

9TH INTERNATIONAL KTUDELL CONFERENCE

Language, Literature and Translation

25-26 September 2023 - Trabzon, TÜRKİYE

BOOK OF ABSTRACTS

ISBN: 978-625-00-8359-8



ktu.edu.tr/ktudellconference2023

9th International KTUDELL Conference: Language, Literature and Translation

25-26 September 2023, Trabzon, TÜRKİYE

Organising Committee

Prof. Dr. M. Naci KAYAOĞLU (*Coordinator, English Language and Literature, KTU*)

Prof. Dr. M. Alaaddin YALÇINKAYA (*University Representative, Dean, Faculty of Letters, KTU*)

Dr. Hasan SAĞLAM (i>Coordinator, School of Foreign Languages, KTU)

Dr. Selçuk ŞENTÜRK

Dr. Hilal ÖZTÜRK BAYDERE

Dr. Muhammed BAYDERE

Dr. Özlem ÇAKMAKOĞLU

Lect. Handan İLYAS KARATAŞ

Lect. Saye ZİBANDE

Lect. Zeynep ÖZTÜRK DUMAN

Res. Asst. Tuncer AYDEMİR

Res. Asst. Zehra GÜRSOY

Sec. Suzan PEKŞEN

Sec. Abdulkadir ARSLAN

Academic Honorary Board

Prof. Dr. Hamdullah ÇUVALCI, Rector, Karadeniz Technical University, Trabzon

Prof. Dr. Bülent ÇAKMAK, Rector, Erzurum Technical University

Prof. Dr. Emin AŞIKKUTLU, Rector, Trabzon University

Prof. Dr. Hüsnü KAPU, Rector, Kafkas University

Prof. Dr. İsmail Hakkı ÖZÖLÇER, Rector, Zonguldak Bülent Ecevit University

Prof. Dr. Orhan AYDIN, Rector, Tarsus University

Prof. Dr. Orhan UZUN, Rector, Bartın University

Prof. Dr. Mahmut AYDIN, Rector, Samsun University

Prof. Dr. Mehmet BİBER, Rector, Ardahan University

Prof. Dr. Musa YILDIZ, Rector, Gazi University, Ankara

Prof. Dr. Mustafa Sıtkı BİLGİN, Rector, Artvin Çoruh University

Prof. Dr. Ali Cengiz KÖSEOĞLU, Rector, Ankara Yıldırım Beyazıt University

Prof. Dr. Yusuf Şevki HAKYEMEZ, Member of the Constitutional Court

Executive Coordinators

Dr. Fehmi TURGUT

Dr. Öznur SEMİZ

Field Experts and Consultants

Assoc. Prof. Dr. Ali Şükrü ÖZBAY (Applied Linguistics, Corpus Linguistics)

Assoc. Prof. Dr. Nazan YILDIZ (Literature)

Assoc. Prof. Dr. Kubilay GEÇİKLİ (English Literature)

Dr. Doğan SALTAŞ (Applied Linguistics)

Dr. Elif SARI (Applied Linguistics)

Dr. Hilal ÖZTÜRK BAYDERE (Translation)

Dr. Muhammed BAYDERE (Translation)

Dr. M. Kerem KOBUL (Applied Linguistics)

Dr. Nilgün MÜFTÜOĞLU (Literature)

Dr. Raşide DAĞ AKBAŞ (Applied Linguistics)

Dr. Şakire ERBAY ÇETİNKAYA (Applied Linguistics)

Dr. Tuncer YILMAZ (Literature)

Lect. Betül TURGUT (Applied Linguistics)

Lect. Burcu ÖZTÜRK (Applied Linguistics)

Lect. Fatih KILIÇ (Educational Technology, Applied Linguistics)

Lect. Mevlüde ÇİÇEK (Applied Linguistics)

Lect. Onur DİLEK (Applied Linguistics)

Lect. Sinem ÇOL (Language Education, Drama)

Lect. Zeynep YAHYAOĞLU (Language education, Drama)

Academic Advisory Board

Prof. Dr. Alev BULUT, İstanbul University, TR

Prof. Dr. Ali GÜNEŞ, Ankara Medipol University, TR

Prof. Dr. Asiye Mevhibe ÇOŞAR, Karadeniz Technical University, TR

Prof. Dr. Ayşe Banu KARADAĞ, Yıldız Technical University, TR

Prof. Dr. Cornelius COLLINS, Fordham University, US

Prof. Dr. Cristina FLITNER, University of Natural Resources and Life Sciences, AT

Prof. Dr. David FAIRER, University of Leeds, UK

Prof. Dr. Dinçay KÖKSAL, Çanakkale Onsekiz Mart University, TR

Prof. Dr. Gencer ELKILIÇ, Kafkas University, TR

Prof. Dr. Hikmet YAZICI, Trabzon University, TR

Prof. Dr. Işın ÖNER, İstanbul 29 Mayıs University, TR

Prof. Dr. İbrahim YEREBAKAN, Recep Tayyip Erdoğan University, TR

Prof. Dr. Josna RAGE, Worchester State University, US

Prof. Dr. Julie MATHEWS AYDINLI, Social Sciences University of Ankara, TR

Prof. Dr. Mehmet TAKKAÇ, Atatürk University, TR

Prof. Dr. Mine YAZICI, İstanbul University, TR

Prof. Dr. Mukadder ERKAN, Atatürk University, TR

Prof. Dr. Mustafa Zülküf ALTAN, Erciyes University, TR

Prof. Dr. Nalan KIZILTAN, Ondokuz Mayıs Üniversitesi, TR

Prof. Dr. Olcay SERT, Mälardalen University, SE

Prof. Dr. Ömer ŞEKERCİ, Süleyman Demirel University, TR

Prof. Dr. Recep Şahin ARSLAN, Pamukkale University, TR

Prof. Dr. Salih ÇEPNİ, Uludağ University, TR

Prof. Dr. Selami AYDIN, İstanbul Medeniyet University, TR

Prof. Dr. Roberta RUBENSTEIN, American University, US

Prof. Dr. Sandra SINGER, University of Guelph, CA

Prof. Dr. Susan WATKINS, Leeds Beckett University, UK

Prof. Dr. Şevki KÖMÜR, Muğla Sıtkı Koçman University, TR

Prof. Dr. Yasemin BAYYURT, Boğaziçi University, TR

Assoc. Prof. Dr. Aysel ŞAHİN KIZIL, İzmir Bakırçay University, TR

Assoc. Prof. Dr. Cemal ÇAKIR, Gazi University, TR

Assoc. Prof. Dr. Daria FORLENZA, Università di Cusano, IT

Assoc. Prof. Dr. Elizabeth JACKSON, The University of West Indies, TT

Assoc. Prof. Dr. Emma PARKER, University of Leicester, UK

Assoc. Prof. Dr. Kerem NAYEBPOUR, Ağrı İbrahim Çeçen University, TR

Assoc. Prof. Dr. Kubilay GEÇİKLİ, Atatürk University, TR

Assoc. Prof. Dr. Necat KUMRAL, Tokat Gaziosmanpaşa University, TR

Assoc. Prof. Dr. Rosario Arias DOBLAS, Universidad de Málaga, SP

Assoc. Prof. Dr. Sarah GRAHAM, University of Leicester, UK
Assoc. Prof. Dr. Seda TAŞ İLMEK, Trakya University, TR
Assoc. Prof. Dr. Senem ÖNER BULUT, Yıldız Technical University, TR
Assoc. Prof. Dr. Servet ÇELİK, Trabzon University, TR
Assoc. Prof. Dr. Sibel TATAR, Boğaziçi University, TR
Assoc. Prof. Dr. Şakire ERBAY ÇETİNKAYA, Trabzon University, TR
Assoc. Prof. Dr. Turgay HAN, Ordu University, TR
Dr. Banu TELLİOĞLU, Kırklareli University, TR
Dr. Doğan SALTAŞ, Ardahan University, TR
Dr. Figun DİNÇER, Uludağ University, TR
Dr. Hilal ÖZTÜRK BAYDERE, Karadeniz Technical University, TR
Dr. Hülya BOY, Marmara University, TR
Dr. Hüseyin EFE, Artvin Çoruh University, TR
Dr. Mehmet Orkun CANBAY - Qatar University, QA
Dr. Muhammed BAYDERE, Karadeniz Technical University, TR
Dr. M Kerem KOBUL, Samsun University, TR
Dr. Nilüfer ALİMEN, İstanbul 29 Mayıs University, TR
Dr. Öner SOLAK, Social Sciences University of Ankara, TR
Dr. Özge ALTINTAŞ, Yaşar University, TR
Dr. Rebeca SOLER COSTA, Zaragoza University, ES
Dr. Selçuk ŞENTÜRK, Kafkas University, TR,
Dr. Swaty MITRA, Barasat College, IN
Dr. Turan Özgür GÜNGÖR, Kafkas University, TR

TABLE OF CONTENTS

Translating Shakespeare for Children Anıl YENİGÜL	1
Mizah Çevirisi: Ice Age: Dawn of The Dinosaurs (Buz Devri 3: Dinozorların Şafağı) Animasyon Filminin Türkçe ve Arapça Dublaj Çevirileri Arife ERAY	2
eTwinning Project for EFL Learners Ayşe GİRGİN ÇATAN, Mustafa Naci KAYAOĞLU	3
Sebeder: Leading Translation Agent in Media Accessibility Services in Türkiye Ayşe SAKİ DEMİREL	4
Investigating Tertiary-Level EFL Students' Self-Regulated Learning Skills in Online Education Ayşenur HOŞOĞLU, Öznur SEMİZ	5
The Reception of Translation in Netflix Türkiye's Promotional Paratexts: The Case of <i>In 7 Languages</i> Aysun KIRAN	6
Yazar Notları/Önsözleri Bağlamında Türk Milliyetçiliğinin İzlerini Fransızca Kaynaklarda Sürmek: Joseph De Guignes, Mustafa Celalettin Paşa, Léon Cahun Örnekleri Aytül DURMAZ HUT	7
The Theme of Mutability in Book of Ecclesiastes and Two Old English Poems: <i>The Wanderer</i> and <i>The Seafarer</i> Berna BOZDAĞ	8
A Comparative Analysis of the Novels the <i>White Family</i> and <i>My Cleaner</i> Betim Neyran CAN	9
Pre-Service Teachers' Cultural Teaching Practices and Intercultural Competence Levels Beyza Nur KAVLAK	10
English Language Policies in Higher Education in Türkiye and Turkish Republic of Northern Cyprus (TRNC) Bilal ÜNAL, İsmail YAMAN	11

Translating Idioms: An Analysis on the English Dubbing of the TV Series <i>Pera Palas'ta Gece Yarısı</i> in the Light of Teresa Tomaszewicz's Translation Strategies Bülent AKAT, Tuba KÜMBÜL	12
A Discourse-Oriented Study of Post-Rhematic Structures in Mediated Settings Burak ÖZSÖZ	13
America as the Generator of Chronic Shame: Cisneros' Stories of Wounded Immigrants Buse ATALAY	14
High-Frequency Verbs in Argumentative Essays of Native Speakers and Non-Native Learners Buse UZUNER, Ali Şükrü ÖZBAY	15
<i>People Are Amazing: Morality in The Whale</i> Büşra DOĞRU	16
A Bibliometric Profile of Academics at the Departments of Translation and Interpretation Studies in Türkiye Büşra ÖZER ERDOĞAN	17
The Hegemony of Men Through the Eyes of Tess in <i>Tess of the D'urbervilles</i> Çağrı ERGÜN	18
Çoklu Okuma Alternatifi Sunan Oyunsu Yapısıyla <i>Julio Cortázar'ın Seksek ve Güney Dal'ın Kolları Yolunmuş Maymun</i> Adlı Romanları Can ŞAHİN	19
Traps that Translators Face in Popular Literary Translation Celal SARIOĞLU	20
Gender Effect on War Poetry: The Discrepant Poetic Discourse in the War Poems of Owen and Bogan Çelik EKMEKÇİ	21
The Politically Inspiring Time Travel Drama: Temporal Echoes in <i>Leopoldstadt</i> by Tom Stoppard Cüneyt ÖZATA	22
The Perceptions of Students Towards Using Social Media to Improve English Reading Skills Doğan SALTAŞ	23

Problems of Translating the Terminology from English into Georgian Language Donadze NINO	24
Kahramanmaraş Depremi Sonrasında Afet Çevirmenlerinin Medyaya Yansıyan Mesleki İmgesi Duygu TEKGÜL AKIN	25
Identifying the Differences between American or British English Ece Firuze BADAĞ	26
Facilitating EFL Students' Self-Regulation Skills in Writing through an SRL-Based Instruction Elif AYDIN YAZICI	27
The Impact of Scoring Method on the Variability and Reliability of Scores in an Institutional High-stakes Writing Assessment Context Elif SARI	28
The Effects of Humor-Integrated Pedagogical Instruction in English Language Classrooms Emin KATLAN	29
Enhancing English Language Teaching through Concept Checking Questions Emine GÜZEL	30
Evolutionary Apocalypse: A Study of Evolution and Social Darwinism in Stephen Baxter's <i>Evolution</i> Enes TAŞDELEN, Harith Ismael TURKI	31
The Perceptions of Non-Native English Teachers on Using the Target Language in EFL Classrooms Ertürk AKYÜZ, Tuğba ÇITLAK	32
The Multilingualism of Al Farabi and The Copula Fatma DORE	33
The Role of Professional Learning Communities: Perceptions of Turkish In-Service English Language Teachers Fatma Nur YANGIN	34
Family and Parenting in <i>Pride and Prejudice</i> Fatmanur KALKAN	35

Ernest Hemingway’s Turkophobic Discourse in His Non-Fiction Writings: A Critical Discourse Analysis of the Dispatches He Sent to Toronto Daily Star during the Greco-Turkish War Fehmi TURGUT	36
Çevirmen Adaylarının Kültürel Yeterlilik Düzeylerinin İncelenmesine Yönelik Bir Uygulama Ferit ACAR	37
Error Analysis in Writing: Case Study of English Language Learners at Azerbaijan State University of Economics Fidan ISBAROVA, Gunay ALLAHVERDIYEVA	38
Comparative Analysis of Extralinguistic Cultural References in Audio Description Gamze ÇAKICI	39
Belkıs Sami Boyar’ın <i>Aşkımı Öldürdüm</i> Romanında Erken Cumhuriyet Dönemi Kadın Profili Gaye Belkız YETER ŞAHİN	40
Feminism on the Plate: Investigating Meat-Eating, Gender Roles and Environmental Activism Gizem AYDOST	41
Teaching Practicum from the Very Beginning to the Contemporary Handan İLYAS KARATAŞ	42
Microteaching Experiences of Senior DELL Students Handan İLYAS KARATAŞ, Mustafa Naci KAYAOĞLU	43
A Corpus-Based Analysis on the Use of Academic Vocabulary in the Essays Written by Turkish ELT Students and Native Speakers of English Hatice BİRİNCİ	44
Investigating Preservice Turkish EFL Teachers' Views on Question Types in English Exams Hayrettin KÖROĞLU	45
Geniş Dil Modelleri ve Araştırma Yetisi: Metinsel Bir İnceleme Üzerinden Gözlemler Hilal ÖZTÜRK BAYDERE	46

Dare To Disappoint: <i>Growing Up in Turkey</i> 'in Çeviri Yoluyla Kaynak Kültüre Dönüşü Üzerine Betimleyici Bir Çalışma Hülya BOY	47
A Hybrid Course Design for Sight Interpreting İlgin AKTENER	48
The Translation of <i>Hafiz</i> by Gertrude Bell Peter DORE	49
Deconstructing Gender Norms: Exploring Violence, Identity, and Social Codes in IainBanks' the <i>Wasp Factory</i> Pınar ÇETİNKAYA	50
Engaging Teaching Tips for Integrating Literature into Language Teaching Rabia MAHMOOD	51
An Analysis of English Teachers' Autonomy Levels in terms of Different Variables Raşıde DAĞ AKBAŞ, Nurtaç KARAOSMANOĞLU	52
An Introduction to The Enunciative Analysis of the Literary Text Samira AHANSAZSALMASI, Mustafa AHANSAZSALMASI	53
Reading Kazuo Ishiguro's <i>When We Were Orphans</i> as a Postmodern Fictional Autobiography Şebnem DÜZGÜN	54
Abject Representations of Female Figures in <i>The Lottery</i> by Shirley Jackson and <i>Hanife</i> by Sevgi Soysal Seda Fikriye YILMAZ	55
Reconciliation of Local and Global Orientations: Lessing and Critical Literature Pedagogy in Türkiye Selçuk ŞENTÜRK	56
Türkiye'de Akademik Çeviri, Dil Kontrolü ve Düzenleme Korkut Uluç İŞİSAĞ	57
Common Motifs of Shakespeare's <i>Hamlet</i> and Hasan Ali Toptaş's <i>Gölgesizler</i> Kübra KIRAC DEMİRAY	58
The Use of Drama Implementation in Language Classroom and Gauge the Effectiveness of Drama Practices through the Lens of Researcher's Field Notes Kübra TURGUT	59

Is ChatGPT an Opportunity or a Threat in English Language Education? Leyla DÖNER DÜĞDÜ, Mustafa Naci KAYAOĞLU	60
Problems of Translating the Terminology from English into Georgian Language Lobjanidze IVLITA	61
Türk ve İngiliz Kültüründe <i>Ocak</i> Kavramı Mahmut Ekrem ALTUN	62
Dorothee Achenbach'ın <i>Ay Yıldızın Gölgesinde</i> Romanında Farklı Kültürlerin Sunuluş Biçimleri Mehmet Burak BÜYÜKTOPÇU	63
Post- WWII Migration and the Emergence of Hybrid Cultures: Sam Selvon's <i>The Lonely Londoners</i> (1956) Mert Can BEKEN	64
Dictionary Use of Generation Z: A Survey Study Merve AYÇİÇEK, Cansu GÜR	65
Exploring the Perspectives of EFL Teachers on the Integration of Artificial Intelligence in Language Classrooms and the Perceived Impact of AI on the Future of Their Profession Merve ZENGİN ERBAŞ	66
Speaking through Silence: Etaf Rum's <i>A Woman is No Man</i> (2019) and The Power of Storytelling Mine SEVİNÇ KAYAHAN	67
Machine Translation Quality in English–Turkish and Turkish–English Culinary Texts on Social Media: A Human Annotation Study Muhammed BAYDERE, Aziz Berkan KARADELİ	68
Makine Çevirisi Kullanımının ve Kalite Algısının İncelenmesi: Türkiye'deki Akademisyenler Üzerine Bir Araştırma Muhammed BAYDERE, Özge KORKMAZ	69
The Preferences of ELT Pre-service Teachers Regarding Conventional Language Teaching Approaches Muhammed Fatih GÖKMEN	70
Anne Brontë as a Parrhesiastes in the <i>Tenant of Wildfell Hall</i> : The Confrontation with the Challenge of Demythologising Domestic Heaven Muhammed Metin ÇAMELİ	71

The Feat of Memory in Ian McEwan's <i>Lesson</i> Naghme VARGHAIYAN, Karam NAYEBPOUR	72
Türkiye'de Akademik Çeviri, Dil Kontrolü ve Düzenleme Nazan İŞİ, Korkut Uluç İŞİSAĞ	73
Online Language Assessment Practices of EFL Instructors in Higher Education in a Time of Crisis Şadıman HUNUTLU, Neslihan KELEŞ, Mine YILDIZ	74
Dedektif Miss Marple'in Türkçe Çevirileri ve Türkiye'deki Basım Yolculuğu Niger HACI	75
War Trauma and Amnesiac Memory in Glenn Meade's <i>The Last Witness</i> Nihal TOPCU, Harith Ismael TURKI	76
Teknoloji Temelli Çeviri Eğitimi Üzerine Bir İrdeleme Nilüfer ALİMEN	77
<i>Life of Pi</i> & Contemporary Society on Ecocritical Issues under the Lens of Shipwreck Narrative Nisan Melis GÜNGÖR	78
Investigation of Secondary Level English Teachers' Perceptions and Attitudes about Providing Writing Feedback Nur Banu GÜMÜŞ, Hasan SAĞLAM	79
Ergonomics in Telephone Interpreting Özden ŞAHİN ER	80
Diliçi Çeviri Yoluyla Çocuklara Anayasal Haklar Eğitimi Özge ALTINTAŞ	81
Journey from the theme of Religion to American Cinema in Sociological Context Özge KAYA MANAV	82
A Proppian Reading of Black American Folktales Özlem ÇAKMAKOĞLU	83
Transframing in Financial News: More than Numbers Pelin TÜRKMEN	84

Language as a Means of Hegemony in Translations by Brian Friel Selin YURDAKUL	85
A Critical Look at the Representatives of Womanhood and Female Agency in Frank Herbert's <i>Dune</i> Selis Yıldız ŞEN	86
A Cultural Materialist Analysis of Craig Raine and Christopher Reid's Martian Poetry Sema CANLI	87
Use of Assessment for Learning to Promote Learning in Translation Education Semih OKATAN	88
The Translation Triangle of ChatGPT, Machines and Humans: A Quality Evaluation Study through Ranking Sena EKİNCİ	89
A Critical Eye on Doctoral Dissertations in ELT: Content Analysis from 2018 to 2023 Sena ÖNDER YILDIRIM, İsmail YAMAN	90
Blended Learning Approach in the Turkish EFL Context: A Thematic Content Analysis Study Seyhan ÇAĞLAR ERDOĞAN	91
Problems of Translating the Terminology from English into Georgian Language Talakvadze TEA	92
Taboo in the Georgian Literature and Language of the 70s-80s of the 20th C. Tinatin TVALTCHRELIDZE	93
Analysis of Henrik Gottlieb's Subtitle Translation Strategies in Science Fiction Films Tuğçe ÇOŞKUN BIYIKLI, Ayşe Selmin SÖYLEMEZ	94
Paratexts as Sociological Mirrors for Translators: Analysis of Two Turkish Translations of Orwell's <i>1984</i> from a Bourdeusian Perspective Tuğçe Elif TAŞDAN DOĞAN	95
An Analysis of <i>White Teeth</i> by Zadie Smith from the Orientalist Perspective Tuncer AYDEMİR, Mehmet Başak UYSAL	96

Pharmaceutical Manipulation in Aldous Huxley's <i>Brave New World</i> : Navigating a Posthuman Dystopia Tuncer YILMAZ	97
The Portrayal of Culture and Tradition of Igbo People in Chinua Achebe's work <i>Things Fall Apart</i> (1958) Turan Özgür GÜNGÖR, Büşra ÇINAR	98
Examining the Effect of Computer-based and Paper-based L2 Tests: A Case Study on Students' Perceptions of Testing Modes Turgay HAN, Güzin ÇOL	99
Can Translanguaging Be Allowed in Exam Papers in an EMI Context? Mehmet AKKUŞ, Ufuk ATAŞ	100
The Contribution of Erasmus+ Learning Mobility Program to Students' Foreign Language Development: A Case Study Ümit CEBECİ	101
Michael Pereira: A British Traveller in Trabzon in the 1970s Veysel İŞÇİ	102
Çeviri Masallardan Profesörlüğe: Annemarie Schimmel Zeynep ŞAHİNLER, Oktay ESER	103

	HALL 1 - DAY 1 (25.09.2023)	
10:00	Opening Ceremony	
11:00	IŞIN ÖNER (Keynote Speaker) Çevirmenler, Makineler ve Metinler: Makine Çevirisinde Bilgi Kalitesinin Önemi	
11:00	Coffee Break	
11:15		
11:15	Hayrettin KÖROĞLU (Moderator) Investigating Preservice Turkish EFL Teachers' Views on Question Types in English Exams	
12:15	Doğan SALTAŞ The Perceptions of Students Towards Using Social Media to Improve English Reading Skills	
12:15	Seyhan ÇAĞLAR ERDOĞAN Blended Learning Approach in the Turkish EFL Context: A Thematic Content Analysis Study	
12:15	LUNCH BREAK	
13:15		
13:15	Ayşe Banu KARADAĞ (Keynote Speaker) Geçmişten Bugüne Çevirmenin Adı Var Mı, Yok Mu?	
13:45		
	Özge ALTINTAŞ (Moderator) Diliçi Çeviri Yoluyla Çocuklara Anayasal Haklar Eğitimi	
13:50	Sena EKİNCİ The Translation Triangle of ChatGPT, Machines and Humans: A Quality Evaluation Study through Ranking	
15:10	Hilal ÖZTÜRK BAYDERE Geniş Dil Modelleri Edebi Çeviri Süreçlerinde Kullanılabilir Mi? Metinsel Bir İnceleme Üzerinden Gözlemler	
15:10	Anıl YENİGÜL Translating Shakespeare for Children	
15:10	Coffee Break	
15:30		
15:30	Emine GÜZEL (Moderator) Enhancing English Language Teaching through Concept Checking Questions	
16:30	Mehmet AKKUŞ, Ufuk ATAŞ Can Translanguaging Be Allowed in Exam Papers in an EMI Context?	
	HALL 2 - DAY 1 (25.09.2023)	
10:00	Opening Ceremony in HALL 1	
11:00	Keynote Speech in HALL 1	
11:00	Coffee Break	
11:15		
11:15	Nilüfer ALİMEN (Moderator) Teknoloji Temelli Çeviri Eğitimi Üzerine Bir İrdeleme	
12:15	Hülya BOY <i>Dare To Disappoint: Growing Up in Turkey</i> 'in Çeviri Yoluyla Kaynak Kültüre Dönüşü Üzerine Betimleyici Bir Çalışma	
12:15	Muhammed BAYDERE, Özge KORKMAZ Makine Çevirisi Kullanımının ve Kalite Algısının İncelenmesi: Türkiye'deki Akademisyenler Üzerine Bir Araştırma	
12:15	LUNCH BREAK	
13:15		
13:15	Keynote Speech in HALL 1	
13:45		
13:50	Ayşe SAKİ DEMİREL (Moderator) Sebeder: Leading Translation Agent in Media Accessibility Services in Türkiye	
15:10	Tuğçe Elif TAŞDAN DOĞAN Paratexts as Sociological Mirrors for Translators: Analysis of Two Turkish Translations of Orwell's <i>1984</i> from a Bourdeusian Perspective	
15:10	Celal SARIOĞLU Traps that Translators Face in Popular Literary Translation	
15:10	Semih OKATAN Use of Assessment for Learning to Promote Learning in Translation Education	
15:10	Coffee Break	
15:30		
15:30	Ferit ACAR (Moderator) Çevirmen Adaylarının Kültürel Yeterlilik Düzeylerinin İncelenmesine Yönelik Bir Uygulama	
16:30	Aytül DURMAZ HUT Yazar Notları/Önsözleri Bağlamında Türk Milliyetçiliğinin İzlerini Fransızca Kaynaklarda Sürmek: Joseph De Guignes, Mustafa Celalettin Paşa, Léon Cahun Örnekleri	
16:30	Muhammed BAYDERE, Aziz Berkan KARADELİ Machine Translation Quality in English–Turkish and Turkish–English Culinary Texts on Social Media: A Human Annotation Study	

