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PROCEEDINGS BOOK

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FOREWORD

Dear Colleagues and Esteemed Scholars,

With great pleasure and a sense of accomplishment, we present the proceedings of the 9th International KTUDELL Conference on Language, Literature, and Translation. Originally planned for May 2023, the conference faced an unexpected challenge with the earthquake in Türkiye, leading to the rescheduling of the event to 25-26 September 2023, allowing some time for recovery. Despite challenges, the resilience and dedication of our academic community have resulted in a collection of papers that epitomizes the spirit of scholarly inquiry and collaboration.

The richness of our academic exchange is reflected in the diverse topics explored during the conference, spanning language teaching and learning, literary studies, translation theory and practice, linguistics, and cultural studies. From over a hundred presentations, a substantial number have been identified as particularly noteworthy, deserving a broader audience. We are delighted to announce the inclusion of these papers in the conference proceedings, with each contribution adding a unique perspective to the collective knowledge of our academic community. Additionally, a curated selection of full papers will be published in hard copy by Karadeniz Technical University Publication.

As we present the proceedings, we express our deepest gratitude to those whose dedication and contributions played a key role in the success of this conference. Dr. Hasan SAĞLAMEL, Dr. Hilal ÖZTÜRK BAYDERE, Dr. Muhammed BAYDERE, Dr. Fehmi TURGUT, Dr. Öznur SEMİZ, Dr. Selçuk ŞENTÜRK, Dr. Özlem ÇAKMAKOĞLU, Res. Asst. Tuncer AYDEMİR, and Res. Asst. Zehra GÜRSOY – your leadership, expertise, and collaborative spirit have been the cornerstone of our collective achievement.

We also extend our heartfelt thanks to Prof. Dr. Işın ÖNER, Prof. Dr. Ayşe Banu KARADAĞ, and Assoc. Prof. Dr. Necat KUMRAL for their outstanding contributions as keynote speakers. Your commitment to advancing knowledge, fostering collaboration, and inspiring intellectual curiosity has left an indelible mark on our conference.

May these proceedings stand as a testament to the enduring spirit of scholarship and collaboration that defines the 9th International KTUDELL Conference. We invite you to explore the wealth of knowledge encapsulated within these pages and join us in celebrating the collective achievements of our academic community.

With deep appreciation,

Prof. Dr. Mustafa Naci KAYAOĞLU
On behalf of the Organizing Committee
9th International KTUDELL Conference on Language, Literature, and Translation

9th International KTUDELL Conference: Language, Literature and Translation

25-26 September 2023, Trabzon, TÜRKİYE

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The Translation of Hafiz by Gertrude Bell

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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 translating him. This paper demonstrates that this task was formidable due to the complexity of Hafiz, and then shows how Hafiz is traditionally read in the Persian tradition, before revealing how Bell disregards this reception with an idiosyncratic approach of her own. Then, in order to highlight the specific nature of the attraction of Hafiz to Bell, the specific factors that draw Bell to Hafiz are looked at. The paper shows that Bell simply admires the high poetic craftsmanship of Hafiz, what she calls his "inimitable gift of song", and that his work connects her to Persia which is a country of great significant to her. 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 she feels 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, 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 in this paper 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, poetry, Persian language, Omar Khayyam

Introduction

In April 1912, news that the *Titanic*, the most advanced passenger liner of its time had sunk on its maiden voyage from Southampton to New York after having struck an iceberg caused great shock throughout the world. Although 705 of the passengers and crew were rescued, over twice that many died on board the ship or in the freezing waters of the Atlantic Ocean that night. It has been described as "one of the most famous tragedies in modern history" (Tikkanen, 2023). With the original sinking, the huge and preventable loss of life naturally overshadowed the loss of items of precious cargo that the ship was carrying. However, that included a painting by Merry-Joseph Blondel *La Circassienne au Bain*, which even then was estimated to be worth $100,000. It also included a most unusual book. Its dimensions were 40 by 35 centimetres, but what made it unique is that it, as Tim Stokes (2022) notes, "was encrusted with 1,050 jewels including specially cut rubies, topazes and emeralds". Additionally, in its manufacture, approximately nine square metres of gold leaf and 5,000 pieces of leather had been used. It was called at the time as "Book Wonderful", and a manager of a bookshop described it as being "the finest and most remarkable specimen of binding ever designed, or produced, at any period, or in any country". The leaves of this remarkable book were, according to Stokes (2022), "adorned with peacocks, plants, skulls and Persian patterns symbolising life and death". That is because it was the binding for a book of Persian poetry translated into English. It contained the *Rubaiyat of Omar Khayyam* as translated by Edward FitzGerald.

Having fatefully been brought aboard the *Titanic*, much like many of the human passengers, it never reached its intended destination. Rather, as Stokes (2022) notes, at the site of the sinking, “there the Omar presumably still lies, some two and half miles beneath the waves”, although the leather is unlikely to have survived this long, the jewels must still be lying on the bottom of the ocean.

That in both literal and literary terms the *Titanic* should have been carrying such a precious cargo is apposite. The expert on Iranian history and culture Michael Axworthy (2007: 116) makes the following observation concerning the popularity of the Golden Age Persian poets in the West:

> Every hundred years or so the reading public in the West discovers another of these Persian poets. In 1800 it was Hafez, in 1900 Omar Khayyam, in 2000 it is Rumi. The choice depends perhaps not so much on the merits or true nature of the poets or their poetry; more on their capacity to be interpreted in accordance with passing literary and cultural fashions in the West and their expectations.

As to what these “fashions” and “expectations” were at each of these centennial points Axworthy goes on to explain: “Hafez was interpreted to fit with the mood of romanticism, Omar Khayyam with the aesthetic movement, and it has been Rumi’s misfortune to be befriended by numb-brained New Agery”.

Of course, Axworthy’s centenary dates should not be taken as literal but approximate. They represent rough peaks of interest in each particular poet. What Axworthy so disparagingly sees as the interest in Rumi, for example, continues today. The question at interest in this paper however is not Rumi. It is Hafez and the reasons that the British traveller and writer Gertrude Bell (1868-1926) felt compelled to devote serious time and effort in the mid-1890s to the formidable task of translating him, resulting in her *Poems from the Divan of Hafiz*, published in 1897.

In the first part of this paper, it will be demonstrated that it is remarkable that Bell even took on this task due to the difficulty in translating Hafiz, and also due to her own Zeitgeist. Then, in order to highlight the specific nature of her attraction to Hafiz, how he is traditionally read in the Persian tradition, and how Bell disregards this reception with an idiosyncratic approach of her own will be examined. In the second part of the paper, the specific factors that draw Bell to Hafiz will be looked at. The paper will show that these are simply the beauty of his work and that it connects her to Persia which is a significant country to her. In addition, it will reveal the emotional connection that Bell makes to Hafiz’s work, and her view that he transcends time and place and thus is of universal concern. Afterwards, it will demonstrate that Hafiz also represents a solid sense of place that matters to the peripatetic Bell, and that in her reading of him, Bell regards Hafiz as seeing beauty in the world. It is also to be noted that Omar Khayyam will appear as a contrast to Hafiz at various points in this paper. His appearance is not to raise the question as to why Bell did not attempt to translate him. After all, FitzGerald’s work was at the time proving to be highly popular and maybe Bell would not have wished to attempt to compete with FitzGerald or indeed feel that she was even capable of doing so. The point is of his use in this paper is to highlight through contrast why she is drawn particularly to Hafiz.

Before getting to the main arguments of this piece, however, it is felt that a brief introduction to both Bell and Hafiz is of use. Gertrude Bell's name is probably more famous in the annals of history than those of literature, despite her letters that have been described as "mak[ing] compelling reading in part due to her great style" (Dore, 2023). For although she is one of the numerous intrepid Western travellers to the Near East in the late nineteenth and early twentieth centuries, she is one of the very few who played a significant role in shaping the destiny of the region. As Georgina Howell (2015: ix) so succinctly puts it "after a life full of adventure and rule breaking, she did something of unique importance: she founded a nation, the nation of Iraq". However, before she commenced this career in state building, Bell who was born in northern England to a very wealthy bourgeois family, had been a traveller. Her travels included a trip to Türkiye in 1905, (Dore, 2023) but close to the outset of her travelling career she had gone to Iran, then known in the West as Persia, back in 1892. This caused her to study Persian, which she continued with subsequent to returning home, then under the tutelage of what Howell (2015: 12) calls "[t]he foremost linguist of his day", Sir Edward Denison Ross.

As for Hafiz, he lived from 1326 to 1388/9 CE. As Ahmad Tamimdari (2002: 187) notes "The original name of Hafiz is Shams al-Din Muhammed ibn Muhammed ibn Muhammed Hafiz of Shiraz", it is probable that he was the son of a merchant whose family originated in Isfahan. He was the youngest son of his father, and he and his mother were thrown into poverty upon the death of his father. Hafiz, the name by which he is known is a title bestowed upon him as he had memorized the Qur'an by heart. Indeed, according to Tamimdari "Hafiz achieved masterly skills" in his reciting of the holy book. He was born in Shiraz at the heart of Fars in Iran in the fourteenth century. He also had deep knowledge of non-religious learning.

Tamimdari (2002: 90) regards Hafiz as being "the acme" of a "process" of "the combination" of "love ghazals" and "mystical ghazals". Indeed, for Tamimdari (2002: 188-9), "the evolutionary course of ghazal . . . was brought to perfection by Hafiz". All in all, for Tamimdari (2002: 91), "[f]rom the point of view of style, he is the greatest poet of the 14th century". M. Farzaad (1965: 20) echoes this view averring that "Haafez wrote undoubtedly the greatest sonnets in Persian". It is significant that such a view of Hafiz is also mirrored in the West, Raymond Furon (1951: 93 - my translation) regarding him as "a great lyric poet".

The importance of Hafiz to the literary history and culture of Iran can hardly be overstated. His work is believed to have the power to foretell the future, but this anecdote from Elaine Sciolino (2000: 158) from one of her trips to Iran perhaps best sums up his importance:

> I had found myself on one of Iran's massive oil drilling rigs docked in the Caspian Sea. In the captain's quarters a volume of Hafiz was sandwiched on a shelf between manuals of navigation. 'What's the book on Hafiz doing here?' I asked the captain.
> His look told me he thought I was asking him why he took food and water with him when he went to sea. 'Hafiz is part of life,' he said. 'You can't be without Hafiz.'

Part One: The Remarkable Decision of Bell to Translate Hafiz

In 1893, the year following her return from Persia, Bell took up the translation of Hafiz. The result is, as Howell (2007: 11) notes, "an English rendering of forty-three poems of . . . Hafiz". But it is more than a collection of translated verses. As Howell (2007: 12) also notes, "Gertrude's *Poems of the Divan of Hafiz* was published together with her biography of the poet set in the context of his contemporary history—a tour de force in its own right, there being no written history of Islamic Persia at that time”. This introductory biography reveals Bell’s own view on Hafiz and will be drawn upon heavily in this piece.

That Bell embarked upon the task of translating Hafiz in her mid-twenties is remarkable for two reasons. The first is that Hafiz is incredibly hard to translate, which is why Bell’s relatively short work required such intensive labour. There is a complexity in Hafiz even for native Persian speakers. Tamimdari notes for instance that “his poems are not as easily understood as the ghazals of Sa‘di” from a century before. Of all the Persian poets that Bell could have attempted to translate, Bell’s biographer, Janet Wallach (2005: 39), affirms that it was “Hafiz who was the most complex”. One reason for this is revealed by Tamimdari (2002: 189) who notes that “the main characteristic of his literal language is amphibole, i.e., the use of a multi-meaning term”. Hence, as Wallach (2005: 39) also points out “[h]is words require the most sophisticated understanding of” classical Persian”, and that is why Wallach (2005: 39) additionally notes that Hafiz’s “intricate message demands analysis few can covey”. There are those who even regard Hafiz as untranslatable. M. Farzaad (1965: 20) avers that Hafiz “is sheer joy to read or hear” but “alas, unmitigated disappointment to try to emulate or even to translate”. Whether or not Farzaad is right, he gives an indication of the task Bell took on for herself.

The second reason that Bell is remarkable for having commenced a translation of Hafiz concerns the time in which she lived. The comment of Axworthy concerning classical Persian poetry and its reception in the West has been quoted above. The implication of Axworthy’s remark is that Hafiz no longer suited the tastes of the time when Bell began her rendering of him into English. Indeed, from Axworthy, we can see what Bell intended to produce as having been out of fashion for roughly a century. For Axworthy is correct in seeing an interest in Hafiz as belonging to the beginning of the nineteenth century. The best-known admirer of Hafiz from that era is Goethe, who can of course be regarded with justification as one of the fathers of the Romantic Movement. An interest in Hafez can also be seen in the great Romantic poets Byron and Pushkin. However, Bell chooses to translate Hafiz when the Romantic Movement is long over and a sceptical and “aesthetic” time has come into being which, as Axworthy indicates, sees itself reflected in the work of Omar Khayyam.

Before moving on to the specific attractions Hafiz held for Bell which explain her translation of him, here the way in which Hafiz has traditionally been read in his homeland will be examined in order to highlight by contrast Bell’s own idiosyncratic approach.

Tamimdari (2003: 91) argues of Hafiz that “the subjects of his poetry are the beloved, the Lord and the praised”. His work is seen as reflecting what Axworthy calls (2007: 117) a “religion of love” which is “a metaphor for a higher spirituality, and its longing as a longing for the union with the Godhead”. He is therefore seen as a mystical poet, and it is noteworthy that this traditional reading continues today in the Islamic Republic of Iran, as is most graphically illustrated in the interpretation placed upon Hafiz’s copious use of the imagery of wine. As Sciolino (2000: 102, 157) notes “today even clerics still recite” the poems of Hafiz “in their case insisting that Hafiz’s ‘wine’ is not an alcoholic drink that causes intoxication but a divine experience that causes mystical rapture”. It is noteworthy in this context that the extremely austere founder of the Islamic Republic, Ruhollah Ayatollah Khomeini, “apparently loved Hafiz”, he too reading “the images of wine and love spiritually, as longing and love for God” (Sciolino, 2000: 160).

However, the mystical approach to Hafiz does not appeal to Bell at all. She does not share the fundamental mindset behind it which is a belief in the Divine. For Bell was an atheist (Wallach 45).

Bell also holds the view that if Hafiz is to be regarded as a religious poet, then she would find him irrelevant to her time. She (2003: 22) notes that "[a]fter all, the poems of St. Francis of Assisi are not much read nowadays". It is, of course, possible to be drawn to asceticism outside of any grand theological or metaphysical scheme, simply in the belief that stoical renunciation is the only way to pass a painless life, as espoused by the atheist philosopher Arthur Schopenhauer. Yet, Bell is as temperamentally opposed to asceticism in practice as she is to its theological basis. For instance, in reference to a famous Stoic philosopher, she writes:

> Yes, Marcus Aurelius is a good counsellor, if one can follow his advice. I mostly find myself rebelling against it, with an uncanny sense of being too hopelessly involved in the mortal coil to profit by it. What is the use of bending all one's energies to the uncongenial thing? One is likely to do little enough anyway, but if half one's time is taken up persuading oneself one likes it or at least conquering distaste there is very little left to achieve success with. (1927: 184).

All in all, though Bell (2003: 25) recognises the religiosity of Hafiz with what she calls "his longing for divine wisdom" and notes the "undercurrent of mysticism [which] runs through the poems", she herself "accus[es] him of mixing up inextricably wine and love and Sufi teaching" allowing for the former to be looked at separately from the latter and thus dismissing, for herself, the approach by which Hafiz is read in a purely allegorical manner. Bell (2003: 22) also states that "I have a shrewd suspicion that the Cup-bearer brought him a wine other than that of divine knowledge, and that his mistress is considerably more than an allegorical figure". She argues that "[t]here is undoubtedly a note of sincerity in his praise of love and wine and boon-companionship". That is, he could not, for her, versify in the way that he does without having had direct experience of what he writes about. Moreover, she correctly argues that even if the purely spiritual interpretation that is advanced in Persia itself is regarded as valid, that does not, in itself, limit other possible interpretations. Bell states that "it must be admitted that the words of the poet carry a different conviction to Western ears", and she, after all, is a Westerner.

Bell (2003: 22) sees no need to mystify Hafiz. She avers "[t]he tendency in dealing with a mystical poet is to read into him so-called deeper meanings, even when the simple meaning is clear enough and sufficient in itself". Thus, the attraction of Hafiz to Bell is to be found in a literal rather than a mystical reading of his work.

Part Two: The Specific Attractions of Hafiz to Bell

As for the specific reasons that Bell is drawn to Hafiz, one is simply that she finds his work beautiful. Bell (2003: 13) refers to Hafiz as "a maker of exquisite verse". She also avers that "[n]o European who reads his Divan but will be taken captive by the delicious music of his songs, the delicate rhythms, the beat of the refrain, and the charming imagery". Perhaps in addition to the beauty of Hafiz's own poetry, she also feels attracted to the language it is written in. In 1902 in Haifa, having now moved her focus from the Persian to the Arab world, she encounters a Persian teacher, and exclaims that "It's perfectly delightful getting hold of Persian again, the delicious language!" (Howell, 2007: 7). This suggests the deep feeling that Bell has for Persian.

Moreover, Hafiz is attractive to Bell as he connects her to her trip to Persia, her most impactful early trip abroad. Before she undertook to translate Hafiz, she had come to experience his work in the most redolent of atmospheres. Whilst in Persia, she writes:

> Is it not rather refreshing to the spirit to lie in a hammock strung between the plane trees of a Persian garden and read the poems of Hafiz—in the original mark you! —out of a book curiously bound in stamped leather. That is how I spend my mornings here (Howell 2007: 3-4).

It is of course, the case that no translation takes place in a vacuum. This is certainly true for Bell who feels the verse of Hafiz speaks to her emotional experiences at the time she made her translation. For she commences her work in a state of deep personal emotional turmoil, in that she has recently lose the first man she truly loved. Howell (2007: 11) even avers that Bell commenced her translation of Hafiz "[p]artly as a tribute to his memory".

In a relatively short period, she had intensely experienced love and loss and what makes Hafiz even more pertinent to this is that her emotional drama was centred in Hafiz's own country. In Persia, in the highly impressionable environment of what was to her an exotic country and in the bloom of her youth, she met and fell in love with the British diplomat, Henry Cadogan. It was with him that she experienced her emotional awakening. As Wallach (2005: 34) puts it "[s]he was roused by the sensuality of the East and seduced by the attentions of her suitor, handsome, ten years older than she, and worldly". As their relationship blossomed, her life in Iran matched that of the love-obsessed Persian poets that Cadogan read to her. On one occasion, alone together, they read from Khayyam this ruba'i "A book of verses underneath the bough, /A jug of wine, a loaf of bread—and thou/Beside me singing in the wilderness/Oh, wilderness were paradise enow!" (Wallach, 2005: 34). Their life was imitating art.

Nevertheless, this bliss was not to last. Although Cadogan was of good family, Bell's father regarded him as an unsuitable match for his daughter due to his income level and issues of character. Bell, as a dutiful daughter, broke off the relationship which had lasted three months. Thus, in a relatively short period, she had gone from the ecstasy of love to the pain of separation. Yet, despite this pain, she was not remorseful about her experience, averring that, if given the choice again, she would act in exactly the same way. Indeed, she puts a positive interpretation on her heartbreak by affirming that "[s]ome people have never had this wonderful thing; at least I have known it" (qtd. in Wallach, 2005: 36). In doing so, Bell reveals the significance of this most extreme of emotions to her. What she was yet to discover, though, was that the pain of their separation was to be intensified. Back in England roughly a year later, she learned that Cadogan had died, Wallach (2005: 37) implying possibly by suicide. Wallach (2005: 38) writes of her sense of despair; "Gertrude had lost more than a lover; she had lost her hopes, lost hold of an entire life". It was in this condition of grief and despair that Bell began her translation of Hafiz. For, Khayyam suits the worldly physical pleasures of love, and the ruba'i quoted above matched her experience at the time, but he is not the poet for its accompanying pain. Bell, once she had separated from Cadogan, lost that delightful carefree love celebrated by Khayyam and thus would not have been able to relate to it any longer. Hafiz, however, has, with his wider emotional scope, a more comprehensive view of love. As Axworthy notes (2007: 114) Hafiz says, "that if love if offered, it must be taken, and drunk to the dregs, because love demands full commitment, nothing less". The word "dregs" implies "bitter end", and an interconnection of love and pain exists in Hafiz. Thus, for a woman who has experienced the giddy intensity of love followed by heartbreaking disappointment which is then exponentially compounded by the death of the lover himself, this is a poet who can speak to her. Bell regards Hafiz as a poet that deals with love and with loss.

Bell (2003: 22) gives the following example from Hafiz: "When he cries, "My beloved is gone and I had not even bidden him farewell!" his words are as poignant now as they were five centuries ago, and they could gain nothing from a mystical interpretation".

This would surely have been a particularly affecting piece of verse to Bell herself when even only in her twenties, she had felt the ravages of death at such close hand. Moreover, in addition to the recent news of Cadogan, Bell, as a young girl, had been kept apart from her mother when the latter underwent a problematic birth whose after-effects killed her. Pathetically, she waited to see her mother again, but was never able to do so, reflecting the plaint she quotes in Hafiz. Indeed, in providing examples of Hafiz's power to express the human condition so adeptly, it is noteworthy that all but one of the examples that Bell chooses are to do with death.

Although, as has been stated above, Bell is aware that as a Westerner, she may read Hafiz in a different manner to that of native Persian speakers, Bell also avers that Hafiz himself is cosmopolitan in that his concerns transcend time and space. It is this ability of his to speak so directly to someone from a different culture and age that also makes him an attractive figure for her. For instance, in connection with the above quoted verse on loss, Bell (2003: 22) states that "[o]f a different age, a different race, and a different civilisation from ours, there are snatches in his songs of that melody of human life which is everywhere the same". She (2003: 26) also compares Hafiz to Dante, and while averring that the later belongs to his age, she claims of Hafiz that "[i]t is as if his mental eye, endowed with wonderful acuteness of vision, had penetrated into those provinces of thought which we of a later age were destined to inhabit". It is also the case that concerning Bell's view of Hafiz as a cosmopolitan, she admires him for his broadmindedness. She (2003: 21) avers that "Hafiz seems to me to rise above the narrow views of his co-religionists, and to look upon the world from a wider standpoint".

Hafiz also manifests a strong sense of place in his native Shiraz. Bell (2003: 26) notes of Shiraz that it was "the city that he loved, perhaps as dearly as Dante loved Florence". The comparison is enlightening for to the same degree to which Dante is almost synonymous with Florence, so Hafiz is with Shiraz. Hafiz spent almost all of his life in the city; Tamimdari (2003: 188) notes, Hafiz "was not interested in travelling" and Furon (1951: 93 my translation) notes that "he sings of his city". That this strong sense of place and aversion to travel would be attractive to as renowned a traveller as Bell, may at first seem surprising. Indeed, it might be thought that her predilection would incline her to Hafiz's predecessor Sa'di, who is famous for his decades of wandering. Nonetheless, when abroad, Bell feels immensely strong emotional ties to her home in Rounton Grange and it is a similar feeling that she feels reflected in Hafiz and from which she feels drawn to him. Wallach (2005: 78), for instance, notes that "For Gertrude, Rounton was bliss; it had always been her favourite place" and that:

> For her, the familiar lair in the northeast was always a place of respite . . . It was her England . . . It was home, and as her grandfather's friend John Ruskin had written, 'the place of peace; the shelter not only from injury, but from all terror, doubt and division.'"
> (qtd. in Wallach, 2005: 142).

It has been made clear above that the spiritual aspect of Hafiz is unattractive to Bell. However, Bell is attracted to Hafiz for a feeling that she finds in him that is somewhat akin to spiritualism though one that is based in materialism. To contextualise, religion as practiced in the Middle East is viewed as revelatory and containing restrictive commandments. This in turn means that scepticism towards religion has the concomitant effect of removing these restrictions and enabling what has previously been denied. Thus, scepticism or atheism is seen as opening the door to licentiousness. At least that is how it appears in the Ruba'iyat of Omar Khayyam. In terms of any more profound meaning to our existence than the simple day-to-day, the Ruba'iyat is as Peter Avery notes (1979: 24) "unconsoling". This leads Khayyam to revel in a diurnal carpe diem approach. Bell (2003: 22) herself implicitly regards the scepticism of Omar Khayyam as containing hedonism with her remark that he "was wont to throw the garment of repentance annually into the fire of Spring".

To a sceptical English Victorian such as Bell though, such an approach would seem flippant, even if its foundational outlook is shared. She is looking for a more profound response to an indifferent universe than mere libertinism. This she (2003: 22 - my italics) finds in Hafiz, not Khayyam, in what she regards as the appreciation that Hafiz has for the beauty of the natural world, he being one who "sings the cool rush of the wind of dawn, the scarlet cup of the tulip uplifted in solitary places, [and] the fleeting shadows of the clouds". She feels that his evocation is more than simply the praise of a religious figure for the handiwork of his God. Bell states that Hafiz "was not likely to forget that even if the world is no more than an intangible reflection of the Creator, the reflection of eternal beauty is *in itself* worthy to be admired". And for Bell, it is this other side of Hafiz that is so attractive. A passionate emotional response to being simply in the presence of what is sublime in Nature in part drives her own travelling. This is particularly evident in how she invokes the desert when in Persia, desert itself, of course, being a synonym for emptiness. Yet, she is moved by its sublimity. She writes that:

> Oh the desert round Teheran! miles and miles of it with nothing, nothing growing; ringed in with bleak bare mountains snow crowned and furrowed with the deep courses of torrents. I never knew what the desert was till I came here; it is a very wonderful thing to see (Howell, 2007: 59).

Conclusion

This paper has looked at the motivations behind Gertrude Bell's decision early in her life to engage in the arduous task of rendering Hafiz into English. It has demonstrated why this task is arduous by showing the difficulty of Hafiz's poetry. It has also shown that Hafiz was out of fashion in the time of Bell, thus making Bell's decision to translate him even more exceptional. This paper has looked at the individual elements that make Hafiz attractive to Bell. It has proved that Bell admires the poetic skill of Hafiz and that his poetry recalls Persia, a place of importance to her. It has shown that it is in Persia that she had her first serious relationship which ends in tragedy, and this too connects her to Hafiz. It has revealed that Bell also admires Hafiz for being unbounded temporally or geographically and she finds a celebration of the beauty of Nature in him.

The issue of motivation for her translation having been covered, the question as to the competency of the translation remains. Here is an example of a stanza from it which surely carries the emotional power and pathos of the original:

> My weary heart eternal silence keeps—
> I know not who has slipped into my heart;
> Though I am silent, one within me weeps.
> My soul shall rend the painted veil apart.
> Where art thou, Minstrel! touch thy saddest strings
> Till clothed in music such as sorrow sings,
> My mournful story from thy zither sweeps. (Bell, 2003: 43).

It should be noted that, as Howell (2007: 12) notes, Bell "beautifully and rather freely rendered the verses into English poetry imbuing them with great sadness, colouring Hafiz's work with the melancholy of her own poignant loss, and occasionally departing rather noticeably from the original". The degree of fidelity that ought to be expected from a translator to the original material is too great a question to be considered here, however. What can be stated with certainty is its critical reception. At the time it first appeared, Edward G. Browne, whom Howell (2007: 12) describes as, "[t]he greatest authority on Persian literature of her day" praised Bell's translation as being, bar that of FitzGerald, "probably the finest and most truly poetic renderings of any Persian poet ever produced in the English language". It has survived the test of time, for Wallach (2005: 37) avers that "her interpretation of the Persian poet's writings is still considered one of the best". Through her own actions, Bell suggests that she, at least, could not have produced a better work from this or any other poet, for, as Howell (2007: 14) notes, Bell "remained a lover of poetry all her life but never wrote another poem". Thus, it can be argued that Bell has provided posterity with a treasure, maybe not quite as great but somewhat akin to that left by FitzGerald even if, so far at least, no one has attempted to encrust a leatherbound edition of Bell's translation with precious stones.

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

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Abstract
Book of Ecclesiastes (*Qoheleth*- "The Teacher") is a poetical work from the Old Testament that dates to the post-exilic era of the Jewish people. At its heart, the 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. 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 their inner thoughts. In that respect, this study aims to analyse 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 the Book of Ecclesiastes 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, pathetic fallacy, inner monologue, Old English poetry, Book of Ecclesiastes

1. Book of Ecclesiastes

Book of Ecclesiastes (*Qoheleth*-The Teacher) is from the Old Testament commonly attributed to wisdom literature that dates to the post-exilic era of the Jewish people. The narrative voice of the Book, referred to as "Son of David and the wise king of Jerusalem" (Ecc1.1-3, also 1.12-15), is identified as Solomon. At its core, the Book of Ecclesiastes stresses the vanity of life, and the temporariness of earthly toils of humanity. Annihilation of tangible life in the face of drastic changes is unsettling, and The Teacher is the one who experienced/observed it to gain wisdom. In the opening of the Book, he is in contemplation and his inner monologue is conveyed through phrases such as "I saw that" (1.14), "I said to myself" (1.16), "I searched my mind" (2.3), "I considered" (2.11), "I have seen" (Ecc 3.10), "I know" (3.12). In the last line, as evinced, he finally acquires wisdom, and the sequence of words concretizes how one comes to knowing, which starts by observing. The order in which he uses these words shows that he does not offer anything that he did not experience, and thus indicates that through contemplation he reaches his wisdom. By means of going through various incidents, The Teacher/Solomon recognizes that the earthly toils of humanity are futile.

Book of Ecclesiastes famously opens with the words "vanitas vanitatum dixit vanitas vanitatum omnia vanitas/Quid habet amplius homo de universe labore suo quo laborat sub sole?"[1] (Vanity of vanities, said the Teacher, Vanity of vanities, all is Vanity. What do people gain from all the toil at which they toil under the sun?) (Ecc 1.2-1.3). Following this, a long description of natural cycles is offered to convey the transitoriness of life, as presented with phrases such as: "The sun rises and goes down…the wind blows, it goes round and it returns, all streams run to the water, but the sea is not full" (Ecc.1.5-6).

[1] This paper uses the *New Oxford Annotated Bible* for Book of Ecclesiastes and Craig Williamson's translations for *The Wanderer* and *The Seafarer* unless otherwise indicated.

For Solomon, everything is wearisome, and futile, or in his words “chasing after the wind” (Ecc1.8-14) since “there is nothing new under the sun” (Ecc 1.9). This leitmotif, the lack of change and the futility of human toil, presented along with the barren natural imagery, is persistently stressed by Solomon with the word “vanity” which is uttered thirty-three times more throughout the Book.

Commonly translated as vanity, “*Hebel*" in Jewish means "breath" or "vapor" (Isa 57.13; Ps 62.9). As indicated in the footnotes of the *New Oxford Annotated Bible*, in the Old Testament, the word “Hebel” is used as a metaphor for things that are “ephemeral, insubstantial, enigmatic or absurd”, which cannot be perceived physically or mentally (937). As Persson indicates, for Anglo-Saxons, the main theme of the Book of Ecclesiastes can be regarded as vanity or frustration, occasionally with a peculiar focus on this disappointment as it is felt in the topos of “human cognition and agency” (40-42). As metaphors, the natural phenomena indicate unproductiveness for there are no miraculous changes that aid humankind, but a fruitless circularity. Therefore, *The Book of Ecclesiastes* has a curious type of understanding regarding nature, as it is not given as the gift of God, reflecting his power and light. God is not reflected as omni-benevolent, and nature does not reflect the God’s power and divine justice, which could be perceived as unsettling.

Mirroring Solomon’s mindscape, the Book is constructed in the first-person narrative with the form of an inner monologue. Solomon walks the reader through his own experiences and offers his life lessons, which also reflect his emotional oscillation (Denio 99). In this respect, the Book closely resembles the general tenor of Old English elegies where the narrator’s thoughts and experiences are conveyed in first-person narration. Ecclesiastes was known by the better-educated and literate Christians during the early medieval ages in Anglo-Saxon Britain due to two vital commentaries circulating: Gregory the Great's interpretation of Ecclesiastes in his *Dialogues*, which was translated by Werferth, and Saint Jerome's commentary on Ecclesiastes (Persson 41). Anglo-Saxons had access to the complete version of the Gospels in their native tongue; a close but idiomatic translation was made in the later tenth century from the Latin Vulgate (Marsden 236). Yet due to illiteracy, the layman knew the Bible through homilies and sermons which included apocrypha and some Old Testament narratives. Along with the structural affinity, Solomon’s frustration in utter meaningless in life corresponds to the barrenness and sterility of nature in Ecclesiastes, which can be also seen in the Old English poems *The Wanderer* and *The Seafarer*.

2. *The Wanderer*

Paul DeLacy argues that the Biblical book Ecclesiastes is the main influence behind the thematic construction of the Old English poem “The Wanderer” and the poem is representative of an intersection of Judaism and Old English poetry (125) with its verbal expressions that mirror hostile natural phenomena to stress the solitariness of the narrator. The wanderer is “winter-sad/ *wod wintercearig*” (line 26) or “weary as winter”, and his “mind darken[s]” (line 64). Deprived of the protection of his kinsmen and out of the bonds of *comitatus* he is perplexed as he moans that only the road of exile attends him (Line 34) while from the north comes a hailstorm “bringing savagery and strife to the children of men” (line 112). Employing personification to stress the narrator’s solitariness while also depicting the merciless and barren world he inhabits; these expressions also correspond with The Wanderer's bleak mindscape.

Often interpreted as a `pathetic fallacy', the bleak environment portrayed in the poem can be associated with Wanderer's gloomy state of mind (Neville 121). When he sleeps, The Wanderer dreams or “travels in his mind” and sees his deceased king and friends alive, which establishes stark contrast with his wakeful state presented along with hostile natural images as follows: “A man may wander his headland/ Discover his lord unburied, undead…Then the wanderer wakes without friends/Alone except for seabirds bathing/ And hard hail harrows the living/ Then the wounds of the heart are heavier/ Aching so long for his lost lord" (lines 42-50). As Neville also claims, the representation of the natural world in Old English poetry is a traditional means to define humane problems (21). The poem offers images of an indifferent nature and The Wanderer's reconciliates with the utter futility resignedly, which are regarded as gnomic utterances reminiscent of Latin homiletic tradition (Fulk 185) that can align Ecclesiastes and *The Wanderer* structurally and thematically. Facing many storms and pondering on the environment he inhabits, reminiscent of the *ubi sunt* topos, The Wanderer conveys his observations:

> The Maker of men laid waste to the world,
> Until the old works of giants stood idle
> And empty of the hall- joys of men.
> […]
> Life is on loan: Here goods are fleeting,
> Here friends are fleeting, here man is fleeting,
> […]
> Everything passes— All this earthly foundation stands empty and idle.
> (Lines 90-118).

The futility of earthly toil finds a direct correspondence in Ecclesiastes as Solomon expresses that he made great works, built houses, and planted vineyards but realizes that "again, all was vanity and a chasing after wind, and there was nothing to be gained under the sun" (2.4 also in 4.8). Solomon, reflecting on men's earthly endeavours, once again exhorts "[a]ll are from the dust, and all turn to dust again" (Ecc 3.19-20). These utterances of Solomon and The Wanderer are associated with the transitoriness of life, emphasising that life is on loan and time exterminates everything on the face of the earth.

As could be observed in Genesis *A* or *The Dream of the Rood*, Old Testament narratives from the Anglo-Saxon period often reflect the values and peculiarities of the warrior society, portraying God within the lord and thane relationship (Clemoes 329). On the contrary, *The Wanderer* stands apart due to the absence of a "moral nature" that could be functional in depicting the battle between God and the Devil (Neville 26). *The Wanderer* does not portray God as a compassionate and merciful figure from Christian patristic culture but rather as an 'awe-inspiring judge,' a characteristic seen in Old Testament narratives (Di Sciacca 22). In line with this portrayal, natural phenomena are indifferent to the desolation of humankind, acting as an arbitrary force to which The Wanderer tries to attribute meaning in his painful solitude. This correspondence can only be found in The Book of Ecclesiastes, which is "the only biblical book to relentlessly pursue this same theme" (138), thereby, Solomon and The Wanderer's stoic response in bitter solitude not only have similar concerns but also bear the akin roots as Bhattacharji and De Lacy also claim.

The latter part of *The Wanderer* is imbued with religious sentiment, in which step by step, becoming *snottor on mode* or wise in mind, The Wanderer acknowledges the transitoriness of life due to "his share with winters" (Line 69) and he advises that a wise man should be patient, measure what to say, and must think before taking an oath (Lines 111-115). These morals he follows can find their correspondence in Ecclesiastes 7.8-7.9, emphasizing a similar code of behaviour, as it implores "never be rash with your mouth, nor let your mouth lead you into sin…patience of spirit is better than proud in spirit" (5.8). Reminiscent of Ecclesiastes, after long descriptions of natural phenomena, The Wanderer's painful monologue ends with a religious tenor unanticipatedly. He stresses that men should seek mercy from God and keep their faith, which is in line with Solomon's advice to fear God and keep his commandments (12.13). Evidently, it is the contemplation of natural cycles and the transitory nature of life that leads both Solomon and The Wanderer to find faith, as they are enlightened after reflecting on the utter futility of human endeavour.

3. *The Seafarer*

Establishing a strong correlation between the mind and the natural imagery by presenting the inner monologue of a solitary figure in the first-person narration, reminiscent of The Wanderer, The Seafarer is also tormented by his frustration and the transitoriness of life. These images of two men in exile are elusive, as both elegies have religious implications, a peculiar tenet that can be found in *consolatio* poems (Clark and Wasserman 291). While there are studies unveiling the similarities between The Book of Ecclesiastes and *The Wanderer*, with its close structural and thematic resemblance to the latter poem to a significant extent, *The Seafarer,* has not been studied alongside Ecclesiastes in detail except for Hugh Magennis' study on renunciation of earthly joys in both poems.

Consisting of two distinguished parts, in the first half, The Seafarer mentions his hard life on the sea by comparing it to the joys one could enjoy in mead hall, while in the latter part, the Christian sentiment prevails, and the sea journey is preferred to a life secured on land. In the first part of the poem, the Seafarer is tormented by harsh conditions on the sea and expresses himself by using natural imagery to depict his emotions, saying: "I endured bitter heartache on my ship of sorrow, in my hall of care." (Lines 3-5). He continues that he is "tied by the cold", "cares and anxiety make his heart hot" and "weariness feeds his mind" (Lines 8-11), associating the outer reality with his mental state.

Yet, unlike The Wanderer, The Seafarer is willing to be on the sea and does not prefer a life within his community where winter is soon to be replaced by fertile spring. While "the grooves burst in bloom, adorning the towns" (Line 49) beauty of the seasonal turn urges feelings of restlessness in The Seafarer, for he knows that his life will ultimately end due to "illness or old age or the sword's grim edge" (Lines 68-72), which presents a similar concern with Prudentius's *Psychomachia* written in the 5th century and referred by Bede and Aldhelm (Wieland 231). For The Seafarer, fear of oblivion can only be avoided with deeds against "the devil" and man's glory will live forever with angels. The heroic code peculiar to Anglo-Saxon heroic society in the poem seems is imbued with religious thought. As the heroic tenor abruptly proceeds with the denial of earthly cravings, in which The Seafarer prefers "joys of the Lord" and renounces "the life loaned to us on land", his journey on the sea full of hardship is perceived to be an allegorical, willing exile (Osborn 5, Stumpf 57). In Ecclesiastes, similarly, Solomon asserts that "a good name is better than precious ointment, and the day of death, than the day of birth" (7.1). Thus, fame must be gained but the battle is between good and evil. As for the transitory beauty of spring, such an emphasis might be considered a pathetic fallacy, since it is offered before the representation of impending old age intertwined with the decay in society. According to The Seafarer, kingdoms decompose, and turmoil prevails in the way a man is deformed by senility:

> Earthly nobility is aging, fading away,
> As every man withers on middle-earth.
> Old age sneaks up on him, his face pales—
> The gray-haired man mourns, misses his friends,
> The children of men who have left the earth.
> When life leaves a man, he cannot taste joy (Lines 88-93).

This portrayal finds its counterpart in Ecclesiastes in 12.1, where Solomon depicts stagnant state of old age in close correspondence with the ultimate end of the world. The natural phenomena that indicate demise of the human being is interwoven with apocalyptic imagery and presented as follows:

> "The almond tree blossoms, …and desire fails; … the mourners will go about the streets; and the golden bowl is broken, and the pitcher is broken at the fountain, the wheel broken at the cistern, …the dust returns to the earth as it was, and the breath returns to God who gave it" (12.4-12.8).

As the lines above make evident, both The Wanderer and Solomon present societal decline in close relationship with the physical and mental corruption through the representation of old age. This overt correspondence in picturesque portrayal of old age, along with catastrophic imagery, has been associated with eschatological narratives in Biblical texts that reflect one's existence and experience from within or as perceived (Rosier 366). When The Seafarer ceases his narrative by concluding that "[f]ate is stronger, The Lord mightier, than any human desire" his utterance the very end of not only The Wanderer but also Ecclesiastes.

When scrutinized as textual artefacts, both *The Seafarer* and Book of Ecclesiastes offer a close correspondence, since their narrators, by observing nature, come to terms with its transience. In both works, gnomic pronouncements find their pivot point in observing the circles of nature, facing the impeding death in isolation and the ultimate decline of the societies. Thus, the relationship between the Book of Ecclesiastes and the Old English poems *The Wanderer* and *The Seafarer* hinder compelling structural similarities and thematic alignment, and by delving into that nexus, one can gain fresh insights into these poems' elegiac tone. The poetic personae of The Wanderer, The Seafarer and Solomon, treading a path of wisdom, endure the hardships of their lives which are conveyed as inner monologues. The common thematic and structural elements in these works can be found how the transitoriness of life is embodied with the images of an unrelenting nature whereby the pre-Christian hue of Book of Ecclesiastes can provide a new framework for further studies.

