences. The 8<sup>th</sup> Annual Curriculum and Pedagogy Meeting, Marble Falls, TX, USA.
82. Arikan, A. (2006). A critical discourse analysis of how old age is represented in ELT coursebooks. Globe: Applied Linguistics Conference, Warsaw, Poland.
83. Arikan, A. (2006). Importance of visual materials in the teaching of literature concepts and ages: Focus on short stories. The 15<sup>th</sup> National Congress of Educational Sciences, Muğla.
84. Arikan, A. (2004). Questions to ask in post-observation conferences for a reflective practice. The 3<sup>rd</sup> International ELT Conference, Theory and Practice of TESOL: European Language Portfolio, Edirne.
85. Arikan, A. (2004). Unearthing hidden curriculum through students' experiences. The 13<sup>th</sup> Congress of Education Sciences, Malatya.
86. Arikan, A. (2004). Education, and politics. The 4<sup>th</sup> Congress of Democratic Education. Ankara, Eğitim-Sen, Ankara, Turkey.

87. Arıkan, A. (2003). Preparing pre-reading discussion questions for the teaching of The Rocking Horse Winner at an ELT teacher education program. The 11<sup>th</sup> British Novelists Seminar: D.H. Lawrence & His Work, Middle East Technical University, Ankara.
88. Arıkan, A., & Saraç, H. S. (2003). Multiculturalism in ELT classrooms: A workshop. Inged ELT International Conference, Başkent University, Ankara.
89. Arıkan, A. (2002). Professional development programs and instructor's narratives. Interchanges, and Exchanges: Current Trends in ELT Organized by Greece-TESOL, Israel- ETAI, Turkey- INGED, Ankara.
90. Arıkan, A. (2002). Disclosing speaking and fear with hooks: A dialogical reading. Shadows That Stalk: Representations of Fear in American Culture and Literature, Ankara.
91. Arıkan, A. (2002). The (im)possibility of feminist research: Problematizing women as oppressors within the narratives of English language instructors in Turkey. Penn State Feminists at Work: A Working Conference in Women's Studies: March 16, State College, USA, 2002.
92. Arıkan, A. (1998). Questioning the given: Confusing concepts of popular and mass cultures. Ege University's 3<sup>rd</sup> Annual International Cultural Studies Symposium, Izmir.

### **Theses Supervised**

1. Abacı, E. (2022). Why Cyprus?: Cyprus in the writings of Sir Samuel White Baker, Sir Henry Rider Haggard, and William Hurrell Mallock. Akdeniz University.
2. Limoncu Orhan, A. Ü. (2022). The construction of love and woman as body in hooks' *All About Love: New Visions and Communion: The Female Search for Love*. Akdeniz University.
3. Tekşener, Ş. (2022). Cosmopolitanism in James Clarence Mangan's prose. Akdeniz University.
4. Aktav, A. (2021). Traces of neo-medievalism in architecture: The case of Antalya. Akdeniz University.
5. Dağcı, Ö. F. (2021). Mediterranean Jews, Sephardi, Ladino language, and culture: A comparison of Nasreddin Hoca and Djoha. Akdeniz University.
6. Şimşek, O. (2021). The influences of the Levantine, Mediterranean and Asian civilizations on Medieval English literature: Chaucer's *Canterbury Tales*. Akdeniz University.
7. Özbay, R. (2019). The use of multiple intelligences in Turkish EFL textbooks. Akdeniz University.
8. Kaya, N. (2019). A case study of the factors hampering teachers' successful teaching in young learners' classrooms. Akdeniz University.
9. Yılmaz, A. F. (2019). Pre-service English language teachers' problematic sounds. Akdeniz University.
10. Demir, T. G. (2019). Green activism from theory to practice: An ethnographic study. Akdeniz University.
11. Kazancı Civelek, B. (2017). English language teachers in the movies: Focus on pedagogy and teacher identity. Akdeniz University.
12. Yılmaz, M. (2017). Practitioners' evaluation of an alternative five-week teacher development program. Akdeniz University.
13. Bodur, Yurtsever, G. (2015). Why can't we learn English?: Students' opinions at Akdeniz University. Akdeniz University.
14. Bozdağ, S. G. (2014). Teachers' and students' perspectives on the integrated skills approach. Akdeniz University.
15. Özel, A. G. (2013). The use of the Internet and Web 2.0 tools among EFL instructors." Akdeniz University.
16. Zorba, M. G. (2012). An evaluation of Anatolian high schools' 9th grade EFL curriculum and course materials through the principles of the Common European Framework of Reference for Languages." Akdeniz University.

17. Bahçe, F. (2012). Promoting critical thinking skills in the first year reading and writing course through argumentative writing in ELT teacher education program at Hacettepe University and suggested activities. Hacettepe University.
18. Alamdari, S. Z. (2010). The relationship between vocabulary learning strategies employed by university-level English language learners and their success. Hacettepe University.
19. Şen, S. (2010). A profile of EFL teachers' knowledge of the target culture from their epistemological sources to classroom applications. Hacettepe University.
20. Küçükpınar, İ. E. (2008). Teacher development at TOBB ETU prep school with or without a teacher trainer: A descriptive study of ELT teachers' perception and development habits. Hacettepe University.
21. Bulut, M. (2008). Socially responsible teaching in English language teaching: An evaluation of coursebooks on ethnicity, gender, and disability. Hacettepe University.
22. Tekir, S. (2007). An analysis and evaluation of *Let's Speak English 7* and suggested supplementary activities. Hacettepe University.
23. Taşer, D. (2007). An evaluation of the effectiveness of *dbe.off.line.readings2* and suggested supplementary reading materials in teaching reading skills to intermediate Middle East Technical University students. Hacettepe University.