	HALL 3 - DAY 1 (25.09.2023)
10:00	Opening Ceremony in HALL 1
11:00	Keynote Speech in HALL 1
11:00 11:15	Coffee Break
11:15 12:15	Can ŞAHİN (<i>Moderator</i>) Çoklu Okuma Alternatifi Sunan Oyunsu Yapısıyla Julio Cortázar'ın <i>Seksek ve Güney Dal'ın Kilları Yolunmuş Maymun Adlı Romanları</i>
	Berna BOZDAĞ The Theme of Mutability in Book of Ecclesiastes and Two Old English Poems: <i>The Wanderer and The Seafarer</i>
	Buse ATALAY America as the Generator of Chronic Shame: Cisneros' Stories of Wounded Immigrants
12:15 13:15	LUNCH BREAK
13:15 13:45	Keynote Speech in HALL 1
13:50 15:10	Fehmi TURGUT (<i>Moderator</i>) Ernest Hemingway's Turkophobic Discourse in His Non-Fiction Writings: A Critical Discourse Analysis of the Dispatches He Sent to Toronto Daily Star during the Greco-Turkish War
	Enes TAŞDELEN, Harith Ismael TURKI Evolutionary Apocalypse: A Study of Evolution and Social Darwinism in Stephen Baxter's <i>Evolution</i>
	Fatmanur KALKAN Family and Parenting in <i>Pride and Prejudice</i>
	Veysel İŞÇİ Michael Pereira: A British Traveller in Trabzon in the 1970s
15:10 15:30	Coffee Break
15:30 16:30	Rabia MAHMOOD (<i>Moderator</i>) Engaging Teaching Tips for Integrating Literature into Language Teaching
	Merve AYÇİÇEK, Cansu GÜR Dictionary Use of Generation Z: A Survey Study
	Fidan ISBAROVA, Gunay ALLAHVERDIYEVA Error Analysis in Writing: Case Study of English Language Learners at Azerbaijan State University of Economics
	HALL 4 - DAY 1 (25.09.2023)
10:00 11:00	Opening Ceremony in HALL 1
	Keynote Speech in HALL 1
11:00 11:15	Coffee Break
11:15 12:15	Ümit CEBECİ (<i>Moderator</i>) The Contribution of Erasmus+ Learning Mobility Program to Students' Foreign Language Development: A Case Study
	Samira AHANSAZSALMASI, Mustafa AHANSAZSALMASI An Introduction to The Enunciative Analysis of the Literary Text
	Emin KATLAN The Effects of Humor-Integrated Pedagogical Instruction in English Language Classrooms
12:15 13:15	LUNCH BREAK
13:15 13:45	Keynote Speech in HALL 1
13:50 15:10	Selçuk ŞENTÜRK (<i>Moderator</i>) Reconciliation of Local and Global Orientations: Lessing and Critical Literature Pedagogy in Türkiye
	Mahmut Ekrem ALTUN Türk ve İngiliz Kültüründe Ocak Kavramı
	Muhammed Metin ÇAMELİ Anne Brontë as a Parrhesiastes in the Tenant of Wildfell Hall: The Confrontation with the Challenge of Demythologising Domestic Heaven
	Gizem AYDOST Feminism on the Plate: Investigating Meat-Eating, Gender Roles and Environmental Activism
15:10 15:30	Coffee Break
15:30 16:30	Mert Can BEKEN (<i>Moderator</i>) Post- WWII Migration and the Emergence of Hybrid Cultures: Sam Selvon's <i>The Lonely Londoners</i> (1956)
	Çağrı ERGÜN The Hegemony of Men Through the Eyes of Tess in Tess of the D'urbervilles

	HALL 5 - DAY 1 (25.09.2023)
10:00	Opening Ceremony in HALL 1
11:00	Keynote Speech in HALL 1
11:00 11:15	Coffee Break
11:15	Turan Özgür GÜNGÖR (Moderator), Büşra ÇINAR The Portrayal of Culture and Tradition of Igbo People in Chinua Achebe's work <i>Things Fall Apart</i> (1958)
12:15	Büşra DOĞRU <i>People Are Amazing: Morality in The Whale</i>
12:15 13:15	LUNCH BREAK
13:15 13:45	Keynote Speech in HALL 1
13:50	Mehmet Burak BÜYÜKTOPÇU (Moderator) Dorothee Achenbach'ın <i>Ay Yıldızın Gölgesinde</i> Romanında Farklı Kültürlerin Sunuluş Biçimleri
15:10	Özge KAYA MANAV Journey from the Theme of Religion to American Cinema in Sociological Context
15:10	Seda Fikriye YILMAZ Abject Representations of Female Figures in <i>The Lottery</i> by Shirley Jackson and <i>Hanife</i> by Sevgi Soysal
15:10 15:30	Selin YURDAKUL Language as a Means of Hegemony in Translations by Brian Friel
15:10 15:30	Coffee Break
15:30	Aysun KIRAN (Moderator) The Reception of Translation in Netflix Türkiye's Promotional Paratexts: The Case of <i>In 7 Languages</i>
16:30	Nazan İŞİ, Korkut Uluç İŞİSAĞ Türkiye'de Akademik Çeviri, Dil Kontrolü ve Düzenleme
16:30	Duygu TEKĞÜL AKIN Kahramanmaraş Depremi Sonrasında Afet Çevirmenlerinin Medyaya Yansıyan Mesleki İmgesi

	HALL 1 - DAY 2 (26.09.2023)
10:00	Necat KUMRAL (Keynote Speaker)
10:40	Power and Poetry Conflict: Does Poetry Cleanse Anything When Power Corrupts?
10:40 11:00	Coffee Break
11:00	Arife ERAY (Moderator) Mizah Çevirisi: Ice Age: Dawn of The Dinosaurs (Buz Devri 3: Dinozorların Şafağı)
12:00	Animasyon Filminin Türkçe ve Arapça Dublaj Çevirileri
12:00	Niger HACI Dedektif Miss Marple'in Türkçe Çevirileri ve Türkiye'deki Basım Yolculuğu
12:00	Fatma Nur YANGIN The Role of Professional Learning Communities: Perceptions of Turkish In-Service English Language Teachers
12:00 13:00	LUNCH BREAK

	HALL 2 - DAY 2 (26.09.2023)
10:00 10:40	Keynote Speech in HALL 1
10:40 11:00	Coffee Break
11:00	Şadıman HUNUTLU (Moderator), Neslihan KELEŞ, Mine YILDIZ Online Language Assessment Practices of EFL Instructors in Higher Education in a Time of Crisis
12:00	Ayşe GİRGİN ÇATAN, Mustafa Naci KAYAOĞLU eTwinning Project for EFL Learners
12:00	Ayşenur HOŞOĞLU, Öznuur SEMİZ Investigating Tertiary-Level EFL Students' Self-Regulated Learning Skills in Online Education
12:00 13:00	LUNCH BREAK

13:00 14:00	Hatice BİRİNCİ (<i>Moderator</i>) A Corpus-Based Analysis on the Use of Academic Vocabulary in the Essays Written by Turkish ELT Students and Native Speakers of English
	Elif AYDIN YAZICI Facilitating EFL Students’ Self-Regulation Skills in Writing through an SRL-Based Instruction
	Raşide DAĞ AKBAŞ, Nurtaç KARAOSMANOĞLU An Analysis of English Teachers’ Autonomy Levels in terms of Different Variables
14:00 15:00	Cüneyt ÖZATA (<i>Moderator</i>) The Politically Inspiring Time Travel Drama: <i>Temporal Echoes in Leopoldstadt</i> by Tom Stoppard
	Turgay HAN, Güzin ÇOL Examining the Effect of Computerized L2 Test and Pen-Paper Based Test on Adult EFL Students
	Muhammed Fatih GÖKMEN The Preferences of ELT Pre-service Teachers Regarding Conventional Language Teaching Approaches
HALL 3 - DAY 2 (26.09.2023)	
10:00 10:40	Keynote Speech in HALL 1
10:40 11:00	Coffee Break
11:00 12:00	Zeynep ŞAHİNLER (<i>Moderator</i>), Oktay ESER Çeviri Masallardan Profesörlüğe: Annemarie Schimmel
	Pelin TÜRKMEN Transframing in Financial News: More than Numbers
	Bülent AKAT, Tuba KÜMBÜL Translating Idioms: An Analysis on the English Dubbing of the TV Series Pera Palas’ta Gece Yarısı in the Light of Teresa Tomasziewicz’s Translation Strategies
12:00 13:00	LUNCH BREAK
13:00 14:20	Elif SARI (<i>Moderator</i>) The Impact of Scoring Method on the Variability and Reliability of Scores in an Institutional High-stakes Writing Assessment Context
	Handan İLYAS KARATAŞ Teaching Practicum from the Very Beginning to the Contemporary
	Handan İLYAS KARATAŞ, Mustafa Naci KAYAOĞLU Microteaching Experiences of Senior DELL Students
	Leyla DÖNER DÜĞDÜ, Mustafa Naci KKAYAOĞLU Is ChatGPT an Opportunity or a Threat in English Language Education?
HALL 4 - DAY 2 (26.09.2023) – Virtual Presentations	
10:00 10:40	Keynote Speech in HALL 1
10:40 11:00	Coffee Break
11:00 12:00	Burak ÖZSÖZ A Discourse-Oriented Study of Post-Rhematic Structures in Mediated Settings
	Buse UZUNER, Ali Şükrü ÖZBAY High-Frequency Verbs in Argumentative Essays of Native Speakers and Non-Native Learners
12:00 13:00	LUNCH BREAK
13:00 14:00	İlgin AKTENER A Hybrid Course Design for Sight Interpreting
	Büşra ÖZER ERDOĞAN A Bibliometric Profile of Academics at the Departments of Translation and Interpretation Studies in Türkiye
	Fatma DORE The Multilingualism of Al Farabi and The Copula
	Gamze ÇAKICI, Korkut Uluç İŞİSAĞ Comparative Analysis of Extralinguistic Cultural References in Audio Description
14:00 15:00	Peter DORE The Translation of <i>Hafiz</i> by Gertrude Bell
	Tuğçe ÇOŞKUN BIYIKLI, Ayşe Selmin SÖYLEMEZ Analysis of Henrik Gottlieb's Subtitle Translation Strategies in Science Fiction Films
	Özden ŞAHİN ER Ergonomics in Telephone Interpreting
	Betim Neyran CAN A Comparative Analysis of the Novels the <i>White Family</i> and <i>My Cleaner</i>

15:00 16:30	Çelik EKMEKÇİ Gender Effect on War Poetry: The Discrepant Poetic Discourse in the War Poems of Owen and Bogan
	Sena ÖNDER YILDIRIM, İsmail YAMAN A Critical Eye on Doctoral Dissertations in ELT: Content Analysis from 2018 to 2023
	Özlem ÇAKMAKOĞLU , A Proppian Reading of Black American Folktales
	Mine SEVİNÇ KAYAHAN Speaking through Silence: Etaf Rum's <i>A Woman is No Man</i> (2019) and The Power of Storytelling
	Tuncer YILMAZ Pharmaceutical Manipulation in Aldous Huxley's <i>Brave New World</i> : Navigating a Posthuman Dystopia
	HALL 5 - DAY 2 (26.09.2023) – Virtual Presentations
10:00 10:40	Keynote Speech in HALL 1
10:40 11:00	Coffee Break
11:00 12:00	Nur Banu GÜMÜŞ, Hasan SAĞLAM Investigation of Secondary Level English Teachers' Perceptions and Attitudes About Providing Writing Feedback
	Beyza Nur KAVLAK Pre-Service Teachers' Cultural Teaching Practices and Intercultural Competence Levels
	Merve ZENGİN ERBAŞ Exploring the Perspectives of EFL Teachers on the Integration of Artificial Intelligence in Language Classrooms and the Perceived Impact of AI on the Future of Their Profession
	Tuncer AYDEMİR, Mehmet Başak UYSAL An Analysis of <i>White Teeth</i> by Zadie Smith from the Orientalist Perspective
12:00 13:00	LUNCH BREAK
13:00 14:00	Naghme VARGHAIYAN, Karam NAYEBPOUR The Feat of Memory in Ian McEwan's <i>Lesson</i>
	Kübra KIRAC DEMİRAY Common Motifs of Shakespeare's <i>Hamlet</i> and Hasan Ali Toptaş's <i>Gölgesizler</i>
	Nihal TOPCU, Harith Ismael TURKI War Trauma and Amnesiac Memory in Glenn Meade's <i>The Last Witness</i>
	Pınar ÇETİNKAYA Deconstructing Gender Norms: Exploring Violence, Identity, and Social Codes in Iain Banks' the Wasp Factory
14:00 15:00	Şebnem DÜZGÜN Reading Kazuo Ishiguro's <i>When We Were Orphans</i> as a Postmodern Fictional Autobiography
	Selis Yıldız ŞEN A Critical Look at the Representatives of Womanhood and Female Agency in Frank Herbert's <i>Dune</i>
	Sema CANLI A Cultural Materialist Analysis of Craig Raine and Christopher Reid's Martian Poetry
	Bilal ÜNAL, İsmail YAMAN English Language Policies in Higher Education in Türkiye and Turkish Republic of Northern Cyprus (TRNC)
15:00 16:30	Gaye Belkız YETER ŞAHİN Belkıs Sami Boyar'ın <i>Aşkımı Öldürdüm</i> Romanında Erken Cumhuriyet Dönemi Kadını Profili
	Ece Firuze BADAĞ Identifying the Differences between American or British English
	Ertürk AKYÜZ, Tuğba ÇITLAK , The Perceptions of Non-Native English Teachers on Using the Target Language in EFL Classrooms
	Kübra TURGUT The Use of Drama Implementation in Language Classroom and Gauge the Effectiveness of Drama Practices through the Lens of Researcher's Field Notes
	Nisan Melis GÜNGÖR <i>Life of Pi</i> & Contemporary Society on Ecocritical Issues under the Lens of Shipwreck Narrative

Translating Shakespeare for Children

Anıl YENİGÜL

Trabzon University

Abstract

Shakespeare is undoubtedly one of the most adapted playwrights in the world. The Bard's plays have been adapted on stage, screen and TV. Those adaptations have generally aimed at bringing Shakespeare closer to the contemporary audiences. Therefore, Shakespeare's plays have been re-imagined, re-told, and re-written many times. One of the most popular Shakespeare audiences is definitely the children of different age groups especially in the western world. The adaptations of the Bard's works are not only limited to the stage and screen, some of his great works have also been adapted into different genres, such as novels, stories, mangas etc. In this quest to make Shakespeare accessible to children, Angela McAllister compiled an anthology of 12 stories from the Bard. This anthology is illustrated by collage artist Alice Lindstrom. The book is introduced to the readers as "12 tales from the world's most famous playwright". McAllister's book was translated into Turkish as "Çocuklar İçin Shakespeare Öyküleri" by Ayşe Gür and published by Arden Yayınları in 2019. Translation studies and adaptation studies shared similar controversial concepts such as fidelity, and originality in the past. However, now they both rely on concepts like rewriting and recreating. In this respect, this study aims at analyzing the adaptations by McAllister and its Turkish translations in a descriptive way rather than a traditionally normative and formalistic way. Thus, two 'reimaginings' of the famous plays, Macbeth and the Tempest will be analyzed in comparison with their Turkish translations by taking into account the child readers.

Keywords: Translation, adaptation, Shakespeare, rewriting, literature for children

**Mizah Çevirisi: Ice Age: Dawn of The Dinosaurs (Buz Devri 3: Dinozorların Şafağı)
Animasyon Filminin Türkçe ve Arapça Dublaj Çevirileri**

Arife ERAY

Ankara Hacı Bayram Veli University

Abstract

Görsel-işitsel çeviri ile sözel dilin hem görsel hem de işitsel biçimde diller arasında aktarımı sağlanmaktadır. Bilim insanları on yedi görsel işitsel çeviri türünden bahsetmektedir. Bu çalışma, orijinal ses çıktısının çevrilmiş ses çıktısıyla değiştirilmesi olarak bilinen dublaj ile sınırlıdır. Görsel-işitsel metinlerdeki mizahi unsurların aktarımı ise zorlu bir süreç olarak kabul edilmektedir. Ağırlıklı olarak kelime oyunlarına, kültüre ve görsele dayanan bu unsurların dublajını yapmak çevirmenleri oldukça zorlayan bir durumdur. Çevirmenler kaynak dilde verilmek istenen anlamı, etkili ve iletişimsel bir biçimde hedef dile aktarmak için yoğun çaba göstermektedirler. Burada çevirmenlerin üreticilik yeteneği ve söz konusu bağlamı tam olarak anlayabilme kabiliyeti ön plana çıkmaktadır. Ancak bu yoğun çabaya rağmen bazı durumlarda kaynak dildeki mizahi etki hedef dilde kaybolabilmektedir. Bu çalışmada mizahi unsurlara sıklıkla yer verilen Ice Age 3: Dawn of the Dinosaurs (Buz Devri 3: Dinozorların Şafağı) animasyon filminde geçen mizahi unsurların kaynak dil İngilizce ve hedef diller Türkçe ve Arapça olmak üzere yapılan dublajları karşılıklı olarak incelenecektir. Her çeviri türü kendi yapısına bağlı olarak birtakım kısıtlamalara sahiptir. Örneğin, altyazıda, ekranda görülen yazılar belirli bir karakter sayısını geçmemelidir. Dublajda ise en önemli kısıtlamalar senkronizasyon sürecinde yaşanmaktadır. Çalışmadaki mizahi unsurların belirlenmesinde Isabel Pascua ve Bernadette Rey-Jouvin'in dilbilimsel referanslar, durumsal referanslar, kişisel referanslar ve kültürel referanslar şeklinde dörde ayırdığı mizah sınıflandırması kullanılacaktır. Söz konusu sınıflandırma bağlamında Türkçe ve Arapçaya yapılan dublaj çevirileri, Jorge Díaz-Cintas ve Aline Remael'in çeviri stratejileri kapsamında betimleyici bir şekilde analiz edilecektir. Çevirilerde kullanılan stratejiler bağlamında yerlileştirme ve yabancılaştırma yöntemlerinden hangisinin ağırlıklı olarak kullanıldığı değerlendirilecek ve mizahi etkinin korunup korunmadığı incelenecektir. Mizahi unsurların dublajında yaşanan zorluklar, kayıplar veya kazanımlar tartışılacaktır.

Keywords: Görsel-işitsel çeviri, dublaj, mizah, animasyon, çeviri stratejileri

eTwinning Project for EFL Learners

Ayşe GİRĞİN ÇATAN, Mustafa Naci KAYAOĞLU

Ministry of National Education, Karadeniz Technical University

Abstract

In the problem statement, it is emphasized that standardized exams like LGS and YKS hold immense importance in Türkiye, leading to a heavy focus on grammar and vocabulary in English language teaching. However, despite this emphasis, many students struggle to attain adequate language proficiency. This has led to a lack of emphasis on speaking activities, which are considered time-wasting and unnecessary for exam success. The aim of the study is to enhance Turkish EFL learners' motivation and language skills through extracurricular speaking activities. These activities are expected to bridge the gap between students' current language proficiency and their desired level. The study's significance lies in its potential to demonstrate the importance of including speaking activities in the curriculum, thereby improving students' overall language skills, motivation, and engagement. The research questions focus on students' motivations, changes in language knowledge, communication abilities, and aptitude after participating in online speaking activities. The theoretical framework incorporates concepts such as the "ideal L2 self," motivation, Communicative Language Teaching (CLT), technology-enhanced language learning, intercultural competency, and English as a lingua franca to provide a comprehensive understanding of language learning in online settings. The overview of the methodology outlines a case study approach involving 6th-grade students, emphasizing pre- and post-assessments, speaking evaluations, and journal notes by participants. The data collection procedure involves tests (Oxford placement, LLAMA, AMTB), speaking evaluations, and student reflections. The limitations of the study include the small sample size (up to 14 students) due to time constraints during speaking activities and the limitation of students from a single secondary school. In summary, this study aims to address the challenges in Turkish EFL education by investigating the impact of extracurricular speaking activities on students' motivation and language proficiency. It has the potential to provide valuable insights for educators, researchers, and policymakers in language education.

Keywords: E-twinning, intercultural learning, EFL

Sebeder: Leading Translation Agent in Media Accessibility Services in Türkiye

Ayşe SAKİ DEMİREL

Ankara Science University

Abstract

Translation agents have been an intriguing subject of research in Translation Studies (TS) for almost the last fifty years. Especially with the emergence of the sociological turn in TS in the early 2000s, considerable literature has grown up around the theme of translation agents. Mostly drawing on the concepts and methods offered by sociology, these studies examine the roles and functions of translation agents in the translation process and then attempt to reveal their effects on it. Although translators and/or interpreters are generally the first group that comes to mind when we think of translation agents, there are many other agents involved in the translation process. Indeed, all individuals, institutions, companies, organisations, and associations holding intermediary positions between translators and end users of translations could be discussed as translation agents. The aim of this study is to consider SEBEDER (Association for Audio Description) as a translation agent providing media accessibility services in Türkiye, and then to reveal its role, function, and position in the field by examining the translation services (audio description, subtitle for the deaf and hard of hearing and sign language interpreting) it has provided so far. To this end, the official website of SEBEDER was analysed in detail. The descriptive analysis on the homepage and fourteen categories on the website clearly showed that SEBEDER not only provides media accessibility services for different audio-visual platforms but also strives to increase awareness about the necessity, importance, and requirements of media accessibility. The analysis also revealed that SEBEDER brings together different academic, institutional, and sectoral actors through workshops and projects and creates discussion and negotiation settings for enhancing current translation practices.

Keywords: SEBEDER, media accessibility, translation agent, audio description, SDH, sign interpreting

Investigating Tertiary-Level EFL Students' Self-Regulated Learning Skills in Online Education

Ayşenur HOŞOĞLU, Öznur SEMİZ

Avrasya University, Karadeniz Technical University

Abstract

With the development of technology, education systems evolved many times. Online education is among the fields which also become popular with the advance of technology. However, in some cases maintaining learning in online education cannot be the same just as in face-to-face education. Students should be autonomous and self-aware in learning and developing their skills, especially in online education. Therefore, students are expected to improve their self-regulating skills and monitor their learning process on their own. With this respect, the current study aimed to investigate tertiary-level EFL students' self-regulated learning level in online education. The total number of participants was 33 EFL students who study in the Department of English Language and Literature at Karadeniz Technical University. For data collection, The Self-Regulated Online Learning Questionnaire (SOL-Q) was used. This questionnaire measures five main subskills which are metacognitive skills, time management, environmental structuring, persistence, and help-seeking. In data analysis, descriptive statistics were used through SPSS 26.0. The results revealed that while students' environmental structuring skills were found high, their time management skills were relatively low. Furthermore, there were no significant differences between females and males in metacognitive skills, time management, environmental structuring, and help-seeking while there was a significant difference in persistence.

Keywords: Online education, the self-regulated online learning questionnaire, EFL Students

**The Reception of Translation in Netflix Türkiye’s Promotional Paratexts:
The Case of *In 7 Languages***

Aysun KIRAN

Marmara University

Abstract

Netflix has placed a particular emphasis on the use of localisation in publicizing its shows and increasing its appeal in the Turkish market since 2016 when it launched business in the country. However, with the advent of Turkish originals, the platform has also begun to promote the idea that the Turkish language has gained more visibility and popularity across the globe thanks to the availability of Netflix Turkish originals in over a hundred countries at the same time. In doing so, Netflix Türkiye’s media paratexts, in Jonathan Gray’s (2010) terms, such as billboards and promotional videos highlight the role of translation in facilitating this visibility. This paper examines the reception of translation in these paratexts with a focus on the series of videos entitled “in 7 different languages” on the platform’s local YouTube channel. These videos are created based on a scene from a Netflix Turkish original where the dialogue starts in Turkish and is switched to different languages such as French, Spanish and German among others. Thus, they give the viewers an opportunity to imagine how dubbed Turkish characters sound in different languages in a comparative manner. The study provides a close analysis of the selected paratexts and the viewers’ comments made in response to each paratext. In doing so, it identifies the functions of these videos in terms of foregrounding the role and visibility of translation and the forms of engagement that these viewers make not only with the shows in question but also the global platform in a local context. The findings suggest that this promotional strategy intrigues the viewers’ interest in the role of translation in representing Turkish content across languages as the comments reflect their perceptions of other languages and reveal their prejudices against dubbing as a mode of translation. Further, these paratexts arguably serve a community-building function among the viewers not only as the subscribers of Netflix but also speakers of the source language due to the direction of translation from Turkish into other languages.

Keywords: Translation, media paratexts, reception, Netflix Türkiye, YouTube comments

Yazar Notları/Önsözleri Bağlamında Türk Milliyetçiliğinin İzlerini Fransızca Kaynaklarda Sürmek: Joseph De Guignes, Mustafa Celalettin Paşa, Léon Cahun Örnekleri

Aytül DURMAZ HUT

Marmara University

Abstract

II. Meşrutiyet'in ilanı (1908) ile başlayan süreç, Osmanlı İmparatorluğu'nun parçalanması ve dağılmasına dair güçlü belirtilerin görüldüğü bir dönemdir. Bu dönemde yaşanan toprak kayıpları ve ayaklanmalar imparatorluk bünyesinde yeni birtakım “birleştirici unsur” arayışlarını da hızlandırmıştır. Nitekim kurulan dernek ve cemiyetler aracılığıyla toplumun “Türk” kimliği üzerinden tanımlanması ve birleştirici güç olarak da “Türkçülüğün” düşünce akımı olarak yerleşmesi amaçlanmıştır. “Türkçülük” etrafında birleşen entelektüel çevre ise dil, tarih ve kültür alanlarında kurdukları cemiyetlerle Türk dilinin, Türk tarihinin ve kültürünün “Türklüğü” ön plana çıkarmasını hedeflemiştir. Buradan hareketle, belirli bir tarihsel dönemde, sosyo-kültürel ortamda öne çıkan “milliyetçi” söylemin geçirdiği süreçleri betimleyebilmek, ilgili dönemde etkin rol oynamış öncülerin, düşünürlerin ve söylemin temellendiği ana kaynakların da irdelenmesini, tasvirini gerekli kılmaktadır. Bu kaynaklar genel anlamda tarihyazım metinleri olarak kabul edilen, aynı zamanda birer edebi eser olan seyahatnameler, tarihsel romanlar şeklinde karşımıza çıkmaktadır. Bu çalışmada da, “Türk milliyetçiliğinin” ya da diğer bir deyişle “Türkçülük” akımının Osmanlı-Türk tarih ve siyasi dizgelerinde nasıl gözlemlendiği, 18. ve 19. yüzyıllarda kaleme alınmış üç farklı Fransızca tarihyazım metninin yanmetinleri olarak varsayılacak yazar notları ve önsözleri bağlamında betimlenecektir. Çalışma kapsamında batılı seyyah, düşünür, tarihyazıcısı olan Joseph de Guignes (*Historie Generale des Huns, des Mongoles, des Turcs et des autres Tatares Occidentaux* (1756-1758), Mustafa Celalettin (Borzecki) Paşa (*Les Turcs Anciens et Modernes*) (1870) ve Léon Cahun'un (*Histoire de l'Asie-Turcs et Mongols*) (1896), Türk milliyetçiliği açısından temel kaynak olarak kabul edilen eserlerinin önsöz ve yazar notlarında “Türk” ve “Türklere özgü” olanın, nasıl tanımlandığına, betimlendiğine ve eserlerin yayınlanmasında nasıl bir role sahip olduklarına değinilerek irdelenecektir.