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

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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 centre 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 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 analysed 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 follows a surface-level cultural teaching although their instructional activities are student-cantered. 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

1. Introduction

Culture, defined as *"the arts and other manifestations of human intellectual achievement regarded collectively"* and *"the ideas, customs, and social behaviour of a particular people or society"* by Oxford Dictionary (2021), has been an essential concept in the study of the foreign language teaching. Since language and culture have a reciprocal relationship (Karabinar & Guler, 2012), the link between culture and language has been at the centre of much attention. Likewise, foreign language classrooms have been influenced in terms of objectives. For instance, Damen (1987) referred to culture as the fifth skill to be integrated into language classrooms. Also, the *Council European Framework of Reference for Languages* (2001) emphasized the contexts of culture and interculturality for language teaching. Ministry of National Education (MoNE) of Turkey also emphasized, among the objectives of the English curriculum (2018), the appreciation of international cultures in line with CEFR's. So, not only students' communicative competence development is one of the aims, but also intercultural competence (IC) development has been involved in the objectives of language classrooms (Sercu, del Carmen Méndez García, & Prieto, 2005), which allows speakers to communicate across cultures as well as in a world where English has become the lingua franca.

Teachers play a key role in adapting their teaching methods to ensure that classroom activities are in line with the cultural teaching objectives (Byram, 1997). According to Sercu et al. (2005), teachers must acquire *“adequate sociocultural knowledge of the target language community”* (p. 5) for the intercultural development of their students. So, teachers’ perspectives on culture and their IC levels will influence his/her practices in cultural teaching. Thus, teacher training programs are fundamentally crucial for prospective teachers’ IC development, shaping their beliefs towards and practices of cultural teaching. So, this study aims to investigate English pre-service teachers’ cultural teaching practices and their relationship with their IC levels.

1.1. Research Questions

The aim of this paper is to investigate Turkish pre-service teachers’ beliefs and practices of cultural teaching in their practicum and their relationship with their IC level while answering the following questions:

1. What are Turkish pre-service teachers’ beliefs about cultural teaching?
2. What are Turkish pre-service teachers’ cultural practices during their practicum?
3. What are Turkish pre-service teachers’ intercultural competence level?
4. What is the relationship between Turkish pre-service teachers’ intercultural competence
   - and beliefs about cultural teaching?
   - and practice of cultural teaching in their practicum?
   - and gender?
   - and abroad experience?

2. Literature Review

2.1. Intercultural Competence Models

The literature on IC has highlighted several models (Bennett, 1986; Byram, 1997; Deardorff, 2006). Bennett (1986, 2017) proposed the *Developmental Model of Intercultural Sensitivity (DMIS),* a framework composed of six stages describing the process of negotiation between own culture and the target culture. The six stages are respectively “*denial, defense, minimization, acceptance, adaptation, and integration*” (Benett, 1986, p. 153). The first three stages are ethnocentric, in which the own culture is at the centre; while the last three stages are ethnorelative, in which own culture is negotiated with other cultures.

Byram introduced the Multidimensional Model of Intercultural Competence (1997), in which he emphasized IC development as a continuum and never-ending. The awareness of similarities and differences between own and other cultures serves as a process for successful communication across cultures. There are five components of IC that need to be promoted in classrooms such as attitude, knowledge, critical cultural awareness, discovery/interaction skills, and interpreting/relating skills. Attitude (*savoir etre*) refers to approaching them with curiosity, open-mindness and non-judgmental. Knowledge (*savoir*) involves how social interaction within cultures and social processes occurs. Critical cultural awareness (*savoir s’engager*) is referred to as the ability to approach with a critical perspective to own culture as well as other cultures. Discovery/interaction skills (*savoir apprendre/faire*) involve the ability to manage acquired knowledge, attitudes, and skills in real-time conversation. Interpreting/relating skills (*savoir comprendre*) involve the ability to mediate and negotiate culture in the light of the other.

Deardorff (2006) proposed the Pyramid model of intercultural competence and the Process model of intercultural competence. Both models consist of the same steps although the former is formed with steps to be taken one after the other, and the latter is formed in a circular shape emphasizing the continuum of the process. Attitudes such as respect, openness, and curiosity are accepted as the prerequisites of the IC development process. The knowledge, comprehension, and skills components are steps for a desired internal outcome, which is the ethnorelative perspective. Finally, the desired external outcome is reached, which is the overall process appearing as appropriate behaviour and effective communication.

2.2. The Role of Teachers

English language teaching as a foreign language brings along the insufficient exposure to language, as well as the teacher being the most frequently contacted model. So, teachers play a vital role in arranging classroom activities according to IC and modelling appropriate approaches towards cultures. Thus, teachers' views on culture, and cultural teaching will have an influence on their cultural teaching practices, as well as developing their students' IC.

A study by Onalan (2005) conducted with EFL teachers working at universities in Turkey aimed to investigate opinions, beliefs, practices of culture in EFL classroom settings. They showed positive attitude towards the integration of culture into EFL classrooms while defining culture as a sociological entity. However, their practices in their classroom differ and include more concrete components such as food or clothes.

Atay, Kurt, Çamlibel, Ersin, & Kaslioglu (2009) found similar results from data collected with 503 EFL teachers. Teachers showed a preference on integrating culture in their classrooms; however, they did not show practices in actual classroom settings. The authors argued the reason behind this refrainment as the lack of knowledge on how to address culture in classroom, missing opportunities, and insufficient resources. Similar constraints were highlighted in a study conducted by Karabinar & Guler (2012). Teachers expressed time restriction, because of curriculum requirements, restrains them from implementing culture sufficiently.

Study conducted by Taşdemir & Gürbüz (2022) with 10 EFL instructors aimed to investigate their culture awareness raising opportunities, their views on culture integration and their cultural practices in classroom. The results showed that teachers had access to opportunities such as contact with native speakers, courses and conferences, own contacts abroad that help them to be updated with English language cultures. Although their reading literature on the field is expressed as less frequently by the majority, their most preferred in-service trainings are teaching cultural awareness, oral proficiency, and mixed ability teaching. However, when it comes to the objectives of the courses, understanding own culture and English-speaking countries were marked as the least important. The mismatch between their beliefs and practices are ranked as learners' lack of motivation/interest, learners' opportunities for visits abroad, and teachers' own opportunities to improve language competence/cultural awareness. The authors concluded that teachers' practices were not satisfactory, and they do not feel prepared for culture implementation in classrooms.

2.3. Teacher Education

Although acquiring intercultural competence (IC) is a lifelong process (Zheng, 2014), a moderate level is needed for teachers to implement culture in classroom effectively. In a study conducted by Saricoban & Oz (2014), pre-service teachers' IC knowledge was satisfying while their skill and attitude were low. They have also indicated that overseas experiences have a strong impact on IC level. In a similar result, Genç (2018) found that half of the participant pre-service teachers had low IC level; however, senior students having the highest ambiguity tolerance indicated the contribution of the training program on pre-service teachers' IC level.

Polat and Barka (2014) investigated intercultural levels of pre-service teachers from Switzerland and Turkey, which resulted in Swiss pre-service teachers' outperforming Turkish pre-service teachers. The authors also highlighted the presences of culture related courses in pre-service education programs' curriculum such as multiculturalism and intercultural education. On the other hand, Demircioğlu & Çakır (2015) concluded that a course on IC in teacher education is necessary for knowledge gain, lesson planning and practice of implementation. Another suggestion for teacher education programs was to implement telecollaborative projects with diverse cultures as they have positive impact on pre-service teachers' IC level (Üzüm, Akayoglu, & Yazan, 2020).

Overall, for all mentioned previously to be implemented in classrooms effectively, pre-service teachers must be given opportunities to practice in real classrooms. Practice in schools is vital for an effective teacher training, to transform theory into practice (Ateşkan, 2016). They should practice their IC knowledge, help learners to understand interculturality when dealing with English (Atay, 2005). However, to author's best knowledge, there has been no detailed investigation on Turkish pre-service teachers' practices of cultural teaching in their practicum.

3. Methodology

3.1. Participants

Adopting convenience sampling, this study involved 40 English Language Teaching senior students (28 females, 12 males) from a state university in Turkey, who are currently participating in School Practicum classes. The practicum is conducted in primary and secondary schools, and the students join at least one grade and at most 4 different grades. The observation in Practicum classes is ranging between 2-10 hours per week (6 hours being the major with 31 students) while the teaching practice is ranging between 1-8 hours per week (Table 1). Also, 30 of the participants do not have abroad experiences.

Table 1. Background information collected from the participants.

Gender		
	Female	28
	Male	12
Abroad Experience		
	Yes	10
	No	30

3.2. Data Collection Tool and Process

Quantitative method is employed with an adopted version of survey questionnaire designed by Zhou (2011). The questionnaire is composed of 4 parts: background information, beliefs about cultural teaching, practices of cultural teaching, and IC level. The background information aims to collect data about demographic information as well as practicum information in 9 questions. The part of beliefs about cultural teaching consists of the 3 questions in 4-likert scale (strongly disagree, somewhat disagree, somewhat agree, strongly agree). The item "*Help students to pass College English Test Band 4 (CET) (for teachers who teach College English courses)"* was omitted since it does not suit to the Turkish context. The part of practice of cultural teaching, consisting of 4 questions, aims to explore the frequency (never, sometimes, frequently, always) of topics touched upon for cultural teaching as well as the pedagogical aspects applied in classroom. The items given for own cultural topics touched upon in the classroom were extended and aligned with the topics touched upon from English speaking countries for better comparison. The last part involves a questionnaire to examine the level of IC of pre-service teachers.

The reliability of answers was examined through Cronbach's alpha, the result of which ranges between 0 and 1 (Creswell, 2007). For this study, the value of Cronbach's alpha obtained are ,855, ,931, ,753, ,889, ,901, ,899, ,924, ,918 for the questions 10, 11,12, 13, 14, 15, 16 and IC respectively. So, the scores are consistent (Fraenkel &Wallen, 2005).

3.3. Data Analysis

Using SPSS 26, the data is analyzed through descriptive statistics, providing mean score and percentage. Also, independent-sample *t* test and Pearson correlation is used for the relationship among variables.

4. Results and Discussion

4.1. Turkish Pre-Service Teachers' Beliefs and Attitudes towards Cultural Teaching and the Relationship with Their IC Levels

8 items were listed as the objectives of EFL teaching, and the responses of the participants are presented below in Table-2. Items #1, #2, #3, #6 are about linguistic dimension while the other 4 of them are about cultural dimension (items #4, #5, #7, #8). All items but the item #8, have been identified as very important by most of the pre-service teachers. The item #8 *"Promote students' understanding of Turkish cultures"* has been identified the least very important with 47,5%. The most selected cultural item as very important is to *"Foster students' self-learning ability for English language learning."* (item #6) with 75%.

Table 2. Reported EFL teaching objectives by the participants.

# of items	Not important %	Somewhat important %	Important %	Very important %
1	2,5	2,5	27,5	67,5
2	0	2,5	27,5	70
3	0	5	35	60
4	5	7,5	25	55
5	2,5	5	32,5	60
6	0	5	20	75
7	2,5	15	25	57,5
8	10	10	32,5	47,5

8 items were given as cultural teaching objectives in EFL education, and the responses are presented below in Table-3. Although all items received very important label as the majority, within which the most selected item is #8, *"Foster students' respect for world cultural diversity"* with 72,5% and as important with 17,5%. The item selected as the least important is #6 *"Promote the ability to understand and critically interpret documents/events from English speaking culture"* with 60% very important, 20% important, 17,5% somewhat important, and 2,5% not important.

Table 3. Reported cultural teaching objectives in EFL education by the participants.

# of items	Not important %	Somewhat important %	Important %	Very important %
1	0	10	27,5	62,5
2	0	5	32,5	62,5
3	1	5	25	67,5
4	0	15	25	60

5	0	5	25	70
6	2,5	17,5	20	60
7	0	7,5	25	67,5
8	2,5	7,5	17,5	72,5

6 items about pre-service teachers' attitudes towards cultural teaching are listed, and responses are presented below in Table-4. The mostly agreed item is #6, *"Besides English cultures, English teachers should also touch upon cultures of other countries"* with 67,5%. The least agreed item is #2, *"Poor language skill is the major cause of misunderstandings in communication between Turkish and people from other countries."*

Table 4. Reported attitudes towards cultural teaching by the participants.

# of items	Strongly disagree %	Somewhat disagree %	Somewhat agree %	Strongly agree %
1	2,5	7,5	30	60
2	0	25	42,5	32,5
3	2,5	25	22,5	65
4	0	17,5	37,5	45
5	0	22,5	25	52,5
6	0	10	22,5	67,5

The relationship between participants' IC levels and beliefs about cultural teaching is analyzed separately. The Pearson correlation analysis between IC levels and objectives of EFL teaching indicated no correlation $r = .223$ and $p = .166$. A positive correlation between IC and cultural objectives of EFL teaching was found with $r = .328$ and $p = .039$. Finally, their IC levels and attitudes towards cultural teaching indicated no correlation with $r = .192$ and $p = .235$.

McKay (2002) lists principles of cultural content integration as reflection on own culture, emphasis on diversity, and critical examination. However, pre-service teachers gave the least importance to *"Promote students' understanding of Turkish cultures,"* which damages the first principle by McKay (2002). This result was also reported by Tasdemir & Gürbüz (2021), working with instructors, although a contradictory result was reported by Atay et al. (2009). However, all IC models (Bennett, 1986; Byram, 1997; Deardorff, 2006) state the importance of own cultural knowledge since it is required for negotiation between cultures. On the other hand, pre-service teachers were aware of the importance of diversity as the most selected items were *"Help students to develop an ability to communicate with people from other cultural backgrounds"* and *"Besides English cultures, English teachers should also touch upon cultures of other countries."* These may also indicate pre-service teachers' awareness of the status of English as a lingua franca (ELF). This result is in line with İnceçay & Akyel's (2014) study on teachers' ELF awareness. Lastly, the least importance given to "Promote the ability to understand and critically interpret documents/events from English speaking culture" can be interpreted as pre-service teachers' surface level integration of culture, and it neglects the third principle of McKay (2002). In accordance with this result, Onalan (2005) reported that teachers tend to implement concrete elements in cultural teaching.

IC levels of pre-service teachers have not correlated with objectives of EFL teaching and attitudes towards cultural teaching; however, IC level correlated positively with cultural teaching objectives of EFL teaching. This result of pre-service teachers' beliefs about cultural teaching objectives of EFL teaching resonates with Onalan's (2005) study with teachers who reported having positive beliefs about cultural teaching. Also, the positive relationship between IC level and cultural teaching objectives is not surprising as IC level includes knowledge, awareness, skills, and attitudes towards culture which are prerequisites for cultural teaching. On the other hand, the absence of relationship between objectives of EFL teaching and IC level may be due to given importance to linguistic objectives more than cultural objectives.

4.2. Turkish Pre-Service Teachers' Cultural Practices during Their Practicum and the Relationship with Their IC Levels

Pre-service teachers were asked to select the frequency of touching upon each topic about English speaking countries (Table 5) and about Turkish culture (Table 5). Pre-service teachers indicated that they always focus on #16, which is technological development and focus least frequently on#14 financial conditions of English-speaking countries. On the other hand, when it comes to Turkish culture, pre-service teachers always touch upon #13, people's values and beliefs, and #14, cultural taboos, least frequently.

Table 5. Reported topics touched upon from English speaking countries by the participants.

# of items	Never %	Sometimes %	Frequently %	Always %
1	10	40	32,5	17,5
2	5	20	52,5	22,5
3	5	45	42,5	7,5
4	5	45	35	15
5	15	40	35	10
6	7,5	32,5	50	10
7	12,5	35	37,5	15
8	17,5	55	22,5	5
9	10	35	25	30
10	12,5	35	27,5	25
11	2,5	20	40	37,5
12	7,5	30	42,5	20
13	2,5	30	30	37,5
14	32,5	35	27,5	5
15	15	37,5	37,5	10
16	2,5	17,5	25	55

Table 6. Reported topics touched upon from Turkish culture by the participants.

# of items	Never %	Sometimes %	Frequently %	Always %
1	20	37,5	32,5	10
2	2,5	30	40	27,5
3	7,5	27,5	47,5	17,5
4	5	32,5	45	17,5
5	17,5	30	45	7,5
6	12,5	20	57,5	10
7	7,5	37,5	35	20
8	27,5	32,5	27,5	12,5
9	12,5	22,5	40	25

10	20	22,5	42,5	15
11	5	20	45	30
12	10	20	37,5	32,5
13	7,5	25	25	42,5
14	30	30	32,5	7,5
15	22,5	30	37,5	10
16	5	22,5	40	32,5

Pre-service teachers were to indicate how often they follow listed instructional activities (Table-6) while touching upon topics listed above. Pre-service teachers have reported to always follow item #6, *"I use technology to illustrate a cultural topic (e.g., videos, CD-ROMs, PowerPoint, and the Internet…)"* while the least frequently followed instructional activity is item #1, *"I ask students to address a particular cultural topic."* It should be noted that none of the instructional activities are followed by the majority in any frequency.

Table 7. Reported instructional activities followed for the topics touched upon by the participants.

# of items	Never %	Sometimes %	Frequently %	Always %
1	12,5	55	20	12,5
2	0	20	42,5	37,5
3	10	22,5	37,5	30
4	7,5	27,5	30	35
5	20	32,5	27,5	20
6	7,5	12,5	35	45
7	25	40	22,5	12,5
8	17,5	37,5	32,5	12,5

Pre-service teachers were asked to indicate the frequency of the cultural practices in their practicum, and the responses are presented in Table-7. Although none of them is majorly practiced by the participants; however, item #3, *"I ask students to share what they find fascinating or strange about English cultures"* is the most frequent practiced one. On the other hand, the least practiced item is #9, "I ask students to discuss the origins of stereotypes that Turkish people have for English cultures.

Table 8. Reported cultural teaching practices by the participants

# of items	Never %	Sometimes %	Frequently %	Always %
1	20	45	22,5	12,5
2	15	42,5	25	17,5
3	37,5	27,5	37,5	30
4	10	32,5	47,5	10
5	12,5	37,5	35	15
6	22,5	32,5	35	10
7	17,5	30	37,5	15
8	15	30	37,5	17,5
9	17,5	40	32,5	10
10	15	35	27,5	22,5
11	15	37,5	30	17,5

The relationship between IC levels and practice of cultural teaching in practicum is analysed separately. Participants' IC levels and topics touched upon for English speaking countries correlated positively with $r = .498$ and $p = .001$. Their IC levels and topics for Turkish culture resulted in positive correlation with $r = .370$ and $p = .019$. The IC levels and instructional activities indicated a positive relationship with $r = .447$ and $p = .004$. Finally, IC levels and self-reported cultural teaching practice in practicum correlated positively with $r = .486$ and $p = .001$.

Pre-service teachers were asked to report the topics touched upon during their teaching practices. The most touched upon topic for English-speaking countries was technological development and people's values and beliefs for Turkish culture. On the other hand, the least touched upon topics are financial conditions for English-speaking countries and cultural taboos for Turkish culture. Coursebooks followed by pre-service teachers during their practicum may have an influence on the topics reported. For example, there is an overrepresentation of technology in high school coursebooks used in practicum schools.

When it comes to instructional activities reported by pre-service teachers, the most frequently practiced activity being the use technology to illustrate a cultural topic and the least frequent one being "I ask students to address a particular cultural topic" may show the student-centred classroom atmosphere. For the cultural teaching practices, pre-service teachers indicated that they most frequently encourage students to share new or fascinating knowledge about target cultures. On the other hand, they least frequently discuss the stereotypes formed by Turkish people for English cultures. It is again violating the critical approach of McKay (2002) principles.

IC levels of pre-service teachers have positively correlated with topics touched upon either English culture or Turkish culture, their instructional activities, and cultural teaching practice in their practicum. So, IC level plays a key role for prospective teachers to integrate culture and for cultural teaching practices, which accords with Sercu et al.'s (2005) comment on the target language community knowledge of teachers for IC development of their students.

4.3. Turkish Pre-Service Teachers' Intercultural Competence Level

The participants were asked to report their intercultural competence in dimensions such as knowledge, awareness, skills, and attitudes in 6-point Likert scale from not at all to very high. Overall, the mean score of intercultural competence level was over average with 3.693. Pre-service teachers showed an IC level slightly above average. This result is in line with the study of Polat & Barka (2014) conducted with pre-service teachers from Turkey showed less IC level compared to Swiss pre-service teachers. This may be due to lack of culture focused courses in ELT programs. However, on the contrary, Genc (2018) argues that the ELT program had an influence on IC levels of pre-service teachers when freshmen and seniors are compared. Similarly, Saricoban & Oz (2014) reported a high level of IC for pre-service teachers.

4.4. Turkish Pre-Service Teachers' Intercultural Competence Levels and Their Gender

Independent-sample t test resulted in statistically significant difference between gender (males, M=3.68, SD=.46; females, M=3.70, SD=.75) and IC levels $t(38) = -.096$, $p = 0.41$. Statistically significant difference was found between genders when their IC levels are compared. This result is contradictory to Saricoban and Oz (2014) who found no gender difference for IC levels of pre-service teachers. This may indicate the exposure to culture outside of the teacher training program, which is indicated to have an impact on IC levels (Genc, 2018).

4.5. Turkish Pre-Service Teachers' Intercultural Competence Levels and Their Abroad Experience

A statistically significant difference was found between abroad experience and IC levels $t(38) = 1.046$, $p = .017$ (no abroad experience, M=3.61, SD=.57; having abroad experience, M=3.93, SD=.29). The abroad experience is found to influence IC levels of pre-service teachers. This result is in line with Sarıcoban and Oz (2014) who concluded that abroad experience has a significant impact. Abroad experiences are opportunities for teachers to gain intercultural competence and to develop intercultural perspective for their teaching practices. Visits abroad are also reported as a missed opportunity between what pre-service teachers' opinions and practices (Atay, 2005).

5. Conclusions

The main goal of the study was to investigate practicum of pre-service teachers in terms of cultural teaching practices. This study aimed to discover pre-service teachers' beliefs about cultural teaching, their cultural teaching practices in their practicum schools, their IC levels, and the relationship between these components. Also, the relationship between IC levels and gender, as well as abroad experience, was investigated. First, the study identified 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 cultural teaching practices in their practicum shows that their cultural teaching practice, although their instructional activities are student-centred, follow a surface-level cultural teaching. Third, IC levels of pre-service teachers were found to have an influence on their cultural teaching objectives and their cultural teaching practices. On the other hand, IC levels are found to differ in terms of abroad experience but not in gender. This study has shed a contemporary light on the issue of cultural practice in practicum of English pre-service teachers. The following suggestions can be drawn from this study; cultural teaching-specific courses should be implemented in teacher training programs to avoid surface-level instruction of culture and more abroad experience opportunities should be given to pre-service teachers for earlier IC development. For further studies may be done on the factors influencing pre-service teachers in their practicum, as well as teachers, on implementing cultural teaching.

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

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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 at several universities in Turkey and TRNC. English has been integrated into all stages of the Turkish and TRNC national education systems, particularly into higher education institutions. 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 the 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

1. Introduction

Language policies can have a significant part in determining how higher education forms academically as well as what students study. Both language and language policies operate in highly complicated, dynamic, and interacting environments, where changes to one may have corresponding consequences on the other aspects of the other. Globalization has been known to have a considerable impact on language policies in many countries, among other aspects characterizing our life. As the de facto international language of instruction, English has become increasingly popular at universities around the globe, especially in Turkey and the Turkish Republic of Northern Cyprus (TRNC). A number of higher education programs in the world have adopted English as a medium of instruction (EMI). In both the Turkish and TRNC national education systems, English has been incorporated at every level, especially in higher education settings. Therefore, this study investigates the language policies in bachelor's degree programs at the Turkish and TRNC higher education institutions and the medium of instruction in bachelor's degree programs at the Turkish and TRNC higher education institutions.

1.1. Research Questions

The following questions were aimed to address, which could aid in comprehending how English is used in Turkish and TRNC university settings:

1. Which language do the countries investigated recognize as the medium of instruction according to the language policy documents and Higher Education Laws?
2. Which bachelor's degree programs are taught in English the most frequently at Turkish and TRNC universities?
3. Do the universities investigated have websites in languages other than Turkish?

2. Literature Review

2.1. Türkiye

Türkiye has a large population and a vast land area of 783,562 square kilometers (about 86 million citizens; World Population Review, 2023). In Türkiye, English is essential for many aspects from economics and politics to education. Also, English is employed as medium of instruction at several universities in Türkiye in addition to being used as a foreign language. The geopolitical and political position of Türkiye, which is covered by three seas, makes studying English highly significant. Within this English as a foreign language (EFL) country, English is primarily utilized in the diplomatic and commercial sectors, specifically for written communication.

Türkiye has sought to deepen its ties with the rest of the world with the aim to achieve gradual economic development ever since the foundation of the Turkish Republic in 1923. Therefore, in this regard, English has an essential role (Kırkgöz, 2005, 2019). However, compared to other fields, such as media, and business, there is less information about English in higher education.

English language teaching (ELT) was first introduced in the late 18th century in Türkiye, during the Tanzimat Reforms, which also witnessed the efforts to westernize the country's educational system. The first time a foreign language was used as a medium of education was in 1773, when French classes were first given in military educational facilities. Afterwards, French was also taught in Mekteb-i Mülkiye, the school of political science and Mekteb-i Tıbbiye-i Adliye-i Şahan, the medical school. (Sarıçoban, 2012). Robert College was the first institution that gave instruction in English specifically to educate boys (Council of Higher Education, 1996; Robert College, 2023). However, at the level of higher education, as a part of Türkiye 's attempts to improve higher education, the first English-medium university was Middle Eastern Technical University (ODTÜ), which was founded in Ankara in 1956 and adopted the American model.

In accordance with the regulations stated in the Higher Education Law, the organization, administration, and planning of higher education in Türkiye are handled by the Council of Higher Education (CHE), which was formed in 1981 and consists of 18 members. (Council of Higher Education, 1996). The CHE is in charge of the operation of both public and private universities. Communicative Language Teaching (CLT) was adopted by the Ministry of National Education (MONE) in 1997, introducing numerous significant adjustments to English teaching curriculum, and policies after following the Grammar Translation Method in teaching English for over 40 years. Therefore, as Kırkgöz (2005, 2019) indicates, as the Communicative Language Teaching method was incorporated into English Language Teaching for the first time in Turkish education system with the 1997 curriculum, it is considered to be a turning point in Turkish education history. The 1997 curriculum reform included the adoption of CLT as the language teaching methodology, yet despite having studied English for more than ten years by the time they graduate from high school, the majority of Turkish high school graduates lack fluency in English.

MONE asks teachers to incorporate CLT in their classes, yet the common entrance examinations continue to focus largely on testing students' grammar and reading skills while ignoring their speaking or listening skills. Despite the fact that CLT has been used in the English language teaching system in Türkiye for over 20 years, current investigations (Education First English Proficiency Index, 2011, 2015, 2019, 2022a) show that English language teaching system is not as successful as it may be. Türkiye 's low English proficiency level placed it 64th out of 100 nations in the world in 2022. Additionally, Türkiye ranks 35th out of 36 European countries in this same area (Education First English Proficiency Index, 2022b).

Higher education institutions can be regarded as the backbones of a society as they serve as the educational institutions for the next generation of leaders. In order to pass on cultural traditions to future generations, the development of a country's economy and social order is upon the shoulders of higher education institutions. With varied application methods, English has become a fundamental part of Türkiye's national education system at all stages, particularly in higher education institutions. Turkish universities have been directly impacted by the Turkish government's internationalization and globalization policies. One of the main ways that many higher education institutions have reacted to globalization is through the establishment of English as a medium of instruction (EMI) programs (Kırkgöz, 2005, 2019). In 14% (n.24) of all Turkish universities (n.164), English is the primary medium of instruction (Arık & Arık, 2014). In higher education institutions where the native language is the primary medium of instruction, English is taught with the aim of giving learners the basic language skills required to understand papers published in their particular expertise field. Accordingly, learners who get EMI are more probable to hold a positive opinion about English, according to study conducted in the Turkish setting (Demir & Ertan, 2005; İnal, Evin, & Saraçoglu, 2005).

2.2. The Turkish Republic of Northern Cyprus (TRNC)

At the intersection of three continents (Asia, Africa and Europe), Cyprus is an island in the eastern Mediterranean. The island is surrounded by the island of Crete in the west, Egypt and Israel in the south, Lebanon and Syria in the east, and Türkiye in the north. For the sake of this research, the emphasis will be on Northern Cyprus, a specific part of Cyprus. The Turkish Republic of Northern Cyprus (TRNC), which claimed sovereignty over the island's northern part in 1983, was inhabited primarily by Turkish Cypriot citizens. Standardized version of Turkish is recognized as the official language of TRNC. Although there is more freedom in terms of language laws in TRNC, higher education institutes commonly employ Turkish as their major medium of instruction. Especially in private universities that accept foreign learners, English is commonly spoken and employed as the medium of instruction in TRNC. In addition, other language programs, including Arabic and Russian, are available at several universities. Nevertheless, the majority of TRNC universities still offer courses in Turkish as their primary medium of instruction, and bachelor's degree programs often require learners to possess a fundamental level of Turkish proficiency (Selvi & Silman-Karanfil, 2022). Although English is commonly used in numerous contexts, including diplomatic papers and internet communities, tourists and learners complain that there is a lack of public personnel with English language skills and that it is hard to access public services as governmental organizations do not offer accurate and reliable English translations (Selvi & Silman-Karanfil, 2022).

2.3. English as a Medium of Instruction (EMI)

With regard to its global impact and extension, English has witnessed unparalleled growth, and its speaker base has been growing at a rapid rate. English is not just a language of communication, but also the dominant language of international culture, trade, business, and academic study in the modern world. Not only for practical purposes but also for political and prestige-related causes, an effective comprehension of English has emerged as one of the most crucial consequences of university education. Simply put, the term "English as a medium of instruction" (EMI) covers the use of English as a language of teaching in academic settings in nations where English is not the native language (Dearden, 2015). EMI aims to develop technical English proficiency that allows learners to assume responsibilities as leaders in the global society (Taguchi, 2014). The lesson specifications of EMI do not contain any explicitly laid out language learning objectives, rather than language teachers, instructors are regarded as experts in their fields (Aguilar, 2015; Airey, 2012). Moreover, Coleman (2006) identifies essential elements of EMI as follows:

1) Content-based language learning
2) International student market
3) Employability of graduates
4) Mobility of staff
5) Access to educational and research resources
6) Student exchange programs
7) Internationalization of higher education

2.4. Language Policy

The complicated process of globalization had a significant influence on language policies of numerous countries as well as other multifaceted elements at different degrees. Different countries have experienced different levels of effects of globalization, and this is reflected in the language policies they have implemented. Therefore, numerous countries have been considering ways to address the difficulties brought by globalization with regard to language policies. English language policies of the universities seem to be increasingly prevalent as they strive to replace their native tongues with English as the primary medium of instruction and to be more global by working with foreign instructors and learners. Policy decisions determine if English is used for instruction instead of the native languages. Language policy is the sum of official rules and regulations about language use, as well as the actual ways that people use language in a given society (McGroarty, 1997). Moreover, language policies have a socio-historical nature rather than existing on their own. Therefore, it may be essential to look into the past of a language policy to comprehend the present status. We may be better able to understand the significance of English and the impact of globalization on language policies of various countries if we have a thorough awareness of the geographical and political background of these countries.

Many language policy researchers use Spolsky's (2004, 2021) three-component model of language policy, which views language policy as a dynamic system of interconnected parts: Language beliefs (ideologies), language practices, and language management. First, language ideologies refer to an overall set of views regarding the nature, practice, and use of language - what individuals believe should be the language of a community (Spolsky, 2004, 2021). Another component – language practices – refers to the total of the lexical and grammar selections that a speaker makes – what individuals actually do (Spolsky, 2004, 2021). Finally, language management refers to actions taken by individuals or organizations either within or outside of a society to change its members' attitudes and behaviours (Spolsky, 2004, 2021). Furthermore, according to Shohamy (2006), language policies can be easily grasped by looking up these policy aspects and their outcomes. Language policies in universities are an important aspect of higher education, as they shape the way in which students learn and engage with academic material. Both in Türkiye and TRNC, language policies have been shaped by a variety of historical, political, and cultural factors, with Turkish playing a dominant role in both countries.

2.5. Research on Language Policies of the Universities in terms of EMI

Although there is a limited number of studies on language practice and policy in English as a medium of instruction universities, there is an increasing amount of research on the linguistic component of EMI globally. For example, according to Saarinen and Nikula's (2013) investigation of the websites of many EMI programs in Finnish universities, practices and policies were implemented in opposition to the standard of "native-speakerism," where new learners were required to have specific native English variations, such as British English [BrE], or American English [AmE], to be free from the requirements for language proficiency. Particularly, the learners have to demonstrate their competence in English by achieving the necessary grades on the international exams (e.g. IELTS, TOEFL) which use Inner Circle English variations as the standard for local contexts (Arık & Arık, 2014).

Similarly, other studies revealed the ambiguity about the academic English type stated in the policy papers. For instance, according to Björkman's (2014) investigation into language policies at 8 Swedish higher education institutions, all of them, but one, covertly specify the sort of norms that are acceptable for instructors and learners. The institution, which is clear concerning its policies, declares that appropriate English use corresponds to native English. Regarding these findings, Björkman (2014) argues that the policy documents' general lack of certainty can be attributed to the widespread belief that native English speakers communicate on campuses in a proper manner, so there is no need for legislators to explicitly state this assumption in the policies.

Moreover, Jenkins (2014) investigated the websites and policies of 60 English as a medium of instruction (EMI) higher education institutions of different nations, involving 2 Turkish universities. The study found that Although institutions explicitly stated English in their websites and policies, what type of English needed was not made clear. Nevertheless, the expected type of English was found to be native English variations, as deduced from several policy papers, including standardized exams.

Through a content analysis of language use across three different intervals over the course of five years, Callahan & Herring (2012) examined languages available on the websites of 1,140 higher education institutions of 57 different nations. Callahan & Herring (2012) found that national languages were the default choice and English was the first additional language.

Moreover, Kırkgöz (2009) investigated the macro policy changes with regard to the micro-level applications by reviewing the available research, official papers, and instructional materials to assess Türkiye's language policy in terms of the worldwide effect of English on various phases of the Turkish educational system. In his investigation, Kırkgöz (2009) found that Türkiye's macro-national strategy has been established with economic and political goals in mind, and in order for Türkiye to realize its aim of globalization, English, which serves as the most important foreign language in the education system, functions as a mediator.

In another study, Arık & Arık (2014) employed reports on Turkish higher education that were published by Turkish official entities as well as the websites of Turkish universities to investigate the function that English serves in the university setting. The findings revealed that English is the medium of instruction for around 20% of the bachelor's degree programs offered at Turkish universities, and about 50% of the bachelor's degree programs that selected English as their medium of instruction were English-related programs or engineering. The findings also showed that Almost all Turkish universities investigated had English-language websites.

Furthermore, Karakaş (2018) explored 3 Turkish EMI higher education institutions' English language practices and policies using official documents, curriculum documents, and websites of the universities. Karakaş (2018) found that although English has been declared to be the medium of instruction in the universities, the type of English needed is still quite obscured. Karakaş (2018) concluded that the variety of languages that learners bring to university appears to be overlooked in the websites and policies, despite the fact that universities take pride in welcoming learners from many backgrounds of nationalities and languages.

Finally, Selvi & Silman-Karanfil (2022) offered thorough sociolinguistic investigation into English in Northern Cyprus, by portraying a historical account of roles, statuses, attitudes, functions, practices, and policies in the national settings. English was found to be a crucial component of the linguistic repertoire of Turkish Cypriots and served as both the lingua franca and the medium of instruction within and outside of universities.

The review regarding the linguistic component of EMI in Turkish universities shown above indicates that researchers have not given language practices and policies in higher education much attention. Therefore, this study focuses on bachelor’s degree programs in the Turkish and TRNC universities 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.

3. Methodology

3.1. Research Design

The current study employed a qualitative case study design. The type of method used in the current research was a multi-sited case study (Luck, Jackson, & Usher, 2006), which considers the chosen institutions as a case in order to better comprehend complicated social issues as the central subject of this research is the issues concerning language policy in the Turkish and the TRNC settings (Yin, 2003). The English language practices, policies, and the role of English inside these institutions are the subject of the present research.

3.2. Turkish and TRNC Turkish Universities Investigated

There were 107 universities in 2007 but now 208 in 2023 in Türkiye (129 public and 79 private) (Council of Higher Education, 2023). Due to the globalization of higher education, English has gained more significance. Turkish policy has favored English-medium instruction in universities, with departments free to select between English and Turkish. This is mostly due to the Turkish government's desire to meet the standards of the European Union (Kırkgöz, 2009). Certain departments of the universities offer programs in two languages, whereas some universities provide an integrated curriculum in specific programs, with certain lessons taught in English and others in Turkish (Kırkgöz, 2019).

In the TRNC, which is recognized by a limited number of countries, today; 107,936 students are enrolled in 22 higher education institutions (MoNEC, 2023).

The best 3 universities in both countries were selected to be examined. A ranking investigation was conducted to determine the best universities. Some Turkish universities, namely Çankaya University, Koç University, and Sabancı University ranked 401-500th according to the Times Higher Education World University Rankings (2023a), one of the most prestigious rankings. In addition, Eastern Mediterranean University ranked 501-600th and Near East University ranked 601-800th from the Turkish Republic of Northern Cyprus. This ranking is based on 5 criteria: Teaching, research, citation international outlook, and industry income. Moreover, Cyprus International University ranks 401–600th in the University Impact Rankings by Times Higher Education (2023b). The Sustainable Development Goals (SDGs) are used in this rating system to evaluate universities.

3.3. Data Collection Tools

The academic English language policies of the universities, official documents, and reports published by Turkish and TRNC Turkish higher education institutions and Turkish and TRNC universities' websites, which are all publicly accessible, have been used to collect data. These materials were primarily gathered from the websites of Councils of Turkish and TRNC Higher Education, universities' main websites and relevant webpages.

3.4. Data Analysis

The obtained data was analyzed through content analysis. As qualitative research method, content analysis refers to a method of establishing reliable and accurate assumptions about the settings in which texts are used. (Krippendorff, 2003). Also, content analysis can be employed to construct notions, classifications, and topics from a variety of texts, and to produce designs, theoretical frameworks, and theoretical maps which explain the topic under investigation (Kyngäs, Mikkonen, & Kääriäinen, 2020). It was aimed at examining the exact meanings of the information included in language practices and policies using qualitative content analysis.

4. Findings

4.1. Medium of Instruction at the Investigated Universities

4.1.1. Turkish Universities

First research question aimed to address the medium of instruction in the bachelor's degree programs at the investigated Turkish universities regarding the language policy documents and Higher Education Laws. Article 2(a) of Turkish Republic (TR) Law on Foreign Language Teaching and Learning of Different Languages and Dialects by Turkish Citizens (1983) recognizes Turkish as official language in teaching and education, however the Council of Higher Education (YÖK) may authorize the use of a foreign language as the medium of instruction in certain programs, provided that the students have the necessary proficiency in that language.

Table 1. Medium of instruction at the investigated Turkish universities

Institutions of Higher Education	**Founded in**	**Status**	**Medium of Instruction**	**English Only (Bachelor's Degree**	**Turkish Only (Bachelor's Degree**
Çankaya University	1997	Private	English	21	4
Koç University	1993	Private	English	22	0
Sabancı University	1994	Private	English	13	0

Table 1 summarizes the medium of instruction in the bachelor's degree programs at the investigated Turkish universities. As can be seen, all of the investigated universities are private universities and adopt English as the medium of instruction in the bachelor's degree programs. However, although Çankaya University adopts English as the medium of instruction, departments of Law, and Public Relations & Advertising offer instruction in Turkish.

4.1.2. TRNC Universities

Through the utilization of higher education laws and language policy documents, the first research question sought to address the medium of instruction in the bachelor's degree programs at the investigated TRNC universities as well. English is recognized as the medium of instruction in all universities in the country under Article 36(3) of the TRNC Higher Education Law (2005). Nevertheless, what kind of English required was not exactly stated in the article. Moreover, universities can conduct educational activities in Turkish (or any other language) with the permission of the Higher Education Planning, Accreditation and Coordination Council (YÖDAK).

Table 2. Medium of instruction at the investigated TRNC universities

Institutions of Higher Education	Founded in	Status	Medium of Instruction	English Only (Bachelor's Degree	Turkish Only (Bachelor's Degree
Eastern Mediterranean University	1979	Public	Turkish, English	41	35
Near East University	1988	Private	Turkish, English	17	86
Cyprus International University	1997	Private	Turkish, English	25	36

Table 2 addresses the medium of instruction in the bachelor's degree programs at the investigated TRNC universities. As can be seen, the situation of the bachelor's degree programs at the investigated TRNC universities are different from the investigated bachelor's degree programs at the Turkish universities regarding the medium of instruction. The findings showed that all of the investigated universities offer Turkish and English bachelor's degree programs. The findings also showed that 2 of 3 universities provide more bachelor's degree programs in Turkish. Only Eastern Mediterranean University offer more bachelor's degree programs in English than in Turkish. Similar to the situation in Turkish universities, private universities are also dominant here.

4.2. Common Bachelor's Degree Programs Taught in English

4.2.1. Turkish Universities

Second research question aimed to address the common bachelor's degree programs taught in English at the investigated Turkish universities.

Table 3. Common bachelor's degree programs taught in English at the investigated Turkish universities

Departments	Çankaya University	Koç University	Sabancı University
Law	✓	✓	
Computer Engineering	✓	✓	✓
Electrical and electronics Engineering	✓	✓	✓
Industrial Engineering	✓	✓	✓
Molecular biology and Genetics		✓	✓
Mechatronics Engineering	✓		✓

Materials science and engineering	✓		✓
Economics		✓	✓
Visual Arts	✓	✓	✓
Psychology	✓	✓	✓
Politics	✓		✓
Business	✓	✓	
International Relations	✓	✓	
Mathematics	✓	✓	
Mechanical Engineering	✓	✓	

Table 3 summarizes the common bachelor’s degree programs taught in English at the investigated Turkish universities. The findings showed that the departments of psychology, visual arts, industrial engineering, electrical and electronics engineering, and computer engineering are taught in English in the bachelor’s degree programs at the investigated Turkish universities. Table 3 also shows some common departments in the bachelor's degree programs between 2 Turkish universities.