## Projects

### 1. Project Title: My Future is on Our Doors

**Role & Duration:** Coordinator (6 months)

**Project Type:** Social Responsibility Project in Education

**Year and Location:** 2022, Kaş, Antalya, Turkey

**Project Goal:** Enhancing learners' knowledge of the Sustainable Development Goals (SDGs)

**Project Participants:** 20 BA-level students, 110 Disadvantaged Primary School Students

**Project Sponsors:** Kaş Municipality and Kaş District Governorship

**Budget:** Travel, room, and board expenses are covered for all participants

### 2. Project Title: NEO-IDEKA

**Role & Duration:** Main researcher (2 years)

**Project Type:** Archival Research Project in Education

**Year and Location:** 2022, Turkey

**Project Goal:** Collecting 19th-century English language coursebooks published in the Ottoman Empire and analyzing them from educational and cultural perspectives

**Project Participants:** 2 main researchers and 6 MA and PhD level research staff

**Project Sponsors:** TÜBİTAK (Scientific and Technological Research Council of Türkiye)

**Budget:** 15.000 Euros

### 3. Project Title: CURI KIDS

**Role & Duration:** Coordinator (2 years)

**Project Type:** Curriculum and Instructional Online Material Production

**Year and Location:** 2022, EU

**Project Goal:** Preparing instructional activities and online (interactive) materials to develop primary school learners' literacy skills through STEM education

**Project Participants:** 4 countries (Turkey, Portugal, Spain and Italy)

**Project Sponsors:** EU

**Budget:** 250.000 Euros

## **Courses Designed and Delivered (Select)**

### **Ph.D. Courses**

AKO 6031	Europe During the Middle Ages in Popular Culture, Film, and Literature
AKO 6034	Mediterranean Languages: Textual Analysis in English
AKO 6049	Contemporary Images of the Middle Ages: Netnographic Analysis
AKO 6054	Literature in Medieval Europe
AYE 6011	Medieval Europe and the Middle East in Popular Culture, Film, and Literature
AUE 6105	Advanced Research Methods and Ethics
IDE 7003	Contemporary Literary Theory and Criticism
IDE 7019	Literature and Identities
IDE 7023	Comparative Poetry
IDE 7029	James Clarence Mangan's Poetry
IDE 7076	Survey of British Poetry
IDE 7077	James Clarence Mangan: His Age and Major Works
IDO 707	Materials Development in Foreign Language Education
IDO 712	Literature and Foreign Language Teaching
IDO 713	Multilingualism and Plurilingualism

### **MA Level Courses**

AKO 5047	Reading the Medieval: Umberto Eco
AKO 5052	Narratives from Medieval Europe: Audio-Visual Projects
APLING 611	Methods and Materials in Foreign Language Instruction (Umass Boston, USA)
APLING 612	Integrating Culture into the Language Curriculum (Umass Boston, USA)
IDE 5001	Research Skills and Ethics
IDE 5003	History of Literary Theory and Criticism
IDE 5004	Literature and Cultural Studies
IDE 5005	Contemporary Literary Theories and Criticism
IDE 5011	Professional Development in Foreign Language Teaching
IDO 504	Teaching Foreign Languages to Children
IDO 601	Methods and Approaches in Language Teaching
IDO 605	Philosophy and History of Foreign Language Teaching
IDO 612	Teaching Skills in Foreign Language Teaching
SOS 5011	Multilingualism and Multiculturalism

### **BA Level Courses (Select)**

CSE 109	English Writing Skills
CSE 110	English Presentation Skills
CSE 182	Rhetorics and Argumentation
FLE 315	Novel Analysis
IDE 201/202	Comparative Cultural Studies I & II
IDE 203/204	History of British Culture I & II
IDE 207	British Short Story
IDE 229/230	History of American Culture I & II
IDE 269	Selections from World Literature
IDE 329	American Novel
IDE 330	American Poetry
IDE 357	American Short Story

IDE 375	Sociology of Literature
IDE 451/452	Literary Theory and Criticism I & II
IDE 455	History of American Culture
IDE 456	History of American Literature
IDE 462	American History
IDE 464	Race, Class, and Gender in Literature
IDE 473	Stylistics
IDO 371/372	Teaching Foreign Languages to Young Learners I & II
IDO 475	School Experience
IDO 478	Practicum

### **Certificates**

1. Pedagogy/ Teaching Certificate (Council of Higher Education)
2. Computer Literacy for Academics, Certificate (Hacettepe University)
3. Content-based Instruction, Course Completion Certificate (The US Department of State)
4. Arab-Islamic History: From Tribes to Empires, Course Completion Certificate (Israel X)
5. Tangible Things: Discovering History through Artworks, Course Completion Certificate (Harvard X)
6. English for Journalism, Course Completion Certificate (The US Department of State)
7. English for Science, Technology, Engineering, and Mathematics (STEM), Course Completion Certificate (The US Department of State)
8. Creating and Implementing Online Courses, Course Completion Certificate (The US Department of State)
9. Environmental and Climate Change Awareness, Course Completion Certificate (Turkish Ministry of Education)
10. Recycling and Zero Waste, Course Completion Certificate (Turkish Ministry of Education)
11. Working against Drought, Course Completion Certificate (Turkish Ministry of Education)
12. Instructional Games, Course Completion Certificate (Turkish Ministry of Education)
13. Social Media in Professional Life: Development and Adaptation, Course Completion Certificate (Turkish Ministry of Education)
14. Self-Image Development, Course Completion Certificate (Turkish Ministry of Education)

### **Encyclopedia Entries**

#### **Turkish Tourism Encyclopedia, 2023**

1. Patrick, Mary Mills
2. Thomas Dallam's Diary
3. Turner, Joseph Mallord William (1775-1851)