Keywords: Tarihyazımı, Seyahatname, Türk milliyetçiliği, Türkçülük, söylem çözümlemesi, Joseph De Guignes, Mustafa Celalettin Paşa, Léon Cahun

**The Theme of Mutability in Book of Ecclesiastes and Two Old English Poems:
The Wanderer and *The Seafarer***

Berna BOZDAĞ

Atılım University

Abstract

Book of Ecclesiastes (Qoheleth - “The Teacher”) is an apocryphal work from the Old Testament that is dated back to the post-exilic era of the Jewish people. At its heart, Book of Ecclesiastes stresses the vanity of life, and the temporariness of earthly toils of humanity. The narrative voice is Solomon, the wise king of Jerusalem who walks the reader through various experiences and desires he had, which proved futile in the face of death and the cycles of life. Ecclesiastes has a curious representation of nature where God is not omni-benevolent, and nature is not portrayed as the gift of God reflecting his divine justice and light. The Book was known by the public in the early medieval ages due to Gregory the Great’s interpretation in his Dialogues and Saint Jerome’s commentaries, and it closely resembles the general tenor of Old English literature. Reminiscent of King Solomon in Ecclesiastes, *The Wanderer* and *The Seafarer* reaches wisdom and God’s providence through musing on transitoriness in unrelenting nature. The natural phenomena in the mentioned poems are presented as outward expressions of inward states of mind; the cycles of nature represent the ruminative state of the narrators that lay bare the inner thoughts of the narrators. In that respect, this study aims to analyze the Book of Ecclesiastes together with the Old English poems *The Wanderer* and *The Seafarer* to decipher the function of the theme of mutability. It suggests that Book of Ecclesiastes with its pre-Christian hue can provide a new reading regarding *The Wanderer* and *The Seafarer* as it reveals a strong relationship between nature and humanity.

Keywords: Transitoriness in nature, mindscapes, inner monologue, old English poetry, Book of Ecclesiastes

A Comparative Analysis of the Novels the *White Family* and *My Cleaner*

Betim Neyran CAN

Istanbul University - Cerrahpaşa

Abstract

This research analyzes Maggie Gee's novels *The White Family* and *My Cleaner*, and closely scrutinizes the themes of racism, class distinction and the social structure of British society in this review. The aim of this study is to reveal the effects of these themes on the plot, characters, symbols, and results of the novels. The scope of this work is in the form of examining the author's novels *The White Family* and *My Cleaner* and will develop in the form of evaluating these two novels within the framework of the specified topic, revealing, and discussing the findings. Examining the English social layers, especially the middle class, and reviewing the related historical, political, economic, psychological, intellectual, and artistic knowledge, theories and views are within the scope of this research. Maggie Gee, in her novels *The White Family* and *My Cleaner*, which she wrote in the 2000s, satirized the themes of racism and class separation in 21st century England. In this paper, modern and classical literary methods will be used in order to reflect the period effects on the text; these will be supported by the effectiveness of the necessary methods for examining the text in terms of satire. Close reading, social projection, social criticism, analysis of symbols and voluminous language will be included if necessary. While writing of this research, the texts will be examined as a combination of Modernist, Social Criticism and Satire theories, and the theories deemed necessary during writing process will be included in this work in the following stages. *The White Family* and *My Cleaner* will be used as the main source during the writing process. In addition, books and documents examining the period, books, articles, and book chapters containing literary methods, arguments and theories are among the main sources to be consulted during the writing process. The main argument is to reveal both the symbolic analysis of Maggie Gee's works and a close analysis of 21st century England.

Keywords: Racism, social projection, social criticism, middle class

Pre-Service Teachers' Cultural Teaching Practices and Intercultural Competence Levels

Beyza Nur KAVLAK

Ondokuz Mayıs University

Abstract

Culture has been an essential concept in the study of foreign language teaching. Since language and culture have a reciprocal relationship (Karabinar & Guler, 2012), the link between culture and language has been at the center of much attention in foreign language classrooms. Thus, teachers playing a key role in determining classroom activities to be in line with cultural teaching objectives are expected to have adequate knowledge of target culture. In this study, the objective is to investigate English pre-service teachers' cultural teaching practices and their relationship with their IC levels. Quantitative method is employed with an adopted version of survey questionnaire designed by Zhou (2011). Adopting convenience sampling, this study involves 40 English Language Teaching senior students who participated in School Practicum classes in 2022. Using SPSS 26, the data is analyzed through descriptive statistics. Also, independent-sample t test and Pearson correlation is used for the relationship among variables. The results show that pre-service teachers are aware of cultural diversities to be integrated in teaching; however, they give less importance to own culture and critical approach to cultures and culture related activities. Second, the investigation of self-reported cultural teaching practices in their practicum shows that their cultural teaching practice follow a surface-level cultural teaching although their instructional activities are student-centered. Third, IC levels of pre-service teachers are found to have an influence on their cultural teaching objectives and their cultural teaching practices. On the other hand, IC levels differ in terms of abroad experience but not in gender. Although the study is limited to one state university in Türkiye, it sheds light on the issue of teacher training programs shaping pre-service teachers' beliefs towards culture and their cultural teaching practice in practicum of English.

Keywords: Teacher training, culture, teacher education

**English Language Policies in Higher Education in
Türkiye and Turkish Republic of Northern Cyprus (TRNC)**

Bilal ÜNAL, İsmail YAMAN

Giresun University, Ondokuz Mayıs University

Abstract

Whether English is utilized for teaching rather than the native languages depends on policy decisions. The language policies of numerous countries have been known to be significantly affected by globalization, among other elements that constitute human life. As higher education institutions train the next generation of leaders, they can be seen as the building blocks of a society. In addition to being used as a foreign language, English is used as the primary language of teaching in many English as a foreign language (EFL) countries. English has been integrated into all stages of national education systems, particularly into higher education institutions in EFL countries. To this end, this study employs qualitative case study design to investigate the language policies in bachelor's degree programs at the Turkish and TRNC higher education institutions and medium of instruction in bachelor's degree programs at the Turkish and TRNC higher education institutions through content analysis of language policies, official documents, and reports published by Turkish and TRNC Turkish higher education institutions and Turkish and TRNC universities' websites. The findings show that English bachelor's degree programs at the investigated universities were generally engineering programs or English-related programs, and that all of the investigated Turkish and TRNC universities had a website in Turkish and English. Conclusively, some implications for further language research, practice, and policy were proposed.

Keywords: English as medium of instruction, globalization, Türkiye, Northern Cyprus, higher education, language policies

Translating Idioms: An Analysis on the English Dubbing of the TV Series *Pera Palas'ta Gece Yarısı* in the Light of Teresa Tomaszekiewicz's Translation Strategies

Bülent AKAT, Tuba KÜMBÜL

Çankaya University, Hitit University

Abstract

This study is mainly concerned with a comparative analysis of the cultural references selected from the Turkish spoken track and the English dubbing of the TV series *Pera Palas'ta Gece Yarısı*. In this article, the cultural references have been analyzed within the framework of Jan Pedersen's taxonomy of strategies for translating Culture-bound References (CBRs) in subtitling, which fall into two categories: (1) Extralinguistic Culture-bound References (ECRs); (2) Intralinguistic Culture-bound References (ICRs). As there are only a few examples of ECRs in the soundtrack of the TV series, the main focus of this study has been the analysis of the idioms (a subcategory of ICRs) in the original film, along with their translations. The idioms under analysis have been evaluated on the basis of the taxonomy of subtitling strategies put forward by Teresa Tomaszekiewicz, which have been, with good reason, adapted to dubbing translations. The analysis has shown that, when rendering the idioms in the English dubbing of the TV series, the translator has mostly relied on the strategies of generalization and equivalence, among others. More importantly, the conclusions drawn from this study point to a marked correspondence between the strategies of generalization and equivalence implemented for the rendering of idioms on the one hand, and two of the three subcategories of adjustments described by Eugene A. Nida and Charles R. Taber: from idioms to non-idioms and from idioms to idioms, on the other.

Keywords: Audiovisual translation, culture-bound references, dubbing, equivalence, generalization, translating idioms

A Discourse-Oriented Study of Post-Rhematic Structures in Mediated Settings

Burak ÖZSÖZ

Marmara University

Abstract

Written and spoken discourse are the two major types of verbal communication. Contrary to the established set of rules of written language that regulate its use, spoken language has its dynamic forms of expression. Utterance, the most basic unit of analysis in spoken language, is an observable syntactic unit whose boundaries can be clearly defined. Utterance, as Vardar (1988) expresses, is a continuous piece of speech that is realized through the act of enunciation. This definition places particular emphasis on the conditions of the formation of an utterance in a given context. The interaction of segmental and supra-segmental features, the two elements an utterance is made up of, should be considered within the joint act of a speaker and a hearer in making an utterance. In terms of its syntactic organization, the segmental features of an utterance are formed by the “theme”, “rheme”, and “post-rheme” chain. An interpreting activity is the oral translation of spoken discourse. Rheme, an indispensable constituent of an utterance, is where the interpreters can find all kinds of new information to render about the subject being talked about. However, not every utterance ends with a rheme. Rheme, in certain circumstances, can be followed by a post-rheme, an inherent element of spoken language. While some post-rhemes contain a predicate, others may not. Post-rhemes are mostly discussed in monolingual settings in terms of their enunciative value. This study seeks to examine how post-rhematic elements, which serve as additional information or explanation about the theme, contribute to the shaping of mediated interactions in the context of dialogue interpreting. The study adopts a discourse analytical method and has revealed that post-rhematic structures produced by the primary interlocutors other than the interpreter had functions such as focusing the interpreter on certain parts of the utterances in their renditions of the original sentences.

Keywords: Discourse analysis, spoken language, mediated setting, utterance, post-rheme

America as the Generator of Chronic Shame: Cisneros' Stories of Wounded Immigrants

Buse ATALAY

Istanbul Aydın University

Abstract

The human self is a delicate mechanism formed by complex systems of behaviors, culture, physical environment, memories, and perspectives. The self is developed at a very young age and keeps evolving throughout one's lifetime. For this reason, babies need to be cared for cautiously by the primary caregiver at the first stage of their life so they can function in society. Similarly, immigrants' arrival to America can be likened to the situation of babies since they also begin a new life in an entirely foreign area where they can neither communicate nor act pleasingly as expected. In *Five Kinds of Self-Knowledge*, Ulric Neisser divides the self into five categories formed by different self-specifying knowledge, and when the connections between them are appropriately founded they make a coherent being. However, if the relationship between the selves is wounded, the person, too, becomes a wounded subject who cannot properly function. In *The House on the Mango Street* (1984), written by Sandra Cisneros, the main character, Esperanza, witnesses immigrants whose lives are crippled by their incoherent selves and unable to function as individuals in America due to the constant rejection they must face as an immigrant regarding their situation both as an outsider and the other. This paper will analyze the position of immigrants as metaphorical babies coming to a new and foreign environment, their inability to form a coherent self successfully, and, thus, developing a chronic shame throughout their lives depending on the stories named "Geraldo No Last Name" and "No Speak English."

Keywords: Immigrants, the Self, the Other, chronic shame

High-Frequency Verbs in Argumentative Essays of Native Speakers and Non-Native Learners

Buse UZUNER, Ali Şükrü ÖZBAY

Karadeniz Technical University , Karadeniz Technical University

Abstract

Verbs are the heart of a sentence that give action to the subject and enable readers or listeners to imagine the action. From the writing perspective, verbs enhance the quality of a sentence as they help readers to move and make connections between ideas. In most of the verb list, verbs such as have, do, make, know, go, or get are found as the highest frequent verbs. Our study aimed to investigate the non-native learners' use of high frequency verbs based on native corpus. Although the primary aim was to examine Turkish learners' use of verbs in their essays, it was also important to investigate the interlanguage differences between different learner groups. Thus, Turkish and Swedish sub-corpora of ICLE were used as non-native corpora as Swedish learners were both non-native learners and showed more proficient profile than Turkish learners; on the other hand, their frequencies were compared to a native corpus, which is LOCNESS. To analyse the corpus data, both quantitative and qualitative research methods were used. For frequency and statistical analyses, an online corpus software was used to see if there was a difference between non-native learners in terms of using these frequent verbs or not. The results showed that non-native learners and native speakers similarly used have and do as the most frequent two verbs. The relationship between Turkish and Swedish learners and Swedish learners and native speakers were found in the top five frequent verb list. Pedagogical implications of the study and suggestions for further research were made to enhance learner awareness towards the use of high-frequent verbs in their essays.

Keywords: Learner corpora, high frequency verbs, contrastive interlanguage analysis

People Are Amazing: Morality in *The Whale*

Büşra DOĞRU

Istanbul Aydın University

Abstract

The discussions of good and evil, the dilemma of religion and God, and the problem of morality dates back to the Ancient Greek philosophers like Plato and Aristotle. Throughout history, many people have brought different solutions to these problems of the mind. However, today, these questions are still one the most discussed problems of morality. *The Whale* (2022) is a story of a man, Charlie, who left his family to be with his boyfriend, which turned his daughter into “evil”. However, who decides the goodness or wickedness of our actions? Reality can be deceptive and changed according to the characters’ perspectives; therefore, each character behaves with different ethical codes; some are approved by society and celebrated, whereas others’ values and behaviors are rejected and prefer not to live. Drawing upon Louis Pojman’s *The Morality*, this paper will focus on the analysis of the ethical codes of the characters, attitudes towards religion and God, and the wickedness types as well as aims to reveal the motives behind their actions and understand, as Charlie says, “people are amazing” or not.

Keywords: *The Whale*, morality, good, evil, wickedness

A Bibliometric Profile of Academics at the Departments of Translation and Interpretation Studies in Türkiye

Büşra ÖZER ERDOĞAN

Ankara Hacı Bayram Veli University

Abstract

Since the early 1980s, when departments of translation and interpretation studies were first established in Türkiye, the attention and importance paid to them have grown tremendously. Unsurprisingly, the number of departments in question has been rising in parallel with their popularity. In this study, it is aimed to examine the profile of academics working at the departments of translation and interpretation studies in the 2022–2023 academic year with a view to understanding the prevailing situation in these departments. Upon collecting data from the official web sites of the Council of Higher Education (YÖK), academic data information systems and universities with the relevant departments, a descriptive methodology was employed to carry out a content analysis to reveal the bibliometric profiles of academics, providing a comprehensive overview of the relevant profiles under investigation. In this study, various parameters of 2022–2023 academic year such as gender, title, graduation field/discipline, popular research topics, scientific publications and language of publication were evaluated in respect of the academics. The findings briefly indicated that (i) an overwhelming majority of the academics in this field is female contrary to the male dominance in many other academic fields, (ii) more than half of the academics are graduates of departments different from translation and interpretation studies such as linguistics, foreign language teaching and foreign language and literature, which revealed the multidisciplinary in the field, (iii) the dominant languages studied by the academics are Western languages namely English, French and German, (iv) some of the most popular research topics adopted by the academics were observed to be multimedia translation, translation and technology and translation/translator training, and (v) the academics with the least number are professors whereas more than half of the academics are recent graduates, which may indicate the newly-flourishing feature and an expected further growth of the departments of translation and interpretation studies. As a result, by presenting a bibliometric analysis of the profiles of academics working at departments of translation and interpretation studies, this study attempts to reveal the current situation and catch a glimpse into the probable future trends in the relevant departments.

Keywords: Bibliometric analysis, profiles of academics, translation and interpretation departments

The Hegemony of Men Through the Eyes of Tess in *Tess of the D'urbervilles*

Çağrı ERGÜN

Kafkas University

Abstract

The concept “hegemony”, symbolizing the superiority of men in society, has generally reflected disadvantages on women through the ages. This study aims to analyse that men possessing power and authority may keep women under pressure in various ways. The study is centralized on the novel called *Tess of the D'Urbervilles* (1891) by Thomas Hardy through the protagonist Tess showing resistance to male hegemony in the Victorian England. The female perception of the author and his representation of women through his novel is of significance. Within the framework of the study, literature review will be made and feminist criticism as a focal point will be employed to comprise intersectional and individual representation between man and woman. The study problematises the concepts of virtue and chastity through the eyes of a young woman in order to gain an empathetic comprehension. The study also encapsulates the aim of figuring out how and why male society could oppress a woman in a society. The study concludes that some social, cultural, and traditional effects of male hegemony indirectly procreate an unrealized inequality between two genders.

Keywords: Hegemony, man, woman, Victorian Era, Tess

**Çoklu Okuma Alternatifi Sunan Oyunsu Yapısıyla
Julio Cortázar'ın Seksek ve Güney Dal'ın Kılırları Yolunmuş Maymun Adlı Romanları**

Can ŞAHİN

Erzincan University

Abstract

Bu çalışmada Julio Cortázar'ın Seksek ve Güney Dal'ın Kılırları Yolunmuş Maymun romanları karşılaştırmalı edebiyat biliminin yöntemleri doğrultusunda incelenerek romanlar arasındaki benzerlik, ortaklık ve farklılıklar tespit edilmiştir. 20. yy Latin edebiyatının önemli yazarlarından Julio Cortázar (1914-1984) 1963 yılında yayımladığı Seksek (İsp. Rayuela, Fr. Marelle, İng. Hopscotch) romanıyla edebiyat dünyasında büyük etki yaratmıştır. İç içe geçmiş farklı anlatıları içeren iki romandan oluşan ve bu yönüyle deneysel romanın dünya edebiyatındaki en önemli örneklerinden kabul edilen Seksek okura üç okuma alternatifi sunan sıçramalı bir metindir. Çocuk oyunlarını seven Cortázar'ın adını seksek oyunundan alan bu romanı okuyucuya bölümden bölüme ileri geri sıçrayışlar yaptırmaktadır. “Öte Yakadan”, “Bu Yakadan”, “Her İki Yakadan” başlıklı üç bölüm ve üç farklı kurguya sahip Seksek'in başında yer alan “Talimatlar” tablosu kitabın sıçramalı okunma şeklini göstermektedir. İlk bölüm 1 ile 36. bölümler arası, ikinci bölüm 37 ile 56. bölümler arası ve üçüncü bölüm 56 ile 155. bölümler arasını kapsamaktadır. 56 bölümden oluşan ilk iki bölüm klasik roman örgüsüne sahip ve doğrusal okumaya uygundur. Romanın sadece ilk 56 bölümü ya da 155 bölümün tamamı doğrusal bir şekilde okunabilir. Seksekli okuma 73. bölümden itibaren başlar. 56. bölümde biten roman okurun devam etme isteğine bağlı olarak yazarın önerdiği sıralama doğrultusunda seksek oyununa benzer bir şekilde bölümden bölüme sıçranarak okunabilir. Yazar tarafından okunması zorunlu olmayan bölümler parantez içinde belirtilmiştir. Düz yazıları italik yazıları atlayarak, italik yazıları da düz yazıları atlayarak okunmalıdır. Son 99 bölüm “harcanabilir” olarak belirtilmiştir. Fakat bu bölümlerin sıçramalı okunması ile ilk iki bölümdeki boşluklar tamamlanır. Güney Dal'ın 1988'de yayımladığı Kılırları Yolunmuş Maymun romanı biçimsel açıdan Türk edebiyatında benzeri olmayan sıçramalı okuma tekniği ile yazılmıştır. Roman, 1999 yılında Alman Piper Yayınevi tarafından Janitscharenmusik (Yeniçeri müziği) adıyla yayımlanmıştır. Romanın başında yer alan “Kılavuz Söz” bölümünde kitabın iki ayrı roman olarak okunabileceği, okuyucu üçüncü bir roman okumak isterse de bölüm altlarında parantez içinde verilen sayıları izleyerek sıçramalı okuması gerektiği belirtilir. “Gazete Günleri” ve “Bir Casusun Notları” başlıklı iki bölüm ve seksen yedi alt bölümden oluşan roman tek bir roman olarak okunabileceği gibi iki ayrı roman olarak da okunabilir. Dahası her bölümünün sonunda parantez içinde yer alan sayılara göre sıçramalı okunması üçüncü bir okuma alternatifidir. Bölüm sayılarının mehter ritmi ile iki ileri bir geri sıralandığı bir nevi seksek oyunu gibi baştan sona, sondan ortaya okuyucuya sıçramalar yaptıran bir oyunsulukla tek kitap içinde üç ayrı okuma gerçekleşir. Julio Cortázar'ın Seksek ve Güney Dal'ın Kılırları Yolunmuş Maymun romanları dünya edebiyatında bir düz bir de alternatif okuması basılan ilk romanlardır. Güney Dal, Kılırları Yolunmuş Maymun romanında uyguladığı oyun tekniği için Julio Cortázar'ın Seksek romanından etkilendiğini belirtmiştir. Her iki eser tek parça olup üç farklı anlatı içermektedir. Her iki eserde yer alan sayı tablosu okuru birden çok alternatif okuma şekilleri konusunda yönlendirir. Bu çalışmada alternatif okuma tekniği ve anlatı içinde anlatı özelliğiyle Seksek ile Kılırları Yolunmuş Maymun romanları arasındaki benzerlikler tespit edilerek Julio Cortázar'ın Güney Dal'ı hangi yönlerden etkilediği ortaya konulmuştur.

Keywords: Karşılaştırmalı edebiyat, Julio Cortázar, Seksek, Güney Dal, Kılırları Yolunmuş Maymun, alternatif okuma

Traps that Translators Face in Popular Literary Translation

Celal SARIOĞLU

Istanbul Medipol University

Abstract

Since ancient times, the function and responsibilities of translators have been questioned, but their very existence has been overlooked until the modern period. Toward the turn of the twentieth century, researchers interested in translator identity and literary translation emphasized the concept of translator not only as a channel but also as a creator. There have been studies on the perception of translators. In keeping with this tradition, the purpose of this study is to compare and contrast a popular novel and its translation. In this study, a comparative analysis of *Origin*, a work of popular literature by Dan Brown, and its translation into Turkish by translator Petek Demir İncek was conducted. The study aims to be a descriptive analysis. To this end, the study is grounded on a theoretical basis in order to avoid subjective opinions and to make objective evaluations rather than 'error hunting'. The data have been analyzed using the van den Broeck comparative analysis approach, and the results have been evaluated in terms of shifts of expression, the ideas presented by Anton Popovic. The results of these evaluations have been used to focus on the current traps that translators may face during literary translation of globally popular literary texts and their possible outcomes for the translators, readers and the publishers. The study has shown that shifts of expressions can in large proportion be negative in a popular novel due to (i) the choices of the translator, (ii) the prerequisites of the publishers, and that (iii) not every negative shift of expression can be a 'gain', as per Popovic's statement, for the target culture and language.

Keywords: Popular literary translation, shifts of expression, patronage in translation, translator's visibility

**Gender Effect on War Poetry:
The Discrepant Poetic Discourse in the War Poems of Owen and Bogan**

Çelik EKMEKÇİ
Pamukkale University

Abstract

Wilfred Owen and Louise Bogan are considered seminal representatives of Modern Anglo-American War Poetry with their groundbreaking poems titled: “Dulce et Decorum Est” and “To My Brother Killed: Haumont Wood, October 1918.” In his “Dulce et Decorum Est,” Owen uses his male speaking authoritarian voice to portray the traumatic real-life experiences in war since he has already participated in the WWI. Moreover, Owen uses simile and irony as literary ways of expression throughout the poem to form his poetic-figurative language. Louise Bogan, on the other hand, prefers sentimental way of expression in her poem, “To My Brother Killed: Haumont Wood, October 1918.” In Bogan’s poem, it is possible to see female sensitivity since peaceful elegiac tone is presented against authoritarian male expression. Thusly, it can also be considered an elegy since it is written after a brother (and all ‘dead brothers’) who lost his life in the WWI. Bogan symbolically uses cultural and natural masculine signs to point a sharp contrast between male and female poetic discourse. Hence, the aim of this study is to scrutinize the selected poems of Owen and Bogan in terms of the thematic and discursive discrepancies in the selected war poems. It is also within the purpose of this study to show how male and female poetic expression differ from each other in shaping the thematic form of a war poem.

Keywords: Male & female poetic discourse, modern Anglo-American war poetry, “Dulce et Decorum Est,” “To My Brother Killed,” W. Owen, L. Bogan

**The Politically Inspiring Time Travel Drama:
Temporal Echoes in *Leopoldstadt* by Tom Stoppard**

Cüneyt ÖZATA
Ordu University

Abstract

Tom Stoppard's play *Leopoldstadt* (2020) is an in-depth exploration of intra-family dynamics in the historic Jewish neighbourhood of Leopoldstadt in Vienna. Stoppard tries to shed light on the issues of political transformation and the enduring impacts of the Holocaust on society and highlights evolving intergenerational changes while showing how individuals adapt or resist social and political upheavals. The play's characters having a liminal identity echoes Tom Stoppard's life, which is the Jewish-British duality. This heritage blend provides an angle to examine the play's characters and themes of identity and cultural maintenance. This duality gives insights into identity by reflecting the issues of cultural continuity. This study emphasizes how the play portrays historical events, notably the aftereffects of the Holocaust, and how they continue to affect society. *Leopoldstadt* covers this chaotic period and discusses how the characters are affected by what follows. This study is intended to contribute compellingly to the human experience in the context of history and politics and to draw attention to the mutual influence of autobiographical and historical accounts.

Keywords: Tom Stoppard, identity, politics, holocaust, Jews

The Perceptions of Students Towards Using Social Media to Improve English Reading Skills

Doğan SALTAS

Ardahan University

Abstract

Social networking websites have been dominating the internet world in the communication area. Regardless of the purposes, today, millions of people are using social media heavily. Without leaving the single application, people can now share photos and videos, livestream, and follow the contents that fit their interests. In the past, big computers or laptops were needed in order to connect to the internet. However, today people can simply use their smartphones to carry out different tasks which include basic communication functions, shopping, sharing, and following professional or amateur contents shared by different users of social media all over the world. Removing the borders of the virtual world, the language of the internet has become English as well. An average user of social media, and the internet as well, is exposed to the English language than any other platforms. Taking this reality into consideration, this study aims to explore the perceptions of university students in developing their reading skills by using Social Networking apps. The participants of the study are the university students studying English Language and Literature. In the study, focus group interviews with a range of different questions were administered in order to collect qualitative data. The data of the interview were transcribed and analyzed according to the discourse analysis methods.