4.2.2. TRNC Universities

Second research question also aimed to address the common bachelor’s degree programs taught in English at the investigated TRNC universities. Table 4 summarizes this aspect.

Table 4. Common bachelor’s degree programs taught in English at the investigated TRNC universities

Departments	**Eastern Mediterranean University**	**Near East University**	**Cyprus International University**
English Language Teaching	✓	✓	✓
Banking and Accounting	✓	✓	✓
Industrial Engineering	✓	✓	✓
Mechatronics Engineering	✓	✓	✓
Pharmacy	✓	✓	✓
Environmental Engineering		✓	✓
Radio, TV and Film Studies	✓	✓	
Artificial Intelligence Engineering	✓	✓	
Bio - Engineering		✓	✓
Biomedical Engineering	✓	✓	
Petrol and Natural Gas Engineering		✓	✓
Software Engineering	✓	✓	
International Law		✓	✓

Table 4 summarizes the common bachelor's degree programs taught in English at the investigated TRNC universities. The findings revealed that the departments of English language teaching, banking and accounting, industrial engineering, mechatronics engineering, and pharmacy are taught in English in the bachelor's degree programs at the investigated TRNC universities. Table 4 also shows some common departments in the bachelor's degree programs between 2 TRNC universities.

4.3. University Websites

4.3.1. Websites of the Investigated Turkish Universities

Third research question aimed to address the available languages of the official websites of the related universities. The official websites of the related Turkish universities were investigated. The study found that, naturally, all of the investigated Turkish universities have a website in Turkish. In addition, all of the investigated Turkish universities were found to have a website in English. None of the investigated universities have a website in a foreign language other than English. Also, except for Çankaya University, the layouts of the websites of the other 2 universities do not show any changes when you switch between the languages of the website. When you switch to English on the website of Çankaya University, the layout of the website shows some changes. Less content, such as news, announcements, and events calendar, was observed on the English website of the university. Finally, Koç University has an additional website called International Student Recruitment Directorate which gives international students detailed information on topics, such as programs, scholarships, and application requirements.

4.3.2. Websites of the Investigated TRNC Universities

The official websites of the related TRNC universities were also investigated. The study found that, naturally, all of the investigated TRNC universities have a website in Turkish. In addition, all of the investigated TRNC universities were found to have a website in English. However, contrary to the investigated Turkish universities, 2 of 3 investigated TRNC universities were found to have a website in foreign languages other than English, including Deutsch, Russian, Arabic, and Persian. Cyprus International University were observed not to have a website in a foreign language other than English. Table 5 summarizes this aspect.

Table 5. Languages of the websites of the investigated TRNC universities

Websites	English	Deutsch	Russian	Arabic	Persian
Eastern Mediterranean University	✓	✓	✓	✓	✓
Near East University	✓	✓	✓	✓	
Cyprus International University	✓				

Moreover, the layouts of the websites of the related TRNC universities do not show any changes when you switch between Turkish and English. However, the layout of the website of Near East University generally changes when you switch to a different foreign language than English. Less and old content, such as old news, announcements, and calendar of events, was observed on the website of Near East University in different foreign languages. Finally, the website of Eastern Mediterranean University directs you to a different website with a different layout when you switch to a different foreign language than English. These different websites were observed to have a simpler layout with less content.

5. Discussion

The findings related to the first research question showed that all higher education institutions in TRNC are required to use English as the primary medium of instruction under TRNC Higher Education Law (2005). However, the article failed to exactly state what type of English was required. The type of English required could be standard British English or daily, American English. These findings support the findings of Jenkins (2014), and Karakaş (2018) who found that although universities explicitly referred to English in their policies as well as websites, the specific type of English needed was not made clear. Also, the findings related to the second research question showed that English bachelor's degree programs at the investigated universities were generally either English-related programs or engineering programs. This demonstrates how English instruction has already affected numerous bachelor's degree programs in non-native countries. These findings are in line with Maiworm & Wachter (2002), and Arık & Arık (2014) who found that the programs that chose English as the medium of instruction were often engineering programs and English-related programs, such as English language teaching. In addition, the third research question aimed to address the available languages of the official websites of the related universities. The findings revealed that all of the investigated Turkish and TRNC universities had a website in Turkish and English and that 2 of 3 investigated TRNC universities were found to have a website in foreign languages other than English, including Deutsch, Russian, Arabic, and Persian. The prevailing presence of English-language websites of Turkish universities as opposed to other foreign languages demonstrates the importance that English is given in Turkish higher education. These findings are in line with the findings of Callahan & Herring (2012), and Arık & Arık (2014) who found that the standard languages of the websites were native languages in Expanding Circle countries like Türkiye, or TRNC, that there was a tendency toward more multilingual websites, and that English was the most common foreign language on the websites of the universities.

6. Conclusion

This study aimed 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 by using language policies, official documents, and reports published by Turkish and TRNC Turkish higher education institutions and Turkish and TRNC universities' websites. The findings of this research show not only the extent of English's effect on Turkish and TRNC higher education institutions but also how this effect varies depending on the bachelor's degree program. Briefly, this study found that the related TRNC article failed to exactly state what type of English was required in higher education, that English bachelor's degree programs at the investigated universities were generally engineering programs, and that all of the investigated Turkish and TRNC universities had a website in Turkish and English. Given the above-described language policies in higher education, as universities continue to evolve and adapt to changing global contexts, it will be important to continue to reassess and refine language policies in order to promote diversity, inclusion, and excellence in higher education. English seems to be widely accepted as a need for success in academia as well as high-paying occupations. This study is important in order to identify the medium of instruction policies of Türkiye and Northern Cyprus. As well as English language instructors and teachers in Türkiye and Northern Cyprus, academics interested in the development of English in Expanding Circle countries and university settings could find our findings interesting. Further research could examine how the medium of instruction has changed over time in Turkish and TRNC universities. This study could help determine if the use of English as a medium of instruction in Turkish and TRNC universities has grown steadily or dramatically. The current research excluded PhD, master's and associate degree programs and focused on the medium of instruction in bachelor's degree programs. The medium of instruction in such programs could be the subject of future research. In addition, these findings offer important implications for further language research, practice, and policy. First, legislators are recommended to restructure their national language examinations, which are frequently built upon grammar skills. Second, universities are recommended to produce more suitable instructional resources that train learners in academic English use. Third, educators play an important role when it comes to the execution of language policy issues. Thus, the training of educators is a key component of efficient foreign language teaching. Fourth, there will always be a disparity between policies and practices without an adequate number of qualified, highly skilled educators. Finally, university teacher training courses should be changed in regard to the increasing popularity of English language teaching in Türkiye's educational system at all stages.

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Traps that Translators Face in Popular Literary Translation[1]

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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 analysed 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 (a) the choices of the translator, (b) the prerequisites of the publishers, and that (c) not every negative shift of expression can be a 'gain', as per Popovic's statement, for the target culture and language.

Keywords: Shifts of expression, patronage in translation, literary translation

1. Introduction

Since ancient Greece, the roles and responsibilities of translators have been the subject of inquiry, albeit their significance remained peripheral until the onset of the modern era. As the twentieth century unfolded, scholars delving into translator identity and the intricacies of literary translation began emphasizing the nuanced nature of translators, portraying them not solely as conduits for linguistic conversion but as active contributors to the creative process. This paradigm shift has prompted heightened scholarly attention to the complex responsibilities and perceptions associated with the translator's craft.

In alignment with this evolving academic discourse, the present study endeavours to scrutinize and elucidate the comparative dimensions between a prominent literary work and its translated iteration. The core objective of this pursuit lies in dissecting the intricate layers of linguistic and cultural transfer inherent in the translation process, seeking to comprehend the extent to which the translator assumes a role akin to that of an author in the re-creation of a narrative within a distinct linguistic and cultural milieu.

This research aligns itself with a broader intellectual tradition focused on unravelling the intricacies of translation dynamics, transcending the conventional notion of the translator as a mere mediator. It meticulously examines the interplay between source and target texts, aiming to discern the nuances of

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the translator's interpretative agency and the ensuing impact on the reception and interpretation of the translated work within the target audience.

In essence, this study contributes not only to the expanding realm of translation studies but also enhances our comprehension of the evolving role of the translator in the literary domain. The comparative analysis of the selected novel and its translated counterpart serves as a microcosm for exploring the intricate symbiosis between linguistic fidelity and creative reinterpretation, fostering a more nuanced understanding of the transformative potential inherent in the act of translation.

1.1 Research Questions

This study aims to find answers to following questions:

> (i) To what extent was the translator's work affected by the decisions of the patron?
> (ii) Could the 'negative shifts of expression' that are encountered in due process be a gain for the target language and/or culture?

2. Literature Review

This study initiates with a review of the extant literature dedicated to literary writing and literary translation. In essence, this literature review serves as the theoretical scaffolding, enhancing our understanding of the complexities inherent in the translation of literary works.

2.1. Literary Writing

Gündoğdu defines literature as "literary texts in which different events, situations, people and their objective world, which are fictionalized by the author and described in his/her own unique style, are reconstructed and made meaningful from the moment they meet the reader in the language of the culture in which they are created and take their place in the source linguistic literature" (1999: 172). Since literature includes sub-genres such as prose, poetry and theatre, it is "a 'super-genre' that cannot be easily defined and contains many genres" (Tahir Gürçağlar, 2016: 33). Since these sub-genres have their own dynamics, they require different approaches in terms of translation and pose different challenges for translators. In any case, these different genres can be grouped under a single genre and "a set of common features" (ibid.) can be mentioned:

> - Literary texts have an aesthetic and emotional function rather than an informational value, their aim is not to inform the reader (...) but to move or entertain.
> - Literary texts use poetic/literary language. Ambiguous or polysemous words and phrases are often used, and the language used is often emphasized more than the subject matter. The content and the form in which this content is conveyed have an integrity that cannot be separated from each other.
> - In literary texts, authors have a style. The elements that make up this style include how the text is constructed, the theme dealt with, the use of tools such as simile, metaphor, rhyme.
> - Literary texts and their authors have an important prestige in the eyes of society. Although popular literature has traditionally been excluded from this, it can be said that the prestige of this field has increased significantly thanks to the academic interest in popular works at the end of the 20th century (Jones, 2009: 152; Meyer, 1997: 4; as cited in Tahir Gürçağlar, 2016: 34).

It can be stated that literature and literary works have always had an important place in social life and in the lives of individuals. Due to these characteristics, these works are mixed with cultural elements specific to the society. Hence, as a result of analyzing a work, cultural reflections can be easily observed in its fiction, time and space creation and the author's style (Albiz Telci and Çoban, 2017: 268). It should not be forgotten that in literary texts, it is important not only what is expressed and written down, but also how it is expressed by attributing a subjective meaning to the words.

2.2. Literary Translation

In Munday's (2008: 82) definition, in literary translation target reader accesses the ideas of the source text with the awareness that the text at hand is a translation. Aksoy (2002: 54) states that, "one aspect of literary translation involves recreating the forms and sounds of the original literary text in another language". Thus, in literary translation, the translation should convey both the form, message and meaning of the original text.

According to Levý (2011), literary translation is an art in its own right and lies somewhere between the creative and reconstructive arts. Levý divides the act into three parts: apprehension, interpretation and re-stylisation. The translated work is an artistic reproduction, the translation process is one of artistic creativity, which, by giving a concrete form to an already existent text, can best be compared to the art of acting on the stage (Snell-Hornby, 2006: 22). In this creative process, the translator must "perceive all the semantic and linguistic signs of the text as a whole, then divide this whole into parts, i.e. semantic and linguistic signs, and recreate it in another language, but in a different social-cultural context" (Karayazıcı, 1994: 249).

In every text type, the primary target of the author is the reader, and in the translation process, the translator should primarily approach and analyse the text from a reader's point of view. In literary texts, on the other hand, the author's aim is not only to convey a text to the reader, but also to "evoke certain feelings and thoughts in him/her through a unique and creative use of language" (Aksoy, 2002: 57). Hence, whilst translating a text a translator should not view the text merely as a "linguistic phenomenon, but also as a unit with a communicative function, embedded in a specific environment and part of a wide socio-cultural spectrum" (Karayazıcı, 1994: 248) where the author uses "images, metaphors, rhyme and collocations" (Aksoy, 2002: 57) in his/her unique writing style, and the translator should bear in mind that "this original and creative use of language [is what] makes literary translation so difficult" (ibid.: 58) and the translator is "obliged to distinguish the degree of complexity, individuality of language use, and creative orientation of the original text" (Göktürk, 2018: 48). Moreover, in order to overcome these difficulties, "a literary translator must be able to cope with average, general linguistic difficulties, and must have the linguistic competence, even technical language manipulation skills, to be able to sense, see and understand connotations, idioms, puns, all kinds of artistic language, rhymes, inversions, distortions, and reconstruct them in the target language. A good translator should be able to apply the strategies of equivalence, approximation and paraphrasing skilfully and with the sensitivity of a golden scale and should be able to decide where and to what extent to make adaptations" (Salman, 1996: 252).

3. Methodology

Writing is a difficult task, and even one can say, a difficult art, which in turn makes literary translation a more difficult task, may even be called an art form in itself. Alas, the constant negative criticism of translators throughout centuries, especially those who translate literature, focusing only on their mistakes rather than on the literary value of the works they translate has long been the main approach of critics, and although translators have generally remained silent and/or have not taken any theoretical steps, some translators have not been able to remain silent any longer and have voiced their objections at the highest level and have even characterized such critics as "translation police" or "'nitpicking academics' who focus microscopically on errors in a translation" (Rabassa, 2005; Bush, 1998, 2006; see Munday, 2008: 151). Thus, in order not to be 'police' or a 'nitpicking academic', The comparative analysis in this study was conducted within the framework of Raymond van den Broeck's analysis model. According to this model, the source and target texts were analysed in three stages. In the first stage, the script units in the source text were analysed, in the second stage, the script units in the source text were compared with the elements in the target text, focusing on shifts and deviations in this process, and in the third stage, a general evaluation of the differences between the actual equivalence and adequate translation between the source text and the target text was made with the comparison of "textual units". The findings obtained as a result of the comparison are evaluated within the framework of Anton Popovič's shifts of expression concept.

4. Results and Discussion

Popovič divides shifts of expression into three groups: obligatory shifts of expression, individual shifts of expression and negative shifts of expression. Although 63 shifts in total in these three groups were found in the study, due to the limitations, only some examples are given in this paper.

4.1. Obligatory Shifts

ST: "Otra tonica?" the pretty barmaid asked.
"No, gracia:"
TT: Güzel bir çalışan, "Otra tonica? (Başka tonik?)" diye sordu.
"No, gracia: (Hayır, teşekkürler.)"

In the original text, it is apparent that the author likely refrained from providing English renditions of the Spanish dialogues, presumably to preserve a sense of authenticity and owing to the linguistic affinities between Spanish and English. In contrast, the translator endeavoured to uphold the integrity of the Spanish utterances while ensuring intelligibility by strategically incorporating Turkish equivalents within parentheses. This was done to make the translator's intervention explicit.

Given the linguistic cognates shared by Spanish and English, the source text's author retained the Spanish dialogues unaltered, contributing to the seamless fluency of the novel. However, the translator faced a distinct challenge as Turkish, originating from a disparate language family, encompasses disparate linguistic elements. Consequently, in order to signify the Spanish-speaking character and facilitate comprehension, the translator retained the Spanish dialogues, accompanied by Turkish translations enclosed in parentheses, necessitating an obligatory linguistic adjustment due to the inherent differences between the language families.

Remarkably, the translator consistently adhered to this translational choice throughout the entirety of the book, thereby maintaining a cohesive linguistic approach.

ST : "I look like a Whiffenpoof."
TT : "Yale Üniversitesi'nin frak giyen grubu Whiffenpoof'a benzedim."

Owing to the relative obscurity of the Yale University music ensemble, the Whiffenpoof, within the cultural milieu of the target audience, the translator opted not only to transliterate the group's name but also deemed it judicious to explicate its nature within the sentence, thus obviating the need for a separate explanatory footnote. The preceding mention of a character donned in a frock coat, who made a statement whilst scrutinizing himself, is elucidated by underscoring that the musical group Whiffenpoof also adorns itself in similar attire. The conspicuous lack of recognition for this culturally significant musical entity in the target culture prompted the translator to employ a paraphrastic method within the textual fabric, necessitating an obligatory shift in the TT.

> ST: Text materialized over the mountain. La Pedrera wasn't created by Gaudí.
> TT: Dağın üzerinde bir yazı belirdi. La Pedrera'yı Gaudi yaratmadı.

The employment of the passive voice in the source text (ST) is transmuted into the active voice in the target text (TT). The prevalent and prevailing utilization of the active voice in the target culture is posited as the principal determinant influencing the translator's decision-making process. This obligatory shift, emanating from distinctions in linguistic, cultural, and social contexts, engenders the formulation of an active sentence in the TT.

4.2. Individual Shifts

> ST: The answer was unexpected, but it rang true for Ávila. He too had sensed a growing schism within the Catholic Church—a rift between those who believed the Church needed to modernize or die and those who believed the Church's true purpose was to remain steadfast in the face of an evolving world.
> TT: Tahmin edemeyeceği bir cevap almıştı ve bu kulağına mantıklı geliyordu. O da Kilise'nin ya modernleşmesi ya da batmasına inananlarla, gerçek amacının değişen dünya karşısında kıpırdamadan durmak olduğuna inananlar arasındaki sürtüşmenin arttığını hissediyordu.

The coherence and intelligibility evident upon scrutiny of the target text (TT) persist in comparison to the source text (ST). It is posited that the translator deliberately refrained from employing the term 'Catholic' in the translation of the Catholic Church, given the absence of a clear delineation between Catholics and Protestants in the target culture. In her assessment, the term 'church' was deemed adequate. The confluence of these subjective considerations, coupled with the narrative language employed, has given rise to an individual shift.

4.3. Negative Shifts

> ST: "I looked at your curriculum vitae," the bishop said abruptly, glancing at Kirsch. "I see you're a product of Harvard University?"
> "Undergraduate. Yes"
> TT: Kirsch'e şöyle bir bakan piskopos aniden, "Özgeçmişinize baktım," dedi. "Harvard Üniversitesi'ne gitmişsiniz."
> "Lisans aldım. Evet."

Upon examination of the source text, it is discerned that a note of sarcasm is embedded in the phrase 'a product of' directed towards the interlocutor. However, this facet of sarcasm is conspicuously absent in the translation. Furthermore, the response detailing the individual's educational attainment, specifying degrees such as bachelor's or master's, has undergone a semantic transformation in the target text (TT), wherein it has been streamlined to a more straightforward rendition.

The phrase 'lisans almak' in the target culture typically denotes the acquisition of a certification resulting from training in diverse skill areas, rather than specifically indicating university-level education. This semantic shift represents an exemplification of a negative shift, signifying a deviation from the original nuance or complexity in the process of translation.

ST: "You're my culture connection, Robert," Kirsch often joked. "My own private bachelor of arts!"
TT: Kirsch, "Sen benim kültür bağımsın Robert," diye espri yapardı. "Aynı zamanda benim özel, bekarlık sanatı eğitmenim!"

Given the dual connotation of the term 'bachelor' in the phrase 'Bachelor of Arts' within the source text, the author employs a pun, playfully alluding to both the unmarried state of Langdon and the academic degree conferred. This facet becomes apparent through the subsequent mention of a 'playful jab at Langdon's marital status' in the following sentence. Examining the target text, it seemingly posits the existence of a conceptual domain termed 'the art of celibacy,' with the character Robert positioned as an instructor within this hypothetical field. Consequently, it is evident that the author's intent is markedly divergent. The failure to effectively convey these nuanced puns results in a negative shift in the translation, wherein the intricacies of the author's wordplay are not adequately transmitted.

ST: Langdon flushed with sudden anger, followed by steely determination.
TT: İçten içe korkunç bir öfkeye kapılan Langdon ansızın çelik gibi sağlam bir karar aldı.

Within the target culture, the idiom 'a decision as firm as steel' lacks currency, and its absence contributes to a nuanced discrepancy in meaning between the source and target texts. Consequently, this semantic disparity presents a negative shift in the target text, as the original meaning reliant on the steel metaphor is not seamlessly preserved or replicated in the translated version.

ST: I'll take that as my cue, Avila thought, standing up.
TT: Ayağa kalkan Avila, bu durumdan feyz alsam iyi olacak, diye düşündü.

The term 'feyz almak' employed in the target text conveys the notion of an individual drawing inspiration from those who have succeeded in an endeavour where they themselves have faced failure, thus perceiving these successful individuals as role models. In contrast, the phrase 'take as cue' in the source text denotes a signal indicating the opportune moment to depart an environment expected to escalate into trouble. When contextualized, such as envisioning a character in a bar invoking this expression upon observing two inebriated individuals entering, it becomes apparent that the intention is not to emulate or take example from these individuals. The transference of meaning, which disrupts semantic coherence, manifests as a negative shift in the target text. This shift undermines the original nuance and introduces an unintended connotation that deviates from the contextualized meaning of the source text.

ST: Like the ancient crismon of Christ, the icon was a symbol constructed entirely of letter.
TT: İsa'nın crismon'u gibi bu sembol de sadece harflerden meydana geliyordu.

The word 'crismon', which means 'monogram', is taken completely verbatim and left incomprehensible in the target culture. This usage, which prevents comprehensibility in the target text, is characterized as negative shift.

ST: "You can't believe what I've accomplished in artificial intelligence this year – quantum leap:"
TT: "Bu yıl yapay zekada neler başardığıma inanamayacaksın. Kuantum sıçrayışı yaptım."

> ST:"And tonight, mankind is about to make a quantum leap in that direction."
> TT:"Ve bu akşam, insanlık sözünü ettiğim yönde bir kuantum sıçraması yaşayacak."
>
> ST: "I'm afraid," Edmond had admitted, "so far, my quantum leap in quantum computing is a quantum dud."
> TT: Edmond, "Ne yazık ki şu ana kadar kuantum bilgisayardaki kuantum sıçrayışım bir kuantum fiyaskodan öteye gitmedi," demişti.

The expression 'quantum leap', which is used throughout the book in the sense of 'significant breakthrough / major development', has been translated as 'kuantum sıçraması' as if it means quantum-sized leaps, causing semantic shifts.

The word 'quantum', defined in Merriam-Webster as "(noun) a: any of the very small increments or parcels into which many forms of energy are subdivided; b: any of the small subdivisions of a quantized physical magnitude (such as magnetic moment) (adjective) 1: large, significant, a quantum improvement 2: of, relating to, or employing the principles of quantum mechanics, quantum physics" is used in both senses of the adjective form in this quoted paragraph. In Turkish, the definition of the word 'kuantum' is "one of the subsets of possible values of a wave", that is, the definition of the noun form in English. Again, 'quantum leap', which is defined as "an abrupt change, sudden increase, or dramatic advance" in Merriam-Webster, corresponds to "significant breakthrough/progress" in Turkish. The ST author's humorous approach in the character's speech by making a word play could not be given in TT, and even the expressions 'kuantum sıçraması' and 'kuantum fiyasko' were used, leading to a semantic shift. These semantic shifts cause misinterpretation and negative shifts as a result of the translator's analysis of the source text.

> ST: "Let us not forget our own *Terror Rojo*," the pope continued, his hand never leaving Ávila's shoulder.
> TT: Papa elini onun omzundan kaldırmadan, "*Kendi Tenor* Rojo'muzu unutmayalım," demişti.

The italicized phrase 'Kendi Tenor' in the target text lacks clarity regarding its referent or context, as neither preceding nor subsequent paragraphs offer an explanatory elucidation. A meticulous examination of the source text reveals that the reference pertains to a terrorist incident. Furthermore, an oversight in the form of a typographical error is noted. In addition to this typographical discrepancy, it would have been judicious to provide an explication of 'Terror Rojo,' a reference to the Spanish Civil War, to enhance reader comprehension. The omission of such clarifying information contributes to a negative shift in the narrative, impeding the reader's ability to fully grasp the intended meaning and compromising overall textual coherence.

5. Conclusions

The analysis yielded a presentation of 14 instances categorized as Obligatory Shifts, 8 instances under Individual Shifts, and 41 instances under Negative Shifts. A quantitative interpretation of these examples underscores the predominance of negative shifts. Popovič contends that shifts in expression are not driven by the translator's intention to compromise the semantic nuances of the source text or diminish its allure; rather, they stem from the translator's endeavour to uphold the norms inherent in the source text. However, a nuanced examination reveals that, with the majority of negative shifts, the semantic characteristics of the text are indeed distorted. Moreover, it is discerned that these distortions do not manifest as ‘gains’ within the target language and culture.

Given that the source text was concurrently translated into diverse languages across countries due to the publishing house’s policies, maintaining synchronicity posed a considerable challenge. The translation process, executed in an isolated environment in Barcelona by translators assigned to various languages, necessitated a nuanced evaluation of the negative shifts in the target text. Factors contributing to these challenges encompassed limited internet access, reliance solely on resources available in the working environment, the unavailability of contact with experts in specialized areas, and commercial considerations such as the absence of the source text for verification upon returning to Istanbul for printing. Additionally, time constraints, driven by the imperative of simultaneous printing and distribution, were identified as potential reasons for the elevated frequency of negative shifts.

From the translator’s perspective, the working environment, pressured by the publishing house’s policies, emerged as a challenging milieu, potentially yielding undesirable outcomes in this artificial working context. The standpoint of translation studies approaches underscores the mechanical perception of translation by the publishing house, as emphasized by Lefevere (1992), whereby the publishing process for such literary works in popular culture transpires under the control of “patrons” in alignment with their preferences.

To facilitate a more detailed examination and an objective evaluation, it is proposed to conduct a comparative criticism of Dan Brown’s *The Da Vinci Code* and its translation by Demir İncek. This recommendation stems from the uniqueness of this translation, as it represents Demir İncek’s first translation of a novel by Dan Brown, uninhibited by restrictive elements imposed by the source text’s publishing house. In translating this novel, the translator operated at her discretion, choosing the time and place of translation and having access to sources of her choosing.

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Identifying the Differences between American and British English

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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, Scottish, South African and Indian English. At the forefront of this diversity is American and British English. This diversity has paved the way for various uses of English in terms of grammar, spelling, word choice and pronunciation, idiom, vocabulary, and syntax. In this context, this quantitative study investigated the extent to which ELT students are able to distinguish between American and British English differences. In addition, the study also aimed to find out if there is a meaningful relationship between the discrimination of prospective English teachers regarding the written differences, word 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 teachers in Samsun. In the first stage, the students were asked about the type of English they use predominantly in written and spoken language. The second part of the test focused on exploring the participants' discrimination between British and American English spelling differences and word choice According to the results of the test, it was seen that the students mostly use American English, followed by British English, and finally both American and British English. The statistical analysis showed that the students who preferred British English made the most errors (46 %). On the other hand, the students who favoured both American and British English made the least errors (20%). The total error rate in the study was determined as 30 %.

Keywords: American English, British English, prospective English teachers

1. Introduction

Languages are born, grow, develop, and die as organisms do. As a result of the process of enlightenment, development, and change, English, whose roots come from the Germanic family, is in its heyday in today's globalized world. English is today's lingua franca and has the status of a universal language. Most countries engage closely with the United States, which is the centre of economic, political, and technological global flows. In this sense, English is widely used as a working language in almost 90 % of global organizations, financial industries, and institutions such as the United Nations and the World Health Organization (Hansson, 2010). With its popularity, English shows its influence in almost every area: international communication and media, international conferences, events, international meetings, international tourism, international trade, advertising, banking, and law. The language of scientific academic journals, books, films, serials, brochures, and artistic or political products is English. English is the most widely spoken language in the world, with an estimated 1.35 billion speakers worldwide. There have been plenty of varieties of English around the world. Familiarity with the notable variations and distinctions between American and British English, especially for language learners using English as a foreign language, facilitates the internalization of the language. Language teachers can guide students more effectively by using these differences as a reference, aiding comprehension in both written and oral forms. Thus, it is essential to highlight the disparities among English varieties, creating awareness among students and establishing a foundation for understanding these linguistic distinctions.

1.1. Research Questions

To address the specific objectives of the research, the following research questions were formulated:

1. To what extent ELT students can identify written differences between British and American English varieties?
2. Is there a correlation between ELT students' discrimination of written lexical differences in American and British English and their language preferences?

2. Literature Review

Examining the role of English, it is an undeniable fact that the language dominates various active areas in the world and contributes to their development. In this regard, the three basic circles that emerged with the term "World Englishes’’(WE) by Kachru in 1990 indicate the spread of English as an influential language in a more concrete way. These are the Inner Circle, the Outer Circle, and the Expanding Circle. The inner circle includes the speakers who use English as their mother tongue. Countries such as the United States, the United Kingdom, Australia, Canada, Australia, New Zealand, and Ireland fall under this category. The countries, including the West Indies, Asia, and Africa that belong to the Outer Circle, are those where English was initially used as a colonial language for administrative functions. In these nations, English is utilized for education. Lastly, in the expanding circle, there exist some countries where English is spoken as a foreign language (EFL), such as Turkey, Russia, China, Japan, Azerbaijan, China, and Russia. It might be seen as the reflections of the Expanding circle of English in Turkey. From this perspective, achieving a good proficiency level of English in Turkey opens the doors to receiving high-level education, benefiting from international business and opportunities, closely following all the developments in the world, being able to digitalize easily, getting to know different cultures closely, and establishing international communication.

According to Gunawan and Aminah (2020), there are at least 350,000,000 people worldwide who have learned English since childhood. Crystal (2000) also stated that English is spoken by approximately 1.5 billion people as a mother tongue, second language, or foreign language. This linguistic prominence has led to the emergence of numerous varieties of English across the world. American English is known as General American (GA) and British English or Received Pronunciation (RP) are the most common varieties. The Americans view GA as an official in the US, which is used for official correspondence and the language used to present the news. Conversely, the British Broadcasting Corporation and Londoners accept RP as standard English. American English and British English have their own characteristics. Therefore, there are significant differences between British and American English in terms of accent, intonation, pronunciation, idiom, vocabulary, and syntax. The most prominent difference between American and British English could be pronunciation. The speakers of British English generally prefer not to pronounce the consonant ‘r’, if there is not a vowel sound before it. Spelling is regarded as another difference. While words are spelled as they are in American English, there are a number of adaptations in the spelling of words in British English (Gunawan & Arminah, 2020). For instance, -or, -og,-ter,- yze are seen in American English (behavior, dialog, center, analyze). In British English, -our, -ogue, -tre, -yse exist in British English (behaviour, dialogue, centre, analyse). Apart from the spelling differences, some lexical items are not the same in American and British English. To illustrate, the British people utilize certain vocabulary such as autumn, shop, holiday, petrol, luggage, and film instead of using fall, store, vacation, gasoline, baggage, and movie like the speakers of American English. As for the grammatical differences between these two varieties, In British English, a collective noun is followed by plural or singular verbs (The class are/ is extremely excited today) while in American English, singular verbs are used (The class is extremely excited today). Considering the choices of prepositions, unlike American English (‘in the school’), it is used ‘at school’ in British

English. Being familiar with the striking varieties and differences between American and British English by language learners who use English as a foreign language 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. On the other hand, if learners are not able to have enough knowledge about the spellings and pronunciations, they may have difficulty understanding the meaning of the language since they are not acquainted with the varieties of American and British English. This situation can lead to misunderstandings and confusion for them. In order to avoid this complexity, it is crucial to draw attention to the distinctive features of English and provide a basis for students in order to create cross-cultural awareness of these differences. When glancing at the related literature (Bayyurt, 2012; Doğançay 2010; Elkılıç & Han, 2009; Karakaş, 2012; Sembring, 2021; Yaman, 2015), the number of studies focused on identifying English variants within the Turkish EFL context at the university level are not as numerous as expected. Thereby, the major purpose of this study is to unveil the ignored importance of identifying English varieties in the Turkish EFL context. This current study sought to probe to what extent ELT students, who are considered future English teachers, distinguish between American and British English varieties. This study also aimed to find out if there is a meaningful relationship between the discrimination of ELT students regarding the written differences, word choices, and English varieties that they prefer. The study can be a new path to raise ELT students' awareness of British and American English differences by contributing to the literature in this respect.

3. Methodology

3.1. Research Design

This present study aimed to determine how effectively prospective English teachers can discriminate between American and British English. The study is a descriptive one. The data was collected on a quantitative basis, in line with the nature of the study. Quantitative methods could be seen as more practical in identifying the data numerically. The data is interpreted as amount, intensity, and frequency (Creswell, 2009).

3.2. Participants and Setting

This study was carried out during the spring term of the 2022-2023 school year and involved participants who were enrolled in the English Language Teaching Department at Ondokuz Mayıs University. 20 ELT students took part in the study on a voluntary basis and were randomly assigned. Prior to initiating the study, the participants were given information about its scope and the confidentiality of the data collected specifically for this research.

3.3. Data Collection Tools and Analysis

In order to obtain qualitative data for the present study, a practical short test consisting of two parts was administered to 20 randomly selected prospective English teachers. The common lexical elements included in both parts of the test were carefully selected by the researcher. In the first stage, the participants were asked about the type of English they use predominantly in written and spoken language. During the second stage, they were expected to differentiate between American and British English varieties, particularly in terms of spelling and word choices. In this section, the participants determined whether 15 written high-frequency lexical items are American or British English versions. These lexical items were carefully checked via both https://dictionary.cambridge.org/ and https://www.macmillandictionary.com/options.html

The data collected from both tests was numerically analysed through Microsoft Excel, and the face validity of the test was established through consultation with several English Language Teaching experts. Their feedback and suggestions were incorporated into the test after necessary revisions. Ultimately, the two-part word test was administered to ELT students.

4. Results and Discussion

Table 1. Participants' preferences

Participants	Preferences
Participant 1	American English
Participant 2	British English
Participant 3	American English
Participant 4	American English
Participant 5	Both of them
Participant 6	British English
Participant 7	American English
Participant 8	British English
Participant 9	American English
Participant 10	American English
Participant 11	Both of them
Participant 12	American English
Participant 13	British English
Participant 14	Both of them
Participant 15	American English
Participant 16	American English
Participant 17	American English
Participant 18	American English
Participant 19	American English
Participant 20	British English

Participants' responses for the first section of the test were indicated in Table 1. At this stage, the students were asked about the type of English they use predominantly in written and spoken language. According to the numerical analysis of the first test, it was found that prospective English teachers mostly use American English (n=12), followed by British English (n=5), and finally both American and British English (n=3). In addition, ELT students mostly preferred to use American English in written and spoken language. The second phase of the vocabulary test consisted of a vocabulary test, which measures whether students can distinguish between American and British English. The results of the test were included in Table 2 together with the error frequency rates.

Table 2 below presents the lexical items, which were expected to be discriminated as American and British English by the participants. Based on the numerical values in the table, "Tyre - Tire" was the highest frequency error (f=16) among other lexical items. The second highest error frequency was observed in the pair "Skillful - Skilful" (f=11). Following this, "Enroll - Enrol" and "Traveller-Traveler" (f=10) pairs with the same spellings were in the third place in terms of error frequency. In the third place, the pair "Familiarise - Familiarize" (f= 9) was observed, while the pairs "Offence - Offense" and "Apartment - Flat" were indistinguishable by 8 respondents. It was found that "Dreamt - Dreamed" and "Petrol - Gas" were incorrectly identified by 7 individuals. 6 participants made errors in the pairs "Gramme - Gram" and "Metre - Meter," which have the same spelling. The pair "Humour - Humor " was incorrectly identified by 4 participants, while "Behaviour - Behavior" was made errors by 5 participants. "Store- Shop" was the lexical item with the least error frequency (f=3).

Table 2. Discrimination test between American and British English

Items Number	Words	Error Frequency	Items Number	Words	Error Frequency
1	Petrol Gas	7	9	Grey Gray	5
2	Apartment Flat	8	10	Gramme Gram	6
3	Meter Metre	6	11	Enroll Enrol	10
4	Offence Offense	8	12	Traveller Traveler	10
5	Dreamt Dreamed	7	13	Humour Humor	5
6	Skillful Skilful	11	14	Store Shop	3
7	Familiarise Familiarize	9	15	Tyre Tire	16
8	Behaviour Behavior	4			

Participants made mistakes in all test items. It could be concluded that some of the words with similar spelling have the same error rate or almost similar error values such as "Familiarise- Familiarize" and "Offence- Offense" or "Humor – Humour" and "Behaviour- Behavior."

Table 3. The Relationship between the discrimination test and preferences of participants

Participants	Preferences	Discrimination Test Items Error Frequency	English Varieties	Total Number of Errors	Total Error Frequency of Rate (%)	Total number of participants (n)
Participant 1	American English	6	American English	47	26.11 %	12
Participant 2	British English	7				
Participant 3	American English	5				
Participant 4	American English	3				
Participant 5	Both of them	2				
Participant 6	British English	7				
Participant 7	American English	4				
Participant 8	British English	9				
Participant 9	American English	5				
Participant 10	American English	2	British English	35	46 %	5
Participant 11	Both of them	3				
Participant 12	American English	6				
Participant 13	British English	8				
Participant 14	Both of them	4				
Participant 15	American English	3				

Participant 16	American English	4	Both American and British English	9	20 %	3
Participant 17	American English	1				
Participant 18	American English	5				
Participant 19	American English	3				
Participant 20	British English	4				
Total Error Frequency Number: 91					92.11 %	

According to Table 3, it was concluded that out of the 20 participants, 12 participants who preferred American English made 47 errors (26.11%), 5 participants who preferred British English made 35 mistakes (46%). 3 students who preferred to use both American and British English made a total of 9 mistakes (20%). From the statistical analysis, it was determined that the total number of errors was 91 in the 15-item test. The participants made a total of 30 percent of them.

The current study suggested that the most preferred English variety among Turkish EFL students is American English. This appears to be the case due to its closer resemblance to their native language accent, and their previous language learning experiences. Students make positive transfers by using their previous schemas in the language learning process, thus making language learning easier. According to the test results, students using British English were less successful than those who chose American English. In line with this study, according to Hermini (2019), students learning English as a foreign language prefer to utilize American English in the classroom because they believe it is easier to speak and comprehend than British English. As a result, they employ it quite regularly. In Eriksson's (2019) study, most students mentioned that American English is an easy, simple, cool accent to pronounce. For this reason, it has been revealed that they enjoy using American English. On the other hand, the differences in word choices and pronunciation of British English have led to certain errors and pronunciation mistakes for the students.

Other reasons may arise from the prevalence of American English in the textbooks utilized by students within the realm of English as a Foreign Language (EFL), the English instructors they encounter in educational settings, the auditory materials such as songs and podcasts they engage with, the visual media such as movies and videos they consume, the interactive activities they partake in, and the individuals such as artists, publishers, bloggers, and influencers they choose to follow on social media. The results of the study showed that even though the students were studying in English Language Teaching department, they made a total of 30 percent errors. In order to explain the reason for this situation, it may be appropriate to mention the study of Yaman (2015). This study suggested that in the globalizing world, it can be difficult for students to distinguish between American and British English in digital environments where different versions of English are presented as a whole. In addition, Gunawan and Aminah (2020) also argued the participants have significantly improved their knowledge of both American and British English. Nonetheless, they still struggle with discriminating between these two English varieties. Similarly, according to Smith's (2002) research, the participants had a certain amount of awareness of the differences between British and American English. On the other hand, they still had trouble correctly identifying these differences or associating them with the proper English varieties.

5. Conclusion

This study aims to determine the extent to which ELT students can distinguish between American and British English variations. The obtained test results revealed varying degrees of errors were committed by the students. Whereas some respondents showed fewer errors than others, none of them had a perfect score on the vocabulary test. Therefore, it would be inaccurate to state that they are able to completely differentiate between the spelling and word usage differences in English and American English without making any errors. In this context, prospective English teachers who are considered future English teachers need to be familiar with the knowledge of the word choices and different spellings in various variations of English. This enables their students to acquire this knowledge as well. Hence, language instructors should provide teachers and prospective teachers with a foundational understanding of the differences between American and British English. It is crucial to be equipped with the spellings and different lexical choices of both American and British English differences. Subsequently, by taking a new perspective on the language, the goal should attain mastery of the cultural components of the language and strengthen the capacity to communicate effectively under different circumstances. The focus of this study is prospective English teachers who are preparing themselves to become competent in teaching English. Therefore, their meta-knowledge of the English language should reach a certain degree. An effective English teacher should expand their language knowledge and skills to the greatest extent possible. From this perspective, the study offers important suggestions to teacher candidates, educators, professional development coordinator team members, and curriculum designers. It is crucial to allocate more time and attention to key differences between various English varieties in ELT courses, such as "Vocabulary Knowledge", and " Phonology and Phonetics." A selective course titled "Different English Varieties" could be added to the English Language Teaching curriculum. All foreign language instructors should work collaboratively to raise awareness of the discrimination between two main variations of English. Language is a whole with its culture, pronunciation, accent, and vocabulary. It is necessary for language educators to master the cultural components of the language and strengthen their capacity to communicate effectively under different conditions.

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

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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 several 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: Language teaching, target language, EFL classrooms

1. Introduction

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 language instruction. According to Richards and Rodgers (2001), the proponents of the monolingual way of teaching, the target language should be the language of communication in second language acquisition and foreign language learning. Similarly, there is a view proposing that maximum exposure to the target language may facilitate the learning process of the target language whereas the mother tongue can hinder the process of target language learning (Cook, 2001). These views are supported by monolingual studies in the EFL context (Pardede, 2018).

On the other hand, there are other views that maintain that the use of the mother tongue in SLA and foreign language classes should not be disregarded. Regarding this, Larsen-Freeman (2012) discussed that when the use of the mother tongue in the language is organized and planned in a way that it reinforces the learning of the target language in the need of explaining complex ideas, cultural awareness, grammatical rules, and vocabularies, it may benefit to teaching the target language.