Keywords: Social media, English, student, reading skills, perceptions

Problems of Translating the Terminology from English into Georgian Language

Donadze NINO

Ilia State University

Abstract

In the 21st century, under the dominance of the English language, the languages of both large countries and small countries in the world faced a significant challenge. English equivalents quickly enter and become established in the language and replace local, native-language forms, as well as barbarisms that have no equivalent, for example technology-related terms, etc. In addition to the above, a big problem in the scientific field is the translation of terminology, the establishment of transitional terms in interdisciplinary studies and their translation into the native language so as not to cause uncertainty among scientists, because the rules observed so far are outdated and it is no longer possible to translate and establish the terms introduced with a unified approach. The mentioned research concerns the issues of linguistics and equivalence of translation, with the aim of establishing the issue of establishing new terms in the language, several terms have been selected that have been introduced and used in different forms (e.g.: transcendental/transcendental) and cause disputes and debates in scientific circles. Thus, in the process of translation, both semantics and stylistics should be taken into account, and it is also important to understand the sociolinguistic meaning, taking into account the culture. (Nida, 1996:29), however, a significant and insurmountable difficulty in the translation of terminology is the issue of establishing equivalence during translation (Baker, 2006:86), and before establishing it, it is important to determine what equivalence is and in what ways correspondence can be achieved during interlanguage translation. In order to establish equivalence, we share and take into account the existing studies (Barnstone, 1993) and we will try to present a model that will make it possible to highlight the factors to be considered by focusing on the main and principled issues during the translation, which will allow the novice researcher to guide and take into account the important aspects of the sociolinguistic issue during the translation of scientific terminology.

Keywords: Semantic, stylistic, terminology, equivalence of translation

**Kahramanmaraş Depremi Sonrasında
Afet Çevirmenlerinin Medyaya Yansıyan Mesleki İmgesi**

Duygu TEKGÜL AKIN

Bahçeşehir University

Abstract

Bu çalışmanın amacı, 6 Şubat Kahramanmaraş depremi sonrasında sahada gönüllülük esasına dayalı olarak çeviri hizmeti sunan çevirmenlere dair medyaya yansıyan anlatıları ele almaktır. Çalışma hem afette rehber çevirmenliği eğitimi almış, belirli bir deneyim düzeyine sahip Afette Rehber Çevirmenlik Organizasyonu üyelerini (profesyonel), hem de iki (veya çok) dilli göçmenler, mülteciler, çocuklar ve bölgeye bireysel girişimleriyle ulaşmış, yabancı dil bilen diğer bireyler de dâhil olmak üzere ihtiyacı karşılamaya yönelik çeviri yapan kişileri (amatör) kapsamaktadır. Araştırma çerçevesinde Türkiye medyasında yayınlanmış biri İngilizce, 14'ü Türkçe; biri video formatında, 14'ü yazılı haber olmak üzere toplam 15 haber metni söylem analizi yöntemiyle incelenmiştir. Özellikle sosyal medyadaki yardım çağrıları ve bu çağrılara verilen cevaplarla ilişkilendirildiğinde, bu haber metinlerinin şimdiye kadar konferans çevirmenliğinin gölgesinde kalmış olan toplum çevirmenliğinin Türkiye'deki görünürlüğüne ve saygınlığına büyük katkıda bulunduğu açıktır. Metinler bütünü, çevirmen gözünden anlatılar ve haberci gözünden anlatılar olmak üzere iki grupta ele alınacaktır. Her iki grupta da gönüllülük vurgusu yapılması dikkati çekerken çevirmen gözünden verilen anlatılarda, çalışma koşullarının zorluğu ve rol geçişliliği temaları üzerinden, haberci gözünden aktarılan anlatılarda ise görev bilinci ve topluma hizmet temaları üzerinden birer mesleki söylem yaratıldığı görülmüştür. Bu anlatıların ister profesyonel, ister amatör olsun çevirmenler topluluğunda kaynaşmayı pekiştirdiği söylenebilir, ayrıca ikincil travmatik stres yaşadığı anlaşılan çevirmenler için bu deneyimleri paylaşmanın iyileştirici bir etkisi olduğu iddia edilebilir. Tartışmaya, haber metinlerine yansıdığı haliyle profesyonel ve amatör çevirmenlerin bakış açısından afet çevirmeninin rol sınırları ve haberciler tarafından afet çevirmenlerinin çalışmalarını yüceltmek için kullanılan benzetmeler de dâhil edilecektir. Çevirmenliğin mesleki yönleri literatüründen beslenen çalışmanın, Türkiye'deki sözlü çevirmenlerin medyadaki imgesi alanındaki araştırmalara katkıda bulunması amaçlanmaktadır.

Keywords: Afet çevirmenliği, ARÇ, toplum çevirmenliği, Kahramanmaraş depremi, mesleki imge

Identifying the Differences between American or British English

Ece Firuze BADAĞ

Sinop University

Abstract

The uncrowned king that is the undisputed global leader, English has various forms of usage in spite of being a single language. Many varieties of English have emerged, including American, British, Irish, Australian, Canadian English, New Zealand English, Scottish, South African and Indian English. At the forefront of this diversity, American and British English stand out as two distinctive forms of English that are widely used around the world. This diversity has paved the way for significant different characteristics of English in terms of grammar, spelling, word choice, pronunciation, idiom, vocabulary, and syntax. Being familiar with the striking varieties and differences between American and British English by language learners makes it easier to internalize the language. When taking these differences as a reference by language teachers, students can better understand the language in written and oral form. In this sense, it is crucial to draw attention to the differences between English varieties and to provide a basis for students to create awareness towards these differences. This quantitative study sought to probe to what extent ELT students, who are considered as future English teachers, distinguish between American and British English varieties. In addition, the study also aimed to find out if there is a meaningful relationship between the discrimination of prospective English language teachers regarding the written differences, the words choices, and English varieties that students prefer. In order to obtain quantitative data for the present study, a practical short test consisting of two parts was administered to 20 randomly selected prospective English language teachers in Samsun. In the first stage, the participants were asked about the type of English they use predominantly in written and spoken language, while in the second stage, they were expected to identify between American and British English varieties, particularly in terms of spelling and word choices. According to the numerical analysis of the first test, it was found that prospective English language teachers mostly use American English (n=12) followed by British English (n=5) and finally both American and British English (n=3). The results from the statistical analysis of the second test indicated that participants who preferred British English made the most errors (46%). 12 participants who preferred American English made 47 errors (26.11%). On the other hand, participants who favoured both American and British English made the least errors (20%). Based on numerical values, a total of number of errors was 91 in the 15-item test. The total error rate in the study was determined as 30%.

Keywords: American English, British English, prospective English language teachers

Facilitating EFL Students' Self-Regulation Skills in Writing through an SRL-Based Instruction

Elif AYDIN YAZICI

Bahçeşehir University

Abstract

While learning to write, L2 students face a variety of challenges such as idea planning, word choice, or regulation of their emotions. An explicit self-regulated learning (SRL) training in writing has been proven to be an effective way of helping L2 students cope with these challenges and improve their achievement in writing. The current study aims to present an evidence-based practice to guide L2 practitioners willing to adapt these strategies in their EFL settings. This quasi-experimental study followed a mixed method research design with a total number of 30 tertiary level students assigned randomly as experimental (n=15) and control group (n=15). The study was conducted in two phases: In the initial phase, it investigated the existing SRL strategies used by the EFL students in writing by Writing Strategies for Self-Regulated Learning Questionnaires (WSSRLQ) developed by Teng and Zhang (2016). In the second phase, a five-week SRL training embedded in the daily classroom teaching was conducted to investigate whether this training in writing made a difference concerning students' self-report SRL strategy uses. The students were trained in terms of cognitive, metacognitive, social behavior and motivation regulation strategies in the meantime. At the end of each week, they were asked to evaluate the strategies through reflective journals. The descriptive results showed while the students use social behavior strategies most often, the metacognitive ones are used the least often. The statistical analysis revealed explicit SRL training in writing improved students' use of SRL strategies significantly. Additionally, thematic analysis showed that the students generally developed favorable attitudes towards the SRL strategies practiced in the training. The only strategy they reported not benefiting from was emotional control strategies because of the limited time. Additionally, the journals revealed integrating SRL strategies into the classroom activities promoted collaborative learning environment and enjoyment among the students in the writing class.

Keywords: Self-regulation strategies, L2 writing, self-regulated learner

The Impact of Scoring Method on the Variability and Reliability of Scores in an Institutional High-stakes Writing Assessment Context

Elif SARI

Karadeniz Technical University

Abstract

Assessing students' EFL writing performance has been a problematic phenomenon as it is difficult to provide consistency among or within raters due to a variety of factors, which as a result endangers the reliability of scores. Scoring method (holistic vs. analytic), as one of these factors, impacts the variability and reliability of writing scores differently in different writing assessment contexts. Therefore, it is highly important to examine which scoring method can yield more reliable results in any writing assessment context, especially when the scores are used for high-stakes decisions. Employing generalizability (G-) theory, the present study aimed to investigate how scoring method impacted the variability and reliability of writing scores obtained from an institutional high-stakes writing assessment procedure in the Turkish higher education context. Thirty-two essays written on two different writing tasks were scored by ten instructor raters first holistically and then analytically. In order to examine the sources of variance in the scores obtained from the two different scoring methods, two random effects person-by-task-by-rater ($p \times t \times r$) G-studies were conducted for the holistic and the analytic scores, respectively. Then, two random effects person-by-task-by-rater ($p \times t \times r$) D-studies were performed to calculate generalizability coefficients (used in norm-referenced tests) and dependability coefficients (used in criterion-referenced tests) for holistic and analytic scores separately. The results showed that the undesired variance stemming from the components of rater, person-by-rater, task-by-rater was larger in holistic scoring than it was in analytic scoring. In addition, D-studies indicated that the score reliability coefficients obtained from analytic scoring were higher than those obtained from holistic scoring. Based on the results of this study, several suggestions were offered to decrease the variability and increase the reliability of scores in this specific writing assessment context.

Keywords: Writing assessment, score variability, score reliability, generalizability (G-) theory

The Effects of Humor-Integrated Pedagogical Instruction in English Language Classrooms

Emin KATLAN

Karadeniz Technical University

Abstract

Humor is an integral component of any language and therefore has an impact on the way languages are acquired/learned. However, there are limited number of studies on humor in language teaching and learning that is why the role of humor itself in language classroom remains substantially unexplored. The aim of humor is to enable instructors and researchers to appeal the perspectives of humor language classroom. This purpose of the research is to discuss the use of humor language classroom teaching and learning and point out that the importance of humor in learning and processes. Accordingly, the main reason for my research work on humor is that there are theoretical studies on this subject, almost no practical applications about using pedagogical tool. Therefore, I will introduce my own planned humor-integrated design.

Keywords: Humor, language, teaching

Enhancing English Language Teaching through Concept Checking Questions

Emine GÜZEL

Recep Tayyip Erdoğan University

Abstract

In English Language Teaching (ELT), Concept Checking Questions (CCQs) stand as an important tool that empowers practitioners to ensure comprehension and foster deeper understanding among learners. This conference presentation aims to explain the significance, creation, and utilization of CCQs across various proficiency levels, shedding light on their efficacy and indispensable role in the ELT. CCQs verify whether learners have comprehended key concepts, vocabulary, or grammatical structures presented in a lesson. To be able to use CCQs effectively with various proficiency levels is an art that will be explored in detail. From foundational levels to advanced stages, the presentation will provide insights into the steps of constructing contextually appropriate questions. Attendees will be guided through the thought process required to formulate questions that are tailored to their learners' cognitive capacities, ensuring an optimal learning experience. Moreover, the presentation will spotlight the advantages of CCQs from the teacher's perspective. CCQs not only enhance pedagogical techniques but also provide immediate feedback on learners' grasp of concepts. The ease of integration of CCQs into lessons fosters interactive classroom dynamics, empowering teachers to tailor their instruction to cater to individual learning needs. Various techniques, examples, and lesson procedures will be shared to present how CCQs can be seamlessly integrated into lesson plans.

Keywords: ELT, concept checking, questions

**Evolutionary Apocalypse:
A Study of Evolution and Social Darwinism in Stephen Baxter's *Evolution***

Enes TAŞDELEN, Harith Ismael TURKI

Karabük University, Karabük University

Abstract

This study investigates the complex interplay between apocalyptic themes and evolutionary concepts within the realms of literature, science, and philosophy. Drawing on Darwinian and Social Darwinian frameworks, the study explores how apocalyptic narratives, far from signalling mere end times, act as agents of transformation and rebirth. By analysing Stephen Baxter's *Evolution*, the study extends its scope to include both biological and societal implications, including the ethical considerations surrounding the application of Social Darwinism. Key theoretical perspectives such as Kermode's view on the imminence of the apocalypse, Nietzsche's concept of the "will to power", and Bergson's élan vital are integrated to provide a comprehensive understanding. The study holds relevance in the contemporary context, marked by global challenges like climate change and pandemics, by offering new perspectives on post-apocalyptic evolutionary trajectories. It acknowledges limitations related to the exclusive focus on English literature and Darwinian theories, advocating for a broader interdisciplinary approach in future research. Overall, the study underscores life's inherent resilience, arguing that even in the face of apocalyptic events, life persists, adapts, and evolves.

Keywords: Science fiction, apocalypse, Darwinism, social Darwinism, evolution

**The Perceptions of Non-Native English Teachers on
Using the Target Language in EFL Classrooms**

Ertürk AKYÜZ, Tuğba ÇITLAK

Karadeniz Technical University, Karadeniz Technical University

Abstract

One of the heated debates in the recent past regarding the instruction of languages is the use of the target language during language learning. Profoundly, the use of target language in language classrooms has long been stressed in the field of language instruction. However, language instructors can encounter a number of difficulties when attempting to do so. Regarding this, this qualitative study focused on 7 English language teachers in terms of their perceptions on using the target language in their classrooms. To this end, a semi-structured interview with 5 questions was conducted. Along with the questions on their perceptions, interview questions involved to what extent they use the target language in the classrooms and in which situations they use it, whether they find using the target language in the classrooms useful and in which perspectives they find it useful, the challenges they have faced while using the target language in the classrooms, and lastly if they use their L1, in which situations they use it. For data analysis, content analysis was applied to the qualitative data to find out the themes and concepts regarding the perception of non-native English teachers on using the target language in their classrooms. According to the results, the discovered themes from the perceptions of non-native English teachers in the context of Türkiye were discussed with the possible implications for English language teachers.

Keywords: English language teaching, target language, EFL classrooms

The Multilingualism of Al Farabi and The Copula

Fatma DORE

Afyon Kocatepe University

Abstract

The copula is defined by Merriam Webster as “the connecting link between the subject and predicate of a proposition”. The copula thus designates equivalence, and as such in most Indo-European languages the most important copula is a verb meaning to be such as to be in English or être in French. In ancient Greek, the language of Aristotle, to be is εἰμί (eimi), which in its third form indicative is ἐστὶ (esti) meaning is. The Islamic philosopher Abu Nasr Muhammad al-Farabi (c. 870-c. 950) draws upon the work of Aristotle in his own work on logic, which he writes in Arabic. Although the Arabic language, which belongs to the Semitic language family, conveys the sense of equivalence perfectly well, it lacks an explicit copula. Influenced by Aristotle into feeling that for the exposition of logic, there is a need for a use of a copula, Al Farabi introduces a similar form into his Arabic writing. He does this by drawing on the verb وَجَدَ (wujida) in what would be an unnatural way for Arabic speakers. What is of particular importance to this article is that the verb that he makes use of is cognate with the English verb to appear or to occur with the meaning of be present rather than strictly to be. This article suggests that the reason why he does this is connected to his background. As the nisbah, or demonym, in his name suggests, Al Farabi comes from the city of Farab in Central Asia. Being a scholar from that region, he knows, in addition to the Arabic in which he writes his philosophical works, his native Turkic language as well as Sogdian and Farsi. That is, he is multilingual. His knowledge of the Indo-European languages of Sogdian and Farsi provides him with an understanding of a verb meaning to be which is بودن (budan) in Farsi and which is cognate with the εἰμί (eimi) of Aristotle. The same sense is carried in Turkic languages, not through a verb as such, but rather through a predicative adjective, which in modern Turkish is var, but which also carries a meaning of to be present. Thus, it is argued here that Al Farabi’s use of وَجَدَ (wujida) as a verb of identity is made by him due to his belief in its necessity, but developed through the non-Arabic languages that he is fluent in.

Keywords: Aristotle, Islamic philosophy, logic, Arabic, Farsi

**The Role of Professional Learning Communities:
Perceptions of Turkish In-Service English Language Teachers**

Fatma Nur YANGIN

Ondokuz Mayıs University

Abstract

Professional learning communities (PLCs), a professional development practice, is a novel practice currently conducted in Türkiye. It is based on providing a context for in-service teachers to collaborate on most common issues in teaching and find possible solutions to the problematic situations they've encountered while teaching. This study intended to enlighten the perceptions of Turkish facilitators and in-service secondary school English Language Teachers who are collaborating in PLCs. The study adopted the qualitative approach to reveal the facilitators' and the in-service English Language Teachers' perceptions in-depth. The participants of this study were nine teachers from Ordu, Türkiye, and three facilitators who are conducting sessions in different parts of Türkiye. The researcher prepared an online open-ended survey questions for participant teachers and facilitators to elicit their answers. Analysis of the statements of both facilitators and teachers was done through theme analysis. Main findings indicated that participants stated positive views about PLC sessions. Most of them defined PLCs experiences as an effective professional development practice that allows them to share experiences and learn new ideas in teaching from their colleagues. Besides, for some teachers, the sessions reminded them their university years. The issue of impressions of PLCs on ELT was controversial since some of them stated it could make a good impression in ELT while the others considered PLCs not enough to make some impressions. The final issue was about the challenges the teachers and facilitators faced. The most stated challenges were about unpracticality of knowledge which is learned at PLCs because of the curriculum factors, adverse effects of local administrations, limited payment to the facilitators, and transportation problem to the meeting building.

Keywords: Professional development, professional learning communities, collaboration

Family and Parenting in *Pride and Prejudice*

Fatmanur KALKAN

Karadeniz Technical University

Abstract

This paper attempts to analyze the issue of parenting and family concepts in *Pride and Prejudice* within the atmosphere of the 19th century and the individual experiences of Jane Austen. Austen interacts with a small number of people and lives in a small area. Austen thus emphasizes a little world in her writings, and this world is represented by families with children, servants, and neighbors. The primary theme of Austen's novel is love, which leads to marriage because the novel's happy endings involve the union of lovers. The concept of family created by marriage or the structure of the families of lovers forms the concepts of family and parenting in Austen novels. The fact that families come from the upper, lower, or middle class, that is, class differences often set the general ground for marriage. One of the most important features of Jane Austen is that although her environment is limited, she reflects the social characteristics of her period in her works with her unique observation skills. That is, her works are a miniature of the 19th century. The Bennets, the Gardiners, and Lady Catherine De Bourgh serve as the key focal points for discussions of family and parenting in *Pride and Prejudice*. These three various forms of families will be analyzed in this paper along with family and parenting.

Keywords: Family, parenting, 19th century, Jane Austen

**Ernest Hemingway's Turkophobic Discourse in His Non-Fiction Writings:
A Critical Discourse Analysis of the Dispatches He Sent to Toronto Daily Star
during the Greco-Turkish War**

Fehmi TURGUT

Karadeniz Technical University

Abstract

Considering the history of American literature on Türkiye, fiction and non-fiction, Hemingway remains to be one of the major authors to have written about Turkey. Being likely the first prominent American author to have personal experience, a huge portion of his non-fiction, Hemingway in his dispatches he sent to Toronto Star, an American Newspaper he worked for during the WW1 and Greco-Turkish War, created a setting representative of Turkish life and culture. This setting was not portrayed through positive or neutral lenses. On the contrary, in these writings, he had biases and prejudices based on Turkish history, culture, religion, and morality that grew stronger in him as a result of the anti-Turkish campaign during the war led by Western press coverage and policy at the start of the 1920s. It is all these biases and prejudices that made his dispatches controlled by an Anti-Turkish sentiment which this study categorizes as Turkophobic. The study covers some examples of Hemingway's Turkophobic discourse collected from his dispatches he sent to Toronto Star during the Greco-Turkish War.

Keywords: Hemingway, discourse, Turkophobia, Turkey, Greco-Turkish war

Çevirmen Adaylarının Kültürel Yeterlilik Düzeylerinin İncelenmesine Yönelik Bir Uygulama

Ferit ACAR

İstanbul Medipol University

Abstract

Kültür, toplumların bilgi ve birikimlerinin içeren bir yapıdır ve çeviri sürecinin önemli bileşenlerinden biridir. Çevirmenlik mesleği kapsamında kültür edinci, en temel anlamıyla kültür bilgisi ve kültüre hakim olma şeklinde tanımlanabilir. Bu bakımdan kültür edinci, bir çevirmenin edinmesi ve geliştirmesi gereken çeviri edincinin önemli bir parçası olarak görülmektedir. Farklı çeviri edinci modellerinde kültür edincinin geliştirilmesine önem verildiği görülmektedir. Örneğin, PACTE Çeviri Edinci Modeli incelendiğinde, çeviri edincinin bir bileşeni olarak dil dışı alt edinç bulunmaktadır. Bu alt edinç, iki kültüre ait bilgi, ansiklopedik bilgi ve konu alanı bilgisinden oluşur. Bunun yanı sıra, PICT (Promoting Intercultural Competence for Translators) gibi sadece kültürlerarası edince odaklanan modellerin de bulunduğunu vurgulamak gerekir. Bu bakımdan çevirmen eğitimi kapsamında kültür edinci araştırılması gereken önemli konulardan biridir. Bu çalışma, Türkiye’deki bir vakıf üniversitesinde İngilizce-Türkçe çevirmen adaylarının kültürel yeterlilik düzeylerini incelemektedir. Araştırmada veri toplama aracı olarak Bahumaid (2010) tarafından geliştirilen Kültürel Yeterlilik Testi (KYT) kullanılmıştır. Bu test, öğrencilerin İngiliz kültürüne özgü on beş terim ve ifadeyi çevirme yeterliliklerine odaklanmaktadır. Pilot çalışma sonuçlarının ardından, test uygun şekilde uyarlanmış ve 19 kişiden oluşan bir öğrenci grubuna uygulanmıştır. Öğrenci yanıtları incelendiğinde, katılımcılardan 14’ünün tüm testten %50’nin altında başarı gösterdiği belirlenmiştir. Dolayısıyla katılımcıların testte düşük performans gösterdikleri söylenebilir. Öğrencilerin yaptığı başlıca hata türleri; yanlış anlamda kelime kullanımı ve anlamsız ifadeler kullanma şeklindedir. Yapılan değerlendirme sonucunda, katılımcıların İngiliz kültürü hakkında yeterli bilgiye sahip olmadıkları tespit edilmiştir. Çalışma ayrıca, ileride yapılacak araştırmalar için kültüre özgü terimler içeren ve bir bağlam içinde sunulan metinlerin çevirmenlerin kültürel yeterliliklerini araştırmak için kullanılabileceğini ortaya koymuştur.

Keywords: Kültür edinci, çeviri edinci, çevirmen eğitimi

Error Analysis in Writing:
Case Study of English Language Learners at Azerbaijan State University of Economics

Fidan ISBAROVA, Gunay ALLAHVERDIYEVA

Baku Higher Oil School, Azerbaijan State University of Economics

Abstract

This study conducts an error analysis of the writing produced by sophomores of Azerbaijan States University of Economics (UNEC). The aim is to identify the common mistakes made by students in their written assignments for Academic and Business English course. The analysis takes into account various aspects of writing, covering clarity, coherence, thesis statements, evidence/support, structure/organization, grammar/punctuation and tone. The research draws on a sample of 150 papers, including several types of academic and business papers of the English course, and employs qualitative methods to analyze the errors and categorize them according to their types and frequencies. The research findings reveal prevalent writing mistakes among the students, such as lack of clarity and coherence, weak thesis statements, insufficient evidence/support, poor grammar/punctuation, inconsistent tone. In addition, first language (L1) interference has been introduced as one of the major issues for English (L2) learning students whose first language is Azerbaijani. The results emphasize the need for targeted interventions and writing support programs to address these common errors and enhance students' academic writing skills. The study contributes to the existing literature on error analysis in academic writing and provides insights for English language instructors and institutions aiming at improving students' academic and business English writing skills in higher education settings.

Keywords: Error analysis, academic English, coherence, grammar, punctuation, business English, writing

Comparative Analysis of Extralinguistic Cultural References in Audio Description

Gamze ÇAKICI

Ankara Hacı Bayram Veli University

Abstract

The concept of translation has expanded considerably since the debates on whether translation could be “word for word” or “sense for sense”, which started with Cicero. With the development of technology and the opportunity of access to audiovisual products to people from all segments of society, many new areas have emerged in Translation Studies (TS), more specifically within Audiovisual Translation (AVT). Therefore, the scholars in this field have to conduct studies on the new areas that digital life has brought to. Audio Description (AD) is a part of AVT and it consists of making visual products accessible to people who are visually impaired. Although studies in this field have increased recently, Extralinguistic Cultural References (ECRs) which pose challenges in TS and AVT and require the use of various techniques, need to be problematized and studied in AD. My study focuses on the descriptive and comparative analysis of the ADs of *Rise of Empires: Ottoman* series in Turkish and English. One of the objectives is to determine the treatment of ECRs in two languages and for different cultures. Using a descriptive methodology, ECRs are categorised and analysed according to Díaz Cintas and Remael’s classification. Then, the techniques used in the audio descriptions are examined based on Bardini's techniques and tried to establish a methodology for rendering these references. Consequently, it is observed that techniques used for ECRs in AD differ from both languages, just as in translation and other types. It is founded that 10 of the 14 techniques suggested by Bardini are found suitable and sufficient for the transfer of ECRs.