However, language instructors can encounter several difficulties when using the target language in the language classrooms. The difficulties that may be encountered in the language classrooms by the language instructors might include the instructions for an activity, the explanations of meanings and grammar, the background for teaching the target language, and classroom management (Chambers, 1991). Moreover, from the viewpoint of foreign language learners, it was maintained that the use of the target language in the classroom can be correlated positively with the anxiety level of the language learners (Levine, 2003). In addition, Littlewood and Yu (2011) explain when language instructors use the mother tongue by suggesting that it can be used for:

- establishing constructive social relationships;
- communicating complex meanings to ensure understanding and/or save time ('explaining difficult grammar' for the ML group, 'giving the meaning of unknown words' for the HK group);
- maintaining control over the classroom environment (Littlewood & Yu, 2011, p. 68).

In this regard, some think that the use of L1 may facilitate the learning of the target language while some think that it may hinder the exposure to the target language (Kayaoğlu, 2013). Thus, the perceptions of teachers on this issue should be explored to find out the possible situations in which the teachers use the target language and their L1. Furthermore, there have been several studies that focused on the perceptions of teachers on the use of the mother tongue; however, the perception of teachers on the use of the target language was not given enough attention in recent studies. There is still room for examining the perceptions of non-native English teachers in the context of Türkiye and the possible difficulties that may encounter while using the target language in their classrooms. Therefore, this study aimed to find out the perceptions of non-native English teachers in Türkiye on using the target language in their classrooms.

1.1 Research Questions

To that end, this study tried to answer the following research questions:

1. What are the perceptions of non-native English teachers in Türkiye on using the target language in their classrooms?
2. What are the challenges they have faced while using the target language in the classrooms?

2. Literature Review

One of the terms related to bilingual language pedagogies and the use of the mother tongue and target language in the language classroom is translanguaging. It emerged from the belief that the practice of the native language may enhance competence in the target language (Yuvayapan, 2019). "This term does not merely refer to switching between two languages, on the contrary, it involves a systematic use of two languages in a particular language teaching activity" (Yuvayapan, 2019, p. 678).

Contrary to the term *translanguaging*, the term English only still is a favourable approach among some language teaching contexts although there is a view favouring the use of the mother tongue in EFL classrooms. English only approach involves a pedagogical principle that prevents both students and teachers from using their mother tongue in the language classrooms (McMillan & Rivers, 2011).

Moreover, there are several studies that investigated these concepts and the use of mother tongue and target language in the context of language learning and teaching. One of the seminal studies on English only approach was conducted by McMillan and Rivers (2011). They (2011) investigated the Japanese teachers' perspectives on the practice of English only. It was found that many teachers think that if the use of the students' mother tongue is controlled in a selective way, it may boost their learning process of the target language. They suggested that teachers and students can be the best to determine where and when to use the target language in the immediate communicative classroom environment.

However, a recent study conducted by Galante et al. (2020) investigated the teachers' perceptions on the practice of plurilingual instruction in an English program. According to the results, it was revealed that most teachers think that an English-only policy is necessary for inclusiveness. However, the participants stated that they had challenges in applying English-only policy based on their unsatisfactory experience with English-only policy. Although the participants had no previous training on plurilingual application in language classrooms, they mostly preferred plurilingual instruction in the language classrooms for the sake of classroom management, student engagement, and creating a safe classroom environment.

Differently, one of the studies conducted by Yuvayapan (2019) examined the perceptions of teachers on translanguaging and its actual use in the classroom. It was found that even though the teachers had positive perceptions on translanguaging in several situations, they did not tend to apply it in their classrooms because of the expectations of their counterparts.

Furthermore, there are studies investigating the perceptions of teachers on using the target language in the classrooms (Crawford, 2004; Arikan, 2010; Çelik-Korkmaz, 2021). On the other hand, there are also studies that examine the perceptions of teachers on using the mother tongue in their classrooms (Neokleous et al., 2022; Kohi & Lakshmi, 2020; Pardede, 2018; Hashemi & Sabet, 2013; Orfan, 2023; Kaymakamoğlu, 2019; Burat & Çavuşoğlu, 2020; Kayaoğlu, 2012; Karathanos, 2009).

However, most of the studies focused on the perceptions of teachers on using the native language; there is still room for investigating the perceptions of teachers on using the target language in the classrooms in the context of Türkiye, where a communicative approach in language classrooms is adopted.

3. Methodology

The present study is a qualitative study to explore the perceptions of the participants on using the target language in the language classrooms and the challenges they have faced in using the target language in the language classroom. This qualitative study focused on 5 Turkish non-native English language teachers from the Black Sea Region of Türkiye. The participants were selected according to the convenience sampling.

To this end, a semi-structured interview with 6 questions was conducted via Google Forms. Including the questions on their perceptions, interview questions involved:

1. To what extent do you use the target language in the classroom as a teacher?
2. In which situations do you use the target language in the classroom?
3. Do you find using the target language in the classroom useful?
4. In which perspectives do you find it useful?
5. If there are any challenges you have faced while using the target language in the classroom, what are they?
6. If you use your native language in the classroom, in which situations do you 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.

4. Results and Discussion

The first question of the interview was to what extent the participants use the target language in the classroom as teachers (Table 1). Participants 1, 2, and 5 answered the question by saying that they use the target language most of the time. The participant 1 mentions that:

> As long as the situation doesn't require me to speak in the native language. I prefer to you put the students in an environment where they have no choice but to use the target language. [Participant 1]

On the other hand, participant 3 gave answer to the first question by saying that the participant is preparing the student for LGS exam. For this reason, the participant mentions the difficulty of students' comprehension and the limited time to use the target language:

> When I use the second language, I have to translate it at the same time because as I mentioned before time is limited for that reason, I mostly speak Turkish in the classroom unfortunately. [Participant 3]

Although participant 4 answered the question by saying half of the time, participant 2 mentions that s/he uses the target language most of the time because using the target language is crucial in the language classroom:

> I think it's crucial for teachers to use the target language in the classroom as frequently as possible. Students are inspired to utilize the language themselves as a result of being fully immersed in it. I make an effort to give precise explanations and examples in the target language, and I also prod my pupils to converse with one another in it. [Participant 2]

As is seen above, three participants use the target language most of the time while the other two participants who try to use it in their classrooms make use of the target language half of the time or limitedly.

Table 1. The answers of the participants to the first interview question

Question	Answers	Participant Numbers
To what extent do you use the target language in the classroom as a teacher?	Using the target language most of the time	1, 2, 5
	Using the target language half of the time	4
	Limited use of the target language	3

As for the second interview question, the participants gave answers to the situations in which they use the target language in their classrooms (Table 2). Participants 1, 2, and 5 answered the second question as they use the target language most of the time for communication during the lesson. In this regard, the participant 2 articulated that:

> I use the target language in the classroom as a teacher as much as possible. In order for students to truly connect with the target language and become self-sufficient users, it is essential that they use it commonly in the classroom. As a skilled educator, I strive to

> facilitate this by offering lucid explanations and fostering open communication in the target language, thus cultivating a dynamic and enriching learning atmosphere. [Participant 2]

As participant 2 mentions above, participant 2 use the target language for communicative purposes to make students self-sufficient users of the target language and to create a dynamic classroom atmosphere. However, participant 3 mentioned that s/he use the target language only at the beginning of the lesson and for basic commands during the lesson. Also, participant 4 answered the question by saying that s/he is using the target language while showing and image or acting the words in the classroom.

Table 2. The answers of the participants to the second interview question

Question	Answers	Participant Numbers
In which situations do you use the target language in the classroom?	For communication during the lesson	1, 2, 5
	While showing an image or acting the words in the classroom	4
	Only at the beginning of the lesson and for basic commands during the lesson	3

When it comes to the third interview question, the question is whether the participants find using the target language in the classroom useful or not (Table 3). All the participants stated that they find using the target language in the classroom useful. Participant 3 expressed his/her wish to speak the target language more in the classroom:

> I am sure definitely usage of the target language will be useful for children. I wish I could have spoken a lot. [Partipant 3]

In this case, participant 3 preparing students for the LGS exam mentioned the limited use of the target language and his/her wish to speak the target language more since s/he thinks it would be useful for the students. Also, participant 1 stated using the target language is not only useful but also necessary.

Table 3. The answers of the participants to the third interview question

Question	Answers	Participant Numbers
Do you find using the target language in the classroom useful?	Yes, it is.	1, 2, 3, 4, 5

The fourth interview question asked the perspectives of the participants on how using the target language in the classroom is useful (Table 4). Participants 1, 3, and 4 think that using the target language in the classroom is useful in terms of familiarization with the language, active participation and use of language for communication, and being exposed to the target language:

> The more we use the target language the more students will be more familiar with the language. By speaking the language effectively students will be capable of acquiring the language. If we do not use it students can not totally learn the language. As students start

> to speak the language, they are going to be more confident and they are going to feel that they know the language. [Participant 3]

Moreover, participant 2 mentions that it is useful in enhancing the cultural awareness of the students. Lastly, participant 5 thinks that language skills, such as speaking and listening, can be enhanced via using the target language in the classroom.

Table 4. The answers of the participants to the fourth interview question

Question	Answers	Participant Numbers
In which perspectives do you find it useful?	For familiarization with the language, active participation, the use of language for communication, and being exposed to the target language	1, 3, 4
	To enhance cultural awareness	2
	To enhance language skills	5

In the fifth interview question, the participants mentioned the challenges they have faced while using the target language in the classroom if they have faced any challenges (Table 5). The participants mentioned several challenges and gave suggestions for these challenges. Participant 1 mentioned that the students do not tend to push themselves to understand and participate:

> Sometimes the students just give up and refuse to push themselves to understand and participate. Teaching English through this practice requires and active engagement and the making of mistakes to gradually correct. [Participant 1]

Participant 1 gave suggestions for this challenge by articulating that it may require the practice and active engagement of the students by gradually correcting their mistakes and pushing themselves. Furthermore, participant 2 expressed difficulty in finding the right resources and materials for students and keeping up with the different competence levels:

> It might be tough to obtain the right resources and materials, and it can be challenging to keep up with the different competence levels of each student. These are some difficulties I have encountered while utilizing the target language in the classroom. However, I've seen that these difficulties may be addressed by establishing a welcoming and nonjudgmental environment, offering a variety of interesting resources, and tailoring the training to each student's needs. [Participant 2]

Participant 2 gave suggestions on how to overcome this challenge by stating that there should be a great variety of interesting resources for the different needs of the students. Moreover, participant 3 thinks that time is limited, and students do not have a background in speaking or comprehending the language:

> As I stated before time is limited and mostly students have no background about speaking or comprehending the language so I have to translate most of the sentences into Turkish after i say it English. [Participant 3]

Therefore, participant 3 translates the target language into the native language in the classroom. Participant 4 finds using the target language in the classroom challenging due to the instructions and classroom management. Lastly, participant 5 finds it challenging due to the difficulty in remembering some words for some situations.

Table 5. The answers of the participants to the fifth interview question

Question	Answers	Participant Numbers
If there are any challenges you have faced while using the target language in the classroom, what are they?	Limited time, students not having a background in speaking and listening	3
	Instructions and classroom management	4
	The difficulty in remembering some words for some situations for the teachers	5
	The difficulty in obtaining the right resources and materials and keeping up with the different competence levels of each student	2
	Students refusing to push themselves to understand and participate	1

Lastly, the sixth interview question was about the situations in which the participants use their mother tongues in the classroom if they use it (Table 6). Participants 1 and 5 mention that they are using their native language when the students do not understand. Also, participant 1 adds that s/he uses it when there is no other choice. In addition, participants 1 and 4 express that they use their native language for maintaining discipline and classroom management. Participants 2, 3, and 4 answered the question by saying they use it when giving instructions.

Table 6. The answers of the participants to the sixth interview question

Question	Answers	Participant Numbers
If you use your native language in the classroom, in which situations do you use it?	When the students do not understand	1, 5
	When maintaining discipline and classroom management	1, 4
	When giving instructions	2, 3, 4

As a result, it was found that all participants think that using the target language in the classrooms is useful. In addition, some of the participants mentioned that they try to use the target language as much as possible while some said that they use the target language in specific contexts, such as saying the words and giving simple commands. This finding is in line with the previous studies (Pardede, 2018; Kaymakamoğlu & Yıltanlılar, 2019; Burat & Çavuşoğlu, 2020; Çelik-Korkmaz, 2021).

Similarly, in the study of Hashemi and Sabet (2013), it was revealed that teachers tended to use the target language in the classroom. In this study, it was also found that the teachers tended to use the target language in the classroom. Even the teachers who could not find the chance to use the target language due to several challenges stated that they try to use the target language as much as possible.

Differently, the study of Kohi and Lakshmi (2020) revealed that the teacher participants showed a strong eagerness to use L1. Also, in the study of Pardede (2018), it was found that more experienced teachers tended to use L1 more than less experienced ones. In this regard, experience can be a factor that affects the use of target language in the classroom.
In addition, the participants mentioned the challenges of using the target language in the classroom. Due to the challenges, they sometimes prefer using their L1. They are using their L1 in case of miscomprehension, maintaining discipline, classroom management, and giving instructions. The findings are in line with the previous studies (Neokleous et al., 2022; Kohi & Lakshmi, 2020; Çelik-Korkmaz, 2021; Kayaoğlu, 2012). Moreover, Neokleous et al. (2022) add that L1 may be used when providing metalinguistic explanations, giving instructions, decreasing anxiety, providing motivation, and supporting the students.

5. Conclusions

In conclusion, the perceptions of Turkish non-native English teachers on using the target language in the classroom are on the positive side in terms of enhancing the students learning of the target language, target culture, and active participation of the students.

However, participants mentioned several challenges, such as not comprehending the target language, limited time, exam-oriented education, not having a background in speaking in the target language, difficulty in finding the resources and materials according to the different levels of students, difficulty in giving instructions that are comprehensible to the students, difficulty in classroom management, and lastly difficulty in recalling words for specific situations as a teacher.

The participants also gave suggestions for these challenges: practice, active engagement, and gradually corrected mistakes. They added establishing a welcoming and non-judgmental environment, offering a variety of interesting resources, and tailoring the training to each student's needs. One of the participants offered that they could translate the target language into the native language in the classroom. Moreover, it was emphasized that English teachers should encourage the students to be active participants of both the target language and culture because using the target language by not providing background knowledge and target language culture may not be helpful for students to push themselves to understand what is being said and meant. For this, teachers also should be knowledgeable in the target language.

Furthermore, for classroom management and simple instructions, a learner-cantered approach might be helpful. Classroom rules and simple instructions can be discussed and decided with the students. Teachers should know that using L1 may be helpful for metalinguistics awareness and motivation of the students. Therefore, apart from these situations, simple communicative acts in a relaxed and anxiety-free classroom environment may encourage students to speak in the target language. Applying the English-only practice may frighten the students and make them anxious.

Further studies can conduct a mixed-method study with more participants, who can have different native language backgrounds. Also, action research can be conducted on this issue if there are any concerns about applying the English-only policy or the translanguaging approach.

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

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Abstract
Professional learning communities (PLCs), a professional development (PD) practice, is a novel practice currently conducted in Türkiye. It is based on providing a context for in-service teachers to collaborate on the 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 collaborating in PLCs. The study adopted the qualitative approach to in-depth reveal the facilitators' and in-service English Language Teachers' perceptions. The participants of this study were nine teachers from Ordu, Türkiye, and three facilitators 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. The statements of facilitators and teachers were analysed through theme analysis. The main findings indicated that participants stated positive views about PLC sessions. Most of them defined PLC 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 of 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 others considered PLCs not enough to make some impressions. The final issue was about the challenges the teachers and facilitators faced. The most common difficulties stated were the impractical knowledge learned at PLCs because of the curriculum factors, adverse effects of local administrations, limited payment to the facilitators, and transportation problems to the meeting building.

Keywords: Professional development, professional learning communities

1. Introduction
A teacher's good content and pedagogical knowledge may not guarantee the student's academic achievement, but it may significantly impact it. Nevertheless, some studies show the effect of the teacher's pedagogical knowledge on students' learning (Creasy et al., 2011; Lange et al., 2011). There is a statement that teachers' pre-service training may not prepare them for the problems they are likely to face (OECD, 2009). At this point, the need for in-service training for the teachers emerges. The teachers may increase their content and pedagogical knowledge through professional development (PD) practices or through collaboration with their colleagues in which they share different methods and techniques they have experienced in a classroom. Collaboration, as a term, can be defined as a cooperative effort among a group of people requiring them to carry out a team task (Vangrieken et al., 2015). Sharing class experiences through collaboration allows other teachers to be informed about different methods and techniques without directly experiencing them. Additionally, teachers can collaborate with their colleagues to find the best solutions to the problems they have faced in their classrooms. By its essence, this kind of collaboration aims to increase student achievement. It may provide an advantage to the teacher and the student using time effectively to reach their goals. Regarding this, Shakenova (2017) highlights the benefits of collaboration on students' learning and school's growth. Similarly, it positively impacts teachers' teaching knowledge, especially when they participate effectively in collaboration activities (Ronfeldt et al., 2015).

One of the best practices supporting teacher collaboration, professional learning communities (PLCs), is practical support that supports the professional development of in-service teachers through teacher collaboration teams. PLCs is not a new term and emerged in the late 20th Century. However, some countries still adopt PLCs in their districts and schools. Countries such as Israel (Avidov-Ungar, 2019), The United States of America (McConnell et al., 2013), China (Tam, 2014), and the Netherlands (Prenger et al., 2019) can be given as examples of adopting PLCs for their teachers' development. However, it is a relatively new term in Türkiye. There is a deliberate effort by the Ministry of National Education (MoNE) in Türkiye to improve the quality of teaching English in public schools, and the MoNE initiated the PLCs project. Unlike other PLCs in some countries, PLC sessions in Türkiye are not school based, but they are mainly formed among English language teachers working in a district, and they are across schools. This study aims to focus on this PD activity and investigate the perceptions of participant teachers and the facilitators participating in PLCs.

2. Literature Review

2.1. Professional Development

The profession requirements change as the globe evolves, and inevitably, some professions may require some updates. The teaching career is one of the professions needing updates to embed new and effective techniques. Desimone (2009) defines Professional development (PD) as teachers' intentional attempt to enhance their teaching techniques and personal, social, and emotional development through some activities and interactions related to their professions and adds that these attempts might be in a scheduled time and place or happen in casual talks among colleagues. According to Yesilbursa and Celik (2014), professional development is the individuals' ongoing efforts to expand their professional knowledge and practical competencies. Activities for professional development may vary depending on the profession. For the teaching profession, it can be realized through practices such as attending in-service training and conferences, conducting action research on an issue in the classroom, discussing classroom issues with other teachers, and reading research and journals related to the teachers' field. In addition to this, the teachers have many PD activities to actualize: "formal experiences such as attending workshops, conferences, and mentoring sessions; and informal experiences such as reading field-specific articles and other published academic papers." (Yeşilbursa & Celik, 2014, pp.458-459), and "sharing autobiographical writing, developing collective accounts, group discussions, and peer observations." (Knowles et al., 1994, p.57). One-shot workshops and seminars are quite common in Türkiye and the Turkish Ministry of National Education often holds these seminars for in-service teachers. Most of those seminars are optional, and a few are compulsory to attend. Goldenberg and Gallimore (1991) made the right point. They suggested that one-shot workshops, the activities that the participants attend on a scheduled day and then leave without any contribution, should be immediately left since it does not provide any positive change in teachers' teaching habits and are unlikely to bring about a positive change in students' learning. In order to be able to say that effective PD is taking place, the teachers ought to implement what was learned in the workshops or any other PD activities and reflect upon the outcomes of the implemented techniques (Yesilbursa & Celik, 2014).

Among professional development techniques, peer learning has been a highly researched issue in literature in recent years. Knowles, Cole, and Presswood (1994) emphasize the importance of collaboration with peers for professional development. It was noted that colleagues supply specific ideas and strategies that some teachers previously avoid using due to a lack of understanding. These ideas and strategies may appeal to the teachers through sharing ideas, prompting them to leave their comfort zone and try new techniques. It is worth noting that when collaborating, it is best to find people with opposing viewpoints but are still willing to invest in close professional relationships (Knowles et al., 1994).

Professional Learning Communities can be exemplified as one of the best PD activities supporting peer learning among colleagues.

2.2. Professional Learning Communities

Professional learning communities (PLCs) emerged from a need to take responsibility for an alternation leading to pupils' best learning (Stoll et al., 2006). Contrary to popular belief, this responsibility is not only a task teachers undertake, but all the stakeholders inside or outside a school are responsible for contributing to student achievement. Besides the teachers, the school principals, district national education directors, and families might be the stakeholders contributing to the student success. In order to better understand this term, it is worth looking at literature and the works of its pioneers. In the literature, it has a range of definitions. Stoll et al. (2006) define PLCs as "a range of people based inside and outside a school mutually enhance each other's and pupils' learning as well as school development" (p. 223). While one of the pioneers of the term PLCs, DuFour et al. (2016) define *PLCs* as "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (p. 21). Although it varies in terms of the kind of PLCs, it can be inferred that PLCs allow in-service teachers to meet at a specific time about specific content and share experiences faced while teaching and discuss that issue. The teachers, especially when they are the only ones in their fields, may feel lonely when they encounter problems. These learning communities prevent the feeling of loneliness for those teachers. Some articles highlight the benefits of PLCs. For example, Tam (2014), in her longitudinal study, found out that PLCs offer the participating teachers the chance to look through multiple perspectives and gain new understandings of novel teaching methods. Witnessing another teacher's classroom experiences often saves other teachers' time and offers the opportunity to learn many tried and tested teaching techniques. Additionally, as teachers develop within the PLCs, the quality of the schools where they work also improves because they provide a platform for exchanging materials and products with their colleagues (Prenger et al., 2019).

In the literature, there are many studies on the efficacy of PLCs (Zhang et al., 2020), investigating the principals' perceptions towards PLCs (Avidov-Ungar,2019), the PLCs' impact on teachers' satisfaction (Prenger et al., 2019), meta-analysis investigating the literature about PLCs on the students' achievement (Lomos et al., 2011; Vescio et al., 2008). A meta-analysis, for example, exploring the efficacy of PLCs on pupils' achievement in secondary schools concluded that professional community practices positively impact students' achievement (Lomos et al., 2011). Another meta-analysis study conducted by Vescio, Ross, and Adams (2008) examined 10 American studies and one English study on the issue of the effects of PLCs on teacher learning and student achievement. At the end of the research, it was concluded that PLCs that have been well-designed have a favourable effect on teachers' teaching and student achievement.

It is also possible to witness some studies about PLC practices in Türkiye. For example, Uzun and Akcadag (2023) conducted a study about the practices in PLCs among English Language Teachers in Turkish. The data collected through semi-structured interviews and the document analysis results indicated that the essence of PLCs observed some collective learning practices and sharing practices. However, as a problem, the involvement of the school administration was not observed. In the Turkish context, another study by Altun (2020) was conducted to reveal the effectiveness of PLCs with the opinions of participants, science teachers, and school administrators in two public schools and the researchers' observations. It was observed that professional learning communities in education are a novel, economical, sustainable, and effective professional development activity, motivating the teachers to develop themselves. Cansoy and Parlar (2017) contributed a critical study about the applicability of

PLCs in the Turkish context by discussing the aims and conceptual framework of PLCs and investigating the example PLC practices. Their study presents valuable data for educational policymakers.

The teachers' perceptions of the PLCs are as crucial as they are the actual participants of PLCs. In this study, the researcher intends to enlighten the perceptions of Turkish in-service secondary school English Language Teachers and the facilitators in terms of PLCs in which they are currently collaborating. This study is intended to aid the authorities and the educational policymakers in evaluating English Language teachers' perceptions towards the current teacher collaboration teams and give them opportunities to make necessary improvements in the PLCs project. To the author's best knowledge, there is little research investigating both facilitators' and in-service teachers' perceptions of PLCs in Türkiye, and there is a need to shed light on the literature about PLCs through different contexts. This research fills this gap and guides the provincial directorates of national education, district national education directorate, and school administrations to stimulate them to form their PLCs effectively. The study's research questions are listed below as:

1) What are in-service teachers' and the facilitators' perceptions about PLCs in Türkiye regarding satisfaction?
2) How do the in-service participant teachers and facilitators working in PLCs define experiences of PLCs?
3) What are the teachers' perceptions about PLCs on the possible impressions for English Language Teaching in Türkiye?
4) What are the main challenges the in-service participant teachers and the facilitators faced related to PLCs?

3. Methodology

3.1. Research Design

This study adopted a qualitative approach to see the perceptions of participant teachers actively collaborating in PLCs and the facilitators conducting PLCs. The primary aim of choosing a qualitative approach is to provide a deep analysis of the teachers' perceptions.

3.2. Participants and Settings

The PLC project was conducted with middle-school teachers in Ordu, Türkiye, and the researcher planned research with those teachers who participated in PLCs. As a sampling method, convenience sampling was used. Nine English Language teachers whose native tongue is Turkish were selected as the sample group. The researcher shared the purpose of the study with all participant teachers in a PLCs session, but only nine of the teachers attended the data collection procedure. Additionally, three facilitators working in PLCs in other cities in Türkiye were selected to clarify the project from both perspectives. It is vital to involve the facilitators in this study as they are the main stakeholders of PLCs. Their thoughts and offers would contribute to the effectiveness of PLCs. The facilitators voluntarily applied for the professional development activity and were chosen to be trained in nearly 11 days within an intensive course. In particular, teacher-trainers in the British Council were called for the project and lectured those facilitator candidates. After training, whether they were ready or not was decided through a micro-PLC activity. After completing the training, these facilitators have been called to hold meetings for English Language Teachers in their districts and asked to promote collaborative learning regarding teacher training. They are called facilitators in Türkiye, but in some studies in other countries (Avidov-Ungar & Zion, 2019; Charner-Laird et al., 2016,) these facilitators are also called teacher-leaders. The actual participant group of this study, the secondary English Language Teachers, were involved in PLCs by order of national education directorates. When this study was conducted, the participant teachers attended PLCs and collaborated on two issues predetermined by PLC executives: teaching speaking skills and differentiation. Two PLC sessions were actualized when this research was done. Each meeting took nearly two hours. After the meeting, the participant teachers were supposed to implement what was covered in those sessions in their classes and gather data on the efficacy of the method or technique learned. At the next meeting, which is nearly one month, the teachers were expected to gather and discuss and reflect on what went well and what needed to be replaced. This practice aims to improve the participant teachers' teaching quality.

3.3. Data Collection Tool and Analysis

As a data collection tool, the researcher prepared two online open-ended survey questions to elicit answers from participant teachers and facilitators. Through anonymous online interviews, it was aimed to collect honest data from the participants to obtain their actual thoughts since they might hesitate to share their thoughts in groups or face-to-face. However, it may be an obstacle for the researcher since it prevents asking for clarification during the data analysis procedure. After two PLC sessions in nearly two months, the participant teachers and the facilitators were sent survey questions via an online website. The survey questions aimed to gather the participant teachers' perceptions of PLCs. The participant teachers were supposed to type their answers in English and submit them. In the data analysis procedure, the participant teachers were called T1, T2, T3, T4, T5, T6, T7, T8, T9; and the facilitators were called F1, F2, F3, to prevent ethical issues and consider privacy policy. The survey questions sought answers to their feelings towards PLC, their views regarding satisfaction, how they make sense of PLCs, possible impressions on ELT, and main PLC-related problems.

For the data analysis, the researcher of this study preferred thematic analysis. Since the survey data obtained from the participant teachers and the project facilitators was already in written form, the researcher did not have to transcribe them. The researcher initiated the data analysis procedure by reading the answers given to the open-ended survey questions carefully and identified the themes. Before analyzing the themes and discussing the data on the study, the same researcher re-identified them on a different day to catch the missed parts. Then, the themes were categorized under four research questions: feelings of participant teachers and facilitators in PLC, experiences in PLCs, possible impressions in English language teaching, and possible PLC-related problems.

4. Results and Discussion

This section presents the data collected through online interview questions and discusses the collected data by referring to the current literature. The data was gathered under four headings addressing the research questions. The statements of participant teachers and facilitators were included directly without changing their words in this part. The participant teachers were named "T," whereas the facilitators were named with "F letters.

4.1. Feelings of Participant Teachers and Facilitators in PLCs

As the first research question intended to explore, when participant teachers and facilitators were asked whether they were satisfied with the activities they carried out in professional learning communities in the context of a small city, Ordu, the answers given to open-ended survey questions revealed that all the participant teachers were satisfied with the progress of PLCs and expressed positive views. Even though the data were gathered when only two PLC meetings had been conducted with the participant teachers, some of them defined their feelings toward PLCs as "relaxing," "refreshing," "motivating," "confidence boosting," and "fun." Some of their responses can be indicated as: "I feel relaxed, and it is enjoyable. I am satisfied with the progress of the meetings. We have had lots of experiences" (T4). "It was a nice experience for me, and I felt like I was at university. I feel satisfied and refreshed thanks to the meetings"

(T5). “I am quite satisfied. I feel lucky to have a chance to work with my colleagues and exchange opinions. I learn different things in each session” (T9).

The main findings regarding satisfaction with PLC practices were similar to some studies in the literature (de Jong et al., 2021; Prenger et al., 2018; Tahir et al., 2013). Prenger et al. (2018) found similar results in satisfaction of the participant teachers in networked PLCs, and it was stated that although some challenges were encountered, the teachers’ views on networked PLCs were highly positive. However, it was also stated that some aspects of the sessions (organizational issues and workload) influenced the participant teachers’ satisfaction levels. In this study, the facilitators expressed their exhaustion primarily due to the busy schedule of the project.

Similarly, in a university in Malaysia, the academics collaborating in PLCs showed high satisfaction with PLC practices (Tahir et al., 2013). Sometimes, the duration of years spent collaborating in PLCs may affect the teachers’ satisfaction, as seen in a study by de Jong et al. (2021); it was found that the teachers collaborating in three-year PLCs had a positive satisfaction level for the general PLC elements and conditions in general even if there were some fluctuations on their satisfaction levels within three years.

Considering the participant teachers’ responses, the participant English Language Teachers were prone to state their sentiments as positive, while a few of the facilitators working in different cities of Türkiye reported their tiredness regarding the project’ busy schedule. Nonetheless, they still considered their experiences favorable. One of the facilitators, F1, expressed her tiredness in PLCs, considering the challenges of legal procedures and the intensive project schedule, but still expressed positive feelings about the nature of PLCs. The other facilitator reported:

> “I have to admit I am not happy with the legal procedures. But, contrary to my former thoughts, the teachers are willing to learn new things. So, I can say I am happy with the results for the time being.” (F3)

The facilitators also gather via online platforms within the PLCs and do some planning activities led by a British lecturer. In addition to their classes in school, these planning and conducting PLC practices lead to fatigue among facilitators. The number of courses they teach might need to be increased to address this issue. Correspondingly, in Tam’s (2014) study exploring the teachers’ views on PLC, it was observed that the teachers’ teaching time was diminished from four or three classes to allow them to plan more. It can be considered a suggestion to reduce teachers' workload and increase their effectiveness in PLCs. Among many other reasons, organizing satisfactory PLC meetings for the teachers may also depend on the facilitators' attitude. Elfarargy et al. (2022) emphasize the necessity of a trust bond among the teachers provided by the facilitators for an effective PLC. It would not be wrong to say that trust among the teachers increases the quality of PLC, and they do not hesitate to share their practice.

4.2. The Experiences in PLCs

The second research question sought answers to how the in-service participant teachers and facilitators working in PLCs define their experiences in PLC sessions. PLCs is a new term for the participant teachers. Through the meetings, they gained an insight into the PLCs and started defining them in their own words. Regarding the definition of PLC practices they made, they had a positive tendency toward PLCs and listed a few benefits. Most of the participant teachers defined PLCs as sharing experiences and learning new ideas on teaching from their colleagues. In PLCs, the educators create a learning community, causing them to contribute to the mutual exchange of knowledge, reshaping their existing capacity (Mundschenk & Fuchs, 2016). Furthermore, Turner et al. (2011) found in their study that collaborative practices aid teachers to solve problems and learn collectively.

The “sharing” term was the most repeated word when they were asked to describe their experiences. An expert in PLCs called a facilitator (F2), involved “sharing” as a term when describing PLCs as “Working together and sharing ideas led by a facilitator in an encouraging atmosphere.” For example, the participant teacher, T7, defined PLCs as “sharing experience with our colleagues. And sharing feelings and feeling of not to be alone in the process.” T6 reported that “PLC is sharing and helping colleagues with challenges in teaching.” Furthermore, T9 explained, “We share common problems we face with the students and about the lessons or the skills we want to implement. PLC helps us gain different perspectives on various topics.” T3 considered PLCs beneficial by stating, "PLC is very useful because we learned many things from both the instructor and our colleagues, and we practiced them in our classes.”

Some of the participant teachers expressed that it enabled creativity, built stronger relationships, reminded them of their university years, helped colleagues with the challenges in the teaching process, reminded them of the sense of not being alone, helped to gain a different perspective, and improved their proficiency in English. T5 expressed boosting the creative side of PLCs by stating that “PLCs support our creativity. It allows us to have another perspective thanks to the collaboration.” Similarly, T9 stated the positive effect of PLCs on gaining a new perspective on various topics. According to Tam (2015) the teachers might present ideas worth considering when they were given a chance to mention their ideas and knowledge. T8 expressed that “PLCs build stronger relationships between team members.” This research revealed that PLCs in the Ordu context build strong relationships among colleagues. The teachers' having mutual problems while teaching and discussing them in PLC and completing the tasks enabled the development of solid relationships. Similarly, Hallam et al. (2015) found that mutual trust eases the process of PLCs, and they add that the supportive manner of the school principals makes the PLC process more accessible and strengthens the trust bond. In this study’s context, school principals were not involved in the procedure. However, their active involvement would ease the procedure for all stakeholders as suggested.

Some of these statements mentioned in this section align with some studies in the literature. Teachers have recognized the promised benefits of PLCs. Furthermore, one participant teacher (T4) expressed that being a part of a Professional Learning community eliminates the feeling of not being alone with the problems faced while teaching. The PLC is a “social support” (Tam, 2014, p.29), and it allows the teachers to share the problems they face and increase the sense of commitment to the community they belong to (Placier & Hamilton, 1994, as cited in Tam, 2014). PLCs provide benefits of shared purpose and accountability, as well as collective exploration and cooperation (Zhang et al., 2020). This definition aligned with the participant teachers' definitions of their experiences in PLCs.

When asked to define their experiences in PLCs, two participant teachers felt like “studying at the university” since it allowed them to practice their theories, produce something novel, and speak English in groups. In addition to the similarity of experiences in PLCs in university years, one also stated that she had an opportunity for “self-reflection” through the activities in PLCs by these sentences: “For me, joining this meeting was very fruitful because I remembered my university years. At those years we could speak English and work in groups” (T1). Another statement is:

> "It was a nice experience for me, and I felt like I was at university. I feel satisfied and refreshed thanks to the meetings. I had a chance to criticize my teaching and reflect on it. I made new decisions." (T5)

Some of the participant teachers defined PLCs as English proficiency boosting sessions that develop their English teaching skills as well as their English proficiency levels since they were supposed to speak English in meetings. Supporting this, T8 stated "PLCs allow educators opportunities to improve teaching and learning English directly." In addition to that view, T1 expressed that "It is very needed (essential). when the years pass, we need to improve our proficiency in English, so these meetings like PLCs are very necessary."

4.3. Possible Impressions in English Language Teaching

The third research question investigated teachers' perceptions of PLCs about the possible impressions in English Language Teaching in Türkiye. This PLCs project was first initiated among English Language Teachers working in secondary school and then disseminated to English language teachers working in primary and high schools. The participant teachers were asked whether the efforts of MoNE can be effective in English language teaching. Considering the data collected, it can be stated that both groups, participant teachers and the facilitators, conflicted the possible impressions of PLCs in ELT in Türkiye. Some teachers believed it could make a good impression on English Language Teaching. T4 stated that it could work in English language teaching. F3 stated that these sessions could be practical in ELT in Türkiye if the participants use the knowledge acquired within the PLCs. T6 also stated, "I think it is effective because we all have different problems and also their solutions. MEB (MoNe) School Teachers can benefit from each other by these sessions." According to F1, The PLCs created different perspectives in ELT. In the literature, some studies show that collaboration done in PLCs can positively impact teacher change and student achievement (Alafify, 2021; Tahir et al., 2013; Reeves et al., 2017), which inevitably initiates a good impression on education. Similar to the positive statements of participant teachers on the possible effects of the sessions on this research, Alafify (2021) stated that as well as the PLCs assist the teachers in developing their personal and collective skills, they also increase the student's academic progress. The PLCs, both within and across the school, boost academic performance and motivation (Tahir et al., 2013). Similarly, collaborative practices in the planning stage positively affect students' achievement (Reeves et al., 2017).

Some of the teachers, on the other hand, considered PLCs not enough to make a good impression in English Language Teaching by stating that:

> "PLC sessions are very useful, but I have doubts about whether these sessions make a good impression because Türkiye's education system is not based on language skills. Although our coursebooks seem to be based on language skills, they are definitely not enough. To sum up, the ways of testing are incompatible with the coursebooks and teaching styles, so I think these sessions cannot make a good impression on education in Türkiye." (T3)

> "Professional Learning Communities are a good way of collaboration, but to be honest, I do not think it is enough itself to be that much effective in English education in Türkiye. But anyway, we should be aware of Professional Learning Communities." (T5)

One of the participant teachers made a suggestion about the possible impressions of PLCs. According to him (T2), PLCs can work if the education system changes slightly.

Further to this, some of the teachers also found the sessions insufficient to make an effective alteration in ELT might be due to the limited number of PLC sessions conducted during this study. The findings in a study focusing on school principals' perceptions of PLCs (Avidov-Ungar, 2019) justify that the reason some principals found the sessions ineffective or had little effect attributes this to the fact that the research was conducted as soon as PLCs started. In addition, some participants' lack of faith in a good impression of ELT could be the lack of motivation to be involved in those sessions and a lack of internalization of ideas. As cited in Patterson (2006), DuFour and Eaker (1998) assert that for the progress of PLCs to be effective and occur a cultural change, ideas must be internalized and not adopted superficially. Afterward, the participant teachers need to do some extra work and initiate some action research within their schools since PLCs demand the teachers to do action research and see the outcomes of their teaching. In this way, they might increase their teaching quality.

4.4. Possible PLCs-related Problems

The final research question explored the main challenges the in-service participant teachers and the facilitators faced regarding PLCs. Most participant teachers and facilitators should have stated PLC-related problems more, even if they were obligated to attend PLCs as an in-service training practice. Nevertheless, they mostly expressed their satisfaction, but only some stated some problems. The given answers about the main challenges were mainly about the impracticality of the knowledge learned during the PLCs because of the demands of the curriculum in ELT in Türkiye, the negative aspects of local administration, limited payment, and unprovided supplies by the MoNE, transportation to the building the PLCs conducted, the busy schedule of the program and shyness of the teachers in speaking English. The problems identified mainly were those of the facilitators. Two participant teachers mentioned the difficulty in transportation, and one suggested that problem. Their statements are as follows: "Transportation was very difficult for some colleagues. If some facilities are provided to get to the meeting building, we would be very grateful" (T1), and "The transportation problem, if it's counted. except for this, I haven't faced any problems" (T5).

The meetings were carried out in a small district of Ordu in Türkiye, and some teachers were required to come from a different district. This situation created demotivation among the teachers from different districts since they found transportation difficult. Similarly, results in a study by (McConnell et al., 2013) show that the teachers expressed the difficulty of transportation to a distant place to participate in PLC sessions. It can be stated that before planning such a teacher training program, it is essential to arrange an accessible transportation system for the teachers, allowing them to join the session or to arrange virtual professional learning communities, as researched in the study of McConnell et al. (2013) can be an alternative to face-to-face PLCs.

Two participant teachers stated the impracticality of what was covered in PLCs. One of them (T6) also mentioned the students' poor involvement in the activities by these sentences "Including our local students into our activities will be difficult and time consuming. The other teacher (T2) reported "It is a bit hard to apply (what was learned in the PLCs) in Turkish education system but very effective in teaching foreign language."

Some participant teachers quoted the impracticality of PLCs in the Turkish education system. Following a syllabus can be one of the reasons for demotivation among teachers (Aktekin, 2019). One of the participant teachers made a good point by stating that the student's poor involvement in the activities demotivates the teacher. The teachers stay motivated when their students actively participate in the activities. However, some students may not be interested; they might be demotivated to apply what they covered in PLCs and stop involving new teaching methods (Chua et al., 2020). Regarding the problem stated, it would be appropriate to state that PD developers need to consider some details when planning professional development activities. Topkaya and Celik (2016) state this issue as when planning or performing any professional development activity, teachers' needs should be considered, as should the practices' relevance to the teachers' instructional context.

In addition to the participant teachers' views on PLC-related problems, one of the facilitators (F2) stated that the payment for the project provided by the MoNE was limited, and no stationary payment was provided. In PLCs, the activities were sometimes based on poster design, requiring some materials such as crayons and paper. The facilitators stated they must use stationery equipment for practical and fun PLCs, but some local administrations were uninformed about this teacher training program. Therefore, they might hesitate to provide the equipment needed in PLCs since it requires following bureaucratic processes. That is why most facilitators had to pay the stationery expenses independently. As a suggestion, while arranging the meetings, the administration should regard the teachers' motivations (Aktekin, 2019) and provide the materials needed for the facilitators. Zhang, Yuan, and Yu (2017) suggested that supportive conditions must be provided for effective PLCs by the authorities. The motivation of the participant teachers in PLCs should also be considered to enhance their teaching. Altun (2020) highlighted the teachers' motivation and suggested that school administrators should be educated about the PLC concept since they need to have a supportive attitude. Moreover, the participant teachers should be provided financial rewards, and their workloads should be reduced to allow them to engage with the project. The pioneers of the PLCs term (DuFour et al., 2016) stated that it is not a teacher-team-based act, and they highlighted the importance of the involvement of administrations in schools and districts in the PLC process.

Further, F3 quoted the negative attitudes of the directorates and the objections raised by some of the teachers in her PLC group. F1 mentioned the problem that PCL is long and dense since it covers the whole academic term. From another perspective, F3 shared about the shyness of the participant teachers in her group by stating that "the participant teachers are afraid of sharing thoughts because they are somehow still shy to use English."

5. Conclusion

This study investigates the perceptions of English Language Teachers in Ordu, Türkiye who participate in PLCs and the facilitators working in other cities in Türkiye. Based on the answers to the open-ended survey questions, it can be inferred that the participant teachers and facilitators were satisfied with the progress of PLCs in general, even if some mentioned some challenges, such as transportation problems and the idea of impracticality in a natural context. Some teachers mentioned the resemblance of PLCs to their university years, that they had been expected to use English actively and produce something novel. The teaching years of experience of the participant teachers ranged from 5 to 12 years of teaching. It can be stated that they might miss the times when they were productive in their university years and receptive to this kind of professional development activity. Further to this, at those times, they had a chance to speak English actively, whereas they had limited chance to communicate through English as an in-service teacher. The sessions provided an occasion for them to improve their English-speaking proficiency. On the other hand, the facilitators complain about the intensity of the PLCs project made because of their busy schedule. It should also be noted that the participants' definitions of the experiences within the PLCs aligned with the PLCs concept that the scholars defined. According to joint statements, PLCs allowed them to share experiences and learn new ideas in teaching through collaboration. Additionally, it prevented working in isolation and allowed them to build stronger relationships since it allowed collaboration on similar problems and issues faced in the field. Thus, teachers had the chance to realize that they were not the only ones struggling while teaching. The participant teachers were also in conflict regarding the positive effects of PLCs in English Language Teaching in Türkiye. According to some participant teachers' statements, the collaboration among the teachers in PLCs is not enough for a positive impression in ELT. The expectations of administrations, district directorate of national education and families prioritizing success on the exams restricts the efficacy of PLCs focusing on four skills and other dimensions of language teaching. On the other hand, some teachers still have a hope that PLCs could contribute to English Language Teaching.

This study sheds light on the literature about providing effective PLCs for participant teachers and provides valuable data for the PLC initiators. While planning and disseminating PLCs among the other teaching branches, it would be worthwhile to consider the data collected in this study. However, the study's findings are specific to this study's target group and might restrict the generalization. Additionally, the variety of data collection tools could have enriched the study. This study was about the teachers' perceptions of PLCs. For further research, the success, and views of the students in Türkiye whose teachers attended the PLC sessions can be investigated to see the impacts of PLC on students' success and whether they perceive any change in their teachers' teaching.

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Family and Parenting in *Pride and Prejudice*

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Abstract
This paper attempts to analyse the issue of parenting and family concepts in *Pride and Prejudice* within the atmosphere of the late 18th and early 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 neighbours. 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 late 18th and early 19th centuries. 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 analysed in this paper along with family and parenting.

Keywords: Family, parenting, marriage, 18th century, Jane Austen

One of the first great female novelists of English Literature Jane Austen demonstrates the novel genre with her six completed novels. There is not much information about Austen's life but this self-thought writer with her limited environment marks the novel form, and today, this is the reason still *Pride and Prejudice* (1813) preserves its popularity. Jane Austen lives in a period of great changes; the French Revolution, Napoleon War, and the Industrial Revolution take place. However, she does not deal with these issues rather Austen writes about the daily life of the English middle-class in the rural area (Urgan 887). This is why her novels are associated with the novel of manners. As the daughter of a clergyman and never-married woman Austen lives in a limited place and she meets with few people. Thereby, in her works, Austen focuses on a small world, and this world is depicted as families with children, servants, and neighbours. Thus, this familiar issue can be seen in *Pride and Prejudice*. Maybe Austen meets limited people, but she is a good observer of her environment, and she reflects that environment truly. Domestic issues that are related to women form her novels and her novels run around the female characters and men take the secondary position. Love takes the main position in her novels and this love brings the marriage that Austen's novels end with the marriage of lovers, so marriage dominates the novels. According to Sarah R. Morrison, "The novels are, at least superficially, love stories, ending with the marriage of the hero and heroine." (Morrison 340). In *Pride and Prejudice,* the female protagonist Elizabeth, and her sisters are oriented by their mother to have a good marriage while their father stays passive. In this regard, family and parenting are important themes. These themes are set around mainly the Bennets, the Gardiners, and Lady Catherine De Bourgh. This paper will analyse family and parenting with these three different types of families.

The family concept has not changed over the centuries. Still, the general view is that family is one of the most important environments in one's life from childhood to adulthood. The influence of family on children helps them to form a relationship with the outside world. Mainly, the surroundings of children are shaped by their families. Then, people create their relationships with others. Also, the family prepares the social and personal environment of a person in the future. Family is the very simple basic group in society that brings out parenting. Parents supply physical, emotional, economic, educational, and social support. In a way, parents guide one's life to some point. The term family should not be considered with only parents and children, relatives also form the concept of family. *Pride and Prejudice* depicts the good and bad parenting and the impact of relatives. Today parenting has different meanings and definitions but it was a little different in the 18th and early 19th centuries in England. In Austen's period generally, life centres on the countryside and landowners with enough income. Thus, the life of the rural with the gentry in a way frames her writing that Austen greatly depicts the Georgian Era. She writes about the society that she knows closely. According to Richard Handler and Daniel Segal,

> Within Austen, we find not only the rural gentry but also nobility, moneyed professionals, urban merchants, "gentleman farmers", servants, and the rural poor. The texts do lack significant representations of the urban proletariat and lumpenproletariat, and in general present a fuller account of rural society than urban (Handler & Segal 692)

In this society people, men, earn their money with inheritance so, for families to have a male heir is important. Since the money and property pass from father to son well-arranged marriages are important and they shape the communication with people because marriage influences the way people interact. However, things were hard for women at that time. The place of the woman in society is shaped by her family and her marriage. Judith L. Newton points out that "Some single men, it would appear, have independent access to money, but all single woman, or "daughters", must marry for it. Families with daughters, therefore, think a great deal about marriage, while single men with fortunes do not." (Newton 28). In this regard, it is not surprising to witness Elizabeth Bennet's mother, Mrs. Bennet's motivation to see her daughter's marriage. Since the woman cannot inherit the property, they are doomed to marry mainly not for love but logic. With Elizabeth, Austen actually questions a marriage for love or logic, because constantly Elizabeth underlines that marriage should include love and respect. As stated above, women cannot inherit property, and if there is no son in that family the male relative inherits. Mr. Collins, the cousin of the Bennet sisters, will inherit the Bennets' property after the death of Mr. Bennet. In her essay, Elizabeth Bowen indicates that "Mrs. Bennet, for all her fatuity, is right: a dark future does lie ahead of the Bennet girls should they not find husbands, for the whole of their father's estate is entailed away- to the egregious Mr. Collins." (Bowen 220).

What is significant is one's marriage and marriage life depend on his/her family. For example, Mr. Darcy does not want to marry Elizabeth, and he does not want his close friend Mr. Bingley to marry Jane since he does not like Elizabeth's family. Especially, Darcy does not like Mrs. Bennet's manners. Irwin H. Weiser points out "Her stupidity and lack of concern for anything other than her daughters' marriages nearly results in preventing the marriages of Jane and Elizabeth." (Weiser 38). Thus, one's family and social class have great importance because class defines one's family life. In Austen's period generally, upper and middle classes' women have their education at home with the governess, but self-thought is popular too. Self-education contributes to reading and writing but not further because there is no expectation from women to have better knowledge. Mary Bennet, the sister of Elizabeth Bennet, is an example of that. She is fond of reading, but her intellectualism is not praised by others so, she is depicted as boring. Also, the bookworm Elizabeth Bennet educates herself, but she cannot easily grasp the personality of the people around her because she educates herself with no guidance from her parents or the help of the governess. Lady Catherine despises the Bennet sisters because of their education without a governess. What is expected from a woman is to be an "accomplished woman" at that time. Caroline Bingley, the admirer of Mr. Darcy, describes accomplished women as,

> No one can be really esteemed accomplished who does not greatly surpass what is usually met with. A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages, to deserve the word; and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address and expressions, or the word will be but half-deserved (Austen 47)

Being an accomplished woman means knowing how to be a proper lady. An accomplished woman knows how to charm a man, drawing, playing piano, singing, cross-stitching, and so on. Having these abilities contributes woman's honouring her husband. Mrs. Bennet thinks that Elizabeth does not have these sorts of qualities and as soon as Mr. Collins arrives and proposes to Elizabeth, she wishes for their marriage because Mrs. Bennet thinks that marriage helps her daughters to have independence and secures them. Dowry is another important thing for women and the Bennet sisters suffer from dowry pressure on them because Mr. Bennet spends his property since he does not have a son. Thus, to have a better marriage the Bennet sisters have two chances either they have enough dowry or beauty to charm man. However, Mrs. Bennet thinks that her daughters lack both dowry and beauty at least for Elizabeth Mrs. Bennet thinks like that, and this contributes to her desire to marry her daughters immediately. However, Elizabeth's dowry is her self-education because this self-education helps her to think individually, and she rejects the man that she does not love so this is why she rejects Mr. Collins. Her close friend twenty-seven years old Charlotte Lucas marries rejected and boring clergyman Mr. Collins to have a comfortable life while Mrs. Bennet jocks with her mother about her marriage. Mona Scheuermann states that "Even when marriage is based on practicality rather than affection, as in the match between Charlotte Lucas and Mr. Collins, Austen does not mark the solution as clearly inappropriate." (Scheuermann 200). Elizabeth's self-education also contributes to her self-sufficiency but Lady Catherine, the aunt of Mr. Darcy, rejects her self-sufficiency. Austen depicts Elizabeth's journey of self-discovery, and she overcomes all difficulties before she marries Mr. Darcy, the right and exact man for her. Since marriage controls the novel and families are integrated with marriage issues family and parenting concepts are presented to the reader. Even the first sentence of the novel proves it "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." (Austen 7). After this sentence, the novel introduces Mr. and Mrs. Bennet and the novel focuses mainly on the Bennet family.

The opening pages of the novel illustrate the parents Bennets and there is an introduction to Mrs. Bennet's excitement that a rich man is becoming their neighbour and the tranquillity of Mr. Bennet about the news. Austen describes Mrs. Bennet as "She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous" (Austen 9) and for Mr. Bennet "Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve and caprice" (Austen 9). The parents of Elizabeth Bennet and her four sisters Mr. and Mrs. Bennet's opposite personalities and attitudes frame good and mainly bad parenting. Mrs. Bennet is a foolish, blabber, gossipy woman with an uncertain temper. As a mother of five daughters, she cares about security more than happiness. This means that her main concern is to marry her daughters and other than that like her husband she does not care physical and emotional needs of her daughters. Mr. Bennet is a witty, intelligent, and introverted careless man. Their different personalities bring the contrast between them, and it causes problematic parenting too. Mr. Bennet has a kind of regret for marrying Mrs. Bennet and this is the reason why Mr. Bennet isolates himself in his library and stays passive. Sheelan S. Kamal states that "The father is unhappily married to someone quite different from himself and has long lost the will and vitality to argue." (Kamal 22). He does not share the excitement of his wife on the issue of marrying their daughters whereas this is a huge must for Mrs. Bennet. The novel starts with the news of Mrs. Bennet that a rich man, Mr. Bingley, becomes their neighbour and this is an opportunity for them maybe one of her daughters, Jane, can marry but Mr. Bennet does not feel any excitement about that. One day with the arrival of Mr. Collins, the cousin of the Bennet sisters, heir to the Bennet property, and a clergyman under the service of Lady Catherine, the Bennets display their parenting. Mr. Collins asks for Elizabeth's hand, definitely, Mrs. Bennet leaps for joy but Elizabeth rejects this proposal and disappoints her mother. Mrs. Bennet cannot easily give up and she asks her husband's help. She thinks that as a father figure, he can solve the problem, but Elizabeth is Mr. Bennet's favourite child and his reaction to this issue disappoints his wife once more. While Mrs. Bennet threatens Elizabeth to never see her face again Mr. Bennet says "An unhappy alternative is before you, Elizabeth. From this day you must be a stranger to one of your parents. Your mother will never see you again if you do *not* marry Mr. Collins, and I will never see you again if you *do*." (Austen 127). While Elizabeth is Mr. Bennet's favourite daughter she is the least favourite daughter of Mrs. Bennet this can be another reason why she wishes for marriage between Mr. Collins and Elizabeth, another main reason is of course rest four daughters have a chance to find a husband.

Another example is when Jane receives an invitation from the Bingley family, and she decides to go Mrs. Bennet refuses to give her a coach instead she suggests a horse. Mrs. Bennet wishes rain will continue and it will be impossible for Jane to come back home. This way, Jane and Mr. Bingley will have a chance to know each other better, and in the end, they marry. Her wish is accepted, and Jane stays with the Bingley family because she gets ill due to heavy rain. While all the family worries about Jane, Mrs. Bennet is in great joy. It is described as "-This was a lucky idea of mine, indeed! - Said Mrs. Bennet more than once, as if the credit of making it rain were all her own." (Austen 40). The mother figure is important for a child, especially for a girl and Mrs. Bennet does not have the necessary qualities, or personality to make her a good and responsible mother. She is an absent mother while her daughters are in the process of self-discovery, she has little effect on them. For this reason, her daughters and husband criticize her, and this is implied by the narrator. Then, two elder sisters especially Elizabeth take the mother role. As Paula Bennett states "In four of the six novels, the normal parent-child relationships are reversed so that the heroine or one of her siblings takes on a parental role in the family equation." (Bennett 15). They try to guide their personal and family life. For instance, when the youngest of the Bennet sisters, Lydia elopes with Mr. Wickham, Mrs. Bennet retreats to her room, and Mr. Bennet is unwilling to go to London to search for lovers at first. Wickham demands money for marrying Lydia and with thinking about his family reputation Mr. Bennet accepts the condition. Lack of proper communication and respect between Mr. and Mrs. Bennet is affecting their daughter's decisions and Lydia is an example of that. This disrespectful condition makes Mr. Bennet more introverted and passive. In Lydia's case, he wants to stay passive, and Lydia's wrong decision is an example of bad parenting while Jane and Elizabeth's logic is an example of good parenting and they parenting to themselves. Mr. Bennet does not question the circumstances of Lydia's marriage but when Mr. Darcy asks for Elizabeth's hand Mr. Bennet has a private speech with Elizabeth. He thinks that Elizabeth does not like such an arrogant man and asks Elizabeth whether she wants to marry him or not. His suggestion is she should not marry a man to whom she feels no love and respect. Mrs. Bennet never tries to give such suggestions to her daughters, or she care about their emotions. However, Elizabeth and her sisters cannot take their parents as role models for them and guide themselves. So, till some part, the Bennets fail to guide the family and they are not ideal parents in such that Mrs. Bennet has no sense or she cannot give her children good pieces of advice. Austen indicates her "The business of her life was to get her daughter married." (Austen 9). She is so addicted to getting married to her daughters that she does not care about their wellbeing. Mrs. Bennet lacks parental skills because she wishes and arranges marriages without considering her daughters' emotions whether they will love their husbands or not. For example, Mrs. Bennet approves Mr. Collins's proposal to Elizabeth without thinking about his personality and lifestyle. By the way, Mr. Collins also experiences bad parenting, his father is an illiterate man, and his lack of proper parents causes him to admire Lady Catherine. It is described in the novel as "The greatest part of his life having been spent under the guidance of an illiterate and miserly father." (Austen 83). Another is Jane's case, Mrs. Bennet is satisfied with Mr. Bingley's interest in Jane, but it is not enough for her until she guarantees their marriage. This is why she insists on Jane taking horseback on the way to Netherfield and she does not want her back home. She thinks if Jane extends her days in Netherfield this can and with marriage and it does not matter how sick Jane is. All family members know that if things do not happen as Mrs. Bennet desires she applies her nerves. Also, Mr. Bennet talks about potential danger in Jane's trip but not more. In Lydia's case again she fails to guide things as a mother and also Mr. Bennet fails so Lydia elopes with a quite improper man, and she makes wrong decisions. However, Mrs. Bennet walks on air, the reason for her extreme happiness is her daughters do not have enough dowry to be accepted by a reasonable suitor and to secure their future. Also, Mr. Bennet is reluctant to find suitors for his daughters. In the 18th century, to some extent, the father has to arrange marriages but what Mr. Bennet does is he spends his all fortune and leaves little to his daughters, so Mr. Bennet is not less flawed when he is compared to Mrs. Bennet. His biggest mistake is that he does not do things that he must do seriously and his passivity. Mr. Bennet never attempts to correct his wife and daughters' manners even he enjoys their silliness. There is no paternal dominance; this is what is expected from a father, especially in Austen's period is a paternal dominance. Mr. Bennet is the representation of neglected parental duties and in a way, he is responsible for his wife, also daughters' improper manners. The only person Mr. Bennet cares, and respects is Elizabeth, and he is right to be like that because Elizabeth does what Mrs. Bennet does not. She cares for her father, and she takes responsibility like a mother. Susan L. Bain points out "To fill this void of parental neglect, the author creates characters who serve as effective surrogate parents to the heroines, and she also allows many of the heroines themselves to act as parent figures." (Bain 6).

Family, parents shape the future and personality of their child and determine how successful a child will be in the future. In this regard, the Bennets influence their daughters not greatly and five of them have different personalities according to this influence. Lydia and Kitty are unruly girls, and they receive little attention from their parents. Marry cannot have the attention that she deserves. Jane is depicted as an ideal girl, but she is over happy with everything. Elizabeth learns everything herself even the social relations such as what she experiences with Wickham's lie. E. M. Halliday describes the Bennet sisters as "Mary is a pedantic bore; Lydia is an empty-headed flirt; Kitty is just empty-headed. But both Jane and Elizabeth are attractive and accomplished." (Halliday 65). Parental flaws are affecting the relationship between sisters. Except for Elizabeth and Jane, the rest of the sisters do not have a sisterly relationship. The lack of communication between their parents is affecting their contact too, so there are no strong developed relations. The problematic relationship between Mr. and Mrs. Bennets and their kind of disrespectful marriage led Elizabeth to desire a marriage full of love and respect. Mr. and Mrs. Bennets do not care and interest in teaching their daughters proper manners means being an accomplished woman and what Austen presents is a female protagonist who decides her destiny without and helpful paternal guide. According to Ilona E. Dobosiewicz, "The didactic plot puts heroine through numerous trials and tribulations, provides her with a chance to test herself, make her own mistakes, challenge her destiny, and educate herself in the process." (Dobosiewicz 80).

If there is no paternal guide family, means relatives, can be the parent. In other words, relatives can be accepted as surrogate parents. Austen, if parents have a flaw, depicts relatives as an ideal parent and the Gardiners is what it meant above. Kathleen A. Jones points out that “If in their minor roles Mr. and Mrs. Gardiner individually provides a definition for a capable father and mother, together they also constitute an example of those qualities a fine set of parents should possess.” (Jones 73). Mr. Gardiner is the brother of Mrs. Bennet, but they are completely different from each other. Mr. Gardiner is an educated, sensible, and wise gentleman. The Gardiners are a happy couple with four children and The Gardiners is created for a complete reserve of the Bennets, so they symbolize good marriage and parents as well. Their biggest contribution to the novel is that they create an opportunity for Elizabeth to be close to Mr. Darcy in Pemberley. Even if Mr. Gardiner and Mrs. Bennet are siblings Austen creates the idea that siblings have different personalities like in the case of the Bennet sisters. Contrary to Mrs. Bennet, Mr. Gardiner is a smart, lovely man with parental and family support. He is the foil for Mr. Bennet too. Mr. Gardiner supplies wise pieces of advice and support to the Bennet sisters. After Charlotte Lucas, Mrs. Gardiner is Elizabeth's confidant when Mrs. Gardiner realizes Elizabeth's interest in Wickham she warns her about the potential risks and this is an obvious design for motherhood, and in this way, she is the foil to Mrs. Bennet. In this case, Mrs. Gardiner does what Mrs. Bennet is incapable of. Like a good mother, Mrs. Gardiner guides the Bennet sisters. When she learns that Mr. Wickham is preparing a proposal for Mary King, she invites Elizabeth to the Lake Country for a summer tour later they together visit Pemberley. Elizabeth insists on not to go Pemberley because she does not want to see Darcy but, in the end, they arrive at Pemberley. After that moment, the novel unfolds to its point. Elizabeth and Darcy's love starts to reveal, Elizabeth becomes fully aware of her love for Mr. Darcy. Mr. Wickham is an untrustworthy officer and godson to Darcy's father. He betrays the Darcy family by seducing Darcy's sister Georgiana, causing rumours about Darcy and not staying loyal to Darcy's father. He causes all misunderstandings and prejudices to Elizabeth about Darcy. Later he runs off with Elizabeth sister's Lydia, he wants to marry Lydia just because of the financial support that Darcy provides to save the reputation of the Bennet family. At the end of the novel, it is presented that Lydia and Wickham have a problematic marriage and still demand money from Mr. Darcy. What is important is that when Darcy pays money to Wickham the Gardiners want to repay him. In a way, the Gardiners act like a parent and take responsibility. Also, the Gardiners try to help the Bennets to find Lydia Mr. Gardiner goes to London to search for lovers and he frequently writes letters to inform Mr. Bennet. Mrs. Gardiner writes Elizabeth that Darcy finds the lovers and he pays Wickham. This causes a turning point for Elizabeth when she realizes her love for Darcy. With this, Darcy compensates for his previous action that he causes the break up between Jane and Mr. Bingley since he thinks that Jane does not love Mr. Bingley enough. While Mr. Gardiner sends letters to the Bennets there is an unexpected letter in that hard time. The letter comes from Mr. Collins, he accuses Mr. and Mrs. Bennet as a bad parents due to their lack of paternal guidance Lydia acts unruly. He states:

> The death of your daughter would have been a blessing in comparison of this. And it is the more to be lamented, because there is reason to suppose as my dear Charlotte informs me, that this licentiousness of behaviour in your daughter has proceeded from a faulty degree of indulgence; though, at the same time, for the consolation of yourself and Mrs. Bennet, I am inclined to think that her own disposition must be naturally bad, or she could not be guilty of such an enormity, at so early an age. […] Who will connect themselves with such a family? (Austen 322)

He indicates that this mistake must take place because of Lydia's bad nature, and he puts their bad parent as a second possibility. When Mr. Gardiner sends a letter that he finds Lydia and secures her marriage with money Mr. Bennet thinks that he owes debts to the Gardiners but saving the family's reputation is more important than money.

Mrs. Phillips is Mrs. Bennet’s sister; she is another version of Mrs. Bennet with her foolishness and negligence. Mrs. Phillips likes gossiping and she contributes to Lydia’s elopement. As an aunt, she knows Lydia and Kitty are fond of soldiers and she helps them. The importance of having good relatives and the consequence of having bad relatives is underlined by the Gardiners and Mrs. Phillips. The Gardiners are the surrogate family for the Bennet sisters. They are smart, responsible, and mindful economically, emotionally, and physically. Mrs. Gardiner is an example of a good mother when she warns Elizabeth about Wickham. Mrs. Bennet forces Elizabeth to marry Mr. Collins. Also, the Gardiners' marriage, their love and collaboration, and respect for each other symbolize the ideal marriage.

The Bennet sisters are not the one who experiences inaccurate parenting and bad relatives. Fitzwilliam Darcy also experiences that. The Darcy family is a wealthy family and owner of the Pemberley estate in Derbyshire. As an only son of this wealthy gentry, Darcy receives an upbringing appropriate for such a family. From the beginning of the novel till the very end, Darcy is introduced as an arrogant, selfish, and self-confident man. He does not like silliness and lower-class manners. This characteristic of him puts a barrier between him and Elizabeth. However, when the novel unfolds it is understood that his arrogant personality arises from his parent's way of raising him. Darcy says,

> As a child I was taught what was right, but I was not taught to correct my temper. I was given good principles but left to follow them in pride and conceit. Unfortunately an only son (for many years an only child), I was spoilt by my parents, who, though good themselves (my father, particularly, all that was benevolent and amiable), allowed, encouraged, almost taught me to be selfish and overbearing; to care for none beyond my own family circle; to think meanly of all the rest of the world; to wish at least to think meanly of their sense and worth compared with my own. (Austen 403)

His self-introduction is an introduction to his parents. His parents lead his selfishness and arrogance. This demonstrates that even an upper-class parent can fail to raise a child and understand the right values of life. Austen clarifies that Darcy's mother died a long time ago and his father died five years ago. Then, a rich, noblewoman, the aunt of Darcy, Lady Catherine de Bourgh is introduced as a parent to Darcy. Lady Catherine is as arrogant as Mr. Darcy, and she is the boss of Mr. Collins and she is the one who forces Mr. Collins to propose to Elizabeth. Her domineering personality symbolizes the dominant mother figure. She cannot stand when people disagree with her and Lady Catherine very sticks to tradition and rules of the aristocracy. She uses her position, money, and social power to control things. William Christie points out "Lady Catherine, for one, celebrates the power that she derives from the privileges she inherits and confers." (Christie 143). Lady Catherine desires to marry her daughter, Anne, with her nephew Darcy. She claims that this marriage is also her sister's desire. With this regard, when she hears that Darcy proposes to Elizabeth, she immediately tries to prevent Elizabeth from marrying Darcy. Lady Catherine arrives at Elizabeth's house, Longbourn, to talk about her emotions and finish that relationship. The first reason why she does not want this marriage is the prearranged marriage between Anne and Darcy and the second is that of Elizabeth's class and her improper family. She enters the house without giving a proper greeting to Mrs. Bennet and invites Elizabeth to walk. Lady Catherine immediately starts questioning Elizabeth if really proposing to her, but Elizabeth's stubborn language disappoints her. Lady Catherine says “Miss Bennet, do you know who I am? I have not been accustomed to such language as this. I am almost the nearest relation he has in the world and am entitled to know all his dearest concerns.” (Austen 386). She adds:

> The engagement between them is of a peculiar kind. From their infancy, they have been

> intended for each other. It was the favourite wish of his mother, as well as of hers. While in their cradles, we planned the union: and now, at the moment when the wishes of both sisters would be accomplished in their marriage, to be prevented by a young woman of inferior birth, of no importance in the world, and wholly unallied to the family! (Austen 387)

However, Lady Catherine cannot deter Elizabeth and after all tries, Elizabeth asks "And if I am that choice, why may not I accept him?" (Austen 387). Lady Catherine replies:

> Because honour, decorum, prudence, nay, interest, forbid it. Yes, Miss Bennet, interest; for do not expect to be noticed by his family or friends, if you wilfully act against the inclinations of all. You will be censured, slighted, and despised, by everyone connected with him. Your alliance will be a disgrace; your name will never even be mentioned by any of us. (Austen 387)

Lady Catherine accuses Elizabeth of ungratefulness and obstinacy she says "I send no compliments to your mother. You deserve no such attention. I am most seriously displeased." (Austen 390). After all this, in vain attempts at the end Elizabeth and Darcy marry. Lady Catherine in a way a foil for Mrs. Gardiner. Austen depicts such a character to demonstrate how also aristocratic relatives can be problematic.

To conclude, with the Bennets, the Gardiners, and Lady Catherine de Bourgh, Austen frames different types of family and parenting. Mr. and Mrs. Bennet represent an unhappy and unsuccessful marriage. The Gardiners represent a happy and respectful family and parenting. Lady Catherine represents a single parent characteristic to protect her child and wishes the best for Darcy. Family and parenting issues are an inseparable subject of *Pride and Prejudice*. Family and parenting not only run the novel but also provide a socio-cultural background to readers. The importance of marriage and its advantages are presented. The novel ends with the marriages of the Bennet sisters except Mary and Kitty. Some characters change to evolve into a better person some not, but everybody accepts each other the way they are. Even Lady Catherine forgives Darcy and Elizabeth but Mr. and Mrs. Bennet stay the same. Also, the place of women and the relationship between classes are depicted. With these three different surroundings, Elizabeth Bennet's journey on the way of her self-discovery is given to readers. She is surrounded by ignorance, impassivity, and arrogance but love with respect as well. In such an environment if a child is as smart as Elizabeth, she/he can survive and go to good but if a child has Lydia's kind of personality the effect of bad parenting is revealed. It is not surprising today that the popularity and fame of Jane Austen's *Pride and Prejudice* continues, and it will continue in the future.

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Investigating the Cultural Competence Levels of English-Turkish Prospective Translators

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Abstract
Intercultural competence is seen as an important component of translation competence that a translator must acquire and develop. It can be seen in different translation competence models that they pay attention to the development of intercultural competence. In this respect, within the scope of translator training, intercultural competence is one of the important issues to be researched. In developing intercultural competence, cultural knowledge is needed for prospective translators. This study examines the cultural knowledge levels of English-Turkish prospective translators at a Turkish university. The study specifically focuses on students' competence to translate fifteen culture-specific terms and expressions of British culture. As a data collection tool, Test of Cultural Competence in Translation (TCCT) developed by Bahumaid (2010) was used. Following a pilot study, the test has been adapted accordingly and applied to a group of translation students. The results have showed that 14 out of 19 participants had scores lower than %50 of the whole test. Therefore, it can be said that the participants have showed low performance in the test. The main error types were incorrect meaning, omission and non-sense errors. It has been found that the participants have inadequate knowledge of British culture. The study has also revealed that contextualized texts including culture-specific terms can be used to investigate cultural competence of translators.

Keywords: Cultural competence, translator training, intercultural communication

1. Introduction

Since the emergence of Translation Studies (TS) as an independent area of study, much emphasis has been put on the translator training. Considering the contemporary conceptualizations of translation, a functional approach has been emphasized with the cultural turn in Translation Studies (Eyckmans, 2017). As text production and reception are different from culture to culture, translation actions have been considered as a cross-cultural event which also led to the redefinition of the translator as "intercultural mediator" (Snell-Hornby, 1988, as cited in Eyckmans, 2017). This redefinition has shown the importance of cultural knowledge and competence in both source and target cultures.

Translation has come to be seen as a more complex task than just translating the words in recent years (Portelli, 2018). Similarly, following the cultural turn in TS, Intercultural Competence (IC) has become one of the topics which has been studied and researched within the field of translator training. On the other hand, the research is mostly on producing intercultural competence models, thus leaving little attention to the experimental research (Olalla-Soler, 2015).

The present study follows such an agenda. Firstly, intercultural competence models will be explained in order to have a better understanding the position of intercultural competence and cultural knowledge within translation competence. Secondly, the tools to be used to assess intercultural competence will be discussed. Following the methodology of the study, the findings will be explained and discussed.

2. Intercultural Competence Models

Translation competence models can be formed based on different purposes and different perspectives (Kelly, 2014). Most competence models provide a list of skills and competence that translator training programmes should provide to meet the market's demand (Tomozeiu and Kumpulainen, 2016). Among such competence models, EMT (European Master's in Translation) Translation Competence model (2017) provides a detailed list of skills, competence, knowledge and learning outcomes that translators should be equipped with.

EMT Translation Model (2017) has been developed based on the premise that translation is designed to meet an individual, societal or institutional need. EMT model also recognizes translation as a multifaceted profession which requires many skills and competence in order to convey a meaning in translation process. The model defines five main areas of competence for translators: language and culture, translation, technology, personal and interpersonal, service provision.

Language and culture sub-competence in EMT model is also named as "transcultural and sociolinguistic awareness and communicative skills" and it is pointed out by EMT model (2017) that:

> "This competence encompasses all the general or language-specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills that constitute the basis for advanced translation competence. It is the driving force behind all the other competences described in this reference framework."

As it can be seen from the explanation above, EMT Translation Model (2017) sees language and culture sub-competence as a basis for other translation competence categories. This shows us that without having an advanced level in language and culture competence, it is hard to provide functional translations of texts in target language.

Another model for IC is PICT (Promoting Intercultural Competence for Translators) which is the name of the project by European Union, between 2011-2013. Tomozeiu and Kumpulainen (2016) mention that PICT model focuses on the overall IC of translators and this aspect of it makes the model different from other IC models. They also point out that translators need to communicate before the translation such as understanding the translation brief, agreeing on timeline etc. and similarly, after the translation process such as discussing some follow-up questions related to the task etc. Therefore, this overall IC goes beyond text production, and it includes communicating with different agents in commissioning process (Tomozeiu and Kumpulainen, 2016).

PICT model is made up of three dimensions each has three levels of achievement and also four sub-dimensions: Theoretical dimension, textual dimension, and interpersonal dimension (PICT, 2012). To understand PICT's organization, an example from theoretical dimension of PICT model can be seen in Table 1.

As it can be seen in Table 1, the dimension "theoretical" has sub-dimensions and it also has three levels of achievement. According to PICT Curriculum Framework (2012), this framework can also be used while assessing IC of translators.

One important aspect of PICT model is that the PICT research group conducted a survey in six European countries (Bulgaria, Finland, France, Italy, Poland and United Kingdom) with translation studies scholars and students. After gathering the responses towards IC, the group formed the model

(Tomozeiu and Kumpulainen, 2016). This shows that the PICT model was developed considering the ideas of students and scholars in TS.

Table 1. PICT Model's Organization of IC (PICT, 2012)

Theoretical Dimension			
Sub-dimension	**Level One**	**Level Two**	**Level Three**
Core concepts of the theory of intercultural communication (e.g. culture, identity, representations, etc.)	shows some familiarity with some of the core concepts of intercultural communication theory, i.e. culture, identity, taxonomies, etc.	is familiar with and understands the majority of the core concepts of intercultural communication theory and can reflect on their implications for communication and translation purposes.	has a deep knowledge of core concepts of intercultural communication theory and is able to use them for the critical evaluation of the intercultural dimension of texts in translation, both source and target

When EMT and PICT models are compared, it can be said that PICT model gives a detailed form of IC addressing different components that constitute the model. On the other hand, PICT model focuses only on IC while EMT model gives us a broader TC model which can be used more easily in educational institutions.

The Spanish research group, PACTE (Process in the Acquisition of Translation Competence and Evaluation), also developed a Translation Competence model. They have been carrying out empirical and experimental research into translation competence and its acquisition in written translation since 1997. Their experimental research makes PACTE model different than the other models of TS. PACTE (2003) states that existing translation studies are only based on observation and experience, and there are no empirical-experimental studies based on representative samples.

PACTE's comprehensive TC model consists of five sub-competences; bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, strategic sub-competence as they can be seen in Figure 1 (PACTE, 2008).

Considering Figure 1, it can be said that PACTE had a more holistic approach while forming the TC model. It is also mentioned that these five sub-competences interact with each other during translation process. In addition, strategic sub-competence is the most important one as it controls other sub-competences during translation process (PACTE, 2008). Cultural knowledge is mentioned in translator's extra-linguistic sub-competence, which is defined as predominantly declarative knowledge, both implicit and explicit, about the world in general and about special areas (PACTE, 2008; Tomozeiu and Kumpulainen, 2016).

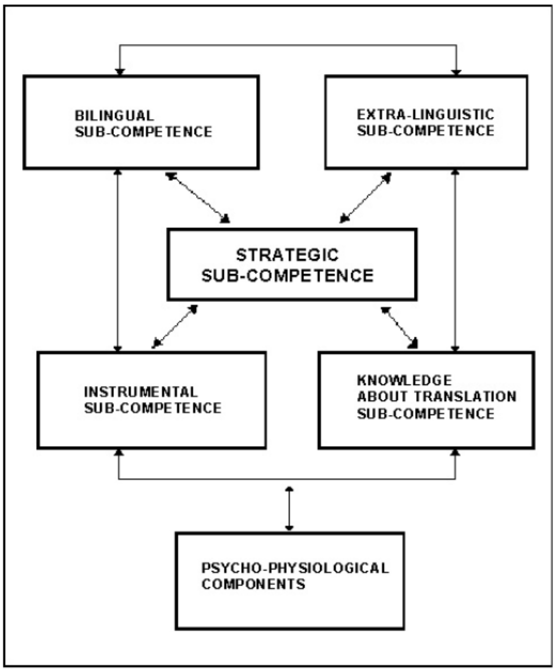

Figure 1. PACTE's Translation Competence

A relatively recent attempt to form an IC model has been made by Yarosh (2015) and published in Handbook of Research on Teaching Methods in Language Translation and Interpretation. Yarosh (2015) proposes an eight-factor model of the competence, associated learning objectives and developmental level indicators (See Figure 2). Her starting point while formulating the model was Witte's developed definition of expert cultural competence (Witte, 1996; Witte 2005, as cited in Yarosh, 2015),

> …the ability to become critically aware of what is "known" unconsciously and to "learn" consciously what is not "known" about one's own culture and other culture(s), as well as the ability to relate and contrast the cultures so as to be able to produce behaviours in accordance with the aim of the communication and tailored to the particular communicative situation, behaviours that account for the communicative needs of at least two actors from two different cultures, so as to enable the communication between these actors.

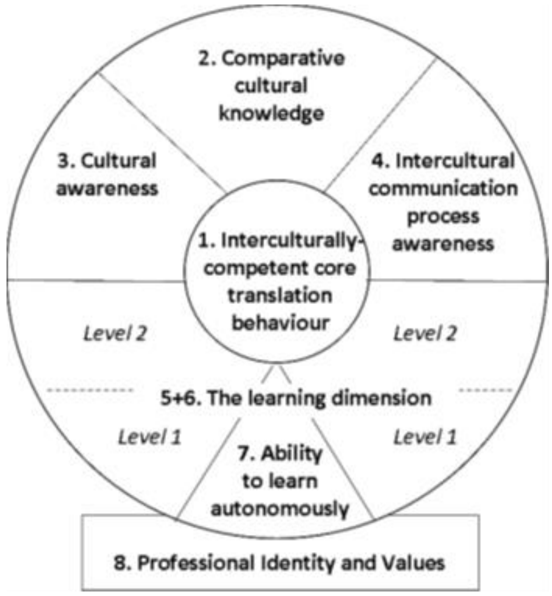

Figure 2. Yarosh's Intercultural Competence Model (2015)

In addition to formulate the model in Figure 2, Yarosh (2015) also proposed developmental level indicators which, she offers, can be used by instructors to plan their teaching. Yarosh (2015) also mentions that these indicators have been formed thanks to the data she gathered through performance tasks. The developmental level indicators consist of eighteen learning objectives and distinguished as very low, development started, good and very good. Furthermore, awareness raising statements have been developed to make the model more comprehensible for instructors.

Another issue in intercultural competence and cultural knowledge is assessment. To assess intercultural competence, various assessment tools can be used. These potential assessment tools can be used for different purposes, such as monitoring students' development in IC, or for grading purposes. Therefore, the assessment procedures can refer to different types of assessment. For instance, some assessment procedures are suitable for summative assessment whereas some instruments can be used for formative assessment.

To give some examples for instruments, Hurtado Albir and Olalla-Soler (2016) offer potential instruments to be used in assessing IC as texts, translations, translation reports, reports on cultural references, catalogue of cultural references, cultural knowledge questionnaires, translation process recordings, psychometric tests and cultural portfolios. These instruments can be used for different purposes in assessing intercultural competence.

Although Hurtado Albir and Olalla-Soler, (2016) offer the potential assessment instruments for IC above, they also mention that their proposal should be empirically validated. This can involve experiments with professional translators and translation students. In the present study, it is also aimed to validate using texts to assess student translators' IC levels.

3. Methodology

This section covers the methodology used in the study.

3.1. Rationale

As explained in Intercultural competence models section, it is one of the main sub-competencies of translation. As Bahumaid (2010) states, the recent literature in TS also focuses on the translator's role as a *cultural mediator*, which makes IC an important part of translator training programmes. Thus, it is a skill that prospective translators must improve during their training at higher education institutions.

3.2. Aim

The aim this study is to find out IC levels of prospective Turkish-English translators in a Turkish university. The present study focuses on two aspects of intercultural competence, knowledge of some aspects related to both source and target culture, and acquisition of skills needed to translate culture-specific terms. For the aim of the study, a test of cultural competence was adapted from Bahumaid (2010) and applied to students of associate degree translation programs in a foundation university in Turkey.

3.3. Data Collection Tool – Test of Cultural Competence in Translation

Test of Cultural Competence in Translation (TCCT) developed by Bahumaid (2010) was used to gather data in this study. TCTT includes thirteen questions related to British life and culture. As Bahumaid (2010) explains culture bound terms were drawn from several genres:

a) literary (such as, *as beautiful as a lark*),
b) religious (such as, *Merry Christmas*, *Lent*),
c) political (such as, *Speaker of the House of Commons*, *the poll tax*),
d) social (such as, *go trick-or-treating*).

TCCT also included "Translation Procedure" section where participants write how they translate the related terms. In a pilot study with five students, it was seen that none of them were able to explain the reason(s) why they translated as such. Therefore, this section was excluded in the final version of TCCT. As a results, the awareness of translation procedures used by participants in translating culture bound terms couldn't be assessed.

3.4. Participants

In total, nineteen students of Istanbul Medipol University accepted to participate in the study. In the pilot study, there was no time limitation, but it was found that very few of the participants of pilot study answered the questions. Therefore, the researcher found it useful to have a time limitation in the final version. The participants were informed that they didn't have to write their names on TCCT and they could use materials such as dictionaries or online resources during the application of TCCT. When the study was conducted, it was students' first semester at the department of Applied English Translation, following an English preparation year at university.

3.5. Limitations

The current study is limited by some factors. First of all, as it has been mentioned in 3.2., the study focuses on two aspects of intercultural competence. As it would be hard to assess all components of intercultural competence in a single study, some components had to be left out. Furthermore, the participants were limited to one university because of time limitation. Therefore, it is not possible to make a generalization of intercultural competence for Turkish-English translators. Finally, the test, TCCT, used in this study does not include all culture-specific terms in British culture. Having all terms related to British culture would make TCCT less contextualized. That's why, some specific terms were carefully selected by the developer of TCCT (Bahumaid, 2010).