Keywords: Translation, audiovisual translation, audio description, extralinguistic cultural references

**Belkıs Sami Boyar'ın *Aşkımı Öldürdüm* Romanında
Erken Cumhuriyet Dönemi Kadın Profili**

Gaye Belkız YETER ŞAHİN

Erzincan Binali Yıldırım University

Abstract

Hakkında pek az bilgi sahibi olunan yazar Belkıs Sami Boyar, Halide Edip Adıvar'ın kardeşidir. Ablasıyla uzun süre geçiren ve pek çok yönden onun etkisi altında kalan Boyar, çevirmen kimliği ve edebiyatçı yönüyle öne çıkmıştır. Boyar'ın Hazret-i Yusuf (1923), Fasih Bayramı Gecesi (1923), Şam Yolunda (1924), Küçük Kadınlar (1925), Mercan Adası (1927), Tolstoy: Hayatı ve Eserleri (1939), VIII. Henry (1947), Romeo ve Juliet (1947) çevirileri Türk çeviri tarihinde çevirmelik kimliğiyle tanınmasını sağlamıştır. Yazarın Son Saat gazetesinde (Haziran 1926-16 Eylül 1926 tarihleri arasında) yetmiş üç sayı tefrika olarak yayımladığı *Aşkımı Öldürdüm* adlı -ulaşılabilen- tek romanında özgürlüğüne düşkün olmasına rağmen mutsuz edilen Ferhunde'nin tutkulu aşk hikâyesi anlatılmaktadır. Çok az tanınan bir kadın yazar tarafından tefrika edilen bu roman Koç Üniversitesi Yayınları tarafından başlatılan 'tefrika dizisinin ilk kitabı' olma özelliği açısından da önem taşımaktadır. Koç Üniversitesi yayımından önce bilinmeyen bir roman olan *Aşkımı Öldürdüm*, otobiyografik bir romandır. Roman, dönemin cemiyet toplulukları, gece davetleri, briç partileri ve giyim kuşamına dair pek çok ayrıntıyı içerir. Feminist okumaya müsait bir şekilde kaleme alınan romanın konusu mutsuz bir kadının aşkı, mutluluğu ve beraberinde özgürlüğünü elde edişidir. Romanda Ferhunde Hanım; güzel, iyi eğitim almış, sanatsever, erkeklerle kadınların eşit haklara sahip olması yolunda mücadele eden bir karakter olarak metinde yer almıştır. *Aşkımı Öldürdüm* romanında, Ferhunde'nin bestekâr kocası Fuat ile olan mutsuz evliliği ve Ferhunde'nin Ferit'e âşık olduktan sonra özgürlüğüne kavuşup yeniden hayata dönmesi anlatılmaktadır. Romanda Ferhunde'nin bakış açısıyla dönemin zihniyetine, kadın-erkek ilişkilerine, evlilik müessesesine, kadınların eğitim almasının önemine yönelik okumalar yapılabilir. Ferhunde'ye göre hiçbir duygu sonsuza kadar devam etmez; bu sebeple aşk vazgeçilmez bir duygu değildir. Ferhunde evlilik kurumunda kadın ve erkeğin eşit haklara sahip olması gerekliliğini sürekli vurgulamaktadır. Kadınların toplumsal hayat içinde geri planda bırakılmasına karşı çıkan Belkıs Sami Boyar, Ferhunde karakteri üzerinden Erken Cumhuriyet Dönemi kadınının yansıması olan direnişçi ve değişimi önceleyen bir kadın karakter ortaya koymuştur. Ferhunde iyi eğitim almış, kendi kararlarını verebilen, en önemlisi de özgürlüğüne düşkün güçlü bir kadındır. Ferhunde'nin kararlı duruşu, kadın haklarına yönelik fikirleri ve kadın-erkek eşitliği çağrısıyla Türk edebiyatında karakterler arasında önemli bir yere sahip olduğunu söyleyebiliriz. Bu çalışmada Belkıs Sami Boyar'ın *Aşkımı Öldürdüm* romanından hareketle Erken Cumhuriyet Dönemi kadın profilinin ortaya konulması amaçlanmıştır. Adı geçen eser üzerine araştırma yapılmamış olması bu çalışmanın özgün tarafıdır. Ayrıca bir kadın yazarın kalemle bir kadın karakterin ortaya konulması esere feminist edebiyat teorisiyle yaklaşılmasını gerekli kılmaktadır.

Keywords: Belkıs Sami Boyar, *Aşkımı Öldürdüm*, erken Cumhuriyet döneminde kadın, Feminizm

**Feminism on the Plate:
Investigating Meat-Eating, Gender Roles and Environmental Activism**

Gizem AYDOST

Haliç University

Abstract

Ecofeminism, which is a combination of the words ‘Ecology and Feminism’, argues that both women and nature are subjected to similar oppression by patriarchy and capitalism and that the patriarchal capitalist domination over both is related to each other. For this reason, no feminist can remain unresponsive to nature, and no environmentalist to the oppression of women. A significant number of ecofeminists have made important contributions to a philosophical school called Animal Studies, since the last quarter of the 20th century. Among the women whose voices have been muted and are now discovered in the History of Western philosophy are prominent animal rights activists. In fact, this should not be surprising, since the animalization of women and feminization of animals is a very common practice. Their ties with animals lead to vegetarianism and veganism to be more popular among women and to be accepted as an ethical case. Consuming animal meat (animals) is wrong for many women, as women see animals as “companions”. Since the consumption of meat and other animal products is associated with masculinity in male-dominated societies, strong pressure is created on men who do not consume meat. In this study, the concept ‘Ecofeminism’, the relationship between women and nature, the relationship between women and animals, critical animal studies and critical feminist studies, women and meat-eating, and why more women go vegan/vegetarian are going to be examined in detail. This study aims to present a critique of the roles attributed to women in the context of gender and meat-eating relationship.

Keywords: Women, nature, feminism, ecofeminism, patriarchy, veganism, vegetarianism

Teaching Practicum from the Very Beginning to the Contemporary

Handan İLYAS KARATAŞ

Trabzon University

Abstract

This study is an overview of teaching practicum around Türkiye as well as a few countries. Teacher training from the very beginning to the contemporary era has been evaluated in this study. Teacher training procedures under the names of Darülmüallimin, Village Institutes and Pre-Service Teacher Projects are provided with the purpose of comparing past and the present. The study describes what teacher training is, who the parties of the training process are, what the procedures include. Additionally, teacher training programs in countries such as Singapore, the USA, Finland, Australia, South Korea are presented with their basic features. Some deficiencies and improvements to be done are presented at the end of the study.

Keywords: Practicum, teacher training, teaching practicum

Microteaching Experiences of Senior DELL Students

Handan İLYAS KARATAŞ, Mustafa Naci KAYAOĞLU

Trabzon University, Karadeniz Technical University

Abstract

This is a research study conducted with 27 senior students of English Language and Literature Department at Karadeniz Technical University. The students aforementioned enroll teaching courses during their undergraduate education. The participants join the department of language and literature; they take elective teaching classes just because many of them are prospective teachers of English. When they are asked what they are planning to do after graduation, a considerable amount of the students state they are going to be teachers; therefore, the department offers teaching courses. This qualitative study presents what the prospective teachers of English think of the microteaching experience they had. The results of the study reveal that a huge amount of the participants loved and felt the need of these courses for their future careers. Almost all of the teacher candidates believed that the process was ‘beneficial’ for the upcoming teaching practices.

Keywords: Microteaching, pre-service teachers, language teaching

A Corpus-Based Analysis on the Use of Academic Vocabulary in the Essays Written by Turkish ELT Students and Native Speakers of English

Hatice BİRİNCİ

Amasya University

Abstract

Academic vocabulary refers to the words traditionally employed in both written and spoken academic discourse and have been recognized from an academic texts corpus. According to researchers, a line of academic writing may have one academic term out of ten or one academic word out of seven. A great quantity of reading, writing, and understanding of academic discourse are required for academic study at English-medium universities, and students must possess a broad vocabulary of academic terms. Considering the importance of academic vocabulary, the current study aims to investigate academic vocabulary usage in argumentative essays written by English Language Teaching (ELT) Department students in Türkiye. Turkish Learner Corpus (TLC), a specialized learner corpus, was created for the study using 140 first-year students from Amasya University, Gaziantep University, and Trabzon University who were enrolled in the English Language Department. The TLC contains argumentative essays produced during the spring semester of 2021–2022, as part of the Writing Skills Course. The Louvain Corpus of Native English Essays (LOCNESS), a corpus of essays written by native university students, was examined as a reference corpus. The study's results revealed that the overuse of some academic vocabulary (e.g. result, experience, provide) by Turkish ELT students while others (e.g. role, effect, group) were underused compared to native speakers of English.

Keywords: Academic vocabulary, learner corpus, TLC, LOCNESS

Investigating Preservice Turkish EFL Teachers' Views on Question Types in English Exams

Hayrettin KÖROĞLU

Atatürk University

Abstract

The objective of this study is to examine the question preferences of English Teacher Candidates in Turkey throughout their teaching practicum courses, as well as the factors that influence their selections. The study was carried out on a sample of 20 English as a Foreign Language (EFL) teacher candidates who were enrolled in the teaching practicum course at the English Language Education Department of Kazım Karabekir Faculty of Education, Erzurum Atatürk University. These candidates were selected from four distinct universities. The examination questions created by the teacher applicants were subjected to comprehensive analysis. The most often selected question formats were found to be multiple-choice and fill-in-the-blank. Detailed information on the reasons for these preferences was collected through written interviews conducted through email with teaching candidates. A number of applicants articulated the viewpoint that multiple-choice questions afford a chance for objective evaluation and also has the capacity to deliver a fair assessment for pupils. Nevertheless, it was acknowledged by a significant number of individuals that their objective of ensuring pupils attain excellent scores also played a role in determining their selection of questions. However, it is crucial not to disregard the adverse implications associated with these decisions and activities. The study revealed that certain teacher candidates, in their pursuit of promoting student achievement, exhibit a tendency to overlook the significance of individual learning styles and the need of fostering deep learning. This observation implies that the singular pursuit of attaining good marks may potentially overshadow the acquisition of significant and enduring knowledge. In summary, while selecting examination question formats, it is evident that teacher candidates consider not only their pedagogical expertise but also strive to facilitate students in attaining exemplary academic performance. Nevertheless, the selection of these particular sorts of questions does not inherently guarantee an improvement in students' speaking and writing abilities. Given the aforementioned discoveries, it is imperative that teacher education programs embrace a comprehensive methodology and provide students with guidance in cultivating their linguistic abilities in a well-rounded fashion.

Keywords: Turkish pre-service EFL teachers, preferences, question types, multiple choice questions

Geniş Dil Modelleri ve Araştırma Yetisi: Metinsel Bir İnceleme Üzerinden Gözlemler

Hilal ÖZTÜRK BAYDERE

Karadeniz Technical University

Abstract

Geniş dil modellerinin genel kullanıcılara açılması ile söz konusu modellerin farklı alanlarda ve farklı amaçlar için kullanılması kısa sürede büyük bir yaygınlık kazanmıştır. Büyük miktarda veriden beslenen bu modeller, farklı uygulamalar için sundukları çeşitli özelliklerin yanı sıra otomatik çeviriler de üretebilmekte, çeviriye ilişkin çeşitli eylemlere dahil edilebilmektedir. Bu bağlamda, modellerin çeviri süreçlerinin hangi açılardan parçası olabileceği, çeviri iş akışı ve çevirmenler açısından ne gibi faydalar sunabileceği hem dil hizmetleri sunan şirketlerin hem de çeviribilim araştırmacılarının odaklandığı bir konu haline gelmiştir. Bundan hareketle, mevcut çalışma geniş dil modellerinin edebi çeviri süreçlerinde araştırma yetisi bağlamındaki olası katkısını irdeleyecektir. Çalışmanın çıkış noktasını üretimin ve tüketimin son derece hızlı ilerlediği günümüzde, genelde çeviri özelde ise edebi çeviri süreçlerinde geniş dil modellerinin ne türden faydalar sağlayabileceğine ilişkin tartışmalar ve bu modellerin hız ve kalite anlamında hem çeviri iş akışında hem de çevirmenlerin yetileri bağlamında sunabileceği katkıların belirlenmesine yönelik ihtiyaç oluşturmaktadır. Bu amaç doğrultusunda, mevcut çalışmada, Robert Louis Stevenson'ın ilk olarak 1886 yılında yayımlanmış olan *Strange Case of Dr Jekyll and Mr Hyde* adlı eserinin Türkçe çevirileri ile geniş dil modelleri üzerine kurulu Bing Chat'ten (Bing Sohbet) elde edilen çıktılar üzerinden karşılaştırmalı bir değerlendirme yapılacaktır. Söz konusu değerlendirmenin sonuçlarından hareketle genelde çeviri eğitimi özelde ise edebi çeviri eğitimi ve çevirmenlerin araştırma yetisi açısından geniş dil modellerine dayalı sistemlerin kullanımı kapsamında uygulamaya yönelik önerilerde bulunulacaktır.

Keywords: Geniş dil modelleri, araştırma yetisi, otomatik çeviri, edebi çeviri, *Strange Case of Dr Jekyll and Mr Hyde*

**Dare To Disappoint: *Growing Up in Turkey*'in
Çeviri Yoluyla Kaynak Kültüre Dönüşü Üzerine Betimleyici Bir Çalışma**

Hülya BOY

Marmara University

Abstract

Bu çalışmanın amacı, *Dare to Disappoint: Growing Up in Turkey* adlı eser ve bu eserin Bırak Üzülsünler: Türkiye’de Büyümek başlıklı çevirisi üzerine, Çinli çeviribilimci Hongyin Wang tarafından ileri sürülen ‘yabancı dil yaratımı’ ve ‘metinsiz geri çeviri’ kavramları çerçevesinde bir inceleme yapmaktır. Uzun yıllar Amerika’da yaşayan Özge Samancı’nın otobiyografik bir çizgi roman olarak İngilizce kaleme aldığı kaynak metin 2015 yılında Farrar Straus Giroux tarafından Amerika’da yayımlanmıştır. Çevirmen olarak yazarın ve Necdet Dümelli’nin imzasını taşıyan erek metin ise Türkiye’de 2017 yılında İletişim Yayınları tarafından basılmıştır. İçeriği itibarıyla kaynak metin, orta sınıf bir ailenin kız çocuğu olan Samancı’nın Türkiye’de geçen çocukluk dönemini ve anılarını konu almaktadır. Çalışmanın çıkış noktasını, erek kitlesi Amerikan okurlar olan söz konusu kaynak metnin yayımlanmasının ardından Türk okurlar, yani köken olarak ait olduğu kültürün okurları tarafından rağbet görmesi üzerine Türkçe çevirisinin sunulması oluşturmaktadır. ‘Yabancı dil yaratımı’ belli bir kültürü konu alan bir metnin, ait olduğu kültürün dilinden farklı bir dilde kaleme alınmasını, ‘metinsiz geri çeviri’ ise bu metnin kendi kültürünün diline çevirisini ifade etmektedir. ‘Yabancı dil yaratımı’ ve ‘metinsiz geri çeviri’ kavramlarından hareketle, Samancı’nın 1980-90’lar Türkiye’sinin tarihsel ve kültürel bağlamını yabancı okurlar için İngilizce anlattığı kaynak metin özünde bir ‘çeviri’, bu metnin Türkçe çevirisi ise köken aldığı kültüre dönmesine olanak sunan bir ‘metinsiz (öz) geri çeviri’ olarak ele alınacaktır. Yürütülecek betimleyici inceleme kapsamında, kaynak metin bağlamında ‘yabancı dil yaratımı’ ve erek metin bağlamında ‘geri çeviri’ çerçevesinde başvuru yöntemler irdelenecektir.

Keywords: Öz-çeviri, metinsiz geri çeviri, yabancı dil yaratımı

A Hybrid Course Design for Sight Interpreting

İlgin AKTENER

İzmir University of Economics

Abstract

The present study is an outcome of the necessity to teach fully online ETI 208 Sight Interpreting course at the Department of English Translation and Interpretation at Izmir University of Economics during the Covid-19 pandemic. The study seeks to establish the effects of an online sight interpreting course specifically designed to motivate students under the difficult conditions of the pandemic on the students. In order to do so, drawing on the notion of agency, students were asked to write self-assessment reports on the activities and teaching techniques used as part of the course. The items that were evaluated by the students are as follows: (1) teaching the course in online classrooms, (2) actively participating in the sight interpreting activities during the course and receiving feedback, (3) participating in the in-class activities that were timed, (4) interpretation, terminology study and self-assessment parts of assignments done outside the online classroom, (5) in-class terminology games, (6) different weekly topics and (7) the two-way use of English and Turkish. As a result, findings of the students' self-evaluation reports are used to present and propose a hybrid course design for sight interpreting.

Keywords: Sight interpreting, online teaching, hybrid teaching design, student agency

The Translation of *Hafiz* by Gertrude Bell

Peter DORE

...

Abstract

At the end of the nineteenth and beginning of the twentieth century, the classical Persian poet that was in vogue in the West was Omar Khayyam; the enthusiasm for Hafiz there had taken place a century earlier. Nevertheless, for the British traveller and writer Gertrude Bell (1868-1926), Hafiz was the preeminent Persian poet and she devoted a great deal of time and effort in the mid-1890s to the formidable task of translating him. This paper demonstrates that Bell was not attracted to Hafiz for his mysticism, reading him instead in a sceptical humanist way. In this light, this paper reveals the motivation for Bell in choosing to devote herself to the difficult undertaking of this translation work. First, it shows that Bell simply admires the high poetic craftsmanship of Hafiz, what she calls his “inimitable gift of song”. Then, it reveals the more significant temperamental ties that she feels to Hafiz. The most important of these is what she regards as Hafiz’s ability to speak so well on love and loss, her translation being done whilst she was still freshly in mourning for a man she had deeply loved. This connects to a further point of attraction of Hafiz to Bell. It is that Hafiz is able to speak so directly to her, a person from a different time and culture, reflecting what is for Bell, Hafiz’s ability to transcend narrow identity limits. Also, this paper demonstrates that Bell is drawn to Hafiz as he has a strong sense of place in his native Shiraz. This at first might seem surprising as Bell is renowned as a traveller, and it might be thought that this would incline her to Hafiz’s predecessor Sa’di who is famous for his decades of wandering. Nonetheless, the paper shows that when abroad, Bell has immensely strong emotional ties to her home in Rounton Grange and it is this she feels reflected in Hafiz. The final reason that Bell finds Hafiz a poet worthy of dedicating her time to translate is the way in which he sees beauty in the world, something that inspires Bell’s own travelling.

Keywords: The Divan of Hafiz, Persian literature, Omar Khayyam, scepticism, travel literature

**Deconstructing Gender Norms:
Exploring Violence, Identity, and Social Codes in Iain Banks' the *Wasp Factory***

Pınar ÇETİNKAYA

Yaşar University

Abstract

This study aims to explore feminist themes and concepts, with a particular emphasis on gender construction and the prevailing phallocentric order., by considering the yearning of the main character (Frank) to mend his fragmented identity and construct a masculine identity through resorting to extremely violent acts in Iain Banks' science fiction novel, *The Wasp Factory* (1984). Alongside this exploration, I will argue that the narrative unveils social gender codes built on male supremacy and power. Consequently, it transforms into a criticism of the phallocentric society by highlighting Frank's employment of misogynistic language and actions. What makes this novel particularly remarkable for discussing gender politics is that although the main character is born female, he grows up as a male due to the administration of hormone pills without his consent. This scenario naturally raises the question of whether sex is an innate or constructed identity, leading to contemplation of the notion of fixed sex. Discussions about sex have been especially prevalent among psychoanalytic critics and feminist critics. One camp connects sex and sexuality with identity construction, while the other primarily criticizes the construction's reliance on a singular sex—male. In the context of this discourse, the study will be broaden with Judith Butler's performativity theory concerning gender roles by examining Frank's identity and actions. Additionally, I will integrate Lacan's ideas about the phallus, considering their implications for the construction of Frank's psyche and overall identity. Further enrichment will be derived from Luce Irigaray's influential concept of "phallogentrism," which will offer a comprehensive critique of the prevailing social gender codes that shape the foundation of the narrative.

Keywords: Literature, identity, gender, feminism, phallus, fragmentation

Engaging Teaching Tips for Integrating Literature into Language Teaching

Rabia MAHMOOD

Istanbul Okan University

Abstract

This presentation aims to introduce the audiences to creative, fun, and engaging teaching tips that can help teachers enhance their ELT lessons. From a general perspective, it is assumed that language learning and literature are two separate entities and hence they need to be dealt with individually. This presentation will shatter this stereotype and bring forth innovative and engaging ways of integrating literature into language teaching. Literature, if exploited to the fullest, may serve as one of the best handy resources for language teachers. It helps develop core language skills (Listening, Speaking, Reading, and Writing) and works wonders for enhancing proficiency in language in different areas such as (Grammar, Vocabulary, Structure, and Pronunciation). Basing its premise on the essential Turkish context, this session will explore the diverse and various ways of exploiting literary texts from different literary genres in an EFL classroom. The session will put forward creative teaching ideas ranging from material designing to lesson planning to executing the lesson. This presentation highlights the classroom-tested tasks, activities, projects, materials, and creative teaching tips of a teacher who adapted these to foster interest and motivation, critical and analytical thinking, and digital literacy skills in her students over the past ten years. The attendees will leave this session with thoughtful insights and practical, engaging ideas for their teaching.

Keywords: Literature, language teaching, engaging, integrating

An Analysis of English Teachers' Autonomy Levels in terms of Different Variables

Raşıde DAĞ AKBAŞ, Nurtaç KARAOSMANOĞLU

Karadeniz Technical University, Karadeniz Technical University

Abstract

Being autonomous as a significant qualification of successful teachers plays a vital role in providing effective teaching and learning processes. The more space teachers are given in decision-making processes the more motivated they feel in their professions, and this affect their job satisfaction in positive way, too. Bearing the significance of being an autonomous teacher, the study specifically focuses on autonomy levels of in-service teachers of English in varied regions of Turkey and also analyzes their autonomy levels in terms of different variables. To this end, the study employed a mixed method approach which included quantitative and qualitative data collection processes. In quantitative part, the Teacher Autonomy Scale (TAS) developed by Çolak and Altınkurt (2017) were filled by 221 volunteer in-service EFL teachers through online channels in Turkey. In qualitative part, 10 volunteer teachers participated in semi-structured interviews. In order to analyze research questions related to the quantitative part, SPSS version 25 was used and for the qualitative part, thematic analysis was employed. The qualitative results supported the quantitative results. The study shows that the autonomy scores differed according to gender and teaching grade. According to the results in terms of teaching grades, high school teachers were found to be more autonomous than secondary and primary school teachers.

Keywords: Autonomy, English teaching, English as a foreign language

An Introduction to The Enunciative Analysis of the Literary Text

Samira AHANSAZSALMASI, Mustafa AHANSAZSALMASI

University of Tabriz, University of Tabriz

Abstract

The contributions made by enunciative linguistics to analytical studies of fictional narratives help critics to explore attributes of the polyphonic discourse in literary texts. Alain Rabatel, whose prominent works on the construction of the point of view (POV) have made a breakthrough in the analysis of the narrative, targets the perceptual status of the modal subject in the discourse. According to recent studies conducted on enunciative variants, the initial problem involves the identification of multiple sources of the point of view (POV) which have the likelihood of marking the discourse. Indeed, the world as an object is perceived through various senses. Mentally processed by the perceiving subject, it is traced by the imagination and externalized in the form of speech. However, in this process, the inner discourse is situated at the level of pre-verbalization and arises before the result of the process takes an external form. Accordingly, the analytical study of enunciative modalities contributes to clarify the reconstruction process of the intersubjective space in literary texts. With reference to the contemporary trends in enunciative linguistics, we will adopt the methodology proposed by Rabatel in order to identify multiple modalities of self-expression in the discourse. In this paper, we give a particular importance to the study of point of view and take into account the possibilities it provides for the subject to develop a dynamic conception of the world.

Keywords: Enunciative linguistics, co-enunciation, Alain Rabatel, interior discourse

**Reading Kazuo Ishiguro's *When We Were Orphans* as
a Postmodern Fictional Autobiography**

Şebnem DÜZGÜN

Ankara Science University

Abstract

Although Kazuo Ishiguro's *When We Were Orphans* (2000) is generally classified as a detective novel, it can also be read as a postmodern fictional autobiography, which deals with the protagonist's search for his lost parents and his personal history. The novel points to the difficulty of recounting one's own life from an objective perspective and demonstrates that there is hardly any way to textualise personal or public histories in an objective manner because each individual forms their own histories according to their own perspectives. Christopher Banks, the adult narrator, judges past events from his subjective perspective, which is shaped by his previous traumatic experiences. Therefore, his narrative bears the traces of his childhood anguish caused by his parents's mysterious disappearance. Moreover, the discontinuities in Christopher's narration shows that history is a subjective experience, and it cannot be put into a chronological order. For instance, Christopher sometimes interrupts his present narrative and moves from the present to the past, violating the conventional linear chronology, to integrate and make sense of his fragmented early memories. As such, the narrator defies mechanical, linear, public historiography, which excludes fluid, subjective individual stories. The present study evaluates *When We Were Orphans* as a postmodern fictional autobiography, referring to postmodernist theory, to show that the narrator textualises (hi)story to create a personal reality and a unified life story for himself to mitigate his childhood trauma.

Keywords: Kazuo Ishiguro, *When We Were Orphans*, history, autobiography, postmodernism

**Abject Representations of Female Figures in
The Lottery by Shirley Jackson and *Hanife* by Sevgi Soysal**

Seda Fikriye YILMAZ

İstanbul Aydın University

Abstract

In “The Lottery”, Shirley Jackson writes about a ritual taking place annually in a small town with the belief that if the villagers stop performing the ritual, they will turn into a barbarian community and their crops will get worse. In “Hanife”, on the other hand, Sevgi Soysal writes about the story of a young girl, who is murdered by her family under the name of honour killings for getting the approval of the society. In this paper, it is argued that the two different societies, where the protagonists Mrs. Hutchinson and Hanife live in, are constructed according to the patriarchal ideologies; thus, the process of being “subject” as a community mostly takes place through the exclusion of female figures belonging to the semiotic order. Contrary to the male figures in both stories, the females are represented as scapegoats only to satisfy the social needs and to maintain the rituals of their communities under dominance of the patriarchal ideologies. By drawing upon Julia Kristeva’s concept of “abject”, it can be asserted that the existence of both societies, in terms of either a society’s survival or a family’s honour, is dependent upon the exclusion of female characters, as a result of which the protagonists become the scapegoats of the patriarchal system, which turn them into abject figures by definition.

Keywords: Abjection, rituals, scapegoat, Shirley Jackson, Sevgi Soysal

**Reconciliation of Local and Global Orientations:
Lessing and Critical Literature Pedagogy in Türkiye**

Selçuk ŞENTÜRK
Kafkas University

Abstract

Doris Lessing's fiction offers a critical literature pedagogy that could potentially reconcile local and global orientations without privileging one over the other. Like her personal life, her fiction has been a timeless and borderless journey between the local and the global. Her commitment to social change as evident both in her persona and fiction has empowered her readership in a way to work towards social transformation in local and global contexts. Lessing's canon has long been celebrated in Türkiye in relation to the issues of gender and power relations. Her acclaimed novel, *The Golden Notebook* (1962) has received critical attention in academia, offering insights and ways in which feminist ideals could be introduced and revisited. However, in time this tendency has created subject wise limitations for Lessing's fiction, staying global without acknowledging the local. In other words, while Turkish academia has long stayed in touch with Lessing's acclaimed works, her canonicity has not yet adequately benefited from the local orientations of Turkish readership and academia. I argue that challenging the received wisdom of Lessing scholarship could be possible by employing critical literature pedagogy in the local context. Critical literature pedagogy promotes the idea of "reading with and against a text" to question dominant narratives, perceived normalcy, and power dynamics. Lessing's ambivalent relationship with political ideologies as a joiner and dis-joiner, and her contradictory "roles" as a mother leaving her children behind, as Western author writing on Africa, or as a woman defying feminism clearly earns her fiction a ground in which CLP could be modelled. This paper will offer novel and critical readings from Lessing's selected fiction, concluding that the self-contradictory nature of her fiction bears the potential to challenge canon formation in English literature and draw attention to implicit ideologies therein.