4. Findings

The results have showed that although the participants were allowed to use any kind of resources including dictionaries, reference books and online resources, their performance from TCCT was quite low. In this section, the responses of participants will be analysed in a detailed way.

4.1. Participants' Overall Performance in Turkish Translation of TCCT

Table 2. Overall scores of the participants' performance in English-Turkish renditions

Participant Number	Number of Correct Renditions	Number of Incorrect Renditions	Number of Test Items not Attempted	Correct Renditions %
P.1.	2	5	8	13.33
P.2.	4	8	3	26.66
P.3.	4	6	5	26.66
P.4.	3	8	4	19.99
P.5.	2	8	5	13.33
P.6.	3	5	7	19.99
P.7.	6	6	3	39.99
P.8	5	6	4	33.33
P.9.	8	7	-	53.28
P.10.	8	7	-	53.28
P.11.	8	7	-	53.28
P.12.	7	8	-	46.62
P.13.	7	8	-	46.62
P.14.	5	10	-	33.33
P.15.	9	6	-	59.94
P.16.	8	7	-	53.28
P.17.	6	6	3	39.99
P.18.	3	12	-	19.99
P.19.	5	10	-	33.33

It can be seen in Table 2 that the participants had quite low scores from TCCT. The highest score belongs to participant 15, %59.94 while the lowest score belongs to the participants 1 and 5, %13.33. In addition to this, 14 out of 19 participants had scores lower than %50. Meanwhile, the participants as a group provided a total of 103 correct renditions, 140 incorrect renditions and 42 of them not attempted.

4.2. Correct Translations of Participants in TCCT

While discussing the correct and incorrect responses of participants, it should be noted that as the present study focuses on the IC levels of students, the researcher has focused on the performance of students while translating the culture-specific terms rather than the overall performance on sentences. In Table 3, some examples of the correct translations can be seen:

Table 3. Examples of Correct Translations in TCCT

Participant Number	Culture-specific Word	Turkish Translation
P.7.	Lager louts	Sarhoş gençler
P.6.	Trick-or-treating	Şaka mı, şeker mi
P.1.	Lent	Büyük Perhiz
P.18.	Speaker of the House of Commons	Avam Kamarası Başkanı
P.10.	Love me, love my dog	Beni olduğum gibi sev
P.11.	A three-course dinner	Akşam yemeğinde üç kap yemek

As it has been noted in the translation brief, the translation task is to inform Turkish students who will continue their education in Britain. Therefore, the participants, that is the prospective translators, need to explain some culture-specific words such as adding gloss as the brochure will be prepared for students who are assumed to have little knowledge on British culture and life.

4.3. Incorrect Translations of Participants in TCCT

It can be seen in Table 4 that the mistakes made by the participants are because of a number of reasons. For instance, in P.1.'s translation, the mistake is because of *incorrect meaning*, which refers to "tea with cream". In P.7's translation, there is a mistake of *omission* in the target word. The translator fails to translate a necessary part of the source text. "Perhiz" means "diet" in Turkish which does not refer to culture specific word. As in P.1.'s translation, P.11. also has the mistake of incorrect meaning. It can be said that the participant was not able to comprehend the English word with its idiomatic meaning. Another mistake is in P.8.'s rendition which is a *non-sense error*. In P.8.'s translation, it means as "a dinner with three meals".

Table 4. Examples of Incorrect Translations in TCCT

Participant Number	Culture-specific Word	Turkish Translation
P.1.	Cream tea	Kremalı çay
P.8.	A three-course dinner	Üç öğün akşam yemeği
P.7.	Lent	Perhiz
P.6.	Merry Christmas	Merry Christmas
P.9.	Speaker of the House of Commons	Halk Meclisi'nin Konuşmacısı
P.11.	Love me, love my dog	Beni sev, köpeğimi sev
P.15.	The British Council	Britanya Meclisi

5. Results and Discussion

The research has shown that the participants had low scores in TCCT. It has been revealed that the participants have insufficient knowledge on some culture-specific words. Although they had a chance to use a number of resources, they couldn't perform a high level of achievement in TCCT. It may come from the reason that the translation brief may not have been understood or read very well. Another result is that some participants in the study have lack of awareness on semantic structure of target language as some of them have provided non-sense translations.

In addition, the errors while translating the culture-specific terms have three main categories: incorrect meaning, omission and non-sense errors.

Compared to Bahumaid's study (2010), the students have a similar performance considering the results of TCCT. In his study, the participants were postgraduate translator trainees in United Arab

Emirates. In the present study, the participants were associate degree students. Although their level of education was different, they had poor results in TCCT.

6. Conclusion

The participants in this study were in their first year following a year of English preparation. In their second year, they have an "Intercultural Communication Skills" course. Therefore, the participants can take TCCT after having this course. This can also show the effectiveness of the course and students' progress during their education.

Because of limitations, the study was conducted with associate degree students in translation. TCCT can be applied in different levels of education including undergraduate or postgraduate levels in Turkish universities.

Bahumaid (2010) mentions that TCCT has been designed in a contextualized manner. On the other hand, forming a new test including longer texts with culture-specific terms and idioms may reveal other aspects of intercultural competence and other sub-competences in overall translation competence.

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A Comparative Analysis of Extralinguistic Cultural References in Audio Description[1]

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Abstract
The scope of Audiovisual Translation (AVT) has changed day by day with the development of technology and the opportunity of access to audiovisual products to people from all segments of society. The academics in Translation Studies (TS) have conducted studies on the new areas that digital life has brought to. Among the new fields, Audio Description (AD) is a part of audiovisual translation that consists of making visual products accessible to visually impaired persons (VIPs). Although studies in this field have increased recently, Extralinguistic Cultural References (ECRs), which create challenges in TS and AVT, need to be problematized and studied in AD. The study focuses on the descriptive and comparative analysis of ECRs of Turkish and English ADs in Rise of Empires: Ottoman series. One of the objectives is to determine what techniques used for the ECRs in two languages and for two target cultures. Using a descriptive methodology, ECRs are categorized and analyzed cultural references following Díaz Cintas and Remael's classification. Then, the techniques used in the audio descriptions of both languages are examined based on the adaptation of Bardini's cinematic AD techniques and tried to establish a methodology for conveying these references. As a result, it is observed that techniques used for ECRs differ from both languages, just as in translation and other types. Particularisation in Turkish AD is the most preferred technique by the describer and adaptation technique is the least chosen. However, English AD conveys the cultural references mostly with iconic description whereas substitution is the least. Lastly, 10 of the 14 techniques suggested by Bardini were found suitable and sufficient for the transfer of cultural elements and a different perspective has been brought to the treatment of cultural references on the basis of target culture.

Keywords: Translation studies, translation and interpreting, audiovisual translation, audio description, extralinguistic cultural references

Özet
Teknolojinin gelişmesi ve toplumun her kesiminden bireyin görsel-işitsel ürünlere erişim imkanı sağlamasıyla birlikte Görsel-İşitsel Çeviri'nin (GİÇ) kapsamı her geçen gün değişmektedir. Bu bağlamda Çeviribilim bölümlerindeki akademisyenler dijital yaşamın getirdiği yeni alanlara yönelik çalışmalar yürütmeye başlamıştır. Bu yeni açılımlar arasında yer alan Sesli Betimleme (SB), görsel ürünleri görme engelli kişiler için erişilebilir hale getirmeyi amaçlayan önemli bir görsel-işitsel çeviri türüdür. Son zamanlarda bu alandaki çalışmalarda artış olmasına rağmen Çeviribilim ve GİÇ'de zorluk yaratan Dil Dışı Kültürel Referansların SB'de de sorunsallaştırılarak üzerinde çalışılması gerekmektedir. Bu çalışma, Rise of Empires: Osmanlı dizisinin Türkçe ve İngilizce sesli betimlemelerinin betimleyici ve

[1] *This article is extracted from my master thesis "Comparative Analysis of Extralinguistic Cultural References in Audio Descriptions", supervised by Dr. Öğr. Üyesi Korkut Uluç İŞİSAĞ (Master's Thesis, Ankara Hacı Bayram Veli University, Ankara, Turkey.

karşılaştırmalı analizini kapsamaktadır. Çalışmanın amaçlardan biri, iki dilde ve iki hedef kültürde Dil Dışı Kültürel Referansların sesli betimlemelerde aktarımında hangi tekniklerin kullanıldığını belirlemektir. Çalışmada betimleyici bir metodoloji kullanılarak Dil Dışı Kültürel Referanslar, Díaz Cintas ve Remael'in sınıflandırmasına göre kategorize edilmiştir. Daha sonra her iki dilin sesli betimlemelerinde kullanılan teknikler Bardini'nin sinematik sesli betimleme tekniklerinden uyarlanarak incelenmiş ve bu referansların aktarılmasına yönelik bir metodoloji oluşturulmaya çalışılmıştır. Sonuç olarak sesli betimlemelerde Dil Dışı Kültürel Referanslar için kullanılan tekniklerin tıpkı çeviride olduğu gibi her iki dilde de farklılık gösterdiği görülmektedir. Dizinin Türkçe sesli betimlemesinde özelleştirme en çok tercih edilen teknik olurken, uyarlama tekniğinin ise en az seçilen teknik olduğu belirlenmiştir. Ancak dizinin İngilizce sesli betimlemesine, kültürel referansların çoğunlukla ikonik betimlemelerle aktarıldığını, ikame tekniğinin ise en az düzey kullanıldığı görülmektedir. Çalışmanın sonucunda Bardini'nin önerdiği 14 teknikten 10'u kültürel unsurların aktarımı için uygun ve yeterli bulunmuş ve SB kapsamında hedef kültür bazında kültürel referansların ele alış biçimine farklı bir bakış açısı getirilmiştir.

1. Introduction

Media accessibility began to gain importance and it led to the emergence of some legislations in EU and US in the 1980s and 1990s (Greco & Jankowska, 2020). Other nations including Turkey started to take action in this area. With the development of media accessibility services such as AD and subtitling for the deaf and the hard of hearing (SDH), many scholars pay attention to accessible forms of AVT due to the increasing concern for the social inclusion of disabled people.

AD is a valuable service for meeting the special needs of visually impaired persons (VIPs) with the spread and sharing of audiovisual products. It provides VIPs with access to the audiovisual material of movies, television shows, plays, and museums. Many researchers consider AD and other forms of media accessibility under the umbrella of AVT (Chiaro et al., 2008; Gambier, 2003) since they both strive to make audiovisual materials accessible to people who would not be able to grasp them without such aids (Díaz Cintas, 2005).

AD means verbalizing visual information into a spoken form and consists of a change from one semiotic system (the non-verbal) to another (the verbal). This is a mode of intersemiotic translation which was identified by Jakobson (1959). In addition, AD can also be viewed from the perspective of multimodality since multimodal texts (e.g., movies, plays, dance performances, and sporting events) typically comprise more than one semiotic mode (e.g., verbal, aural, or visual) (e.g., Braun, 2011; Reviers, 2018). In a movie, AD mediates characters' appearances, sceneries and settings (Hirvonen & Tiittula, 2010). In this sense, it also interacts with the film's soundtrack creating a multimodal, verbal-oral-aural text (Snyder, 2005). Thus, audio describers take into consideration the intersemiotic and multimodal nature of AD to convey all kind of elements existing in audiovisual materials to VIPs.

It is clearly seen that studies about tackling ECRs are very rare. Cultural issues in TS have always been interested in scholars in this area but the studies in AD are still insufficient. This can be justified by various factors. First, despite the fact that the concept of cultural references is closely associated with TS and AVT, the scholars in these areas were not interested in AD from the beginning of its professional path. Second, AD practice and research primarily focused on monolingual and monocultural contexts for a considerable amount of time rather than rendition of characters, facial expressions, emotions, gestures, places, text on screen and cultural references (Szarkowska & Jankowska, 2015). Both intersemiotic and multimodal nature of this new research area has led researchers to look for different ways of handling ECRs because there is no proper taxonomy for rendering these references in AD.

Based on this paradigm, Bardini (2020) proposed techniques for AD as an analysis tool for descriptive studies, which is an adaptation of Molina and Hurtado's (2002) taxonomy of translation techniques. Considering that there is no proper taxonomy for handling ECRs, the techniques proposed by Bardini are used to find proper techniques for tackling ECRs in AD. So, Turkish and English AD scripts of "Rise of Empires: Ottoman" series are analysed and evaluated within the scope of the techniques proposed by Bardini.

1.1 Research Questions

This study seeks to address one of the biggest challenges during the process of audio describing films and examine different techniques for ECRs observed in the ADs to offer valuable insights on what kind of techniques would need to be applied in order to convey these references and to contribute to the field of TS with an analysis that combines AD and AVT. The aim of the study is bifocal: to establish a general framework, which will provide some conceptual tools for more fruitful research in AD; and provide techniques for ECRs in AD to make some statements about what techniques are used in the process of transmitting ECRs and what kind of references can be transmitted, and which ones cannot. The following questions are intended to be answered in order to reach the aim of the study.

Firstly, it is tried to identify what kind of techniques the describers used the most and the least during conveying ECRs in both AD. Secondly, we try to scrutinize whether it is possible to apply the techniques put forward by Bardini to render ECRs in audiovisual materials according to Diaz Cintas and Remael's classification, such as Rise of Empires: Ottoman. Then, it will be answered what the differences and similarities are identified in the treatment of ECRs in English and Turkish AD scripts and the overall orientation in the description process is to convey or to omit the ECRs.

2. Literature Review

People with physical, mental or other disabilities have access to all facilities and services on an equal basis with those who do not have any disability with the help of accessibility services. Accessibility highlights the idea that these individuals should have equal opportunities with the wider society, lead their lives as self-sufficient individuals without the need for the support of others and integrate them into the wider society (Kaya & Okyayuz, 2021). In broad terms, it is the instinct part of the translation because translation is an act to provide access for the people who do not have access to emotion or communication due to the barrier of language, culture or any other disability (Okyayuz, 2019). Díaz Cintas (2005) indicates that the aim of the translation process is the same, whether the barrier is language or a sensory obstacle, the aim is to facilitate the access to hermetic source of information and entertainment.

With the increase in social awareness and international conventions, translation for media accessibility, which is the use of various interlingual and intralingual modes of translation to meet the needs of audiences with visual, hearing, and other impairments, became a major topic on the worldwide agenda. Multiple factors contributed to this development including non-governmental organization (NGO) efforts to raise societal awareness about persons with disabilities and their needs, technological advancements that facilitate media accessibility, work and research in several fields of expertise related to the issue.

Types of media accessibility tools have been developing under the title of AVT. According to Okyayuz (2019, p.13), media accessibility covers subtitling for the deaf and hard of hearing, AD, live subtitling, and sign language interpreting of audiovisuals (Okyayuz & Kaya, 2000, p.988). Jankowska (2020) makes an overview of existing access services. She introduces AD, audio introduction, audio subtitles, subtitling for the deaf and hard of hearing, enhanced subtitles, sign language interpreting as well as transcripts, clean audio and slow reproduction under the title of audiovisual media access services. In this study, among them, AD will be discussed in theoretical and practical level.

2.1. Audio Description

AD is a type of assistive or inclusion service that allows VIPs to access audiovisual content. It enables them to access, understand better and appreciate more fully products primarily conceived as visual, such as paintings or films. As a result, it has a significant social influence due to allowing VIPs to participate in the cultural and social life of the communities in which they live. The role of AD can be divided into two parts. At first, it is a capacitating aid for the VIPs by substituting for visual perception. For the individuals with lesser degrees of reduced vision, AD also supports their own visual sense (Hirvonen, 2014, p.19). The second, besides its cultural relevance, it conveys socially useful knowledge through describing nonverbal, visual communication such as frequent movements (Hernández-Bartolomé & Mendiluce-Cabrera, 2005). The visual qualities of items, characters or persons, surroundings and action are conveyed through AD. The description clarifies auditory information, such as sound sources, and read aloud textual information when necessary (Hirvonen, 2014, p.19). The goal here is for the audience to form their own ideas and draw their own conclusions. Therefore, in addition to interpreting or explaining what is told, it is necessary to describe the most important and fundamental features of the plot or action (Vera, 2006) such as cultural references.

2.1.1. Audio Description as an Audiovisual Translation

In the 21st century, AVT stands out as one of the most dynamic and developing fields of TS and may present the rising of the "audiovisual turn" in TS (Remael, 2010, p.13). It not only continues to evolve with social, economic, cultural and technological conditions, but also contributes to the discipline by bringing a new perspective to TS (Şulha, 2019, p.29). Adhering to focus on translation of verbal texts in one language into verbal texts in another language is almost impossible due to the current flow of text production modes and all presence of image and/or sound in texts. This brings translation and other forms of text production close together and introduces the aspects of AVT into other translation types or leading to incorporation of AVT modes (subtitling, subbing, AD and SDH, etc.) into other communication settings (Remael, 2010, p.15). Based on the new perspectives, AVT has become an umbrella notion for "multisemiotic transfer" which comprises all translations for production or postproduction in any media or format, and also the new areas of media accessibility (Orero, 2004, p.viii).

AVT is the field where accessibility is now developing as a research discipline (Díaz Cintas, 2005; Gambier, 2004) and training (Orero, 2005). Okyayuz and Kaya (2016) define AD as a sub-genre of AVT and suggest that it should be transmitted in a coordinated manner with all auditory elements while replacing the visual element of the audio-visual product, considering that the transfer of visual information takes place in interaction with elements such as music, dialogues, sound effects. Şulha (2021) points out the increasing importance of media accessibility and AD applications that come to prominent day by day within the scope of AVT studies.

2.1.2. Audio Description as Intersemiotic Translation

Audio description includes a complex array of intersemiotic transfers, though essentially it is restricted to the move from the visual to the verbal (Taylor, 2020). Words are organized according to the logic of time, whereas signs might exist at the same moment. All of the pieces must be given in a consecutive sequence, and their meaning is defined by their order. Since images and sounds can impetuously coexist, the simultaneous combination of sounds and words needs more attention. Consequently, the filmic medium utilizes multiple, overlapping semiotic modes at regular intervals, creating in redundancy. This redundancy helps audiences to derive the meaning of a scene more simply due to multiple cues given to the audience (Reviers, 2017, p.43).

In terms of accessibility to the cultural environment, tactile tour of museums has taken intersemiotic translation to another level for the person with sight loss receives a transfer of meaning from the visual to the verbal and the tactual. While a "translation" can be merely from the visual to the spoken, the visual to tactile transfer is in adequate in terms of comprehension. The touching of objects may be accompanied by a spoken description in order to provide an effective describing. For example, a sculpture is to guide the blind visitor's hands while giving a verbal explanation (Taylor, 2020).

2.1.3. Audio Description as Multimodal Text

The increasing use of AD has led the field to propose theoretical and applied paradigms for the study of the multimodal nature of this translation practice since multimodal texts such as movies, plays, dance performances, and sporting events typically comprise more than one semiotic mode (e.g., verbal, aural or visual). Then, research topics in AD has changed its focus to a more recent stage in which AD is seen as part of a wider multimodal experience, and it is concentrating on other fields such as reception and training, language learning and a range of technological aspects including text-to-speech AD (Perego & Pacinotti, 2020).

The images, the music, the sound effects and all the multimodal components together contribute to making meaning in a film. The elements often have to be taken into account in arriving at translation decisions. So, multimodality can already be described as a defining feature of AVT, but in terms of AD, since it is the verbal and visual elements respectively that receivers lack and that need "translating" intralingually and intersemiotically into written and spoken words, the nature of multimodality is clearer (Taylor, 2020). In the case of AD, this concept has been tackled by Snyder's book that AD is "The visual made verbal" (2014, p.191), and by the title of the AD manual produced by the ADLAB project "Pictures painted in words" (Remael et al., 2015).

Núñez (2015) states that audio describers deal with translating the iconic part of a source text of a multimodal nature (cinema, series, TV programs, theatre, museum pieces, monuments, and so on), so they build a target language text which corresponds to the original text so that blind people can access the visual information. Therefore, the translation process in AD involves series of multimodal and multisensory mental processes that begin with the recognition of the audiovisual and/or physical elements. This effort of the audio describer helps to produce the functionally equivalent target text.

2.2. Extralinguistic Cultural References in AD

Szarkowska (2012) is one of the important scholars interested in cultural references in AD. The author explains strategies of describing foreign places in her paper based on a qualitative study "Audio describing foreign films" conducted in the years 2010-2012, the first research project of its kind in Poland. According to the author, naming is an unproblematic strategy and especially helpful when dealing with internationally recognizable landmarks. However, other cultural references and solutions are not mentioned in her paper. In the next study, Szarkowska and Jankowska (2015) claim that viewers who are familiar with the place might have associations triggered by hearing the foreign name. However, unfamiliar viewers cannot associate the name with anything, consequently the describer must determine whether the naming method will be adequate for them. In addition, some participants in the study noted that the naming technique enables them to research the place being described if they are unfamiliar with it (2015, p.251).

Rodríguez Posadas (2010) points cultural references and analyse the production protocol of an actual AD assignment for the US film *Memoirs of a Geisha* (2004). In the study, AD is tackled from linguistic, semiotic, translational and cultural points. Walczak and Figiel (2013) try to find answers to the culture relation issues in AD and discuss domestication and foreignization strategies for describing of a Saudi Arabian-German film *Wadjda* (2012). This strategy-based approach shows a considerable departure from the objective-subjective paradigm and a move towards a more scientific model (Szarkowska & Jankowska, 2015).

Table 1. Solutions for extralinguistic cultural references in AD

Szarkowska and Jankowska's model (2015)	**Rodríguez's model (2010)**	**Walczak and Figiel's model (2013)**	**Maszerowska and Mangiron's model (2014)**	**Sanz-Moreno's model (2017)**
Naming	Foreignization	Naming	Description	Explicitation
Explicitation	Description	Explanation	Explicitation	Generalization
Describing without naming		Describing and naming	Literal translation	Description
Describing and naming			Omission	Addition
Retention				Retention
Specification				Omission
Generalization				Cultural Substitution

Maszerowska and Mangiron (2014) use Pedersen's categorization, with the exception that they will refer to "specification" as "explicitation" and examine the cultural references in Inglourious Basterds. Sanz-Moreno (2017) carried on a comparative analysis of the strategies used to convey cultural elements into the film through Spanish and English ADs of Memoirs of a Geisha (Marshall, 2005), Slumdog millionaire, (Boyle, 2008), Juno (Reitman, 2007) and Little Miss Sunshine (Dayton & Faris, 2006). General strategies proposed by the scholars are shown above in Table 1.

In addition to the studies already mentioned, a number of AD projects have carried out in Europe to improve the quality of media accessibility services. One of them is the project called Pear Tree which offers a useful resource for examining the cultural allusions found in several AD texts of the same movie. In the middle of the 1970s, Professor Wallace Chafe of the University of California, a specialist in Native American languages, conducted an experiment in order to examine the reception of a visual story in different languages. He created the Pear Film, a very straightforward film, to generate tales, or "pear stories," from speakers all over the world. The movie has a quiet soundtrack and a straightforward plot without any speech. The goal was to compare the ways in which speakers of different languages and cultures refer to the universal experience. About 30 years later, academics working in the field of AVT from various nations decided to use the Pear Film to determine whether relevant cross-linguistic and cross-cultural differences related to film reception are significant to provide the development of common European AD guidelines (Mazur & Kruger, 2012). The film presented simple story with a loose plot of a boy seemingly stealing a basket of pears from a pear-picker. The ensuing narration of the events in the movie by the participants in the experiment–in several languages–was analysed throughout the years under different perspectives, including syntactic, discursive, narrative, cognitive and cultural among many others (Dávila-Montes & Rathbun, 2020). The project results (Orero, 2008, p.190) pointed out that "descriptive guidelines will prove useful for the creation of AD scripts which could then be translated". Therefore, a uniform set of guidelines may prove effective not only for AD creation, but also for the translation process (Vercauteren, 2007; Orero, 2008). As Orero (2016, p. 301) points out translation of AD scripts is feasible as long as the translated ADs adhere to the local standards and preferences. So, the initial stage in the AD translation process may be thought of as the development of reliable AD guidelines.

2.3. AD Guidelines

In terms of handling of cultural references in AD, current guidelines for AD contain few articles about how to convey cultural references verbally. The inquiry into the scope of Audio Description (AD) is handled by Joel Snyder's phrase "The visual made verbal" (Snyder 2014, p. 191). Other guidelines advocate for the audio describer to "describe what is there" (Independent Television Commission 2000, p. 9) or to "Describe what you see" (American Council of the Blind 2009, p. 7). Joe Clark refines this further with the more specific directive to "Describe what you observe" (Clark 2007). Considering the current study, the potential content of AD can encompass the following relevant elements of the visual:

- Form: This includes characters, places, text, or any other shape or object.
- Colour: Involving the depiction of colour, including the skin colour of characters.
- Sound: Specifically, visual sound, i.e., sound that is identified only visually.
- Supportive Information: Inclusive of additional information and shifted information.

Intercultural competence is implicitly mentioned in the lists of necessary competencies or guidelines supplied by AD practitioners. In the same way, intercultural competency is rarely mentioned by professional describers who have no interest in TS of AVT. It is mostly because they do not become aware of the importance of cultural knowledge (Jankowska, 2022).

Netflix-Audio Description Style Guide v2.3 contains a list of required practices when originating AD for Netflix content. While the guide does not provide any information about cultural references, it offers advice on how to handle circumstances that the audience may not be familiar with. For example, the guide uses the techniques of naming vs explicitation and advice to use these strategies if time allows, e.g., Tower Bridge - a turreted bridge over the river Thames; He wears a barretina – a red Catalan hat. The other guidelines, ITC 2020 on Standards for Audio Description guideline involves an item about description in the local language in order to avoid any miscomprehension of a foreign description which might arise. Additionally, the guideline highlights the importance of description of colour which has cultural associations.

3. Methodology

The present study has been designed with qualitative content analysis and the data has been collected from Rise of Empires: Ottoman series which is a Turkish historical docudrama that delves into the history of the Ottoman Empire, specifically focusing on Mehmed the Conqueror and narrating the events during the Fall of Constantinople. The reason of choosing the method for the series, qualitative analysis enables us to achieve some objectives such as exploration, multifaceted description, verification, theory development, problem identification (Leedy & Ormrod, 2015, p. 271). It is to reveal the complex, possibly multilayered nature of ECRs in AD, and to develop new notions or theoretical aspects related to this topic. Content analysis is a type of qualitative analysis and can be used to explain the multifaceted aspects of a descriptive study, which ends up mix-method approaches with both qualitative and quantitative elements. It is also useful for "identifying the specific characteristics of a body of material" (2015, p. 276). Since this study was designed as qualitative content and comparative analysis, the datum was collected from Turkish and English AD texts of Rise of Empires: Ottoman which is shown in Netflix. The references to be examined were selected according to Díaz Cintas and Remael's classification for ECRs. Following a descriptive methodology, we identified 98 ECRs in 12 episodes, which have been classified according to Díaz Cintas and Remael's (2007, p. 201) proposal:

1. Geographical references: objects from physical geography, geographical objects, endemic animal and plant species;
2. Ethnographic references: objects from daily life, references to work, references to art and culture, measures, references to descent;
3. Socio-political references: references to administrative or territorial units, references to institutions and functions, references to socio-cultural life, references to military institutions and objects.

For the analysis, Bardini's (2020) cinematic AD techniques based on Molina and Hurtado's (2002) functional approach to translation techniques are followed since the techniques are quite comprehensive for AD. She focuses the idea of translation strategies and applies them to cinematic AD in order to give students and scholars a classification for AD. Bardini (2020) identifies fourteen AD techniques drawing from Molina and Hurtado's work (2002, p. 508–511), and defines them in her paper. Each technique corresponds to one of Molina and Hurtado's translation techniques. It is stated that "borrowing", "linguistic amplification", "linguistic reduction" and "transposition" do not have an equivalent in the proposed system because they are specific to spoken language. However, the definitions of all other techniques are adapted to AD (2020, p. 278). The table below shows Bardini's (2020) techniques and the adaptation model for transferring ECRs.

Table 2. Adaptation of Bardini's Taxonomy

Techniques	Bardini's Definition (2020, p. 279-285)	Adaptation to ECRs
Amplification	"It includes giving extra details or combining different methods. It contains a range of subcategories such as addition, explicitation or explication."	It is the use of additional information about the ECR in AD which cannot be known by the VIPs if it is not given. It generally occurs when particularisation and another technique is used together.
Reduction	"Reduction is very brief (inexistent) AD of an element or a fragment. It includes omission and euphemism."	It is the inexistent AD of ECR.
Generalization	"Generalisation is the use of a general or superficial description if there is enough time."	Generalisation is very superficial description of cultural references. Instead of giving the specific name or function of ECR, the describer prefers to make more general description.
Particularisation	"It is the use of a precise term for a specific element of the original audiovisual text."	It is the use of a special term for a culture specific element of the original audiovisual text.
Substitution	"Substitution is the interpretation in the AD of extralinguistic elements, such as gestures or facial expressions."	It is the giving of a cultural reference, such as a music heard as aural in the film, to the listener by verbal explanation like "a boy is chanting".
Adaptation	"Adaptation is the process of replacing a cultural element from the original audiovisual text with a reference in target culture in the AD."	This definition of Bardini is used in the same way in this study.
Iconic Description	"It corresponds to Molina and Hurtado's "literal translation" (Molina & Hurtado, 2002, p. 510). It means the denotative AD of a fragment of the audiovisual source text."	The cultural reference is transmitted objectively to the audience. The describer does not add any extra details, and give cultural reference only as it appears on the screen without naming.

Integral Iconic Description	"It is the description of elements belonging to general knowledge rather than using their common name, or the description of body language instead of interpreting it."	It is the description of cultural reference is not fully named, but functionally explained to the listener. It separates from iconic description by explaining the function or statue of the reference.
Cognitive Description	"It is the AD of a source audiovisual text that is the result of interpreting imagery or film techniques according to the purpose of audiovisual text."	When this technique is used, the cultural reference is indirectly implied instead of being given directly or explained to the listener.
Variation	"It is a deviation of standard language or neutral aural delivery in the AD."	It is used to indicate when a dialect belonging to a different culture is explained to the audience. For example, when there is someone singing or speaking unfamiliar language, the describer only recognizes the language.

Bardini's suggested techniques offer a broad framework for the audio describer in the AD process. Moreover, these techniques prove to be comprehensive and apt for addressing the challenges associated with rendering cultural references. Considering the intersemiotic and multimodal characteristics inherent in AD, the taxonomy can be flexibly employed to convey particular issues, exemplified here by the examination of cultural references.

4. Results and Discussion

For the analysis, 98 ECRs found in 12 scenes in total and are discussed taking into account techniques for transferring ECRs. According to Diaz Cintas and Remael's classification (2007), for each sub-category (objects from physical geography, geographical objects, endemic animal and plant species; objects from daily life, references to work, references to art and culture, measures, references to descent; references to administrative or territorial units, references to institutions and functions, references to socio-cultural life, references to military institutions and objects), three examples will be given, taking into account their distribution in the series. The examples are presented below to illustrate analysis and distribution of the techniques.

4.1. Geographical References

Díaz Cintas and Remael (2007) explains geographical references as objects from physical geography, geographical objects, endemic animal and plant species. These references involve flowers, animals, mountains, rivers, seas, oceans (Sanz-Moreno, 2018, p. 547). In this study, coasts and inlets are included in this classification and 11 geographical references are found in total. Some examples are shown below.

In the Example (1), the approach in TR AD involves describing the images on screen using iconic description technique rather than explicitly naming them. In contrast, English AD utilizes the particularization technique which is also referred to as name insertion by Szarkowska and Jankowska (2015). This technique is especially beneficial for individuals familiar with the place.

Example (1) Season 1- Episode 4
TR AD: Gündüz. Kuşbakışı ağaçlarla kaplı bir tepe görülür.
ENG AD: Another day overlooking the forest canopy on the outskirts of Galata.

In the next example, *Altın boynuz*, commonly recognized as Haliç, constitutes an inlet of the Bosporus, serving as the harbour of Istanbul. In Turkish AD, the approach involves particularization, where the describer provides the name of the geographical location. In English AD, on the other hand, the describer opts for particularization by highlighting the function of the place, identifying it as a city harbour. This approach ensures that visually impaired people have information about the functions of the location with the integral iconic description.

Example (2) Season 1- Episode 4
TR AD: Altın Boynuz'daki kadırgalar görünür.
ENG AD: Overlooking the city harbor.

As it is shown below, in the series's opening scene, a river landscape with trees is depicted. In Turkish AD, the portrayal of the visual is ignored, opting for a reduction technique by stating that there is a top view on the screen without specific details. From the context, it can be concluded that the river in question is the Danube, a significant battleground in the second season. In English AD, the iconic description is employed without using additional comments or specific names.

Example (3) Season 2- Episode 2
TR AD: Kuşbakışı görüntünün üzerine yazı.
ENG AD: Words appear overlooking a riverside fortress and countryside beyond.

As can be shown in Figure 1, both English and Turkish describers use different types of techniques. According to the finding of the study, the figure illustrates the total distribution of techniques employed in the description of Geographical References, showcasing the number of samples for each technique.

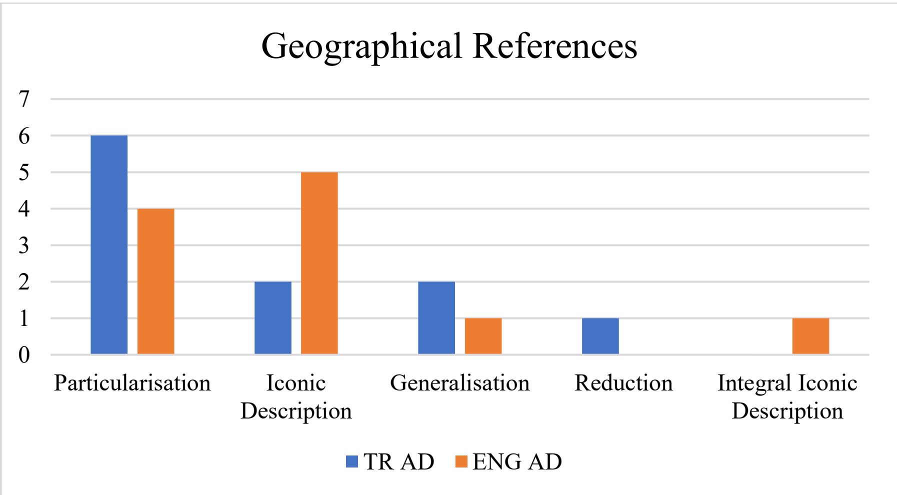

Figure 1. Techniques used for geographical references in both ADs.

The vertical axis represents the quantity of samples corresponding to the utilization of specific techniques in the geographical references. This figure provides an overview of the prevalence and distribution of techniques in conveying information about geographical locations.

4.2. Ethnographic References

Díaz Cintas and Remael (2007) defines ethnographic references as objects from daily life, references to work, references to art and culture, references to descent, measures. Below are some specific examples found in the research.

In the example demonstrated below, the describer characterizes Mehmet as "*beyaz sarıklı*" in Turkish AD and as "wearing a white turban" in the English version. In the Ottoman Empire, sultans typically adorned themselves with intricately twisted turbans crafted from white fabric, carrying religious significance (Pakalın, 1946). In both AD versions, the amplification technique is employed to convey this reference. This involves a combination of particularization, providing a specific name (such as "*sarıklı*" and "*turban*"), and iconic description, emphasizing the color "white." Another reference in this example is *black traditional* garb which is only included in English AD whereas generalization technique is followed since any culture-specific clothing name wasn't given in Turkish one.

Example (4) Season 1- Episode 1
TR AD: Gündüz. Beyaz sarıklı Mehmet, Zağanos ve devlet erkanıyla birlikte sarayın dış koridorunda yürür. Bir hizmetli başını eğer, elindeki tepsiyi Mehmet'e uzatır. Mehmet, tepsiden aldığı yiyeceği ağzına atar.
ENG AD: Later in a corridor, wearing a white turban and black traditional garb, Mehmet walks with Zaganos Pasha and his entourage. Mehmet grabs a date from a servant's platter.

As shown in the example (5), the term "*kutsal emanetler*" refers to the personal belongings of prophets, companions, and Islamic elders in Islam (Bozkurt, 2006). A crucifix is a model or image representing Jesus Christ on a cross. In this particular segment, the English AD focuses solely on describing the item visible on the screen, employing iconic description. On the other hand, the Turkish AD takes a different approach, opting for a generalization technique. The describer in Turkish AD chooses to develop a more generalized discourse about the concept rather than providing specific details about the item portrayed on the screen.

Example (5): Season 1- Episode 5
TR AD: Bir grup Romalı adam, kiliseye girer, şamdanları ve kutsal emanetleri çuvallara doldurur.
ENG AD: The Romans collect gold and silver candle holders and crucifixes.

In the final example of the ethnographic references shown below includes the reference "*Boyar*". The nobility group was referred to as "*Boyar*," who is the highest-ranking rulers selected from the great boyars and appointed in Wallachia and Moldavia (Uyanık, 2019). In a scene where Radu and Luka Rares, a boyar of Bucharest, engage in intense conversation about the war, the Turkish AD employs the particularization technique by providing the name of the boyar. On the other hand, the English AD uses the integral iconic description technique, opting for lexical transference of the foreign term "*Boyar*" without introducing the full name of the character.

Example (6): Season 2- Episode 4
TR AD: Luca sağ elinin işaret parmağıyla yukarıyı işaret eder. Ardından Mehmet'in önünden geçip çadırdan çıkar.
ENG AD: Mehmet's eyes follow the Boyars' exit.

Taking into account the whole examples, the figure gives information about the number of methods for ECRs under the category of ethnographic references and how these references are distributed according to the methods used.

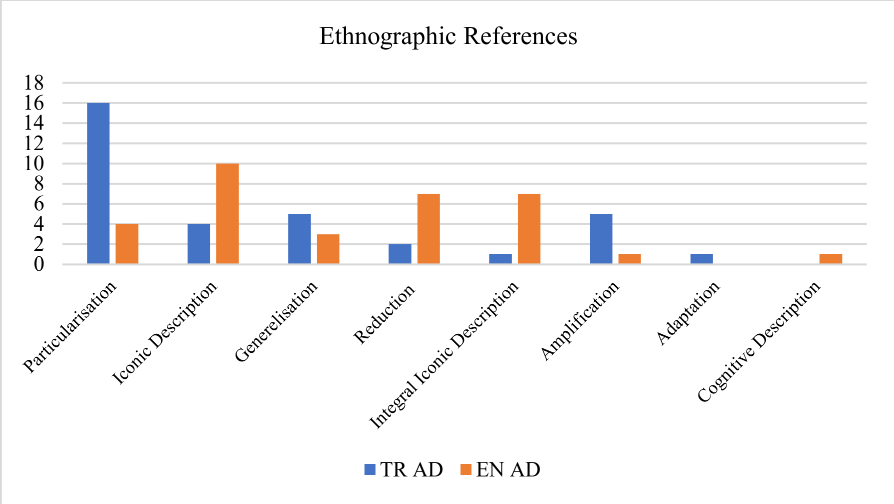

Figure 2. Techniques used for ethnographical references in both ADs.

The above Figure 2 shows that 33 elements out of 98 ECRs are found to be fitting in ethnographic references. Among these 33 references, 16 were described through particularisation, 4 through iconic description, 5 through generalisation, 5 through amplification, 2 through reduction and 1 through adaptation in TR AD. When we look at the English one, we observe that 10 were described through iconic description 7 through integral iconic description, 7 through reduction 4 through particularisation, and 3 through generalisation 1 through cognitive and amplification.

Socio-Political References

In this part, references to administrative or territorial units, institutions and functions, socio-cultural life and military institutions and objects are examined. Some specific examples are shown below.

In the Ottoman context, men captured in wars were labeled as slaves, while women were referred to as "*cariye*" (concubines) (Pakalın, 1993, p. 259, 300). Both slaves and concubines are lack of freedom, existing under the dominion of someone else, and are subject to being bought and sold with money (Sak, 1992, P. 6). While they share personal obligations with free individuals, they differ significantly in legal, social, and economic aspects. In this specific example, Turkish audio description utilizes the particularization technique by providing the title of "*cariye*." On the other hand, the English AD employs the iconic description technique by identifying the gender of the concubines and describing them as "women wearing partial head coverings" rather than explicitly naming their status in the example below.

> *Example (7): Season 1- Episode 2*
> TR AD: Cariyelerle pencerenin gerisinde duran Mara, bakışlarını Mehmet'ten çekip düşüncelere dalar.
> ENG AD: Behind a patterned partition, a dark-haired woman adorned with the jeweled headpiece stands with other women wearing partial head coverings.

In the next example, Mehmet's tent is shown. The describer, using particularization, conveys Mehmet's engagement in the Muslim ritual of "*namaz*", which involves several stages. However, the Turkish AD does not explain the movements or details of these stages, simply stating "*namaza durur*" with employing particularization. English AD explains as follows: *Mehmed stands at the edge of a carpet. His hands move from his own temples, then he crosses them.* The describer doesn't convey literally to audience this reference but narrates the movements of Mehmet during praying. This technique is called integral iconic description. It is considered as a technique to replace one term with an explanation in case the audience does not know the term.

The other reference can be *chanting man wearing a turban* in English AD. The description of the man chanting does not occur in the Turkish AD — a typical type of reduction. Actually, in this scene, *ezan* is not given directly but the audience can clearly hear the sound of "ezan". For this reason, no explanation was made with Turkish AD, causing an implicit ECR to occur. To make sense of what is heard, a man's chanting is mentioned in English AD. Since the aural mode is transferred via AD, the prefered technique is substitution in English, while Turkish AD applies reduction.

> *Example (8): Season 1- Episode 4*
> TR AD: Mehmet çadırında namaza durur.
> ENG AD: Meanwhile, at the Ottoman encampment, men bow their heads in prayer. A chanting man wearing a turban touches his temples. Inside his tent, praying without his armor, Mehmed stands at the edge of a carpet. His hands move from his own temples, then he crosses them.

In the Example (9), there is a notable reference to a tent. In Ottoman culture, various terms are used to describe tents, such as "*çerge*," "*oba*," and "*otağ*." Notably, the sultan's tent is referred to as "*Otağ-ı Hümayun*" (Akın & Yusuf, 2017). The Turkish AD employs a more general term, describing the function of the tent as "*imparatorluk çadırı*" (imperial tent), thereby avoiding potential confusion for the audience. This approach prioritizes clarity to ensure comprehension. On the other hand, the English AD adopts an integral iconic description by referring to it as "*Mehmed's war tent*." This technique provides a specific term to enhance the capability of imagination for the audience, linking Mehmed directly to the tent in a way that adds contextual information beyond the more general term used in Turkish AD.

> *Example (9) Season 2- Episode 2*
> İmparatorluk çadırı.
> Inside Mehmed's war tent.

Among the 98 extralinguistic cultural references (ECRs) identified, a total of 54 elements are categorized as socio-political references. In Turkish AD, 37 were described through particularisation, 3 through iconic description, 5 through generalisation, 3 through integral iconic description, 3 through reduction and 3 through amplification as shown Figure 3.

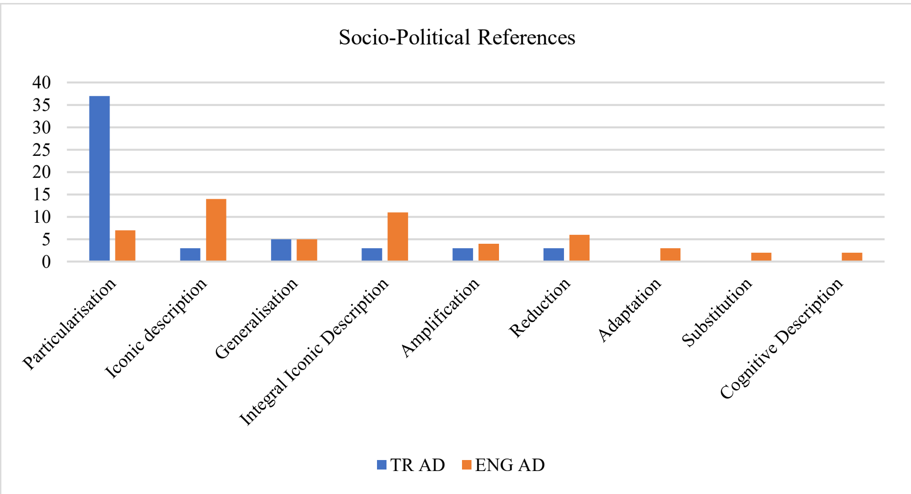

Figure 3. Techniques used for socio-political references in both ADs.

Upon examination of the English audio description, we observe that 7 were described through particularisation, 14 through iconic description, 11 through integral iconic description, 6 through reduction 4 through amplification, and 3 through adaptation, 2 through cognitive description and substitution.

In the context of transferring ECRs within AD, 98 ECRs in 12 episodes were analysed according to the categorization of Díaz Cintas and Remael (2007), and the preferred techniques were examined in the light of adaptation of Bardini's AD techniques. Considering the distribution of AD techniques for ECRs which have been extracted from 12 episodes of Rise of Empires:Ottoman, in Turkish AD, the most employed technique by the describer is particularisation with 60% in which the special term is used for a cultural reference of the original audiovisual text. This shows that the describer tends to conform to the geographical, ethnographic and socio-political references in the target system. When we look at the English AD, it is observed that the most used technique is iconic description with 30% in which the cultural reference is transmitted objectively to the audience.

In addition, the findings and the evaluation of the data reveals that 94% of the ECRs are conveyed through various techniques in the Turkish AD, whereas 6% of the ECRs are omitted in total. However, in English AD, 88% of the ECRs are rendered through various techniques while 12 % of the ECRs are omitted in total.

5. Conclusions

This study explores the tackling of extralinguistic cultural references in AD, specifically examining their portrayal in the Rise of Empires: Ottoman series. The challenge of conveying such references extends beyond AD to other translation fields. While AD is a relatively recent focus within AVT, it has special attention due to its intersemiotic and multimodal characteristics. Cultural references, a distinctive area of study in AD, pose challenges within the constrained scope of the field.

We reveal that different techniques are used for both cultures in AD, just as in translation. There are many differences between Turkish and English AD in terms of the techniques used. It is concluded that the English AD tends to explain cultural references with extra details and avoids using a specific term while conveying cultural references. However, Turkish AD prefers to render cultural references using specific terms.

The predominant approach in Turkish AD texts appears to be the naming of cultural elements, assuming that VIPs are already familiar with the culture. However, the primary goal of AD extends beyond conveying cultural references to VIPs; it also aims to help them visualize objects, considering the uncertainty about their level of cultural knowledge as itemized in AD guidelines. The specific information provided by AD may not be known to VIPs, emphasizing the need for a more inclusive and informative approach since we cannot have any information about knowledge level of these people.

In parallel with the issue, some inconsistencies were observed in both Turkish and English audio descriptions during the analysis as it is mentioned. It has been determined that different types of techniques were used for the same reference. Definitely, time frame is an important factor in determining a technique. However, in some cases, consistent descriptions were made despite sufficient time. Given this uncertainty, AD guidelines commonly advocate for objectivity. Considering that the aim of AD is to help VIPs to visualize what is on screen, giving more detail to the audience seems more helpful.

In the case of English AD, the examples discussed demonstrate a commitment to objectivity, aligning with the fundamental rule of AD: "what you see is what you say." This adherence to objectivity not only ensures consistency but also has the potential to provide VIPs with a more enjoyable audio description experience. By staying neutral to the content's visual elements and refraining from assumptions about the audience's prior knowledge, English AD scripts prioritize clarity and inclusivity in their descriptions for a diverse viewership.

The primary objective of this study has been to contribute to AD research by creating a taxonomy for ECRs and enhancing the visual accessibility of filmic art for VIPs. The techniques proposed by this study can be used to produce various solutions to help VIPs to visualize better. By visualizing these references in both familiar and unfamiliar cultures, the study provides valuable insights for further research on similar issues. The established model holds the potential for application in subsequent studies within the realms of AD and AVT. Beyond the analysis of cultural references, future investigations could explore areas such as humour or censorship within AD.

It is noteworthy that the field of AD in TS currently lacks an extensive body of research, indicating a gap that offers opportunities for exploration. Studies in this domain can be conducted from various perspectives, both on a macro and micro level, providing a comprehensive understanding of the intricacies involved in audio description. This study sets the stage for future research, encouraging scholars to delve into the multifaceted aspects of AD within the broader context of TS.

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

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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

1. Introduction

The patriarchal gender order separates "femininity" and "masculinity" and assigns them different roles. While women are obliged to stay at home and take care of their children and take care of the housework, the men must work outside the house and bring money to their homes. Patriarchy is the whole of discrimination and exclusion that women suffer as a result of the practices of men and the social and political institutions under their control (Yılmaz 64). In a patriarchal order, the man comes before the woman, and the woman is placed in a subordinate position. Women are devalued and objectified in the eyes of men.

However, women are not alone in their devaluation and objectification, because animals are in almost the same position as women. Animal bodies are exploited as much as women's bodies. Especially domesticated animals do the heavy work that humans have difficulty in doing, on the other hand, they feed people with products such as milk and eggs, which are necessary for their own reproduction, and finally with their own meat. As can be seen, even in the dominance of animals, the main burden is on the female animals that lay eggs and give milk. Since it is traditionally a woman's duty to take care of animals, the bodily experiences of the female animal that gives birth, gives milk, and lays eggs create a special bond with the woman who cares for her.

Besides exploitation of animals, it is seen that the animals that remain in the wild are destroyed by hunting or as harmful. The war against wild animals reminds us of the struggle to intimidate and destroy women who refuse to fit into patriarchal patterns. Control over the bodies of animals and women is maintained through certain means of domination, such as sexual objectification with popular images, domestic abuse, labour exploitation, language stereotypes, and reproductive control. For this reason, there is a very close relationship between feminism, which is the struggle of women for equal status, equal rights, and freedoms with men, and the struggle against animal exploitation. As mentioned above, the animal industry is founded on the exploitation of the female reproductive system, and so, as Angel Flinn says, advocating for animal rights should be considered a feminist issue, as it is akin to women's struggle for control over their own bodies (Flinn, *Feminist Olmak Vegan Olmak Demektir*).

At this point, the concepts of vegetarianism and veganism come to the fore. Being preferred by more and more people in many countries, vegetarianism and veganism are not only a diet, but also a lifestyle, a philosophy of life, and a political stance. While meat products are never consumed in vegetarianism, other foods of animal origin are consumed, albeit to a limited extent. However, veganism is very different from vegetarianism because meat and animal products are not consumed at all. Differences can be observed in people's preference for these lifestyles because some people prefer it to be healthy, while others prefer it for ethical reasons, thinking that animals should be respected (Tunçay Son and Bulut 831– 832). Behind the fact that cruelty to animals comes to the fore more and more among ethical problems day by day, there are systematic forms of exploitation that become daily but invisible to that extent. In the meat industry, which produces animals as a source of protein for the ever-increasing human population, millions of animals are born and become producers as soon as possible, detached from their natural lives. In order to protect the health of humanity and increase its comfort and safety, thousands of scientific experiments are carried out every day with animal subjects, and in this way, an unknown number of animals are sacrificed. Animals suffer a great deal from these institutionalized exploitations. Billions of animals are killed annually, and many more are enslaved, just for human pleasure, habit, and benefit. To prevent this, veganism should be preferred beyond vegetarianism.

In a study examining red meat consumption by gender, it was concluded that men consume more red meat than women and women consume less red meat than men (Akçay and Vatansever 43– 60). The reason for this is that men are thought to need more meat and women are ascribed to vegetable consumption. The identification of animals consumed as meat with images that evoke sex plays an important role in the construction of meat consumption as a field of masculinity. In the male eye, the woman and the animal are kept as mates, so the flesh of both can be sexualized. For this reason, it is not thought that there is any mistake in the man's consuming more meat than the woman. In addition, especially in patriarchal societies, because women are thought to be more docile than men, the consumption of "plants" is more appropriate for women. Eating meat is a sign of male power and wealth.

This research paper begins with general information about Ecofeminism. Afterward, the relationship between women and nature, women and animals, critical animal studies and critical feminist studies, and women and their relationship with meat eating are analysed well. Finally, it is examined why more women are vegetarian/vegan.

1.1. Research Questions

1. What are the main ideas and principles of ecofeminism, and how does it oppose the dominance of capitalist patriarchy over nature and women?
2. How do women's devotion to vegetarianism and veganism stem from the animalization of women and the feminization of animals?
3. What role does the patriarchal gender order play in the objectification and devaluation of women and animals?
4. What kinds of dominance and control—such as sexual objectification, domestic violence, work exploitation, language stereotypes, and reproductive control—are applied to women and animals?
5. What connections exist between the feminist movement, the fight for women's autonomy over their bodies, and the fight for animal rights?
6. What are the philosophical, lifestyle, political, and other distinctions between vegetarianism and veganism?
7. What moral and ethical justifications underlie the growing awareness of animal abuse as a moral issue and the trend in society toward veganism?
8. How does eating meat support gender norms and power relations and how does it come to be seen as a sign of masculinity?
9. Why do males eat more red meat than women do, and why are vegetables typically linked with women's diets?
10. How did eating meat come to be associated with male wealth and power in patriarchal countries?

2. Literature Review

One of the articles that I used while discussing the relationship between women and animals is "Ecofeminism and the Eating of Animals" (1991) by Carol J. Adams. It contends that although current ecofeminist rhetoric may be able to address the issue of animals, it is now unable to do so because it does not consistently conceptualize animal dominance as a crucial component of nature's dominance. Adams looks at six reasons ecofeminists can offer for not explicitly including animals in their analyses and demonstrates how the experience of animals has not been fully integrated into ecofeminism due to a pervasive patriarchal worldview that views animals as tools.

While I was giving information about how Ecofeminism appeared, I benefited from the book *Ecofeminism* by Maria Mies and Vandana Shiva which was published in 2014. A German sociologist Maria Mies and an Indian scholar, activist, and environmentalist Vandana Shiva are the leading figures in the field of Ecofeminism. The goal of the social and political movement known as Ecofeminism is to recognize and address the links that exist between women's subjugation and environmental exploitation. By emphasizing the connection between gender and environmental exploitation, Mies and Shiva have both helped the ecofeminist movement. They contend that in order to build a more equitable and sustainable future for women and the environment, it is imperative that we comprehend these links.

The pioneering book *The Sexual Politics of Meat* authored by Carol J. Adams (2015) forms a large part of my work. Especially, I took advantage of the book while talking about the relationship between women and meat-eating. The book which was first published in 1990 examines the relationship between sexism and speciesism and makes the case that women's and animals' oppression are related since both are objectified and commodified. Adams looks at the ways in which language, popular culture, and advertising support the idea that eating meat equates to oppressing women. She examines the sexualized representations of women and animals in advertising, contending that the control and objectification of women's and animals' bodies is a common tactic used by the meat business and patriarchal society to gain power and profit. Adams encourages us to think about the moral ramifications of our diets and to develop more kind and equitable relationships with women and animals by highlighting these linkages and examining alternative narratives.

The next article I am going to provide is from Güzin Yasemin Tuncay Son and Meryem Bulut. Their article is called "Vegan and Vegetarianism as a Life Style<P>Yaşam Tarzı Olarak Vegan Ve Vejetaryenlik" (2016). It has been mentioned while introducing the differences between vegetarianism and veganism. These two are lifestyle choices based on bioethics, philosophy, and an ever-growing trend. People choose to be vegan or vegetarian for a variety of reasons, depending on their personal tastes. These could include preserving the environment, upholding moral principles against the exploitation of animals, maintaining one's health, and fulfilling one's religious obligations. The majority of people think that animals and the natural world only exist for their own benefit. People can therefore use and consume them without consequence. Animals are used by humans for a variety of personal gain. Some of them—like cats and dogs—are raised at homes and are fed and cared for there, while others—like eggs and milk—are raised on farms and are used for food or other purposes. Other animals can also be employed in circuses, camel wrestling, and bullfighting as entertainment. On the one hand, it is noted that eating animal flesh carries distinct connotations related to gender. Eating meat, for instance, is associated with men, but eating vegetables is associated with women. Additionally, a lady is typically used as a symbol for meat in ads. These kinds of actions, mindsets, and convictions have a favourable or negative impact on the growth of vegetarianism and veganism.

In conclusion, I would like to give some information about the book I picked to talk about the connection between women and nature *Feminism and the Mastery of Nature* by Val Plumwood which was published in 2020. The Australian philosopher and ecofeminist Val Plumwood has made a substantial contribution to our knowledge of the connection between environmental challenges and feminism. Her art questions the prevalent Western worldview, which holds that humans are superior to nature and that this leads to an unfavourable and exploitative connection between humans and the environment. Plumwood explores gender, power, and the interconnection of oppression in her book with a particular emphasis on the connection between women's subordination and the dominance of nature. She makes the case for a more considerate and holistic approach to the environment while criticizing the dualistic mindset that divides people from the natural world. She contends that establishing ecofeminist values and challenging patriarchal domination are necessary to build an equitable and sustainable future.

3. Methodology

This study is qualitative research in terms of research type. The aim of qualitative research methodology is to comprehend and explain social phenomena from the viewpoints of the participants. It seeks to investigate and acquire an understanding of people's experiences, attitudes, and actions which are subjective in nature. Qualitative research gathers and examines non-numerical data, such as observations, texts, interviews, and documents, as opposed to using numerical data and statistical analysis. Additionally, this study is a theoretical work based on a review of the literature. It involves a literature review on Ecofeminism, women's relationship with nature and animals, critical animal studies, and critical feminist studies. The research also includes analyzing data from studies on examining social constructs and cultural norms related to meat consumption and gender. Turkish and English books about Ecofeminism, women and nature, women and animals, women and meat-eating, critical animal studies and critical feminist studies, and the books which include crucial information on vegetarianism and veganism were read, and some resources were accessed via internet browsing. All available sources related to the field and subject were used for this study.

4. Results and Discussion

4.1. Ecofeminism

This concept was first used by the feminist activist Françoise d'Eaubonne in the book *La Feminisme ou La Mort*, published in 1974 (Ferry 267). In her book, D'Eaubonne generally combined feminism and an ecological approach and mentioned a new ideology under the name of "Ecofeminism". In this study, a connection was established between the oppression against women and nature, and it was claimed that the freedom of women and nature would be realized together (Tong 238). In the works titled *Women and Nature* published by Susan Griffin in 1978 and *The Death of Nature* published by Carolyn Merchant in 1980, the subject is the origins of authority and oppression over women and nature. As can be seen, Ecofeminism started to emerge in the 1970s and became a widely discussed topic in the 1980s.

In Ecofeminism, dualities such as culture/nature, man/woman, self/other, mind/feeling stand out. Human/animal can also be added to these dualities. According to Ecofeminist theory, nature is by culture; woman by man; emotion is dominated by reason. This theory states that the domination of nature parallels the domination of women and that both dominations should be abolished (Adams, *Ecofeminism and the Eating of Animals* 125). Ecofeminism combines feminism and environmentalism, fighting for the solution of nature and environmental problems while dealing with the sexist understanding that feminism struggles with. Although very important, it has not found a place in the discussion of gender in general. Almost no gender and feminism-related journals or anthologies have drawn attention to Ecofeminism. Due to the fact that its internal dynamics cannot be followed, and the essentialist relationship established by early Ecofeminists between women and nature, this trend has created a prejudice that it is not an undervalued issue because it is influenced as a branch of essentialist or radical feminism. Unfortunately, there has never been an area of interest in Turkey. In our country, interest in gender has increased since the 1990s, but there is no article on Ecofeminism in any review or journal. In other words, as a result, environmental philosophy has remained on the sidelines as a field of study that has not been valued until now in our country (Demir 12).

The first major reaction to the emergence of ecofeminism is the manifestation of the environmental movement as very male-dominated. The feminist movement is also criticized for not discussing an environmental issue. Until the emergence of ecofeminism, while there was no issue related to women and gender in the environmental movement, no issues related to nature and animal exploitation were discussed in the feminist movement. For this reason, there are deficiencies in both environmentalist and feminist movements, and there are criticisms of both sides in the coming together. Feminist theory has started to interact with ecological thought since the late 1970s. When it was realized that feminism and ecological movements had many common points, problems such as criticism of science and philosophy imposed by male dominance, and the subordination and exclusion of women and nature allowed feminism and ecology to collaborate (15).

Ecofeminism came to the fore in the world's agenda in the workshop titled "Women and Life on Earth: Ecofeminism in the Eighties " held in the United States at the beginning of the 1980s and turned into a movement (Özdemir and Aydemir 267). Not only in the West, but also in different cultures, women have remained in solidarity to protect nature from exploitation and domination. For example, in the early 1970s, a group of Indian women started a social and ecological movement known as the Chipko Movement in the sub-Himalayan region to protect forests (Mies and Shiva 12–13). As a result of this solidarity of women who hugged trees and prevented them from being cut down, the forests were not destroyed, and this movement succeeded by spreading to other regions. Another example can be given from the African continent: the "agricultural development" that occurred as a result of colonization, the arable lands were deserted and therefore the economic situation of women was greatly affected and deteriorated. A group of Kenyan women started the "Green Belt Movement" and as a result, more than seven million trees were planted in ten years (Tamkoç 83). As can be seen, women and men are affected by environmental disasters to different extents due to their social roles. Women, who are entrusted with maintaining the cycle of survival due to the social division of labour, are the most affected ones by environmental disasters as they are primary users of natural resources and work in unpaid jobs (Gökalp Alıca 163).

Gathering to address the common points of feminism and environmental problems, the women pointed out that women and nature should be respected and stated that throughout the history of humanity, women have been associated with nature and both of them were kept under pressure (Plumwood 33). According to the patriarchal order, while women and nature are generally chaotic, irrational and controlled; men are generally defined as rational and controlling beings. For this reason, throughout the history of humanity, nature, and women have been kept under the male-dominated order and control. Ecofeminist theory also says that these regulations give power to men and cause a hierarchical structure that allows both nature and women to be exploited.

Ecofeminism thinks that the male-dominated understanding that oppresses women causes ecological problems in the desire to transform nature in line with its own will by taking control of it. He believes that individuals can change and that our relations with the environment can be restructured with this change. This belief also deals with the place of animals in our lives, as they can establish many different relationships between our food and our environment. At this point, it is argued that the problems of women, animals and nature will be dealt with together and the problems of women, animals and ecology will be solved for a world that is equal, fair and free from patriarchal understanding.

4.2. The Relationship between Women and Nature

As within other approaches, there are also differences of opinion in Ecofeminism. These separations focused on the roots of the relationship between woman and nature and which processes were affected. These opinions are divided into two groups. This section will discuss these distinctions.

The first distinction within Ecofeminism points out that women and men have different psychological and biological characteristics. It has always been thought that women are closer to nature due to their nature. Patriarchy combined the psychological characteristics of women, such as compassion, self-sacrifice, solidarity, emotionality, importance to spirituality, and non-violence, with nature and dominated both of them. The ecofeminists who find the roots of woman-nature affinity in the biological and psychological characteristics of women propose a new understanding of religion for the solution of environmental problems or the renewal of religions that can be in harmony with feminine values (Çetin 64–66).

The second distinction in Ecofeminism is related to the fact that woman-nature affinity is created by patriarchy in historical and social processes. Ecofeminists in this distinction attribute women's closeness to nature to the division of labour in society. The social division of labour has brought women closer to nature and the elements, and this is why this connection has been created. According to this distinction, it is not accepted that women have different biological and psychological characteristics from men in the closeness of woman-nature. In order to reveal the material basis of the dual exploitation of women and nature, ideological structures and social processes are examined. Ecofeminists of the second division criticize the ecofeminists of the first division for their emphasis on female spirituality and approaches that reinforce traditional gender roles. Since Ecofeminism is behaviours aimed at developing traditional gender roles and stereotypes, it is dangerous to give importance to birth, feeding, care of children and the elderly. They say that nature is a political field and is shaped by the exclusion of the 'spirit' of the West from many fields. They also argue that sexism, xenophobia, racism and exploitation of nature, nation-state, economic exploitation, capitalism and many social oppressions cannot be eliminated without eliminating hierarchies and class structures in human society, and that humanity and nature cannot be free unless individual freedom is achieved.

As a result, these differences of opinion within Ecofeminism emerged simultaneously with the differences in environmental approaches and thus became clear.

4.3. The Relationship between Women and Animals

Ecofeminism, which has led ecology to take an important place in feminist philosophy, argues that there is not to be an underestimated relationship between the plundering of nature, the oppression and exploitation of women. While ecofeminists show that it is an inevitable result that the one who is considered superior to hierarchically explained binary oppositions (for example, man-woman, human-animal) exploits the other, they state that men have traditionally not only enslaved women, but also plundered nature by exploiting it.

In the last few centuries, important developments have been made both in the position of women in their own societies and in animal rights. However, it is clear that the struggles of both the ecofeminist movement and the feminist movement against the patriarchal system will continue until full equality is achieved, and in parallel with this, issues such as animal rights and animal law will continue to occupy the public for a while.

In the academic world, “Animal Studies” has gained popularity over the years. Carol J. Adams, who questions the existing paradigm of female-animal relations from all aspects, states that in interviews with Cambridge-Boston Women's Community members, women describe animals as a part of the dominated nature and find parallels between the positions of women and animals as subjugated beings under the authority of another.

> Look at the way women have been treated. We've been completely controlled, raped, not given any credibility, not taken seriously. It's the same thing with animals. We've completely mutilated them, domesticated them. Their cycles, their entire beings are conformed to humans's needs. That's what men have done to women and the earth (Adams, Ecofeminism and The Eating of Animals 127).

Moreover, these women reject the "sovereignty logic" that justifies the killing of animals, arguing that there is absolutely no room for killing animals (Adams, *Ecofeminism and The Eating of Animals* 128). That is, the oppression of women and the oppression of nature must be understood, and it is a must to criticize the way of thinking that allows oppression.

The process of identification arose out of these women's stories. This identification is about redefining relationships with animals, animals are no longer tools to be used for ends in their eyes, they are beings with the right to life, and we must treat them with respect. Members of the Cambridge-Boston Women's Community described this identification process in 1976 as follows:

> The objectifying of women, the metaphors of women as pieces of meat, here's this object to be exploited in a way. I resent that. I identify it with ways that especially beef and chickens also are really exploited. The way they stuff them and ruin their bodies all so that they can sell them on the capitalist market. That is disturbing to me in the same way that I feel that I am exploited (Adams, Ecofeminism and The Eating of Animals 128).

The process of identification with the use of animals as tools triggers an ecofeminist debate on behalf of animals. The problem is that it has not yet been understood that animals are also beings. This situation will lead Alice Walker a few years later to understand and express that non-human animals are also beings, because Walker argues that each animal should not remain as an image or food in the eyes of humans, but on the contrary, they have a unique individuality, emotions and self-unity. Vegetarianism, which follows the understanding and identification with animals as beings, was articulated in 1976 through members of the Cambridge-Boston Women's Community:

> When I thought that this was an animal who lived and walked and met the day, and had water come into his eyes, and could make attachments and had affections and had dislikes, it disgusted me to think of slaughtering that animal and cooking it and eating it (Adams, Ecofeminism and The Eating of Animals 129).

Women define animals not as a tool that serves the purposes of others, but as a purpose entirely on their own.

4.4. Critical Animal Studies and Critical Feminist Studies

From the Enlightenment to this time and especially recently, discussions about animals have gained great importance. Enlightenment thinkers emphasized the immutability of human-animal differences and tried to interpret them as human superiority, but especially since the end of the 20th century, "Animal Studies" reveals the groundlessness of these differences. Various approaches to animals have emerged; from the feminist philosophy of Donna J. Haraway to the psychoanalysis of Jacques Lacan, from the moral philosophy of Peter Singer and Tom Regan to the post-structuralist philosophy of Derrida, and from the vegetarian theory of Carol J. Adams to the animal welfare theory of Gary L. Francione. Especially in the 1980s, Peter Singer's *Animal Liberation*, published in 1975, and Tom Regan's, *The Case for Animal Rights*, published in 1983, had a significant impact. Factors such as animal representation, symbols and the popularity of animal stories made the lack of interest in the human-animal relationship recognized, and thus the "animal problem" emerged as a scientific field (Alkan, *Hayvan Kuramı – Eleştirel Bir Giriş*).

“Animal Studies”, which generally emerged as researchers from the fields of human sciences and social sciences turned to the "animal problem", is in close relationship with activist studies. This field, which has developed over the past two decades, questions the exploitation of animals in the form of the global agricultural industry, medical and cosmetic research, hunting, habitat destruction, domestication and captivity in zoos. In "Animal Studies", studies have primarily been conducted investigating the evidence that animals are sentient beings. For example, Since Descartes' understanding of animals as a kind of automaton that does not suffer, a great truth has been covered because the pain, fear, avoidance of pain, screams and shouts were not enough for animals, it was tried to understand and prove by researching on them that they are sensitive and suffering creatures.

Although the term “Animal Studies” is used as a general and comprehensive term in the literature, it is seen that the concept of “Critical Animal Studies” has started to be used over time. “Critical Animal Studies”, which developed rapidly after the 2000s, is a field that brings together social movements and academia to change the current situation of animal use. It is an area that, while fighting against anthropocentrism, defends the freedom of animals, which is social justice, and desires freedom for all oppressed creatures and nature. Taking its main arguments from the approaches of Peter Singer and Tom Regan, “Critical Animal Studies” has its roots in the Centre on Animal Liberation Affairs, which was founded in 2001, and the Institute for Critical Animal Studies – ICAS (Institute for Critical Animal Studies) established in 2007.

“Critical Animal Studies” distinguishes itself from other animal studies in that it focuses on the inferiority of animals to humans and the attitude of humans towards them and argues that eating practices are directly linked to the perpetuation of animals' terrible conditions. It also stands in opposition to anthropocentrism, as opposed to other fields of science (such as anthropozoology, ecocriticism, multi-genre ethnography, interspecies psychology, and posthumanism) that it considers not adequately take into account the role of capitalism in shaping human-animal relations. This field has become a new and dynamic platform that interprets concepts such as power, discourse, hierarchy, hegemony and legitimacy through animals.

Finally, the distinction between “Animal Studies” and “Critical Animal Studies” has been compared to the distinction between “Women's Studies” and “Feminism” in the late 1970s and early 1980s. With the entry of feminism into academia through the “Women's Studies” programs, a link was established between academia and political activism, and the linking of more academic-centered “Animal Studies” with the field and activism was realized through “Critical Animal Studies”. Many researchers also draw attention to the ecofeminist field with the “Critical Animal Studies” (Tekin, *Akademide Aktivizm: Eleştirel Hayvan Çalışmaları*).

Fields such as Ecofeminism and Critical Animal Studies strive for the elimination of all systems of oppression and authority for an equal, inclusive and peaceful world. These areas share common roots in human domination and will contribute to an understanding of the connections and intersections between human-animal and human-to-human power relations.

4.5. The Relationship between Women and Meat-Eating

Meat has made and continues to contribute significantly to the social structure, order and patriarchal system that dominates the world. The patriarchy, which dominates almost the whole world, has shaped gender. In this patriarchal system, in which men design the world and dominate all genders, men are strong, ruler and controlling, while women are imprisoned first in their house, then in their flesh and body (Engels 151). Animals, on the other hand, are seen as just a piece of 'meat' like women. As can be seen, women and animals are managed and exploited by men in the patriarchal system.

Gender stereotypes have determined how women and men should be in the historical process within the framework of masculine decisions and what their roles are. The distribution of roles was made in such a way as to serve the patriarchal order. In the roles and classification of men and women, it was considered appropriate for a man to be stronger and smarter using biological reasons as an excuse; for a woman to be weak and irrational (Berktay 26–27). While traits such as passivity, warmth and sincerity were attributed to women, traits such as self-confidence and a strong vitality were attributed to men. It was approved by the patriarchal order that the man should go hunting and go to war, and that the woman should stay at home and give birth to children and do housework.

This has been the case since hunting-gathering times. While the woman, who is seen as biologically weak, works close to the daily living area and collects the food obtained from "plants", the man is the person who hunts for "meat" and brings "food" to the house, as he has biologically strong, ambitious and managerial roles. While the “meat” attributed to men becomes the male-dominated power, the foraging attributed to women is standardized as various foods other than meat. With the discourse of "women's food", subordination takes both a sexist and speciesist form. Carol J. Adams explains this in *The Sexual Politics of Meat*:

> The foods associated with second-class citizens are considered to be second-class protein. Just as it is thought a woman cannot make it on her own, so we think that vegetables cannot make a meal on their own, despite the fact that meat is only second-hand vegetables and vegetables provide, on the average, more than twice the vitamins and minerals of meat (Adams, The Sexual Politics of Meat 57).

The myth related to the fact that men provide "meat", which is defined as very important food, by hunting, and that women collect only vegetables and fruits, which are called secondary foods, has been effective both in the gender-based division of labour, playing a role in putting men in the centre in gender relations, and in playing the leading role of meat associated with men. In summary, a relationship can be established between food-meat-plant and femininity-masculinity.

This relationship is also implicitly expressed in Simone de Beauvoir's *The Second Sex*; de Beauvoir states that the female gender is positioned as a second gender and that the male is his assistant and object (Beauvoir 16). A woman is not a man, she is the other. The patriarchal order also associates meat and meat dishes with masculinity, and foods other than vegetables and meat with women. For this reason, while meat always comes the first, the plants and vegetables become the second.

Gender, which is fed by many fields from media to culture, from law to economy, has determined eating habits according to cultures. In this regard, a few examples from different cultures can be given: As emphasized in the work of Leghorn and Roodkowsky, the priority in eating is male, in accordance with patriarchy. This is evident in many societies. In Ethiopia, women prepare meals as two menus/meals, regardless of class. The first service is made to men, and this meal should include plenty of meat. The second serving is for women and consists of food with less protein. In the pre-technological era, in the Solomon Islands, although it was the responsibility of women to raise pigs, they were forbidden to eat pork (Leghorn and Roodkowsky 21). Similarly, Frederick J. Simoons also examined the relationship between men and women in his work. According to the research, Indonesia is one of the countries where meat consumption is determined by gender. In Indonesia, meat is shared with other households on religiously special occasions. The point to be considered while making this sharing is the number of men in the house. In other words, while meat is distributed on religious and special occasions, a distribution is made according to the number of men in the house. In some other cultures in Asia, women are not allowed to consume fish, seafood, chicken and eggs (Simoons 12). Gender imposes sanctions on people about what they should and should not do. What individuals will eat, what they will be fed and what they can and cannot eat is a process determined by the patriarchal system. Eating meat is in an order that operates through "masculinity".

In a study conducted in the United States and Britain in 2012, a large link was found between consuming meats with high muscle content such as steak and “masculinity”. Participants in the study stated that they perceived meat as more masculine than vegetables. According to them, red meat is a stronger, traditional, macho and muscle-building food. It has been observed that meat is more closely related to the male gender (Rozin et al. 640). The patriarchy, which has spread all over the world, continues to consolidate its power by abusing animals.

Carol J. Adams states that the concept of “human” is problematic. She questions how this concept pushes non-humans into the state of being other, and how a small DNA difference in the human-animal relationship can be exaggerated so much. She also draws attention to the racial politics of meat as well as its sexual policy. In the 19th century, those who defended the superiority of whites argued that meat was also a superior food. To give an example, the fact that the rice-eating Hindus and the potato-eating Irish were ruled by the British at that time was associated with the British consuming meat and thus being powerful (Adams, *The Sexual Politics of Meat* 54).

Adams interprets the partnership of female animals and domination over the female body as “the sexual politics of meat.” The sexual politics of meat is a set of attitudes and behaviours that “The woman, animalized; the animal, sexualized” (Adams, *The Sexual Politics of Meat* 4). This means that the suffering of women and female animals in particular is interrelated. In a world where women are not seen as a subordinate and are not subjected to violence by men, the gap created between animals and humans needs to be closed. Such a world refers to a life in which all nature is free, including women, men, children and animals.

The process of normalizing violence is directly related to animal exploitation. An example of this can be given as an example of feeding practices turning the cruelty of animals into a daily routine. It is not generally thought that the tenderloin for dinner was once the back of a live animal. Adams states that there is a commonality between the objectification of the animal body and the objectification of the female body. In addition, a woman's body that was dismembered after being raped and killed was depersonalized and turned into an object just like the animal body. The act of rape is that the woman is not seen as a subject it means that. The woman has been reduced to the position of the object of that action before rape and reduced to a part that can only be humiliated sexually. The same is true for the animal. A living being that can breathe, suffer, has a past, life story, individuality and emotions is first objectified, then cut into pieces in order to eliminate the integrity of this being, or it is cut up, and eventually, if it is a non-human animal, it is actually consumed, or the female body that has been mutilated through pornography, prostitution, or rape is consumed. The conversion of animals into meat through slaughter and the fact that raped women feel like a piece of meat are closely related. In both cases, masculine violence objectifies the subject.

Adams mentions that nutrition habits are produced in a way that supports the distinction between men and women. As mentioned earlier, consuming meat is more associated with masculinity, while a vegetable-based diet is generally attributed to women. Vegetables are identified with women and seen as a secondary food. Just as it is thought that a woman cannot do without a man, there is a perception that vegetables cannot be a food without meat (Adams, *The Sexual Politics of Meat* 57). In addition, this situation creates problems for men who choose vegetarianism and causes their masculinity to be questioned. While a woman can proudly declare that she is a vegetarian, it can be embarrassing for a man to be a vegetarian, since eating meat is associated with strength. The validity of the idea that eating meat is necessary and necessary to be strong and energetic has been refuted in studies. For example, Irving Fisher compared meat-eating athletes with vegetarian athletes and sedentary vegetarians and concluded that vegetarians, whether or not they're athletes, are much stronger than meat-eaters (Fisher 207). Despite all these facts, the sexist distinction created between meat and vegetables aims to activate the man while pacifying the woman by giving the meat to the man and the vegetable to the woman. The active subject is male while the passive object is female.

Carol J. Adams draws attention to the relationship between female animals and the female body with the "absent referent" system. She describes this system as follows:

> Just as dead bodies are absent from our language about meat, in descriptions of cultural violence women are also often the absent referent. Rape, in particular, carries such potent imagery that the term is transferred from the literal experience of women and applied metaphorically to other instances of violent devastation, such as the “rape” of the earth in ecological writings of the early 1970s. The experience of women thus becomes a vehicle for describing other oppressions. Women, upon whose bodies actual rape is most often committed, become the absent referent when the language of sexual violence is used metaphorically. These terms recall women’s experiences but not women (Adams, The Sexual Politics of Meat 68).

While Adams stated that the system built on the fertility of the female animal in order to provide meat, eggs and dairy products emerged as a similarity to the rape against women, she realized that what is lost in animals and women is common. Rape itself is actually reifying the female body. The animal whose meat is consumed, and the female body dismembered after being raped are considered absent referent. Like individuals, female animals disappear as living beings (Adams, *The Sexual Politics of Meat* 66). The absent referent has the function of making one forget that the piece of meat on the plate was once a living being.

According to the author, the absent referent is the cultural and linguistic wall that insulates the meat-eater from the animal he eats, and the animal from the form sold in the market. For this to exist, the cycle of violence in the form of objectification-decomposition-consumption must be completed. For example, it is not desirable to think that the sausage eaten for breakfast came from a living creature that once breathed and that that creature had to go through a horrible and bloody process in order to turn into a sausage. When the sausage completes this cycle, it becomes the absent referent. Drawing attention to linguistic processes, Adams states that the word "meat" is also an absent referent because it was actually used to cover the word "corpse" (Adams, *The Sexual Politics of Meat* 210). As a solution proposal, it can be shown to replace the referent by thinking "in a real sense".

Adams also talks about “feminized protein” and “animalized protein” that they are really pieces of female meat, female animals are exploited because of their femininity, they are turned into surrogate mothers, and then, when their fertility ends, they are slaughtered and converted into animal protein, in other words, protein in the form of meat (Adams, *The Sexual Politics of Meat* 112). Adams states that the milk, eggs and slaughter young offspring produced by the female body are actually “feminized proteins” and states that female animals are exploited twice as much. In this way, sexism that occurs through the female animal during the feeding process is normalized by passing into a harmless appearance. Violence against women and animals share the same absent referent system.

According to Adams, there is an intertwined relationship between sexual violence and meat eating. Explaining the reason for the loss of visibility of violence through the conceptualization of the "absent referent", the author emphasizes that the absent referent must be revealed in order for this network of relations to be noticed. Since it is known that the concept of absent referent basically refers to animals whose meat is eaten, the social structure constantly benefits from the functions of absent referents and transforms violence, which is a material reality, into controllable metaphors. It is possible for the absent referent to become visible, away from metaphors, by revealing the suffering of the exploited. For example, the fact that slaughterhouses are not displayed at all is one of the indications that the absent referent exists. Publishing and revealing what happened here will make the absent referent visible.

The myth, created to believe that meat is both essential for protein and a source of power, causes men to dominate with their potential for violence. In almost every area of cultural life, the act of eating meat is perceived together with masculinity, power and violence, this behaviour has become an inseparable part of male domination. Adams sees meat consumption as the cause of racism, sexism and violence among other creatures, and therefore claims that removing meat consumption from our diet will shake the structure of the broad patriarchal culture. In addition, Adams states that human nature is not carnivorous, and its physiology is not similar to carnivores, and that the structure of the human mouth, jaw and teeth are suitable for herbivore eating style (Adams, *The Sexual Politics of Meat* 195). Elida Zerri also expressed this thought, “Peki, İnsan, Etçil mi?” in her article. First of all, she says that people are not physiologically suitable for eating meat. The anatomical structure and digestive system of humans show that it has evolved by feeding on fruits, vegetables, nuts and seeds for millions of years. Then, the question arises “Why do we have molar teeth if we are not carnivores?”, humans have molar teeth because humans are actually fruit-eaters and eat hard nuts as well. The molar teeth are for crushing fruits and not for eating “meat”. For example, carnivores' molar teeth are longer than their other teeth, but humans' molar teeth are like those of herbivores and are not longer than their other teeth. Other than that, the human mouth does not open like that of carnivores to swallow its prey. Humans grind food with their teeth, not with an open-close motion, but by ruminating like herbivores. In summary, Zerri conveyed that if humans were carnivorous/omnivorous creatures, they would have had a very different physiological structure and that humans were herbivorous creatures (Zerri, *Peki, İnsan, Etçil mi?*).

4.6. Why are More Women Going Vegan/Vegetarian than Men?

The act of eating has a direct relationship with gender roles. In this regard, Claude Fischler states that food has features that both unite and separate human societies. According to him, food is an element that unites those who eat the same dishes and separates them from those who do not eat the same dishes (Fischler 275). Eating rules vary according to religion, age, time, class differences as well as gender roles. At the same time, food is an area where power relations are seen. As a result of historical and cultural processes, meat has been seen as belonging to men. Also, the man should eat more and stronger foods. For example, choices such as fish and fruit are light foods for the man. Women, on the other hand, are seen as fit to eat small portions and light foods such as salads. Accordingly, some foods are feminine, and some foods are masculine. Carol J. Adams states that culturally, meat is worthy of men, while low-nutrient foods such as vegetables and herbs are considered appropriate for women (Adams, *The Sexual Politics of Meat* 57). Culture reflects that meat is valuable, while plants have a tasteless, uniform passivity.