Keywords: Critical literature pedagogy, Lessing, local, global, canon literature

Türkiye’de Akademik Çeviri, Dil Kontrolü ve Düzenleme

Korkut Uluç İŞİSAĞ

Ankara Hacı Bayram Veli University

Abstract

Çeşitli tarihsel koşulların ve küreselleşmenin etkisiyle birlikte İngilizce, akademinin ortak dili olarak hakimiyetini son yıllarda iyice güçlendirmiştir. Dolayısıyla uluslararası görünürlüklerini artırmak, finansal desteklerden yararlanmak ve özellikle atanma/yükseltme kriterini sağlamak isteyen akademisyenler ve araştırmacılar için İngilizce yayın yapmak kaçınılmaz olmuştur. Sonuç olarak anadili İngilizce olmayan yazarlar İngilizce yayınlarını ulusal ve uluslararası yayıncılara kabul ettirmek için çeviri, dil kontrolü ve metin düzenleme gibi çeşitli konularda profesyonel ve/veya profesyonel olmayan dil desteklerine başvurmaya başlamışlardır. Bu çalışmada Türkiye’deki üniversitelerde çalışan akademisyenlerin çalışmalarını hazırlarken İngilizce dil desteği (çeviri ve/veya dil kontrolü/düzenleme) almakla ve alınan desteği yayınladıkları çalışmalarda belirtmekle ilgili görüşleri ve deneyimleri araştırılmıştır. Bu doğrultuda olasılıksız örnekleme yöntemiyle ulaşılan, farklı disiplinlerden 223 akademisyene önce çevrimiçi anket uygulanmış ve ardından ankete katılan dokuz akademisyenle çevrimiçi görüşmeler yapılmıştır. Çalışmanın bulguları anketi cevaplayan çoğu akademisyenin İngilizce yayın yapmak için çalışmalarını önce Türkçe yazıp sonra bir başkasına İngilizceye çevirttiğini ve çoğunlukla serbest çevirmenler olmak üzere çeviri şirketleri, internet siteleri gibi çeşitli kaynaklardan dil desteği aldığını göstermiştir. Akademisyenler dil desteği aldıklarını yayınladıkları çalışmalarda nadiren belirttirirken dergi editörlerinin/yayıncıların böyle bir talebinin olmayışı en yaygın gerekçe olarak seçilmiştir. Akademik çalışmalar için dil desteği alınması akademi camiasında herkesçe bilinen ama üzerinde konuşulmayan bir konu olarak kalırken akademisyenlerin bu durumun yetersizlikle ilişkilendirilebileceği endişesinin arka plandaki en önemli sebep olduğu tespit edilmiştir. Bu nedenle İngilizcenin ortak dil olarak hüküm sürdüğü akademik yayıncılık sektörü bir yandan çeviri, dil kontrolü ve düzenleme alanında büyüyen bir pazar yaratırken diğer yandan dil emekçilerinin katkılarının çalışmalarda belirtilmediği ve dolayısıyla görünmez kılındığı bir alan olarak karşımıza çıkmaktadır.

NOT: Bu çalışmada birinci yazarın ikinci yazar danışmanlığında yazdığı doktora tezinde elde edilen veriler sunulmaktadır.

Keywords: Akademinin ortak dili İngilizce, akademik çeviri, dil kontrolü, düzenleme

Common Motifs of Shakespeare's *Hamlet* and Hasan Ali Toptaş's *Gölgesizler*

Kübra KIRAÇ DEMİRAY

Karabük University

Abstract

In literature, the characters contribute the themes to be comprehended easily. Shakespeare's *Hamlet* has been a cornerstone of literature for centuries. It has many motifs and themes and its characters have been examined for numerous times. In the same vein, Hasan Ali Toptaş's *Gölgesizler* is famous for its postmodern existential motifs. Both works have similar themes even though they are written in different periods of time. *Hamlet*'s main character Claudius and *Gölgesizler*'s chief character Muhtar show similar behaviour. They are both ambitious to take over authority. Additionally, in both works the madness-like behaviour of the main characters is at the forefront. What is more, both literary works discuss concepts of being and nihilism. Both works include characters who are ambitious to hold the authority and sometimes mad or pretend to be mad for their benefits. Moreover, they are sceptical about the world and ask existentialist concepts. All these motifs are the ones which anyone can come across in life. In consequence, all these common motifs help the readers to compare the lives of the characters and their own lives. In brief, this presentation sets an examination for the common motifs between Shakespeare's *Hamlet* and Hasan Ali Toptaş's *Gölgesizler*.

Keywords: Shakespeare, authority, power, mad, insane, being, nihilism

The Use of Drama Implementation in Language Classroom and Gauge the Effectiveness of Drama Practices through the Lens of Researcher's Field Notes

Kübra TURGUT

Amasya University

Abstract

The study was motivated by a concern about English language instruction in Turkey, where the effectiveness of current foreign language teaching strategies appears to be lacking. The purpose of this study is to shed light on the potential benefits of employing drama to enhance language learning. The study focuses on the potential for drama activities to increase student competency in English as a foreign language by demonstrating the value of adding personal experiences into language courses, with the overall goal of considerably advancing "drama-enriched" language learning. To achieve this, a mixed-methods strategy that combines qualitative and quantitative data is used in the study. 52 participants in the study—26 in the control group and 26 in the experimental group—were in secondary schools throughout the academic year 2021–2022, and their responses to the drama implementation were evaluated using both pre- and post-tests, interviews, mini-reports, and notes from the field. The researcher's field notes from the drama sessions were analyzed in the same way as the other data from the questionnaires, interviews, and mini-reports. The researcher made a deliberate attempt to get results from the notes that were made during the sessions in order to bring a new perspective to the study. The researcher thought of using field note analysis to enhance the evaluation's impact while doing this. Along with the flow of the lecture and the names of the activities, each week's time and dates were documented. The researcher's challenges are noted, along with some helpful suggestions for more effective theatrical sessions with thorough reports. Overall results showed that kids enjoyed playing dramatic games. The pupils' fear subsided because everyone performed at once. Dramatic exercises seemed to inspire the majority of students to speak English, even if many still spoke somewhat cautiously. For certain activities, the time was not absolutely ideal. Despite the fact that the students enjoyed and wanted to continue playing the game, the researcher occasionally had to limit the activities. The pupils would become uneasy at the beginning of a lesson, but they would quickly calm down once they realized the point of the activity and felt comfortable participating.

Keywords: Use of drama, researcher's field notes, drama practices, language teaching

Is ChatGPT an Opportunity or a Threat in English Language Education?

Leyla DÖNER DÜĞDÜ, Mustafa Naci KAYAOĞLU

Karadeniz Technical University, Karadeniz Technical University

Abstract

A significant change in the area of language learning and teaching has been sparked by the introduction of ChatGPT, a cutting-edge natural language processing model. This abstract introduces a thorough investigation of the pivotal question, "Is ChatGPT an Opportunity or a Threat in Language Education?" Ensuring the overall development of language learners in today's increasingly diverse and interconnected world necessitates an innovative approach to navigating the changing environment of language education. A detailed study of the literature covering historical roots but mostly current developments in artificial intelligence, language acquisition, and education is used to support this claim. We want to shed light on the diverse function that ChatGPT plays in language teaching by combining ideas from foundational literature and recent research. It is crucial to comprehend ChatGPT's potential as both a benefit and a challenge while the pedagogical landscape undergoes unheard-of changes. A special chance exists when its skills are used to improve language acquisition, promote inclusion, and deliver individualized experiences. To lessen the risks, however, ethical issues, the potential loss of human contact, and biases must be addressed. In the upcoming study, we will go more deeply into these aspects, looking at ethical issues and suggesting pedagogical approaches that strike a healthy balance between ChatGPT's advantages and disadvantages in language learning. By doing this, we hope to add to the conversation on how to responsibly incorporate cutting-edge AI technology into the constantly changing world of language learning.

Keywords: ChatGPT, language education, technology in education, language learning, artificial intelligence, educational innovation

Problems of Translating the Terminology from English into Georgian Language

Lobjanidze IVLITA

Ilia State University

Abstract

In the 21st century, under the dominance of the English language, the languages of both large countries and small countries in the world faced a significant challenge. English equivalents quickly enter and become established in the language and replace local, native-language forms, as well as barbarisms that have no equivalent, for example technology-related terms, etc. In addition to the above, a big problem in the scientific field is the translation of terminology, the establishment of transitional terms in interdisciplinary studies and their translation into the native language so as not to cause uncertainty among scientists, because the rules observed so far are outdated and it is no longer possible to translate and establish the terms introduced with a unified approach. The mentioned research concerns the issues of linguistics and equivalence of translation, with the aim of establishing the issue of establishing new terms in the language, several terms have been selected that have been introduced and used in different forms (e.g.: transcendental/transcendental) and cause disputes and debates in scientific circles. Thus, in the process of translation, both semantics and stylistics should be taken into account, and it is also important to understand the sociolinguistic meaning, taking into account the culture. (Nida, 1996:29), however, a significant and insurmountable difficulty in the translation of terminology is the issue of establishing equivalence during translation (Baker, 2006:86), and before establishing it, it is important to determine what equivalence is and in what ways correspondence can be achieved during interlanguage translation. In order to establish equivalence, we share and take into account the existing studies (Barnstone, 1993) and we will try to present a model that will make it possible to highlight the factors to be considered by focusing on the main and principled issues during the translation, which will allow the novice researcher to guide and take into account the important aspects of the sociolinguistic issue during the translation of scientific terminology.

Keywords: Semantic, stylistic, terminology, equivalence of translation

Türk ve İngiliz Kültüründe *Ocak* Kavramı

Mahmut Ekrem ALTUN

Kafkas University

Abstract

Bu çalışmada, Türk kültüründe önemli bir yere sahip olan "ocak" kavramı ve İngiliz kültüründeki eşdeğerlikleri üzerinde durulacaktır. Çalışmanın odak noktasında terim olarak "ocak" kavramı ele alınmış gibi görünse de gerek sözlük tanımları gerekse edebiyat ve kültürdeki yeri nedeniyle elde edilen ocak tanımlarından ve kültürlerarası yöntemler ile unsurlardan yararlanılarak elde edilen iki farklı kültürün ocak kavramına bakış açıları yer alacaktır. Refik Özdek'in Ocağımız Sönmesin adlı eserindeki hem söz sanatları hem de deyimisel ifadelerde sıkça karşılaşılan "ocak" kavramına Dorris Lessing'in Going Home adlı eserindeki İngilizce söz sanatları ve deyimisel ifadelerde karşılık aranacaktır. Bu ifadelerin inceleme aşamasına geçilmeden önce çeşitli kültür tanımları ve kuramcılarının da yararlanılarak bir kültür algısı oluşturulmaya çalışılacaktır. Bu tanımlamalara yer verilmeden önce de çeşitli kuramcılarının dil tanımları üzerinde durulacak ve dildeki "ocak" ve "kültür" kavramları için dil içi ve dil dışı veriler elde edilmeye çalışılacaktır. Elde edilen veriler ışığında çalışmanın ana bölümünde incelenecek eserlerden hareketle kültür karşılaştırmaları yapılacak ve iki kültürdeki "ocak" kavramı için kültürel eşdeğerlik önerisinde bulunulmaya çalışılacaktır. Bunun sonucunda, farklı iki dine, coğrafyaya ve kültüre sahip iki milletin ocak, vatan, yurt, ev ve baca kavramları açısından ortak paydaları ve farklılıkları analiz edilmeye çalışılacak ve bu analiz ışığında değerlendirmeler yapılacaktır. Değerlendirmeler sonucunda farklı kültüre ait eserlerde kullanılan ocak kavramı için eşdeğerlik önerilerinde de bulunulmaya çalışılacaktır.

Keywords: Ocak, Türk kültüründe ocak, İngiliz kültüründe ocak, kültürlerarasılık

**Dorothee Achenbach'ın *Ay Yıldızın Gölgesinde* Romanında
Farklı Kültürlerin Sunuluş Biçimleri**

Mehmet Burak BÜYÜKTOPÇU

Kafkas University

Abstract

Doğu ve Batı arasında geçen aşkın, hayal kırıklıklarının, umutların ve hataların anlatıldığı, Dorothee Achenbach tarafından 2019 yılında yayımlanan “Ay Yıldızın Gölgesinde” isimli romanda, başkahraman Bekir’in Türkiye ve Almanya’daki yaşamından kesitler ile kültürlerarası öğeler yalın anlatım biçimiyle okura sunulmaktadır. “Ay Yıldızının Gölgesinde”de Dorothee Achenbach, öyküsünü birbiriyle ilişkili iki anlatı düzeyinde geliştiren bir öykü anlatıcısı olarak kendini göstermektedir. Achenbach’ın toplumsal ve tarihi olayların arka planında, kaderleri okuru derinden etkileyen insanları ve karakterleri kaleme aldığı söylenebilir. Okuyucunun kolay unutamayacağı resimler ortaya koyan Achenbach’ın son sayfaya kadar okuru büyüleyen bir gerilim yaratmayı başardığını söylemek de yanlış olmayacaktır. Eserin odak noktası göz kamaştırıcı ve ne yapacağı belli olmayan Bekir’dir. Türkiye’de büyük bir yoksulluk içinde doğan ancak refah içinde büyüyen genç adam, olabilecek en büyük ihaneti genç bir adam olarak yaşar. Kaderinden kaçmak için sürekli kendini yeniden keşfeder. Hayatta çok şey başarır, toplumun üst çevrelerine yükselir, aşkı, başarıyı ve zenginliği bulur. Ancak ay yıldızının gölgesinden kurtulamaz. Hayatının aşkını bir Alman kadında bulduğunda geçmişinin şeytanları ona yetişir. İncelenecek olan eserde 1966 yılında Türkiye’de dünyaya gelen Bekir’in evlatlık edinilmesi ve üvey anne-babasının ölümünden sonra Almanya’ya göç etmesi sonucu farklı iki kültürün başkahraman üzerinde bıraktığı olumlu ve olumsuz etkiler detaylı olarak ele alınmaya çalışılacaktır. Bu bağlamda, çalışmanın odak noktasında farklı kültürel paradigmlar yer alırken, aynı zamanda bu paradigmlar kültürlerarası kuramlar ışığında da yorumlanmaya ve analiz edilmeye çalışılacaktır. Farklı bir kültüre uyum sağlamaya çalışan karakterdeki kimlik sorunsalı ve yabancılaşıma gibi kavramlar da yine kültürlerarası yöntemlerle saptanmaya çalışılacaktır.

Keywords: Kültür şoku, yabancılaşıma, kimlik sorunsalı, kültürlerarasılık

**Post- WWII Migration and the Emergence of Hybrid Cultures:
Sam Selvon's *The Lonely Londoners* (1956)**

Mert Can BEKEN

Kafkas University

Abstract

After World War II, a labour shortage occurred in the United Kingdom as well as many other countries. To overcome this shortage, the British government decided to recruit workers from its colonies as cheap labours. In 1948, HMT Empire Windrush, in which over a thousand immigrants were carried, arrived in London. These immigrants were to solve the labour shortage problem, but at the same time, a cultural shock appeared in society. Sam Selvon narrates about these cultural clashes in his work *The Lonely Londoners* (1956). As Selvon depicts, the immigrants coming from colonies had a totally different culture and these different cultures were meant to be alienated to sustain the dominance of British culture. To do this, the imposition of the English language has served as an effective tool. Immigrants were forced to speak English to be accepted in society. However, these immigrants did not totally accept the dominance of English culture and tried to maintain their own cultural elements. As a result, Creole, a combination of various linguistic elements from different languages, appeared. These creoles were the representation of a cultural upheaval against the cultural hegemony of the colonizer power. This mixed language and culture led to a hybrid society as Homi K. Bhabha describes as “neither the one nor the other”. The study will mainly focus on how language was used as a colonial tool with an analysis of the selected work with Homi Bhabha's hybridity theory.

Keywords: Creole, hybridity, postcolonial, *The Lonely Londoners*

Dictionary Use of Generation Z: A Survey Study

Merve AYÇİÇEK, Cansu GÜR

Atatürk University, Atatürk University

Abstract

Dictionaries are indispensable tools for language learning. Additionally, they are significant references for learning unknown vocabulary and developing language skills. Today, every area of life is changing rapidly with technology. In such a rapidly changing world, it is inevitable to witness changes in the dictionary behaviors of today's generation. The present study thus aims to investigate the needs and habits of Generation Z students of English. The research questions expected to be answered through the present study are the following: 1. How are the attitudes of Generation Z students of English towards printed dictionaries? 2. How are the attitudes of Generation Z students of English towards electronic dictionaries? 3. How are the attitudes of Generation Z students of English towards dictionary use in general? In the study, the data will be collected through an online survey questionnaire, and the participants will be Turkish university prep-class students of English. Functionally, the results of the present study are believed to offer significant insights into the dictionary use among Generation Z students of English. Besides, the present study is expected to make an essential contribution to the field of dictionary research.

Keywords: Dictionary culture, generation Z, survey study, dictionary research

Exploring the Perspectives of EFL Teachers on the Integration of Artificial Intelligence in Language Classrooms and the Perceived Impact of AI on the Future of Their Profession

Merve ZENGİN ERBAŞ
Ondokuz Mayıs University

Abstract

The advent of Artificial Intelligence (AI) technology has transformed many fields in our lives including education. This study aims to contribute to the ongoing research on the role of AI in the context of English as a Foreign Language (EFL) by exploring the ideas of EFL teachers about the perceived benefits, drawbacks, and concerns regarding the integration of Artificial Intelligence in language classrooms, along with the potential impact of AI on the future of their profession. To this end, semi-structured interviews were conducted with 20 EFL teachers. The analysis of the participants' responses revealed that AI has the potential to significantly enhance the quality of language learning and teaching. However, it was evident that participants do not believe that AI will replace teachers in near future. Regarded as an assistant and supporting tool, the participants hold the view that gaining a thorough understanding of how artificial intelligence can be used in an effective and beneficial manner should be a subject of utmost importance that requires further study in the field. The findings of this study have practical implications for the revolutionized way of language learning and teaching practices based on the opinions of teachers who are at the core of education.

Keywords: Artificial intelligence (AI), language learning and teaching, individualized instruction, teacher perceptions

**Speaking through Silence:
Etaf Rum's *A Woman is No Man* (2019) and The Power of Storytelling**

Mine SEVİNÇ KAYAHAN

Burdur Mehmet Akif Ersoy Üniversitesi

Abstract

This paper seeks to examine the narrative style employed in *A Woman is No Man* by Etaf Rum with a specific emphasis on representing marginalised and silenced voices within the context of postcolonial women's experiences. The novel predominantly explores the lives of Palestinian women in America and reveals the interaction between cultural traditions, patriarchal norms and the struggle for agency and identity for Palestinian and Palestinian-American women. In this paper, I will specifically discuss how the narrative structure of the novel contributes to a multifaceted portrayal of women's silences and voices. By employing first-person perspectives and multiple narrators, Rum allows readers a glimpse into the internal thoughts, emotions, and experiences of the characters, including those aspects that remain unspoken or restrained by societal expectations. Central to the analysis of this paper will be the examination of cultural expectations and traditional norms that act as powerful forces in the act of silencing of the voices of these women. The paper will particularly analyse the specific instances where the characters' desires, aspirations, and agency are restrained by the deeply ingrained beliefs, which result in internal conflicts. The paper will also investigate the significance of the absences of these voices and unspoken truths in the narrative, which serve as critical markers of silenced voices and emotional complexities. In contrast to the analysis of silences within this paper, I will also indicate how the characters employ their voices and storytelling as a means of empowerment and agency against the burden of patriarchal institutions. Through these moments of narrative expressions, the female characters form strength in sharing their experiences, and thus challenging the constraints placed upon them by the intergenerational cultural practices. By addressing themes of intersectionality, cultural heritage, and familial dynamics, this paper aims to draw attention to the complexities of silenced experiences of marginalized women in the postcolonial context.

Keywords: Etaf Rum, *A Woman is No Man*, narrative style, marginalised voices, silence, agency, storytelling, intersectionality

Machine Translation Quality in English–Turkish and Turkish–English Culinary Texts on Social Media: A Human Annotation Study

Muhammed BAYDERE, Aziz Berkan KARADELİ

Karadeniz Technical University, Karadeniz Technical University

Abstract

This study aims at evaluating the machine translation (MT) quality in English (ENG)–Turkish (TR) and TR–ENG language pairs, with a specific focus on culinary texts on social media. With the use of MT technologies increasing at an exponential pace every passing day, there is a pressing need for research on the elaborated quality evaluation of MT engines in different text types and languages—TR being no exception. The motivation of the study is to address this need by scrutinizing the quality of ENG–TR and TR–ENG MT outputs of culinary texts on social media produced by three different engines: Google Translate (GT), Microsoft Translator (Mt), and Yandex Translate (YT). Thus, two culinary texts in ENG and two in TR were selected on Instagram and translated through the mentioned engines, and the twelve outputs were annotated by three human annotators who are experts in translation (studies). The error categories listed in the TAUS Dynamic Quality Framework subset of Multidimensional Quality Metrics (DQF–MQM) were used in human annotation. The overall results based on the quantitative average of the annotations by the experts showed that no MT engine entirely outperformed others from ENG to TR or vice versa; the rate of errors by them relative to others varied across the translations. While ‘fluency’ errors outnumbered ‘accuracy’ errors by an average of over 50% from ENG to TR, ‘accuracy’ errors outnumbered ‘fluency’ errors by an average of approximately 50% from TR to ENG. ‘Style’ counted almost 0 from ENG to TR, while it counted close to ‘fluency’ errors from TR to ENG. As to the distribution of error categories across the translations, while ‘fluency’ errors were higher in number than ‘accuracy’ errors in almost all six MT outputs (except for the YT output of text 2) from ENG to TR, there was no such trend from TR to ENG, as categories outnumbering others differed across the outputs. With the results obtained, the study provides data for the improvement of MT systems considering the patterns of errors determined when Turkish is the source or target language. Highlighting the diversity in the quality and quantity of errors by MT engines from and into Turkish, the study calls for thorough future research to explain the difference observed in annotated error categories when the direction of translation changes.

Keywords: Machine translation, quality evaluation, Turkish, multidimensional quality metrics, DQF–MQM, human annotation

Makine Çevirisi Kullanımının ve Kalite Algısının İncelenmesi: Türkiye’deki Akademisyenler Üzerine Bir Araştırma

Muhammed BAYDERE, Özge KORKMAZ

Karadeniz Technical University, Karadeniz Technical University,

Abstract

Bu çalışmada Türkiye’deki akademisyenlerin makine çevirisi (MÇ) kullanımının ve kalite algısının irdelenmesi amaçlanmaktadır. Çalışmanın çıkış noktasını, özellikle Türkiye ve Türkçe bağlamında, gerçek kullanıcılar olarak akademisyenlerin MÇ kullanımına ve kalite algısına ilişkin araştırma eksikliği oluşturmaktadır. Bu bağlamda çalışmada akademisyenlerin MÇ kullanım biçimleri ve sıklıkları, MÇ kalite algıları ve MÇ’ye karşı tutumları tespit edilmeye çalışılmıştır. Çalışma verileri 2022 yılında Türkiye’deki farklı üniversitelerde görev yapmakta olan 165 akademisyenden uygun örnekleme (convenience sampling) yoluyla Google Forms üzerinden elde edilmiştir. Veriler, araştırma kapsamında Bowker (2021), Çetiner (2019), Gaspari, Almaghout ve Doherty (2015) ve Kumar’ın (2012) çalışmaları temel alınarak geliştirilen “Akademisyenlerin Makine Çevirisi Kullanımlarını ve Kalite Algılarını Değerlendirme Anketi” kullanılarak elde edilmiştir. Anket kapsamında katılımcılara şu üç başlık altında 34 soru sorulmuştur: (1) katılımcı profili; (2) makine çevirisi kullanımı; (3) makine çevirisi kalite algısı. Çalışmanın başlıca bulgularına bakıldığında ilk olarak ön düzeltinin (pre-editing) son düzeltiye (post-editing) göre kavram olarak daha az bilindiği ve daha az uygulandığı, ön düzeltiyi ve son düzeltiyi kavram olarak bilen akademisyenlerle bu işlemleri uygulayan akademisyenlerin yüzdeleri arasında büyük bir farklılığın olduğu tespit edilmiştir. Ham MÇ çıktılarının kullanılabilirliği açısından, Türkçeden İngilizceye çevirilerde bir uzmanın yapacağı büyük çaplı son düzelti işlemine ihtiyaç daha fazlayken, İngilizceden Türkçeye çevirilerde yazarın kendisi tarafından yapılacak küçük veya büyük çaplı son düzelti işleminin daha çok yeterli görüldüğü, ham MÇ çıktısının herhangi bir işlem gerektirmeden kullanılabilir olduğuna veya hiçbir şekilde kullanılabilir olmadığına dair değerlendirmelerin ise her iki çeviri yönünde de eşit derecede düşük düzeyde olduğu görülmüştür. Çalışmaya katılan akademisyenlerin yaklaşık olarak 3’te 1’i ‘yayınlarına veya başkalarına sunacakları çalışmalarına dahil etme’ noktasında makine çevirisi çıktılarına ‘güvenmediğini’ ifade etmiş, güven oranının İngilizceden Türkçeye çevirilerde daha yüksek olduğu gözlemlenmiştir. Terminoloji çevirisinde MÇ’nin ‘çok iyi’ olduğunu belirten hiçbir katılımcı yokken, ‘çok kötü’ yanıtı da neredeyse hiçbir katılımcıdan alınmamıştır. MÇ’nin terminoloji çevirisinde ‘kötü’ veya ‘çok kötü’ olduğunu belirtenlerin %15’lik bir kesime karşılık geldiği, uzun ve karmaşık cümlelerin çevirisinde ‘kötü’ veya ‘çok kötü’ olduğunu söyleyenlerin oranının ise %35 düzeyinde olduğu saptanmıştır. %15’lik bir kesim MÇ’nin insan çevirisiyle aynı kalitede olduğunu düşünürken katılımcıların %60’ının bu görüşe karşı çıktığı görülmüştür. Katılımcıların %90’ı MÇ’nin kendisine zaman tasarrufu sağladığını belirtirken, %50 civarında bir kesim de MÇ’nin maddi açıdan katkı sağladığını ifade etmiştir. Çalışmada MÇ’nin birçok yönü üzerine gerçek kullanıcılardan elde edilen verilerden hareketle, akademik disiplin özelinde algılanan kalite düzeylerinin ve hata türlerinin tespitine, ön düzelti, kontrollü yazarlık vb. süreçlerle akademik metinlerde kullanılan MÇ kalitesinin artırılmasına, kullanıcı perspektifinden MÇ’nin insan çevirisi düzeyine yakınlığı açısından görülen iyileşmenin zamansal olarak ölçülmesine ve akademisyenler arasında MÇ okuryazarlığının geliştirilmesine yönelik kapsamlı araştırmalara ihtiyaç olduğu sonucuna varılmıştır.

Keywords: Makine çevirisi, kalite algısı, makine çevirisi okuryazarlığı, son düzelti, ön düzelti, terminoloji

The Preferences of ELT Pre-service Teachers Regarding Conventional Language Teaching Approaches

Muhammed Fatih GÖKMEN

Siirt University

Abstract

The curricular designs of English language teaching centre around four main orientations. These are linguistic-, content-, learner-, and learning-based curricula. This small-scale inquiry resulted from a question probed by the teacher-researcher at the end of the “Curricula for English Language Teaching” course in the ELT training program. The question is intended to rationalize students’ preferences for the above curricular approaches. The answers elicited from 58 students were analysed on the grounds of content analysis to reach emerging themes by examining the frequency of codes. The answers were read multiple times by highlighting the codes. Students rationalized their reasons with the information in the methods. The most preferred curricular approach was found to be learner-based approaches with 15 specific mentions, followed by content-based approaches with 8 mentions, linguistics-based ones with 2 mentions, and learning-based ones with no mentions. The participants also rationalized their preferences with some logic, that is codes, inherent in the approaches. The most popular codes in the learner-based approaches were found to be concerned with learners’ affective dimensions (n=21), student needs (n=13), and active students (n=9). On the contrary, participants preferring other approaches could not rationalize their choices as much as a learner-based curriculum. It was deduced from the high mentions of codes that participants preferred learner-based curricula because they appraised the individual and humane rationales behind them.

Keywords: Conventional language teaching approaches, teacher candidates’ preferences, content analysis

**Anne Brontë as a Parrhesiastes in the *Tenant of Wildfell Hall*:
The Confrontation with the Challenge of Demythologising Domestic Heaven**

Muhammed Metin ÇAMELİ

İstanbul Aydın University

Abstract

The tumultuous atmosphere of the Victorian Period is believed to have undergirded central themes of various poems, plays and novels of the nineteenth century. The least known of the Brontë sisters, Anne Brontë, can be regarded as one of the most preeminent literary figures of the period in question thanks to her prowess as a poet and author. Having witnessed certain traumas emanating from the pervasive ills of the Victorian society in her own upbringing, Anne Brontë is seen as taking an honest look at women entrapment, domestic abuse and other inequities associated with Victorian ideology through her productions. Her second novel “The Tenant of Wildfell Hall” marked by traumatic experiences of the character of Helen Graham provides a fertile ground for questioning established assumptions about the roles ascribed to women in many respects. Brontë’s preference of granting authority to several narrators in her designing the plot turns out to be serviceable in raising the voice of silenced and socially victimized protagonist Helen. The author chafes at the stifling restrictions imposed upon this woman who feels obliged to flee an unhappy marital life with her son. In other words, Anne Brontë attempts to demythologise the idea of domestic heaven which designates home as a place of security and self-improvement for women. More importantly, it must be noted that such an ostensible defiance of Victorian expectations renders the author in pursuit of the absolute or the truth which brings to mind the Greek term “Parrhesia” as a form of discourse. Relevantly, the essential purpose of this chapter is to study the ways in which Anne Brontë takes up the challenge of repudiating the veracity of heteropatriarchal doctrines as a parrhesiastes.

Keywords: Victorian Literature, Anne Brontë, The Tenant of Wildfell Hall, Parrhesia

The Feat of Memory in Ian McEwan's *Lesson*

Naghmeh VARGHAIYAN, Karam NAYEBPOUR

Ağrı Ibrahim Çeçen University, Ağrı Ibrahim Çeçen University

Abstract

Representation of the abiding impact of memory on his characters' minds has a crucial function in the construction of narrative plots in Ian McEwan's oeuvre. The construction of storyworld in McEwan's most recent novel *Lessons* (2022) is based on the enduring impact of memory on the central character's mental functioning throughout a long period of time. In other words, memory in *Lessons* stands out as a focal narrative point. McEwan highlights the centrality of memory in *Lessons* through using a retrospective mode of narration. The third person narrator traces the long-lasting effect of a formative experience on Roland Baines's mind and behaviour throughout his entire life. Recounted and reported through the narrator's mediating perspective, Roland's recollections and remembering acts make up the whole narrative plot. Thus, storytelling in *Lessons* is tantamount to acts of remembering. Accordingly, by exploring McEwan's narrative in terms of both the nature of memory in the formation of narrative plot and its function in the operation of the central character's consciousness, this paper tries to show how memory in *Lessons* is presented as a meaning-constructing narrative element which is composed of dreaming, imagination, interpretation, and real experience.

Keywords: Storytelling, memory, fictional mind, retrospection, *Lessons*, Ian McEwan

Türkiye’de Akademik Çeviri, Dil Kontrolü ve Düzenleme

Nazan İŞİ, Korkut Uluç İŞİSAĞ

Ankara Hacı Bayram Veli University, Ankara Hacı Bayram Veli University

Abstract

Çeşitli tarihsel koşulların ve küreselleşmenin etkisiyle birlikte İngilizce, akademinin ortak dili olarak hakimiyetini son yıllarda iyice güçlendirmiştir. Dolayısıyla uluslararası görünürlüklerini artırmak, finansal desteklerden yararlanmak ve özellikle atanma/yükseltme kriterini sağlamak isteyen akademisyenler ve araştırmacılar için İngilizce yayın yapmak kaçınılmaz olmuştur. Sonuç olarak anadili İngilizce olmayan yazarlar İngilizce yayınlarını ulusal ve uluslararası yayıncılara kabul ettirmek için çeviri, dil kontrolü ve metin düzenleme gibi çeşitli konularda profesyonel ve/veya profesyonel olmayan dil desteklerine başvurmaya başlamışlardır. Bu çalışmada Türkiye’deki üniversitelerde çalışan akademisyenlerin çalışmalarını hazırlarken İngilizce dil desteği (çeviri ve/veya dil kontrolü/düzenleme) almakla ve alınan desteği yayınladıkları çalışmalarda belirtmekle ilgili görüşleri ve deneyimleri araştırılmıştır. Bu doğrultuda olasılıksız örnekleme yöntemiyle ulaşılan, farklı disiplinlerden 223 akademisyene önce çevrimiçi anket uygulanmış ve ardından ankete katılan dokuz akademisyenle çevrimiçi görüşmeler yapılmıştır. Çalışmanın bulguları anketi cevaplayan çoğu akademisyenin İngilizce yayın yapmak için çalışmalarını önce Türkçe yazıp sonra bir başkasına İngilizceye çevirttiğini ve çoğunlukla serbest çevirmenler olmak üzere çeviri şirketleri, internet siteleri gibi çeşitli kaynaklardan dil desteği aldığını göstermiştir. Akademisyenler dil desteği aldıklarını yayınladıkları çalışmalarda nadiren belirttirirken dergi editörlerinin/yayıncıların böyle bir talebinin olmayışı en yaygın gerekçe olarak seçilmiştir. Akademik çalışmalar için dil desteği alınması akademi camiasında herkesçe bilinen ama üzerinde konuşulmayan bir konu olarak kalırken akademisyenlerin bu durumun yetersizlikle ilişkilendirilebileceği endişesinin arka plandaki en önemli sebep olduğu tespit edilmiştir. Bu nedenle İngilizcenin ortak dil olarak hüküm sürdüğü akademik yayıncılık sektörü bir yandan çeviri, dil kontrolü ve düzenleme alanında büyüyen bir pazar yaratırken diğer yandan dil emekçilerinin katkılarının çalışmalarda belirtilmediği ve dolayısıyla görünmez kılındığı bir alan olarak karşımıza çıkmaktadır.

NOT: Bu çalışmada birinci yazarın ikinci yazar danışmanlığında yazdığı doktora tezinde elde edilen veriler sunulmaktadır.

Keywords: Akademinin ortak dili İngilizce, akademik çeviri, dil kontrolü, düzenleme

**Online Language Assessment Practices of EFL Instructors in Higher Education
in a Time of Crisis**

Şadıman HUNUTLU, Neslihan KELEŞ, Mine YILDIZ

Trabzon University, Trabzon University, Atatürk University

Abstract

With the extensive adoption of online education during the Covid-19 pandemic and the integration of technology into foreign language teaching contexts, online assessment has made great strides in recent years. Due to changes in teaching practices in the so-called ‘new normal’ education system, the need for online assessment of students’ language skills has arisen. The current study focusing specifically on online language education in tertiary settings investigates Turkish EFL instructors’ online assessment practices and their perceptions of online assessment literacy. 45 Turkish EFL instructors working in different universities participated in an online open-ended 18-item questionnaire. The demographic information of the participants was obtained through 5 close-ended items. The study, designed in a qualitative research orientation, was grounded on the content analysis to investigate the teachers’ general opinions about online language assessment and their experiences in the wake of Covid-19 pandemic and later on. The study revealed that the need for online assessment increased at time of the crisis and that instructors have adapted to the process by showing progress and engagement in online assessment of productive skills during this period.

Keywords: Assessment literacy, Covid-19 pandemic, EFL teachers, online assessment

Dedektif Miss Marple’ın Türkçe Çevirileri ve Türkiye’deki Basım Yolculuğu

Niger HACI

İstanbul Gelişim University

Abstract

Farklı dillerden Türkçe’ye yapılan çeviriler, sadece alan yazının gelişimine katkı sağlamakla kalmayıp aynı zamanda okurları yeni edebi türler ve yazarlarla tanıştırmaktadır. Yapılan çevirilerin alan yazının oluşumundaki etkisinin büyük olduğu ve alan yazınımıza katkı sağladığı yadsınamaz. Bu sebeple, bu edebi türler ve yazarlardan biri olan Agatha Christie’nin Türkçe alan yazına çeviri yoluyla girip polisiye roman okuyucularının gönlünü fethettiğini söyleyebiliriz. 1960’lı yıllardan itibaren Türkçe’ye çevrilen Agatha Christie romanları, farklı yayınevleri tarafından basılmış ve farklı çevirmenlerin elinde Türkçe’ye kazandırılıp okuyucuyla buluşturulmuştur. Bu sebeple, farklı eser adı çevirileri, farklı aktarımlar ve bazen farklı kitap kapakları söz konusu olmuştur. Bu farklılıkları ortaya çıkarmak çalışmanın ana amacını oluşturmaktadır. Bu amaç doğrultusunda; Türkçe’ye ve Türkçe polisiye alan yazına çeviri yolu ile kazandırılan Agatha Christie romanlarındaki kurgusal dedektif karakterlerden biri olan Miss Marple’in yer aldığı kitapların Türkiye’deki basım yolculukları incelenmiştir. Bu kapsamda, Miss Marple’in yer aldığı 12 polisiye roman [The Murder at the Vicarage, The Body in the Library, The Moving Finger, A Murder is Announced, They Do It with Mirrors, A Pocket Full of Rye, 4.50 from Paddington, The Mirror Crack’d from Side to Side, A Caribbean Mystery, At Bertram’s Hotel, Nemesis, Sleeping Murder] incelenmiştir. Bu romanların hangi çevirmenler tarafından Türkçe’ye kazandırıldığı, hangi yayınevlerinde ve hangi yıllarda basıldığı araştırılmıştır. Elde edilen bulgular neticesinde Türkçe alanyazına katkısı üzerinde durulacaktır.

Keywords: Polisiye roman çevirisi, Agatha Christie, Miss Marple, Türkçe Çeviri, Basım Yolculuğu

War Trauma and Amnesiac Memory in Glenn Meade's *The Last Witness*

Nihal TOPCU, Harith Ismael TURKI

Karabük University, Karabük University

Abstract

This study primarily aims to explore the nature of childhood trauma, exemplifying the protagonist Carla's deeply wounded childhood within Dublin-born author Glenn Meade's *The Last Witness* (2014) through the lens of trauma theory and psychoanalysis. Accordingly, the selected novel displays the unspeakably unbearable pain and suffering experienced and/or witnessed by victims of all ages in the Bosnian war. The power struggle during the war ends up with the massacre, severe injuries, displacement, and lifelong traumatising of a huge number of people from diverse ethnicities and religions. The victims in the death camps of Bosnia are executed in ethnic cleansing as compared to the horrific occurrences in Auschwitz before the eyes of the world. In this regard, Carla as a child prisoner at the age of 10 bears witness to the torture, abuse, rape, beatings, and killings inflicted upon men, women, and children, with her parents as well as her four-year-old brother. In the aftermath of the Bosnian war, Carla suffers the bodily, mental, and emotional symptoms of childhood trauma and is haunted by the ghosts of her buried traumatic memories involuntarily and nonlinearly triggered during her adulthood. In actuality, unlike adults, children possess unconditional affection, attachment, and obedience to their caregivers. Hence the severely traumatised children in the selected novel of this study are much more overwhelmed by the absence or damage of the protectors at the moment of experiencing and/or witnessing the traumatic scenes. In essence, Meade portrays the atrocities of war and its deep traumatic scars left in first and foremost the protagonist as well as the closely connected characters who suffer repetitively through flashbacks, nightmares, disturbance in the memory and/or painful psychic and somatic symptoms of childhood trauma.

Keywords: Childhood trauma, traumatic memory, trauma theory, Glenn Meade

Teknoloji Temelli Çeviri Eğitimi Üzerine Bir İrdeleme

Nilüfer ALİMEN

Yıldız Technical University

Abstract

Bu bildirinin amacı günümüzde makine çevirisi teknolojilerinin çeviri eğitiminde kullanımına ilişkin bir sorgulamada bulunmaktır. Sorgulamanın çıkış noktasını oluşturan temel sorunsal Türkiye’de mütercim-tercümanlık/çeviribilim bölümlerinin lisans programlarının çağdaş çeviri teknolojilerinin gerektirdiği yeni ders tasarımlarını/uygulamalarını yansıtıp yansıtmadığıdır. Bilindiği üzere ülkemizde çeviri teknolojilerinin ders programlarında yer alması 2000’li yılların başlarına rastlamaktadır. Günümüzde çeviri teknolojilerinin çevirmenlik mesleğini nasıl şekillendireceği ve buna bağlı olarak çeviri eğitiminin nasıl yapılandırılması gerektiği ciddi bir tartışma konusudur. Bu bağlamda mütercim-tercümanlık/çeviribilim öğrencilerinin çevirmenlik mesleğiyle ilgili ciddi çekinceleri bulunduğu gözlemlenmektedir. Bu bildiride, 2022-2023 Bahar yarıyılında Yıldız Teknik Üniversitesi Batı Dilleri ve Edebiyatları Bölümü Fransızca Mütercim ve Tercümanlık Anabilim Dalı lisans programı öğrencilerinin Teknik Çeviri VI dersi kapsamında çeviri teknolojilerine yönelik sergiledikleri ilgi ve çekinceleri örnek olarak verilecektir. Bu ders çerçevesinde öğrencilerin dile getirdikleri çekince alanlarını, özellikle makine çevirisinin ya da yapay zekâ destekli çevirinin insan çevirmenin yerini alıp alamayacağı, çevirmenlik mesleğinin geleceğinin öngörülüp öngörülemediği oluşturmaktadır. Sözü edilen çekinceleri gidermek üzere yükseköğretim kurumlarındaki çeviri programlarının müfredatlarının güncellenmesi gerektiği konusunda kuşku yoktur. Ne var ki çeviri teknolojilerinin hızlı değişimi, kurumsal imkan(sızlık)lar, eğitmenlerin uzmanlık alanları ve benzeri nedenler çekincelerin giderilmesinde çeviri eğitiminde zorluk yaratan temel etmenler olarak ortaya çıkmaktadır. Bildiride söz konusu zorlukların nasıl aşılabileceği, müfredat geliştirmede ne tür yöntemlerin izlenebileceği, eğiticilerin eğitimi açısından ne tür imkanlar sağlanabileceği, akademi-sektör iş birliğinin çeviri teknolojileri temel alınarak nasıl yeniden yapılandırılabilirliği irdelenecektir. İrdelemenin sonucunda ülkemizde çeviri eğitiminin günümüz çeviri teknolojileri bağlamında nasıl güncellenmesi gerektiğine dair öneriler getirilecektir.

Keywords: Çeviribilim, çeviri eğitimi, makine çevirisi, çeviri teknolojileri, insan çevirmen

***Life of Pi & Contemporary Society on Ecocritical Issues under
the Lens of Shipwreck Narrative***

Nisan Melis GÜNGÖR

Haliç University

Abstract

Life of Pi is an extremely vast novel that covers many deeply rooted social issues at once and aims to deconstruct already existing social structures by dissociating the narrative from society by using the coming-of-age elements at first and then with the shipwreck narrative. At the beginning of the novel, the author reflects on the political, social, cultural, and other issues through the perspective of a kid who does not fully comprehend the existing social structure around him yet still emphasises the occurring problems by the discovering and the self-building process of the young protagonist. Later in the novel, the very same protagonist, who could not develop an understanding of humanity's place in the ecosystem of the world except for a very strong sense of self-preservation due to being constantly exposed to a manicured and controlled sense of nature, was forced to deconstruct what he observed so far in a shipwreck where no civil establishment existed. Finally, at the end of the novel, the reader is presented with the repetition of the fact that everything that is written in the book is indeed, just a story, yet it is coming from a man who experienced many unique situations and has his own ambitious yet humble take on life and society with the firm belief on everything being one. Throughout the story, readers do not only witness the events that the main character goes through, but they also read the inner struggles of the character that comes along with the harshness of the situation. Since the story includes Patel Pi's early years before the shipwreck, the readers can have a glimpse of his upbringing and earlier thoughts on life. His controlled relationship with the wild side of nature and his learning stage of social culture around him enabled him to experience many things at once and made him want to be more involved in everything, even to the point of being one with everything. After the shipwreck incident, his thoughts, even if he behaves much more differently than how he used in civilization, drift further towards the concept of being one with everything and it becomes the keystone for him to keep his sanity and his place in the order of everything, during and after the shipwreck. Unlike other famous shipwreck narrative books such as Robinson Crusoe, Pi's journey does not focus solely on survival, but on creating a better, safer environment for the general ecosystem of the world. So, the main claim of this paper is that, both humanity and Pi Patel are essentially facing the same problem, survival, however, while humanity's response to the problem is differentiating themselves from the balance of the ecosystem and trying to conquer all the resources, Pi Patel's solution is to fit in. Though, in the long run, almost as the outcome, humanity, in general, causes a non-ending destruction cycle that comes back to them whereas Pi is at peace with his life as a peculiar postmodern character.

Keywords: Shipwreck narrative, Life of Pi, cultural studies

Investigation of Secondary Level English Teachers' Perceptions and Attitudes About Providing Writing Feedback

Nur Banu GÜMÜŞ, Hasan SAĞLAM

Karadeniz Technical University, Karadeniz Technical University

Abstract

This research is a study on writing feedback perceptions and attitudes of English teachers who work at state secondary schools in Rize. English is taught as a foreign language in Turkey context and the average time allocated for English in the curriculum is 3 hours. Writing skill is usually an overlooked area at secondary level. Giving writing assignments and providing writing feedback is essential for L2 development. Therefore, this study aims to investigate to what extent English teachers include writing feedback at secondary level, what kind of challenges they face and what their perceptions are. The study included a semi-structured interview from 8 English teachers from different districts of Rize. The interview consisted of 11 open-ended questions. The participants were informed about the study and given the consent forms. The study results revealed that most English teachers working at secondary level believe writing feedback is essential and useful for students' L2 improvement. Nevertheless, most teachers in the study cannot or do not include writing feedback most of the time. The teachers usually have concerns for timing, class sizes and students' competency. Yet, their answers clearly demonstrate that providing feedback in writing activities is important for students, and it can make teaching and mastering the skill of writing easier. Hence, teachers should practice writing feedback to students on their writing works.

Keywords: Feedback, writing, secondary level, challenges

Ergonomics in Telephone Interpreting

Özden ŞAHİN ER

Sakarya University

Abstract

In telephone interpreting, the first type of remote interpreting, interpreters interpret in consecutive mode over the phone, in community interpreting settings. Ergonomics, a discipline concerned with understanding the interactions between humans and other elements of a system, can be considered in the context of telephone interpreting. In this study, the extent to which physical, cognitive and organizational ergonomics factors can be applied in countries where telephone interpreting is widely used is discussed through a literature review. It has been revealed that the physical ergonomics elements are ignored, interpreters are weakened in terms of organizational ergonomics, and lastly, many factors negatively affect the interpreters from the cognitive ergonomic aspect. In the study, various recommendations were presented at the national level for the consideration of ergonomics in telephone interpreting.

Keywords: Interpreting technologies, telephone interpreting, ergonomics

Diliçi Çeviri Yoluyla Çocuklara Anayasal Haklar Eğitimi

Özge ALTINTAŞ

Yaşar University

Abstract

Bu çalışmanın amacı, *Constitution Translated for Kids* (Çocuklar için Anayasa Çevirisi) başlıklı eser üzerine Manipülasyon Okulu temsilcilerinden André Lefevere'in "yeniden yazım" kavramı çerçevesinde bir inceleme yapmaktır. *Constitution Translated for Kids*, 1787 tarihli Amerika Birleşik Devletleri Anayasası'nın Cathy Travis tarafından çocuklar için yapılmış bir çevirisi olarak 2006 yılında yayımlanmıştır. Kaynak metin ile yan yana basılan söz konusu erek metin üzerine yan metinler odağında yapılan araştırmada, Travis'in erek metni öğretmenlerin ve ebeveynlerin çocuklara anayasal hakları öğretmelerini kolaylaştırmak amacıyla ürettiği saptanmış ve bu amaçla diliçi çeviriye başvurmuş olduğu tespit edilmiştir. Amerika Birleşik Devletleri Anayasası'nın aynı kültürde fakat farklı bir erek kitleye yönelik olarak yapılan bu diliçi çevirisinin "uyarlama", "versiyon", "sadeleştirme" gibi adlandırmaların aksine doğrudan "çeviri" şeklinde okurlara sunulmuş olması, Amerikan kaynak dizgesinde diliçi çevirinin konumuna dair önemli ipuçları içerebilecek bir ayrıntı olarak değerlendirilebilir. Bu çalışma kapsamında yapılacak incelemede çevirmenin anayasayı çocuklar için aynı dilde yeniden kaleme alırken başvurduğu yöntemlerin izi sürülecektir. Diliçi çeviri yoluyla anayasa metninin eğitim odaklı bir kitaba dönüştürülmesi sürecindeki çevirmen kararları, metnin erek kitle için öngörülen işlevi çerçevesinde tartışılacaktır. Bu bağlamda, bahsi geçen erek metin, Lefevere'in "Why Waste our Time on Rewrites: The Trouble with Interpretation and the Role of Rewriting in an Alternative Paradigm" (1985) adlı makalesi temel alınarak kaynak metinle karşılaştırmalı olarak incelenecektir.

Keywords: Diliçi çeviri, yeniden yazım, anayasa çevirisi

Journey from the theme of Religion to American Cinema in Sociological Context

Özge KAYA MANAV

IELTS with British Council

Abstract

Religion and cinema are interrelated fields that create a world-making, ritualizing, and visualizing sacred time and space. Religion serves deliberate rumination and intrinsic religiosity that meditate between individuals and society. Peter Berger is a prominent figure in the field of sociology of religion and he expresses the function of religion through constructing a sacred reality for society. Society is a product of a man and man is the product of society. In several societies, religion includes stories and gathers people together for communal actions such as death and concentrated focus like cinema. The result of both cinema and religious practice is a re-creation of the world that provides a basic understanding of self, community, and cosmos. In the broad field of the study of religion in American films, the explorations of the film depict some aesthetic experiences about divergent types of religion to explain the concept of death with ruminations on the idea of holy and sacred. Different perspectives from religious traditions ensure the value of human wisdom concerning death. The idea of death utilizes theoretical insights from the study of religion as well as the study of film to construct conceptualizing death along with ruminations on the idea of sacred and holy, and philosophical interpretation of death under the images of rebirth, salvation, and numinous in *The Little Buddha* (1993), *Avatar* (2009), *2001: A Space Odyssey* (1968) and *The Close Encounters of Third Kind* (1977).

Keywords: Religion, theodicy, sacred, holy, rebirth, salvation, numinous American cinema, *Little Buddha*, *Avatar*, *2001: A Space Odyssey*, *The Close Encounters of Third Kind*

A Proppian Reading of Black American Folktales

Özlem ÇAKMAKOĞLU

Karadeniz Technical University

Abstract

Folktales reflect the cultural, historical, and psycho-social heritage of nations. Besides their long and oral historical background, folktales are the oldest witnesses of the transition of ancient narratives to modern stories. These tales, whose authors are often unknown, are a literary genre that is generally short in length and contains advice, told to educate and inform the listeners. The other features that distinguish folktales from other literary genres are that they contain the elements of attention, memorability, and entertainment that are necessary for them to be passed on from generation to generation, maintain cultural memory, and bear witness to history. Traditionally, they also have some common features such as a simple linear plot, a setting, a certain characterization, and a conflict or problem to solve. Additionally, the protagonist needs to decide to be good or bad and take the consequences of the decision. In the end, folktales underline the values of the culture described. A Russian folklorist Vladimir Propp uses a structural analysis containing thirty-one elements to clarify the fixed and varied actions and identify folktales' texture. In this study, the aim is to analyze the selected some folktales in American Negro Folktales with Proppian morphological method.

Keywords: Cultural memory, folktale, morphology, narration, Black American, Propp

Transframing in Financial News: More than Numbers

Pelin TÜRKMEN

Istanbul Topkapı University

Abstract

There are many ways to convey the same message in different languages through translation. Translated news texts are published in media such as newspapers, online platforms, newsletters and magazines. Since each of the articles in the news bulletins has a different subject and target audience, the task of the translator is to perceive them correctly and to render the true message in the target language. Rather than copying the information, the text is sometimes rewritten in the target language. This rewriting process and “framing” which is the common method used in journalism are parallel. Nevertheless, the similarity between framing and news translation process has not been analyzed in detail. The interconnection between translation studies and journalism has often been neglected. This paper will dwell on financial news translation by selecting items from the Le Monde and the Financial Times, two leading newspapers around the world. The study will conclude that the translation studies and journalism can be incorporated in the study of news translation. Translated financial news will be examined with generic frames method in terms of responsibility, conflict, interest and in the same manner as framing news stories in the media. Observing the framing of same stories can unearth the reasons and results of transframing and help to comprehend the concept of mediation in news translation.

Keywords: Transframing, mediation, news translation, financial news

Language as a Means of Hegemony in Translations by Brian Friel

Selin YURDAKUL

Ordu University

Abstract

In 1980, playwright Brian Friel and actor Stephen Rea established a new theatre company which they decided to call Field Day. *Translations* was the first play staged by the company that same year. In *Translations*, Friel shows dramatically that translation is not a simple intellectual activity, moreover, is always closely entwined with power relationships. In his play Friel makes the reader explore the concept of translation as a way of exercising or resisting force in a metaphorical sense and showcases how colonizers dominate the colonized not only by implementing their military agenda but also by imposing culture-related instruments such as language. The compulsory transition from one language to another is presented in the play as the embodiment of both external and internal pressures. The play dramatizes the important transitional phase, during which one culture is compelled to translate itself into a different linguistic landscape, when Gaelic, the age-old language of the Irish, gets supplanted by English. In addition, the play explores the lives of people struggling to keep up with the world around them which is undergoing radical changes. Against this backdrop, this study aims to discuss the use of language as an instrument of power in *Translations*.

Keywords: Friel Brian, translations, language, colonization, cultural identity

**A Critical Look at the Representatives of Womanhood and
Female Agency in Frank Herbert's *Dune***

Selis Yıldız ŞEN
Yaşar University

Abstract

The portrayal of women, and particularly female agency, are heavily debated topics in the context and critical discourse of the science fiction genre. Science fiction may easily be deemed a male-dominated, masculine, and patriarchal form of literature until feminism, feminist critique, and feminist science fiction writers intervene. There is no female character in this literature; there are simply images or representations of femininity or womanhood that serve either as a source of pleasure or horror. In other words, in the tradition of science fiction literature, female characters lack the agency that is so generously granted to the male characters. This is the case until feminism intervenes in the history of science fiction and transforms this problematic image. Feminism's intervention in science fiction writing allows for the rise of all kinds of female characters in the genre, as well as the emergence of many female science fiction writers who were previously not recognized or encouraged in the male-dominated environment of science fiction writing due to their gender. On the other hand, it is obvious that feminism's participation has not yet eradicated the patriarchal norms and goals that comprise the framework and heritage of science fiction writing. To a large extent, science fiction remains a masculine area of writing that presents women as mere images or with little more than the imagery or identity connected with their sex and gender. The intervention of feminist critique has clearly established that the female characters with agency turn out to have their agency in connection to men, or through acquiring or embodying male or masculine attributes and ideals inside them. In other words, what elevates these female figures beyond the confines of being a mere image or object of spectacle is achieved not through a disruption or blurring of the male ideals and patriarchal values that govern and operate the process and course of science fiction, but rather through their preservation and assurance. Of course, there may be exceptions to this rule in terms of the dynamics of gender conflict between the sexes. However, the objective of this particular study is to focus on a science fiction work that bears the prospect of posing the status of such an exceptionality within the structure of the science fiction literary corpus. Thus, the aim of this paper is to investigate how women are represented in two different forms of identity and sociality, in two different social groups in Frank Herbert's science fiction novel *Dune*, first of which the intellectual women of matriarchal organization Bene Gesserit and the second, the free and wild women of the survivalist spiritual Fremen people, through the critical lenses of significant texts such as Sarah Lefanu's *Feminism and Science Fiction*, and *Can the Subaltern Speak?* by Gayatri Chakravorty Spivak.

Keywords: Feminist criticism, science fiction, female agency, literature, Frank Herbert, *dune*, Gayatri Chakravorty Spivak

A Cultural Materialist Analysis of Craig Raine and Christopher Reid's Martian Poetry

Sema CANLI

Başkent University

Abstract

This study applies a cultural materialist approach to the examination of Martian Poetry, focusing specifically on the works of Craig Raine and Christopher Reid. The Martian Duo, emerging in the late 20th century, wrote a kind of poetry in which they introduce the strange and unfamiliar sides of the familiar things. They usually introduce the familiar one with the eyes of an outsider, by doing so they criticize the familiar one or reveal ignored sides of it. While previous studies have primarily focused on the formal aspects and linguistic innovations within their poetry, this study aims to delve deeper into the sociopolitical dimensions embedded within their work. Drawing on Raymond Williams' concept of cultural materialism, this study explores how Raine and Reid's Martian Poetry engages with and responds to the dominant discourses, that is social, political, intellectual and economic issues. By analysing key poems, such as Raine's "A Martian Sends a Postcard Home" from the same-titled collection (1979) and Reid's "The Ambassador" from Pea Soup collection (1982), it is aimed to unravel the poets' commentary of issues. This study explores, through close reading and contextual analysis, how Raine and Reid deliberately avoid dealing with the issues of their time in an obvious way. These poets approach people's lives from different perspectives, reveal the unknown about the known, and thus present a more implicit criticism. Therefore, it is claimed in this study that although Martian Poetry seems indifferent to the upheavals of its time on the surface, it employs a different kind of reaction by exhibiting a deliberate avoidance; as a result, it creates its own dissident subculture.

Keywords: Martian poetry, cultural materialism, English poetry, Craig Raine, Christopher Reid

Use of Assessment for Learning to Promote Learning in Translation Education

Semih OKATAN

Kafkas University

Abstract

Assessment plays a critical role to promote learning in education and it is applied in two forms, namely formative assessment and summative assessment. While formative assessment, which is in line with assessment for learning, aims at promoting learning collaboratively along with learners within the teaching and learning process; summative assessment, which is in line with assessment of learning, aims at judging learners' achievements at the end of the defined instructional period. When viewed from this aspect, a learning process is improved and enriched by formative assessment as it involves a wide range of process-oriented decisions and assessment activities to enable learners to engage in the learning process. Based on the formative assessment activities, learners are encouraged to go through the processes of self-regulation. In line with the procedures applied in formative assessment, this paper deals with assessment for learning in translation education. To this end, the paper aims at illustrating formative assessment activities, matching them with the theoretical framework of translation, discussing the teaching and learning process in which student translators are encouraged to take an active role, and suggesting pedagogical implications to translation education.

Keywords: Assessment for learning, formative strategies, translation education

**The Translation Triangle of ChatGPT, Machines and Humans:
A Quality Evaluation Study through Ranking**

Sena EKİNCİ

İstanbul 29 Mayıs University

Abstract

ChatGPT has become commonplace for any daily inquiry, including translation, in a short span of time. Although it is not specifically built for translation, ChatGPT seemingly produces quality outputs to the point which has gotten most of the users questioning the future of not only human translation (HT), but also traditional machine translation. The discussions revolving around ChatGPT indicate that it might replace human translators. Therefore, this paper examines the possibility of this indication by conducting a quality evaluation study. The study intends to measure the quality of translations in different domains, produced by three translation producers: ChatGPT, Google Neural Machine Translation (GNMT) and a human translator. In this regard, three source texts in English were chosen: a news report as an informative text, a call-to-action text about climate change as an operational text, and a theatre review as a hybrid text. Two evaluators were asked to rank three Turkish translations of every segment of these texts from best to worst. The general evaluation shows that human translation significantly outperforms other translations while NMT slightly performs better than ChatGPT. However, the results in every domain differ from each other.

Keywords: Machine translation, quality evaluation, ranking, ChatGPT

A Critical Eye on Doctoral Dissertations in ELT: Content Analysis from 2018 to 2023

Sena ÖNDER YILDIRIM, İsmail YAMAN

Ondokuz Mayıs University, Ondokuz Mayıs University

Abstract

This study examines PhD dissertations in Turkey completed between 2018 and 2023 in the field of English language teaching and learning. 162 PhD dissertations were included to analyze the number of the dissertations, universities, supervisor's degrees, research themes, research designs, participants, and data collection tools. The data was obtained from the official website of the Council of Higher Education, the National Theses Database (YÖK). As for data analysis, content analysis as a qualitative research method was used to analyze the PhD dissertations. Findings of this study show that the number of dissertations were the highest in the year 2022. In terms of gender distribution and ethnicity of the participants, there are more female writers than male writers and national students outnumber the international students. PhD students from 12 different universities were published their doctoral dissertations between 2018 and 2023. 2 out of 12 universities are private universities and Hacettepe University has the highest number among the other state universities. This research also focuses on the supervisor's degrees in PhD dissertations. There are 106 Professors as thesis advisors more than Assoc. Prof. and Assist. Prof. To be able to find out methodological tendencies of the doctoral dissertations, participants, data collection tools, research designs and research topics were also analyzed. For instance, teaching English as a foreign language was the most studied theme and the most preferred research design was mixed-methods research design. Moreover, the most interested participant group is pre-service ELT students. Lastly, interviews were the mostly used data collection tool.

Keywords: PhD dissertations, methodological tendencies, English language teaching

**Blended Learning Approach in the Turkish EFL Context:
A Thematic Content Analysis Study**

Seyhan ÇAĞLAR ERDOĞAN
Trabzon University

Abstract

Dating back to the beginnings of the 21st century, blended learning approach appeared as the integration of traditional methods and online technologies with the aim of meeting the needs of the new century in general and enhancing effective learning in educational settings. This type of learning became a popular trend in schools, changed the classroom routines and in the meantime defined the new topics of the studies. Blended learning that has been implemented in Turkish EFL (English as a Foreign Language) classes for two decades was examined within the scope of the study. Despite the fact that there are numerous studies that use the blended learning method around the world, it has been determined that there is no thematic analysis study dealing with the blended learning in an EFL context in Türkiye. Thus, the purpose of this study is to provide a thorough overview of the blended learning approach in English Language Education as the new trend in EFL classes in Türkiye. To achieve the goal, the thematic distribution of the postgraduate theses completed in English education studies in Türkiye between the years 2000-2022 has been searched. The thematic content analysis model of qualitative research was used in the study. The studies were analyzed by considering fourteen themes; publication years, gender, language, postgraduate cycle, university, program, samplings, education levels, research design, data collection tools, data analysis tools, topics, aims, and results. The findings of the study indicate that the examined theses mostly center upon perceptions of blended learning, the effectiveness of a blended learning model and the impact of blended learning on academic success. The examined theses reveal the redundancy of the results regarding the positive effects of the blended learning approach in English education in our country.

Keywords: English as a foreign language (EFL), blended learning (BL), thematic analysis

Problems of Translating the Terminology from English into Georgian Language

Talakvadze TEA

Ilia State University

Abstract

In the 21st century, under the dominance of the English language, the languages of both large countries and small countries in the world faced a significant challenge. English equivalents quickly enter and become established in the language and replace local, native-language forms, as well as barbarisms that have no equivalent, for example technology-related terms, etc. In addition to the above, a big problem in the scientific field is the translation of terminology, the establishment of transitional terms in interdisciplinary studies and their translation into the native language so as not to cause uncertainty among scientists, because the rules observed so far are outdated and it is no longer possible to translate and establish the terms introduced with a unified approach. The mentioned research concerns the issues of linguistics and equivalence of translation, with the aim of establishing the issue of establishing new terms in the language, several terms have been selected that have been introduced and used in different forms (e.g.: transcendental/transcendental) and cause disputes and debates in scientific circles. Thus, in the process of translation, both semantics and stylistics should be taken into account, and it is also important to understand the sociolinguistic meaning, taking into account the culture. (Nida, 1996:29), however, a significant and insurmountable difficulty in the translation of terminology is the issue of establishing equivalence during translation (Baker, 2006:86), and before establishing it, it is important to determine what equivalence is and in what ways correspondence can be achieved during interlanguage translation. In order to establish equivalence, we share and take into account the existing studies (Barnstone, 1993) and we will try to present a model that will make it possible to highlight the factors to be considered by focusing on the main and principled issues during the translation, which will allow the novice researcher to guide and take into account the important aspects of the sociolinguistic issue during the translation of scientific terminology.

Keywords: Semantic, stylistic, terminology, equivalence of translation

Taboo in the Georgian Literature and Language of the 70s-80s of the 20th Century

Tinatin TVALTCHRELIDZE

Ivane Javakhishvili Tbilisi State University

Abstract

The main goal of the proposed research is to study the peculiarities of the representation of the Soviet past in the Georgian literature of the 70s-80s, by using the narratological method of selected literary texts and to find out the influence of these narratives in the formation of Georgian identity. In framework of the project, the following questions will be answered: 1. Which genre schemes are used for the purpose of literary representation of the Soviet past in the 70s-80s? 2. What is the focus and perspective of the narrative when recalling the past? What is the narrator's level of involvement? 3. How are the taboo topics represented in the Georgian literary reality of this period, against the background of the search for identity? 4. Why does the literature in anticipation of the transitional period return to the national narrative, in terms of modernism? 5. When searching for cultural identity, in a conformist society, why is it taboo to openly describe markers of national identity? 6. Why did literature need an allegorical-parable description of moral landmarks in the conditions of slower censorship? The task of researching Karchkhadze's literary work is to study the national narrative against the background of the Soviet ideology, when the personality, the nation, was formed by separating it from this area. On these grounds, the aesthetics of the national narrative culture was also formed. The culture of the national narrative answered, defined and shaped common aesthetic requirements.

Keywords: Totalitarianism, narratology, taboo

Analysis of Henrik Gottlieb's Subtitle Translation Strategies in Science Fiction Films

Tuğçe ÇOŞKUN BIYIKLI, Ayşe Selmin SÖYLEMEZ

Ankara Hacı Bayram Veli University, Ankara Hacı Bayram Veli University

Abstract

An examination of subtitle translations in science fiction films within the framework of Gottlieb's subtitling strategies is the focus of this analysis. Scholars who emphasize the role of subtitling quality in assessing a movie's overall excellence have displayed a growing interest in the realm of Audiovisual Translation. This study employs both qualitative and quantitative analysis to scrutinize subtitling as an integral audiovisual translation technique, specifically through the lens of Henrik Gottlieb's strategies such as explanation, paraphrase, transfer, imitation, transcription, dislocation, condensation, decimation, deletion, and resignation. The investigation assesses the translation of five distinct science fiction movies—Arrival, Her, Interstellar, Mad Max: Fury Road, and The Martian—originally in English and translated into Turkish, using Gottlieb's strategies as the evaluative framework. A qualitative research approach is used in this study. In this context, quantification of qualitative data and descriptive analysis are employed to provide data. This study presents its findings with explanatory examples to assess each strategy's application. Based on the data gathered from the analysis, the most commonly used strategy in the translation of subtitles for these films is the "transfer" strategy, constituting a substantial 68.08% of the total. Following this, the "paraphrase" strategy is utilized at a rate of 11.16%, while the "dislocation" strategy ranks next with 10.44%. The strategy of "resignation" stands as the least employed, making up a mere 0.22%. This study has been developed based on the thesis titled "An Analysis of Subtitle Translations In Science Fiction Movies In The Context Of Gottlieb's Subtitling Strategies," which was completed in July 2023.

Keywords: Henrik Gottlieb, subtitling translation strategies, audiovisual translation, subtitling strategies in Turkish, science fiction film

**Paratexts as Sociological Mirrors for Translators:
Analysis of Two Turkish Translations of Orwell's *1984* from a Bourdeusian Perspective**

Tuğçe Elif TAŞDAN DOĞAN
University of Samsun

Abstract

Paratextual elements, in the sense suggested by Gérard Genette, are complementary components of the text such as the author's name and biography, the translator's name and biography, prefaces, footnotes, endnotes, illustrations, etc. These elements enhance a literary text by offering extra information for the reader to understand the content more effectively and transform the text into a completed literary production. Besides their literary functions, the paratexts play a significant role in translation, especially if they are created by the translator because they increase the visibility of the translator and assume an ideological position in the translation process. By focusing on this significant role of paratexts, the present study aims to shed light on the sociological ideology behind the use and non-use of paratextual elements in two different Turkish translations of George Orwell's *1984* (*1984* translated by Celal Üster from Can Publishing House in 2016 [the most popular translation] and *1984* translated by Mustafa Bal from Everest Publishing House in 2020 [the latest translation]). The mindsets of the translators in using and not using paratextual elements will be analyzed within the scope of Pierre Bourdieu's sociology of translation. The comments and explanations of the translators will be analyzed in terms of their choices in using/not using paratexts, and the role of the habitus and capital will be discussed from a comparative perspective to understand the significance of sociological processes in creating translations of literary texts with or without paratextual elements.

Keywords: Paratexts, George Orwell, *1984*, Pierre Bourdieu, sociology of translation

An Analysis of *White Teeth* by Zadie Smith from the Orientalist Perspective

Tuncer AYDEMİR, Mehmet Başak UYSAL

Karadeniz Technical University, Atatürk University

Abstract

The purpose of this study is to analyse the novel *White Teeth* by Zadie Smith from the Orientalist perspective. The analysis was based on Edward Said's book, *Orientalism* by focusing on the concepts such as religion, language, identity, culture, family and traditions between the East and the West. It is possible to find out various examples overlapping the Western invention Orientalist concept in *White Teeth*. The process of emerging the connection between East and West, the colonial period, the Eurocentric concept, immigration in the post-colonial period, and the inter-cultural interactions contributed to world literature, especially literature in English, as inspirational sources. Considering the sources and references, this study also focused on British colonies, immigrants in England, and their cultural interactions. The novel includes characters from England, Bangladesh, and Jamaica. Such a cosmopolitan society and their relationships provide hard evidence for Orientalist theory. Consequently, the characters and allegorical elements in the novel convey the story of experiences, causes and effects during the post-colonial period to the reader through a fictional work.

Keywords: White Teeth, Zadie Smith, Orientalism, Edward Said, Post-Colonialism

**Pharmaceutical Manipulation in Aldous Huxley's *Brave New World*:
Navigating a Posthuman Dystopia**

Tuncer YILMAZ

Karadeniz Technical University

Abstract

In Aldous Huxley's *Brave New World*, a dystopian society emerges, shaped by advanced science and technology. This paper examines the consequences of a world where pharmaceuticals, genetic engineering, and totalitarian control manipulate every aspect of life from a posthumanist perspective. The concept of posthumanism, where technology transcends human limitations, is explored in the text. Huxley's narrative prompts reflection on the societal impacts of technological and biomedical advancements, emphasizing the need to protect personal autonomy and ethical values. Pharmaceutical manipulation erases genuine human emotions and connections, leading to a superficial existence. This raises ethical questions about the fine line between enhancing human faculties and eroding human essence. The paper underscores the importance of navigating scientific progress with ethical discernment, as Huxley's cautionary narrative resonates in contemporary ethical discussions. This paper urges rigorous examination of the ethical implications surrounding technological advancements while preserving the essence of humanity.

Keywords: Posthumanism, dystopia, pharmaceutical manipulation, *Brave New World*

**The Portrayal of Culture and Tradition of Igbo People in
Chinua Achebe's work *Things Fall Apart* (1958)**

Turan Özgür GÜNGÖR, Büşra ÇINAR

Kafkas University, Kafkas University

Abstract

Chinua Achebe, one of the pioneers of the African literature and especially novel writers, tried to reflect the African traditions and culture realistically in his works. Besides, he tries to explain British colonialism in Nigeria. In this respect, he opposes the literary tradition that was revealed by European writers as a direct victim of colonialism. Achebe, who aims to convey the stories of colonized peoples like themselves from their own perspectives, dedicates himself in conveying the colonial activities carried out by the colonialist countries from the perspective of colonized people. In the work, *Things Fall Apart*, which was first published in 1958, the author tries to convey the daily life, traditions, ceremonies and beliefs of the Igbo people as they are. In this novel, Achebe also deals with the colonization of Nigeria by Britain and the political consequences of this colonization. The aim of this study is to try to show how the representation of African nations from the perspective of Igbo culture. This study also aims to show the deterioration which was caused by colonialism in cultural identity in Africa. This study consists of three parts. In the first part, information about the historical background and cultural issues of the postcolonial period will be given. In the second part, the postcolonial views of the author and his other works will be discussed. In the third and last part, it will be tried to show how the destruction caused by colonial nations is reflected from the perspective of the colonised in the work, *Things Fall Apart*.

Keywords: Chinua Achebe, colonialism, colonized, *Things Fall Apart*, culture, postcolonialism

**Examining the Effect of Computer-based and Paper-based L2 Tests:
A Case Study on Students' Perceptions of Testing Modes**

Turgay HAN, Güzin ÇOL

Ordu University, Ordu University

Abstract

The aim of this study is to examine the effect of computerized L2 test and pen-paper based test on adult EFL students, the differences between two test modes and students' perception towards them. The participants of the study were chosen from 100 students as EFL learners studying in the preparatory class in a Turkish university. In the process of data collection, the data were obtained from two different perception questionnaires called "Students' Perception towards Computerized L2 Test Questionnaire" and "Students' Perception towards Pen-paper Based Test Questionnaire" which were prepared by the researchers. While the first questionnaire was delivered to students after computerized L2 test, the other questionnaire was given after pen-paper based test. The quantitative results of the study indicated that there was a significant difference between two test modes in terms of students' perception towards them. Similarly, the qualitative results showed that the students preferred computerized L2 test more than pen-paper based test, and they felt enjoyment in online atmosphere more. However, the students revealed that they had anxiety before and during computerized L2 test for a short time because of some instant technological problems. Based on the results of the study, some practical implications were provided in the conclusions part for EFL instructors at universities.

Keywords: Computerized L2 test, pen-paper based test, students' perception, language learning

Can Translanguaging Be Allowed in Exam Papers in an EMI Context?

Mehmet AKKUŞ, Ufuk ATAŞ

Artvin Çoruh University, Artvin Çoruh University

Abstract

Translanguaging, as a relatively new construct in language education, recognizes the linguistic diversity of students in (English-medium instruction) EMI contexts and encourages the flexible use of a linguistic repertoire to facilitate communication and learning. As multilingual students deal with complex and various academic epistemologies in EMI contexts, integrating translanguaging in writing can provide a supportive bridge between their native language proficiency and English language requirements. In this sense, this study delves into the theoretical underpinnings of translanguaging, exploring how translanguaging, as a pedagogical approach, can be investigated through the lens of constructionist grammar in written exam papers. The participants of this study include 81 students who took four different courses. A mixed-methods case study was conducted to bring about how translanguaging allowed students to express complex ideas, enhance comprehension and encourage critical thinking. The findings reveal that allowing students to use their linguistic repertoire freely in exam papers enhances their understanding, boosts their confidence, and fosters greater engagement in learning. Overall, this research contributes to the growing body of knowledge on translanguaging in education and offers valuable insights into the effective implementation of translanguaging practices in English medium instruction, especially in superdiverse educational contexts.

Keywords: Translanguaging, writing, exam papers, English-medium instruction

**The Contribution of Erasmus+ Learning Mobility Program to
Students' Foreign Language Development: A Case Study**

Ümit CEBECİ

Karabük University

Abstract

The purpose of this case study is to examine the foreign language development of students who took part in the Erasmus+ Learning Mobility Program. In this study, foreign language is defined as the language learned other than the native tongue. Within the scope of this instrumental case study, homogeneous sampling method was chosen from purposive sampling strategies in order to examine students' foreign language development and to maximize focus and reduce diversity in the target audience. In the data collection process, the interview form prepared by the researcher was used. Qualitative content analysis method was used for the analysis of the data gathered. The situations that emerged after the data analysis were presented with categories and indicators. Thus, the study shows that students' self-confidence in their foreign language development and their proficiency in speaking skills have increased.

Keywords: Erasmus, foreign language, online linguistic support

Michael Pereira: A British Traveller in Trabzon in the 1970s

Veysel İŞÇİ

Trabzon University

Abstract

Travel writing has produced numerous works in English literature over the last century. Particularly, it gained popularity during the Victorian Era thanks to the inauguration of the Grand Tour, in which many young Victorian gentlemen set off to remote southern regions, including Italy, Greece, and Turkey, to complete their classical education. Thus, Turkey, mostly referred to as Asia Minor in the narratives of such travellers, became a popular attraction for many British travel writers in the late nineteenth and early twentieth century. However, few had been to the northern part of the country as the southern shores offered many more ancient ruins to study. Michael Pereira was one of them. He travelled to Southern Turkey in the 1960s and wrote a travelogue titled *Mountains and a Shore: A Journey through Southern Turkey* in 1966. A decade later, he also went to the far north-east of the country and published his travel accounts in a book titled *East of Trebizond* in 1971. This paper aims to illustrate representations of the places and people that lived in the northern Black Sea region in Pereira's latter book, which mostly portray the wild and very beautiful region, with the green littoral of the Black Sea backed by the snow-capped peaks of the Pontic Alps. In this context, the study examines his travel narratives in order to reflect how Pereira portrayed Trabzon and its northern parts in the 1970s. While doing so, the study also focuses on medieval narratives of Pereira in which he referred to the Romans, Persians, Byzantines, Seljuks, Ottomans and Russians.

Keywords: Michael Pereira, travel writing, Trabzon, the Black Sea

Çeviri Masallardan Profesörlüğe: Annemarie Schimmel

Zeynep ŞAHİNLER, Oktay ESER

Amasya University, Amasya University

Abstract

Değer üretimi, bir ihtiyacın karşılanmasına yönelik olarak kavramsallaştırılabilir. Değer üretmek, ancak bir sürecin sonunda ortaya çıkar. Önceleri başkalarının ürettiği değerler ile kendini inşa eden insan, daha sonraları kendi ürünlerini vererek içinde bulunduğu zamana ve topluma değer üretir. Çocuk edebiyatı ürünleri de bu üretime katkı sağlayabilir. Bu nitel araştırmada çeviri çocuk edebiyatının çocuk üzerindeki etkilerini kariyer kavramı ile inceledik. Doğu araştırmaları üzerine yaptığı çalışmalarıyla tüm dünyada tanınan bir profesör olan Annemarie Schimmel'in yaşamı, çocuk kitaplarının bir insan olma ve hayatta bir hedef edinme yolunda oynadığı rol açısından çok çarpıcı bir örnek oluşturmaktadır. Bu nedenle, bu çalışmada araştırma stratejisi olarak açımlayıcı örnek durum (exploratory case study) desenini kullandık. Disiplinlerarası özelliği ile öne çıkan bu çalışmanın bulguları altı temadan (izlek) oluşmaktadır: 1) isteklilik, fırsat ve kapasite, 2) zaman, 3) çocukluk dönemi, 4) Türkiye yılları ve kurduğu bağlar, 5) doğu batı arasında, 6) çeviriye bakışı ve katkısı. Yedi yaşında Schimmel'in babasının armağan ettiği masal kitabı tüm dünyadan örnek masallar içermektedir. Bunlar içinde bir şark masalı, onun doğu ile ilk bağı olur ve zamanla bu bağı daha da güçlendirir. Üniversite eğitimi ve öğrendiği Türkçe, Arapça, Farsça ve İngilizce dâhil birçok dil, kendisini zamanının ötesine taşıyan bir kariyer için hazırlar. Çeviri ürünlerle başlayan bir yaşam içinde Schimmel'in hem kendi eserleri başka dillere çevrilmiştir hem de alanı için bir değer olarak gördüğü Muhammed İkbal'in Cavidnâme'si gibi eserlerin çevirilerini kendisi yapmıştır. Akademik çalışmaları sonucunda birçok ödüle layık görülen Schimmel, sekiz ayrı dilde çeviriye katkılarından dolayı Johann Heinrich Voss Çeviri Ödülü ve TÖMER Çeviri Ödülü gibi ödüllerle onurlandırılır. Bu çalışma, çocuk edebiyatı çevirilerinin yaşamımızdaki rolü açısından çocuk edebiyatı araştırmacıları, çevirmenler ve çeviribilimciler için; bir disiplinin çeviri ile gelişiminin anlaşılması noktasında doğu araştırmaları, dinler tarihi ve tasavvuf araştırmaları başta olmak üzere diğer disiplin araştırmacıları için de yararlı olabilir.

Keywords: Annemarie Schimmel, çeviribilim, çocuk edebiyatı, doğu araştırmaları, dinler tarihi, tasavvuf araştırmaları

END NOTE

Please note that the table of contents was inadvertently excluded from the original version. This section has been included in this version, dated 16.08.2024, to ensure that the academic and administrative processes of the conference participants are not adversely affected.



ktu.edu.tr/ktudellconference2023