It is pointed out that foods in society have the feature of reflecting and influencing genders. Meat can be shown as the most “powerful” food that industrial nutrition life glorifies on people's menus. It has also emerged as the oldest and central food in the relationship of food with masculinity and femininity. Gender roles draw attention primarily to women's consumption of less meat than men, or more women's preference for veganism or vegetarianism. There are significantly fewer vegan/vegetarian men almost everywhere in the world, from Sweden to Australia. A survey of 11,000 people in the United States found that only 24% of men are vegan in the country. It is known that vegan or vegetarian females are abundant compared to males because there are many convincing explanations, but these explanations are not satisfactory for males because the idea appears that men are constantly worried that they will lose their masculine status and therefore will feel the need to prove it at every opportunity. Depending entirely on historical factors, this can be a major hurdle for vegan/vegetarian males who need to perpetuate the carnivore stereotype. While women can comfortably say that they prefer a vegan/vegetarian lifestyle; for men, it can be a troublesome process with the influence of culture. Of course, why the story of more women becoming vegan/vegetarian isn't all about men. Studies have consistently shown that women are more compassionate in general when the subject comes to animals. Likewise, women make up 75% of the members of animal rights groups. Feminists and animal activists have been working together for over a century (Gorvett, *The Mystery of Why There are More Women Vegans*). The difference between what meat suggests and what vegetables are associated with causes these distinctions in gender roles.

Carol J. Adams, in *The Sexual Politics of Meat*, states that meat consumption determines the status of women and men with these words:

> What is it about meat that makes it a symbol and celebration of male dominance? In many ways, gender inequality is built into the species inequality that meat eating proclaims, because for most cultures obtaining meat was performed by men. Meat was a valuable economic commodity; those who controlled this commodity achieved power. If men were the hunters, then the control of this economic resource was in their hands. Women’s status is inversely related to the importance of meat in non-technological societies (Adams, The Sexual Politics of Meat 58).

Meat consumption has traditionally been an act of masculinity in many cultures from past to present and has been associated with characteristics attributed to masculinity such as hunting, aggression, strength, and dominance over nature. On the other hand, since the consumption of vegetables, fruits and grains is attributed to women in patriarchal societies, these foods are gendered as feminine.

Cultural practices that reflect power relations between men and women are also seen symbolically in food preparation (Counihan 55). Although the act of cooking is only seen as the role of women, the responsibility of cooking meat (frying meat by fire, cooking meat in the forest or outside, etc.) is usually undertaken by men. This can easily be seen in the relationship between masculinity and barbecue. Barbecuing is assumed to be a practice that reinforces masculinity, unlike the role of cooking, which is described as a woman's job. The fact that meat is an economically valuable item confers symbolic power and status to those who own it. Therefore, men can establish themselves as economically autonomous and providers. Although the act of cooking is mostly seen as a woman's responsibility by men, it is important for men to cook meat, which is a symbol of masculinity, and to do it in public. In general, men think that they are more knowledgeable about barbecue because of their "hunting nature" and are more successful than women because it is a dangerous job (Çapar 273). The male-female roles in the relationship between meat and gender almost mirror the roles in the patriarchal system, which defines men as powerful and productive, and women as passive and consumption objects towards men.

Especially in industrialized societies, gender has become more clearly visible in the body and nutrition. Studies have shown that women eat less and lightly than men, that “light” foods such as vegetables and fruits are associated with women and femininity, that women have more anxiety about being thin, so eating disorders such as anorexia nervosa and bulimia nervosa cause serious problems for women (Garner and Garfinkel 279). These are due to the image of women created by the patriarchal system.

Discussions in which body and consumption can be considered together include topics such as gaining (or not gaining) weight and eating. It is known that healthy eating practices, organic, natural, “light” and diet products are mostly used by women. It is widely believed that salads and such healthy foods are for women. For example, when a vegetarian/vegan man goes to a restaurant and orders a veggie burrito, it can be both embarrassing for the man and make him feel like other people are laughing at him.

The woman takes most of the pressure from the society on her body. For this reason, she tries to regulate her weight problem and eating habits with her "beauty" concerns besides health because physical appearance has been made an effective criterion by modern society. The glorification of weakness and the portrayal of weak women as "strong" have redefined women's relationship with food. However, "weak female desire" is not common in every culture. For example; In the Banyankole shepherd people of East Africa, a girl's preparation for marriage begins at the age of eight. The child is not allowed to run and play outside, he is asked to stay at home and become chubby by consuming plenty of milk. Thus, the woman who will become fat and beautiful will be different from the well-developed and athletic man. In other African people, the Bushman, the new moon is associated with the man because of its thinness, and the full moon with the woman because it is round.

5. Conclusion

The patriarchal perspective is responsible for objectifying not only the woman but also the female animal. In fact, sexism in general has emerged as one of the consequences of this speciesist perspective. Therefore, gender equality needs to be made to include non-human animals. This is possible by gaining a new orientation in language and thinking and opening the ethical field to non-human animals.

The instrumentalization of animals is an ethical problem and people have used animals for any purpose they wish from history to the present, and they have seen them as "objects" that they can consume. As long as people use animals as they want and realize that they do not have the right to do so, there will be no difference in our treatment of animals. The fact must be accepted that animals are sentient beings and not only that, but they are also born as subjects of life.

Animals, who are seen as objects, also encounter all kinds of silencing, suppression and violence that women in male-dominated societies are exposed to, because according to the patriarchal culture, they should be dominated like women, and they should be subordinated and alienated. Therefore, there is a serious relationship between animals subjected to violence and women who are subordinated.

It seems that humanity's process of oppressing nature and men's oppression of women has resulted in humanity pushing itself into tyranny by becoming an object of consumption. Ultimately, it is concluded that it is imperative that we change our perspective, perception, language, and way of thinking. Changing our habits regarding animal products is just as important as eliminating inequalities between men and women and other genders. For this reason, we must first remove the words that support gender inequalities in our language, and then reduce our meat consumption to zero.

Thus, being vegan/vegetarian should be seen not only as a diet, but also as a philosophy of life and a lifestyle.

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Practicum from the Very Beginning to the Contemporary

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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 Darülmuallimin, Village Institutes and Pre-Service Teacher Projects are provided with the purpose of comparing past and present. The study describes what teacher training is, who the stakeholders of the training process are and what the procedures entail. Additionally, teacher training programs in countries such as Singapore, the USA, Finland, Australia, South Korea are presented with their basic features. In addition, common features of teacher training in Türkiye and aforementioned countries are displayed in a table. Some shortcomings and improvements to be made are presented at the end of the study.

Keywords: Practicum, teacher training, pre-service teachers

What is Teacher Training?
Teacher training, which is an indispensable element and practice of education faculties today, “involves activities that relate to the mechanical, technical and vocational aspects of the teaching process; activities which might be aptly labelled rote, ritualistic, or repetitive” (O’Neill, 1986, p. 260). According to Barcan (1995), teacher training was “widely used to describe pre-service courses for future teachers” (p. 52). Pre-service teachers, in other words, teacher candidates undergo activities that are directly related to their field of teaching; this process may assist them be prepared for any kind of problems and complications; besides, they contribute to their management of classes and time. This paper is going to delve into concepts about teaching practicum in detail.

Teacher training programs can basically be grouped under three headings as pre-republican period, early republican period and contemporary period. The pre-republican period holds Darülmuallimin, the early republican period has the Village Institutes, and the contemporary period embraces the Council of Higher Education (YÖK).

Pre-republican Period
The pre-republican period holds ‘Darülmuallimin’ which emerged in 1848 (the Tanzimat-Reform movement era) as the result of the need for training teachers in the contemporary sense. Contemporary teacher is considered to be a teacher who not only knows the subjects to be taught, but also is tried to be taught the scientific methods and some professional lessons of how to teach them effectively (Akdemir, 2013, Öztürk, 1993). Darülmuallimin is considered to be the ancestor and starting point of teacher training. The country’s education system and madrasahs (Muslim theological schools) have deteriorated over time. Although the teachers in the primary schools can teach the courses of these institutions in accordance with the instruction given to them, there is no one among these teachers who can teach the courses of the Rüşdiye schools, especially mathematics and other new (worldly) courses (Akyüz, 2008; Altan, 2017a). With these in mind, the reasons for establishing Darülmüallimin (according to the mandate dated 25 July 1847 (11 Shaban 1263) of the General Assembly of the Maarif-i Umumiye) can be listed as:

- Teachers who are capable of teaching all kinds of science should be trained.
- It is necessary to put the Rüşdiye schools in order. This is achieved by regulating the teaching methods in these schools.
- Regulating teaching methods means easily finding and implementing ways of teaching in a short time.
- Teaching methods will be taught in Darülmuallimin to be opened, and the teachers trained there will apply them to the students.
- The training of knowledgeable teachers who know the education and training methods is the primary issue among the regulations in the field of education.
- Darülmuallimin teachers will conduct appropriate lectures in the presence of the principal and among themselves (this is a kind of teaching method development).

  Twenty-two years after Darülmuallimin, a school for girls called Darülmuallimat was opened in 1870 with the purpose of training women teachers for girls' primary schools, as the number of these schools increased over time (Öztürk, 1993).

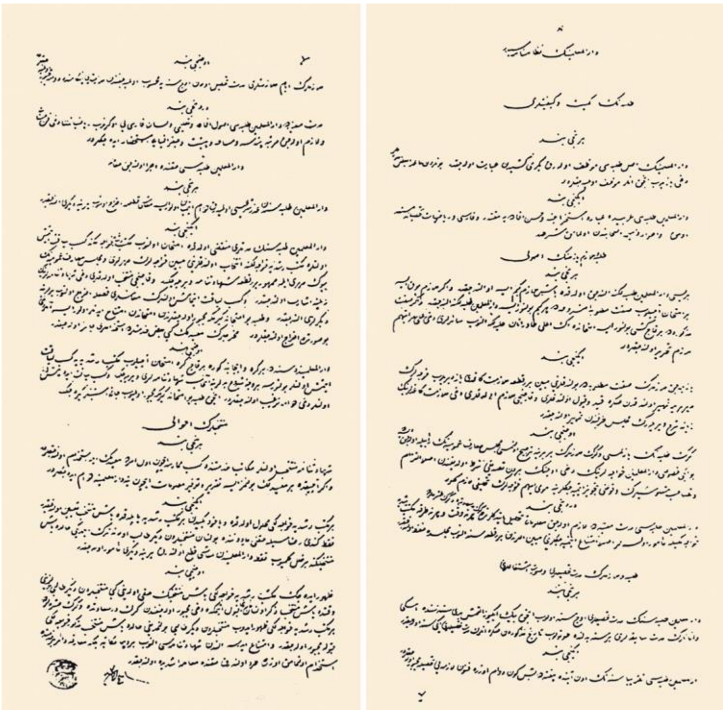


Figure 1. The text of Darülmuallimin Regulation prepared by Cevdet Paşa (İrâde-Meclis-i Vâlâ, no. 6894) (Öztürk, 1993).

Early Republican Period

Village Institutes are the most original and most influential application of the Republican enlightenment in the field of education. The duty of the institute was not only limited to training village teachers, but also to train professional staff such as health workers and technicians along with the teachers. Village Institutes have achieved success far beyond their founding goals. They helped raise a progressive generation that brought up the problems of the villagers and those living in rural areas. Village institutes carry out a program based on the theory of on-the-job learning and teaching in village settlements, far from city centers. In addition to these schools where it is aimed to train teachers to work in villages, Teachers' Schools, whose names would later be changed as Educational Institutes, were opened in provinces such as Ankara, İzmir, İstanbul and Konya in order to meet the need for teachers at secondary education level (Aysal, 2005; Aras and Sözen, 2012; Altan, 2017b).

The teachers at the village institutes had duties such as teaching the villagers alternative and new agricultural techniques, organizing literacy courses, clearing agricultural lands such as gardens and fields, ensuring the construction of roads by community work, and educating students at schools. However, village institutes were completely closed in 1954.

With the closure of village institutes, the practice of training teachers from different sources for primary schools in villages and cities came to an end and teacher qualifications were standardized. While the teacher shortage was felt in the villages and especially at the primary school level in the first years of the republic, it started to be felt in the middle and high schools from the 1950s to the 1970s. Different methods including short-term teacher training practices were tried to close the increasing teacher shortage (Aras and Sözen, 2012; Akdemir, 2013). The short-term teacher training practices are as follows:

Reserve Officer Teachers: High school graduates were subjected to teaching courses and then they were allowed to do their military service as teachers in villages. In this practice, which started in 1960, with a law enacted in 1963, those who wanted to be permanent teachers were allowed to become so.

Training Teachers by Letters: Aimed to train teachers in a short route, was put into practice in 1974-1975 in order to prevent the congestion that occurred at the entrance to the university and to meet the need for teachers. A large number of teachers were trained with short-term lessons of a few weeks, especially in the summer, through the Center for Higher Education by Letter.

Teacher Training with Accelerated Program: Education was interrupted in two-year education institutes, especially due to the political and ideological conflicts of the period between 1975-1980. Students who could not complete their education in this period were assigned as teachers by being subjected to a few months of accelerated education in 1979-1980.

However, these programs have provided an increase in teacher training only in terms of quantity, not only benefiting the essence of the teaching profession and the education system, but also harming the education system in terms of quality (Aysal, 2005; Aras and Sözen, 2012; Akdemir, 2013; Altan, 2017b).

Contemporary Period

Established with the 1982 Constitution, the Council of Higher Education (YÖK) has become the new planning and management center of educational institutes connected to universities. Since this date, educational institutes have been transformed into four-year education faculties and a standard model has been tried to be created (Yükseköğretim Kurulu Başkanlığı-YÖK, 2007; Akdemir, 2013; Altan, 2017b).

Pre-Service Teacher Training Project

In the 1990s, since the idea that teacher training programs were behind the times and needed to be renewed gained weight, a project called Pre-Service Teacher Training Project was carried out between the years 1994-1998 in cooperation with YÖK and the World Bank in order to renew and organize these programs within universities (Akdemir, 2013; Altan, 2017b). In this program, three parties have been defined in the cooperation between the faculty of education and the school of practice: faculty of education, the practice school and the directorate of national education.

The Motives for the Pre-Service Teacher Training Project

Pre-service teacher training project, which is still in use in Türkiye, is the result of various reasons. The outstanding reasons are as follows. Education faculties, whose purpose of existence is to train qualified teachers in the required fields, deviated from this purpose in the direction of doing science and basic research. In addition, similarities began to emerge between the field teaching programs implemented in education faculties and the programs of arts and science faculties, and an effective cooperation could not be realized between education faculties and science faculties. Also, it has been insufficient to train classroom teachers and pre-school teachers, which the education system primarily needs. Another significant reason is the lack of healthy and efficient cooperation between the Council of Higher Education and the Ministry of National Education, which needs and employs teachers. One other noteworthy motive was the 'certificate programs'; the certificate programs for teacher training have begun to be seen as money making tools for education faculties. Even the graduates of the field who were not able to be employed by the Ministry of National Education were given certificates. As a result of the aforementioned reasons, pre-service teacher training project was put into practice and still is in active use (YÖK, 2007; Akdemir, 2013; Altan, 2017b). Thanks to a protocol signed between the education faculties and the Ministry of National Education, cooperation between the education faculty and the practice school has been established and the teaching practice application has started. A parallelism has been established between the programs implemented in education faculties and teacher schools affiliated to the Ministry of National Education. With the protocol signed, the way for pre-service teachers to do internships in practice schools was opened with the principle of on-the-job learning.

Goals, Scope, Bases and Definitions About Practicum Today in Türkiye

The practicum period consists of two terms, namely, fall semester (term 1) and spring semester (term 2). According to the Ministry of National Education, the parties of the practicum are:

Directorate of national education practicum coordinator is the director of national education, vice principal or branch manager in the province; the district director of national education or the branch director in the district, who ensures that the teaching practices that the practicum students will carry out in the practicum education institutions, together with the faculties and educational institution practicum coordinators, are carried out according to the planned principles.

Faculty practicum coordinator is the assistant dean and/or the deputy director of the college responsible for education and training. Ensures that the teaching practicum of the practicing students in the educational institutions are carried out according to the planned and determined principles, together with the practicum instructor, the practicum coordinator of the national education directorate and the practicum education institution coordinator.

Departmental practicum coordinator is the instructor who plans and carries out the management work related to the teaching practices of the department in cooperation with the faculty and the practice education institution.

Program coordinator is the instructor who plans the studies of the program in cooperation with the departmental practicum coordinators, if needed by the universities.

Practicum institution coordinator provides coordination among directorate of national education, administration of the training institution and faculty. Records personal information, photos, etc. of the practicum students on the system. Monitors the sessions, evaluates and takes appropriate precautions for the sessions to be carried out effectively and productively. Records the visits of the practicum academician to the institution onto the Practicum Student Evaluation System-Uygulama Öğrencisi Değerlendirme Sistemi (MEBBİS).

A practicum student is a student who practices teaching in the field of teaching, in the educational institution environment, where those who continue to teaching programs and graduates of programs that serve as a source for teaching fields are educated.

Practicum teacher/mentor is the teacher who has the Teaching Practice Education Certificate given by the Ministry of National Education, who is selected from among the branches and guidance teachers who actually attend the course in the practice education institution, other than the administrators, and who will guide the practice student within the scope of teaching practices/guidance practices required by the teaching profession.

Practicum academician is the instructor who has at least one of the undergraduate degrees in teaching, educational sciences and field education, and the title of associate professor received from the Inter-University Board (ÜAK) in educational sciences and field education, and who plans the teaching practices with the practice teacher, actually participates in and evaluates the course of the practicum student.

MEBBİS (Milli Eğitim Bakanlığı Bilişim Sistemleri-Ministry of National Education Information Systems) is the ministry of national education data processing systems.

Practicum sessions are meetings in which the practicum students work with the practical activities that aim to provide teaching skills in the classroom along with management and extracurricular activities and which enable them to teach a certain lesson or lessons in a planned way which are discussed and evaluated in the field of teaching where they are educated.

Teacher training working group is an advisory body consisting of the representatives of the Ministry of National Education, the Council of Higher Education and teacher-training faculties in order to ensure that the teacher training system operates permanently and effectively and to contribute to the training of more qualified teachers.

Educational institutions of practicum are public and private education and training institutions affiliated to the Ministry of National Education, where teaching practices are carried out.

Practicum student evaluation system is the module in MEBBİS (Ministry of National Education Information Systems) where the works and procedures related to teaching practice are carried out.

Practicum certificate is the certificate given by the Ministry to the administrators and teachers who will guide the students participating in the teaching practice and contribute to their training as having pre-professional experience.

Having listed the parties and items of the teacher training sessions above, it would be wise to provide the application principles of practicum.

Planning the Practice

Teachers, students and academicians are matched by the faculties that will send students to the practicum, taking the number of institutions, teachers and academicians and their branches into account, by ensuring cooperation and coordination with the provincial directorates of national education.

Practice

Teaching practices are carried out in public or private education institutions affiliated to the Ministry of National Education, determined by the provincial/district national education directorates, at the level and fields of education where the students will be teachers.

Joint Evaluation

Since the practice activities are planned and executed by the parties together, the performance of the practicum student in teaching practices is evaluated separately by the practicum academician and the practicum teacher.

The parties and principles of the procedure were withdrawn from Teaching Practicum Instruction (Öğretmenlik Uygulaması Yönergesi) of MEB (Ministry of National Education) in June, 2023.

Duties and Responsibilities of Practicum Authorities

This part of the paper embarks on the main characters who are in active coordination and the process.

Departmental practicum coordinators provide coordination and cooperation between the department and the teaching staff. They prepare the list of practicum students who are given to the responsibility of the practicum academicians, and send them to the faculty practice coordinator.

Practicum academicians/instructors take the necessary measures for the practicum student to visit the educational institution at least four times in each semester. They prepare the practicum students for the practicum activities, regularly monitor the practicum student's work together with the practicum teacher. They 'actually' attend the course of the practicum student at least four times in each semester. They provide necessary guidance, counseling and follow-up of absenteeism, provide compensation for the course in cooperation with the practice teacher for those who cannot attend the practice due to legal excuses. In addition, they give detailed feedback to the practicum student right after the practice, together with the practicum teacher. They evaluate the student's work at the end of the practice and enter the evaluation result into the related system of the university as a grade. As the last necessity of the process, they record the evaluation grade on the Practicum Student Evaluation System-Uygulama Öğrencisi Değerlendirme Sistemi (MEBBİS).

Practicum Institution Coordinators provide coordination among directorate of national education, administration of the training institution and faculty. They record personal information, photos, etc. of the practicum students on the system. They monitor the sessions, evaluate and take appropriate precautions for the sessions to be carried out effectively and productively. Finally, they record the visits of the practicum academician to the institution onto the Practicum Student Evaluation System (MEBBİS).

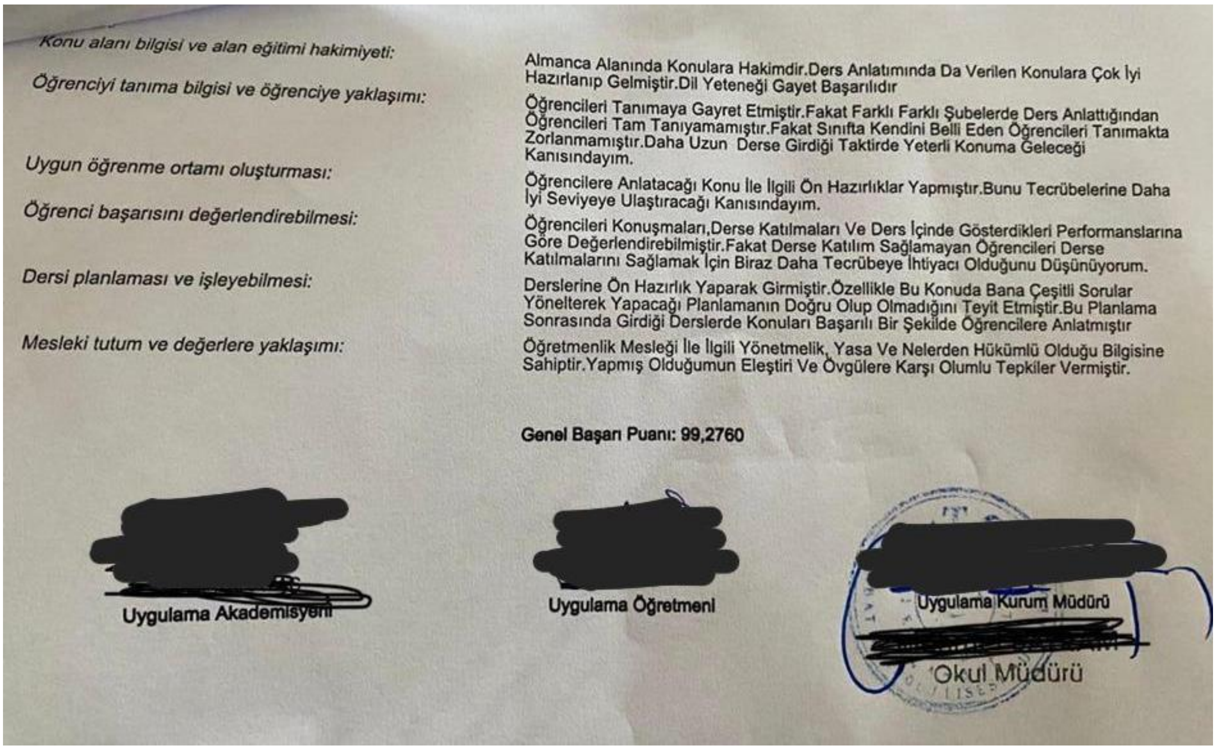
Practicum Teachers/Mentors make suggestions about the activities prepared by the practicum students within the scope of practice studies in cooperation with the practicum academician and the practice education institution coordinator. They guide, monitor and evaluate the practicum students for implementing the activities efficiently and productively. They evaluate the practicum process of the students with the practicum academician at least four times a semester, and evaluate the studies of the students at the end of the practicum sessions. As of the other parties, practice teachers submit the evaluation forms with wet-ink signatures to the training institution and record onto Practicum Student Evaluation System (MEBBİS).

Practicum Students have to comply with all the rules that the teachers are subject to during the time they are in the educational institution. They work in a planned manner in cooperation with the practicum academician, practicum teacher and other practicum students. As for the final step, they submit a file covering the studies and reports they have done within the scope of teaching practices to the practicum academician and the practicum teacher.

Conducting the Process

Practicum courses in undergraduate and pedagogical formation certificate education programs is six (6) course hours per week at the practice school for two semesters. In each semester, the practicum student actually lectures at least four (4) times, in different weeks, under the supervision of the practicum teacher. Practicum sessions take place in public and private education institutions affiliated to the Ministry of National Education in the province or district where the faculty is located.

Having gone through all the steps meticulously, the practicum students receive their final grades as in the anonymous example. I, as a practitioner, possess many of these papers; yet, I did not include them in this study in order to remain unbiased. The signatures and names of the parties were scratched with the purpose of protecting anonymity.



Konu alanı bilgisi ve alan eğitimi hakimiyeti:	Almanca Alanında Konulara Hakimdir.Ders Anlatımında Da Verilen Konulara Çok İyi Hazırlanıp Gelmiştir.Dil Yeteneği Gayet Başarılıdır
Öğrenciyi tanıma bilgisi ve öğrenciye yaklaşımı:	Öğrencileri Tanımaya Gayret Etmiştir.Fakat Farklı Farklı Şubelerde Ders Anlattığından Öğrencileri Tam Tanıyamamıştır.Fakat Sınıfta Kendini Belli Eden Öğrencileri Tanımakta Zorlanmamıştır.Daha Uzun Derse Girdiği Taktirde Yeterli Konuma Geleceği Kanısındayım.
Uygun öğrenme ortamı oluşturması:	Öğrencilere Anlatacağı Konu İle İlgili Ön Hazırlıklar Yapmıştır.Bunu Tecrübelerine Daha İyi Seviyeye Ulaştıracağı Kanısındayım.
Öğrenci başarısını değerlendirebilmesi:	Öğrencileri Konuşmaları,Derse Katılmaları Ve Ders İçinde Gösterdikleri Performanslarına Göre Değerlendirebilmiştir.Fakat Derse Katılım Sağlamayan Öğrencileri Derse Katılmalarını Sağlamak İçin Biraz Daha Tecrübeye İhtiyacı Olduğunu Düşünüyorum.
Dersi planlaması ve işleyebilmesi:	Derslerine Ön Hazırlık Yaparak Girmiştir.Özellikle Bu Konuda Bana Çeşitli Sorular Yönelterek Yapacağı Planlamanın Doğru Olup Olmadığını Teyit Etmiştir.Bu Planlama Sonrasında Girdiği Derslerde Konuları Başarılı Bir Şekilde Öğrencilere Anlatmıştır
Mesleki tutum ve değerlere yaklaşımı:	Öğretmenlik Mesleği İle İlgili Yönetmelik, Yasa Ve Nelerden Hükümlü Olduğu Bilgisine Sahiptir.Yapmış Olduğumun Eleştiri Ve Övgülere Karşı Olumlu Tepkiler Vermiştir.

Genel Başarı Puanı: 99,2760

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Figure 2. This is the final paper of the report which originally included 3 or 4 pages. This page holds the general outcome which is recorded onto Practicum Student Evaluation System (MEBBİS).

Practicum/Teaching Practice Around the World

Having provided the history of teaching practicum in Türkiye thoroughly, practices in some other countries are to be explained and the similarities of Türkiye with those countries are provided in a table.

Finland

Teachers are placed in schools following taking the teacher candidates' master's degrees, internship training achievements, and their ability to demonstrate their teacher skills into account. School practice courses start from the second year in Finland and cover an average of 20-25 credits. Pre-service teachers have to do internships at the practice school for four weeks in the first three years and for five weeks in the last year under the guidance of an internship teacher and a school teacher. In addition, each student should write a master's thesis related to the field of education. Students in every class of education faculties constantly practice in educational institutions located on the campuses of universities (Aytaç and Er, 2018).

Singapore

Coordinatorships were established within the practice schools (Practice School Guide) and education faculties (Education Faculty Practice Guide). The guide in practice schools is assigned for each school. The duty of this official is to supervise the practice work of the practice teacher and teacher candidates. The task of the guide appointed by the education faculties is to direct the practice studies, including the practice instructors in the schools in a certain region. Another duty is to act as a bridge between the practice school guide and the education faculty. While the function of practice instructors has been reduced, the function of practice teachers has been increased. The practice teachers are in an active position in the evaluation of the program knowledge of the pre-service teacher. At the end of each practice study, an evaluation meeting called Practice Evaluation Panel is held, where the practice school guide, the education faculty practice guide and the practice teachers responsible for the teacher candidates are discussed (Aytaç, 2010; Orakci, 2015).

South Korea

Practices in the education program last for 9 weeks and these applications consist of 4 lessons. These are observation practices, participation practices, teaching practices and management practices courses (Mete, 2013; Orakci, 2015).

Australia

The main task of the practice instructor assigned by the education faculties and the practice teachers in the schools is to assist the prospective teachers in implementing the theoretical knowledge they received in the education faculties in the real classroom environment. Practice instructors act as a bridge among practice school management, practice teachers and teacher candidates. Instructors are expected to visit the practice school at certain times, to monitor the practice studies of the pre-service teachers and to give written and verbal feedback to the pre-service teachers. The success of the pre-service teachers is determined through the General Evaluation Form document that the practice instructors process together with the practice teachers (Aytaç, 2010).

The USA

Instructors monitor teacher candidates for 8 weeks. They discuss the practice work with the pre-service teachers and provide written feedback to the pre-service teachers after each observation of the practice work. They conduct seminars for teacher candidates. They help the teacher candidates develop self-confidence to improve their teaching skills. They make the final evaluation with the Pre-service Teacher Evaluation form and discuss and carry out the process with the practice teachers (Aytaç, 2010).

Germany, France and England

Teaching practices take two years in Germany, France and England.

Table 1. Practicum periods in Germany, Finland, France, England and Türkiye. (Aykaç et al., 2014)

Öğretmenlik Uygulamalarının Süresi	
Almanya	Üniversiteden sonra 2 yıl
Finlandiya	Uyum stajı + Temel eğitim (ilk 3 yıl 4 hafta + son yıl 5 hafta)
Fransa	2 yıl
İngiltere	1-2 yıl
Türkiye	1 yıl

Table 2. Common features with a few countries

Singapore	**Australia**	**The USA**	**South Korea**
Practice instructor's function reduced, practice teacher's increased	Practice instructor as a bridge	Monitoring teacher candidates for 8 weeks	Monitoring for 9 weeks
	Instructors visit and monitor pre-service teachers in practice schools	Discussions after observations	
	General evaluation process between practice instructors and practice teachers	Seminars for teacher candidates	
		Practice instructor discusses and carries out the process with practice teachers	

Conclusion and Final Remarks

This study reviewed the teacher training history of Türkiye from the very beginning to the contemporary era. Then it listed all the parties and necessities of the practicum process. For the closing part, it provided examples from around the world and finally inserted a table which embraces the similarities of some countries with Türkiye in terms of practicum process.

Practicum is within my field of interest. I, as a practitioner, attended practicum process for five years in a row. The sessions, meetings with students and practice teachers kept me in coordination and communication with schools of MEB. My practicum students were sometimes extremely excited, sometimes uninterested and sometimes questioning before their practicum sessions; some asked why they had to carry out all the necessities instead of preparing for KPSS (Public Personnel Selection Exam). However, they realized that they needed this procedure for being equipped and prepared for their upcoming careers of teaching. The practicum sessions are of high necessity, and they should be implemented with utmost care and attention in order to train qualified and enthusiastic teacher candidates.

The practicum course in education faculties consists of two hours a week although the workload is much more than that; both for the practicum academician and the practicum student. The practicum academician needs to visit the schools of practicum students at least four times per student. The academicians have at least four students per term, and when we think of at least four visits for four students, it costs much time and effort. However, it may not constitute a problem as long as the course credit is more than two hours a week. To put it briefly, practicum is a must for training teachers. Besides, the course hours should be increased in number.

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A Corpus-based Analysis on the Use of Academic Vocabulary in the Essays Written by Turkish ELT Students and Native Speakers of English[1]

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Abstract

The term that is commonly used in spoken and written academic discourse and can be observed in a compilation of academic writings is identified as academic vocabulary. A substantial quantity of reading, writing, and comprehension of scholarly discourse are necessary for academic study in English-speaking universities. Students are required to have a large vocabulary of literary terminology. Considering the importance of academic vocabulary, the current study investigates the overuse and underuse of academic vocabulary in argumentative essays written by English Language Teaching (ELT) Department students in Turkiye. Turkish Learner Corpus (TLC), a specialized learner corpus, was created with argumentative essays for the study of 140 first-year students enrolled in the ELT Department from three universities in Turkiye. The TLC contains argumentative essays produced during the spring semester of 2021–2022 as part of the Writing Skills Course. In the study, The Louvain Corpus of Native English Essays (LOCNESS), which consists of essays written by native university students, was examined as a reference corpus. Log-likelihood (LL) analysis was employed to compare the TLC with LOCNESS to get numerical data about the overuse and underuse of academic vocabulary. The study's results revealed that some academic vocabulary (e.g., *result, experience, provide)* was overused by Turkish ELT students. In contrast, others (e.g., *role, effect, group)* were underused compared to native speakers of English.

Keywords: Academic vocabulary, learner corpus, TLC, LOCNESS

1. Introduction

There is increasing interest in the field of English for Academic Purposes (EAP), which studies and teaches academic language in order to assist English as a Foreign Language (EFL) students, professionals, and researchers in better understanding academic literature. Generally, academic writing refers to writing in a specific style with specific guidelines and patterns for a particular purpose. The primary objective is to inform a specific target group, including a community of researchers, lecturers, and students, by clearly expressing a central point connected to an argument structure in a formal, standard written language. According to Snow and Kim (2007), academic language uses sophisticated words and complex grammar constructions to be concise, precise, and authoritative regarding scientific technicality. This situation can be problematic for reading comprehension. It can result in a mental block in learning for students who need assistance developing academic vocabulary and understanding how to process academic language.

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Academic vocabulary is "a set of lexical items that do not core words but is relatively frequent in academic texts (Paquot, 2010)." Learners' achievement is increased by having a solid academic vocabulary repertoire as an essential component of academic style (Antonacci et al., 2014). Gardner and Davies (2014) state that academic vocabulary is used in academic publications 50% more often than in texts from other genres, is regularly used in all academic fields and could be better liked in any single area. For this reason, academic vocabulary must be taught explicitly through academic literature instead of high-frequency terms, which are learned indirectly through daily experience.

1.1. Research Questions

Considering the importance of using academic vocabulary in an academic style, the present study investigates Turkish ELT Department students' academic vocabulary usage. In this context, the present study was designed as corpus-based research investigating Turkish ELT Department students' academic vocabulary usage in argumentative essays and comparing overuse and underuse of academic vocabulary usage with native English students. Accordingly, the following research questions were determined and investigated:

Regarding the top words in Gardner and Davies' (2014) Academic Vocabulary List,
1) Which academic words were overused by Turkish ELT students in their argumentative essays compared to native English students?
2) Which academic words were underused by Turkish ELT students in their argumentative essays compared to native English students?

2. Literature Review

2.1. Theoretical and Applied Research Studies on Corpus Linguistics

With the advancement of technology, interest in teaching languages has started to grow daily, which has boosted the demand for helpful materials. Teaching students the most common vocabulary, grammar rules, syntactic constructions, and phrases is essential. Since the 1980s, corpus studies integrated with linguistics and language teaching and learning have gained popularity because they illuminate nearly every area of linguistics or language education (McEnery & Xiao, 2010). The strength and effectiveness of corpus data comes from their empirical aspect, which makes linguistic research more objective when it uses authentic, diverse data (McEnery & Wilson, 2001). Therefore, corpus science is used in English Language Teaching (ELT) to accomplish this. These studies include the use of personal pronouns (Harwood, 2005), verb-noun collocations (Laufer & Waldman, 2011), the function of "I mean" Fernández-Polo (2013), verb constructions (Özbay, 2015), preposition usage (Önen, 2015), pragmatic ambiguity (Metsä-Ketelä, 2016) and transition markers (Tüm & Köroğlu, 2017).

As this section has shown, many kinds of corpus studies focus on specific facets of non-native speakers' usage of English. In order to draw specific findings, native and non-native language usage are contrasted and compared. While some structures served the same purpose and had a comparable use, others served distinct purposes. As a result, everyone had a different view of how non-native speakers of English used the language, comparable to this study.

2.2. Academic Vocabulary Studies

A successful academic performance depends heavily on solid academic vocabulary knowledge. Numerous research from diverse angles demonstrates the significance of academic vocabulary. To illustrate, Cooper (1999) researched the relationship between academic vocabulary proficiency and academic achievement. Cooper suggested that students who did not pass the vocabulary test should fail the entire year. Cooper tested undergraduate students' receptive vocabulary using a three-level frequency exam based on the 1000 and 2000-word list, the University Word List (Nation, 1990), and the advanced word list. The analyses' findings confirmed a strong link between academic vocabulary proficiency and pupils' test-based academic performance. Cooper determined that L2 students need more academic vocabulary knowledge to comprehend the reading content and concluded that these undergraduate students must explicitly teach academic vocabulary to achieve the lexical threshold.

The academic word list has been a global standard for developing EAP materials and courses (Coxhead, 2011; Wells, 2007). Examining its contribution to scholarly discourse has drawn more academics' attention. In recent years, corpus linguistics has become prominent in EAP research, helping academics, teachers, and students better understand the nature of language. As a result, it is a strategy that frequently uses corpus linguistics to examine naturally occurring language (McEnery & Wilson, 2001). Hyland and Tse (2007) investigated the use of the AWL in a multi-genre, multi-disciplinary corpus of over 3.3 million words. The corpus was compiled from academic texts such as research articles, lectures, lab manuals, textbooks, theses, and dissertations using moral guidelines and trustworthy criteria. The study results provided substantial proof of the disadvantages of having a consistent core perspective on academic terminology. The study significantly impacted the researchers' ongoing efforts to produce more academic word lists that are discipline-specific to satisfy the vocabulary learning needs of students in various subject areas. Similarly, Mozaffari and Moini (2014) conducted a study to ascertain the frequency of the AWL in the corpus of education research publications. The study found that just 4.94% of the corpus of Education Research Articles featured AWL word forms, indicating that they may be more significant in education. It is suggested that education students concentrate on the first two AWL subgroups and the terms provided by this study's analysis in light of the study's findings. Pathan et al. (2018) studied how often AWL words are used in Pakistani doctoral theses while considering how corpus linguistics is used in everyday life. The study's findings demonstrated the value and significance of thesis lists in the two disciplinary groups of science and the academic genre of theses, with text coverage for academic word lists present in 8.76% of the scientific doctorate theses in the corpus. The study's results also showed that, of the 570-word families in the AWL, 550, or 96.50%, were extensively used in doctoral theses from scientific disciplinary studies.

2.3. Academic Vocabulary List

Academic English has drawn particular attention because of its extensive contribution to the growth of academic knowledge in the second half of the 20th century and the first part of the 21st. Since the 1970s, several academics have begun to compile a list of academic words for academic writing in order to meet this growing need. The Academic Word List (AWL) was developed by Coxhead in 2000, the Academic Vocabulary List (AVL) by Gardner and Davies in 2014, and the Spoken Academic Word List by Dang et al. in 2017. The AVL's size was far greater than that of other earlier corpora. With unrestricted access to the word family list and lemma headword, it more accurately depicts English. AVL consists of an interdisciplinary corpus, and it has a 1991-word family. The AVL comprises nine academic disciplines, including education, humanities, history, social science, law and political science, science and technology, medicine and health, business and finance, philosophy, religion, and psychology. Table 1 shows the top 50 academic vocabularies of Gardner and Davies'(2014) list.

Table 1. The Top 50 Items of the Academic Vocabulary List

Items 1-25	Part of Speech	Items 26-50	Part of Speech
study	n	history	n
group	n	develop	v
system	n	suggest	v
social	j	economic	j

provide	v	low	j
however	r	relationship	n
research	n	both	r
level	n	value	n
result	n	require	v
include	v	role	n
important	j	difference	n
process	n	analysis	n
use	n	practice	n
development	n	society	n
data	n	thus	r
information	n	control	n
effect	n	form	n
change	n	report	v
table	n	rate	n
policy	n	significant	j
university	n	figure	n
model	n	factor	n
experience	n	interest	n
activity	n	culture	n
human	j	need	n

Note: The parts of speech noted in Table 2 are n = noun, v = verb, j = adjective, and r = adverb (Gardner & Davies, 2014: 317)

3. Methodology

3.1. Corpus Data

By the study's objectives, the researcher created a specially designed learner corpus called the Turkish Learner Corpus (TLC). The TLC, a non-native corpus with 61,216-word tokens, contains 140 argumentative essays written by first-year ELT students at Amasya University, Gaziantep University, and Trabzon University. 38 essays totaling 10,314 words have been collected from Amasya University, while 61 essays totaling 24,969 words have been collected from Gaziantep University. Trabzon University provided the remaining 41 essays, totaling 25,933 words. The International Corpus of Learner English (ICLE) database was used to select the essay themes because ICLE contains the most extensive essays written by upper-intermediate and advanced-level students (Granger, 1998). It is essential for advancing the field of learner corpus research. Fourteen ICLE topics were selected for the study. LOCNESS was selected as the reference corpus in the current study because it is generally mentioned as one of the most popular corpus studies that involve native speakers. The essays in the LOCNESS corpus were produced between 1991 and 1995 by native English and American speakers. Examination papers, timed essays, and free essays are all included in the corpus texts. A wide range of subjects are covered in the works, from global issues like water pollution, nuclear power, sex, violence, and gender roles to campus-specific ones, including college cheating, controversy in the classroom, and prayer in schools.

3.2. Corpus Analysis

To analyze the corpus data, the researcher first recorded the handwritten essays using Microsoft Word's dictation feature while adhering to ethical standards and then manually revised and proofread the transcriptions. In the second step, the normalized frequency counts were computed to compare frequency distributions across various corpora, typically of various sizes. "It is usually considered good practice to report both raw and normalized frequencies when writing up quantitative results from a corpus" (McEnery & Hardy, 2012: 51). To compare the numbers, placing them on an equal footing is essential. The standard for normalized frequency is "in per million words" for large corpora and "in per ten thousand words" or "in per ten hundred thousand words" for small corpora. The researcher standardized the number of instances per 100,000 words since normalized frequency relies on the size of the corpus. Log-likelihood (LL) values were computed for the final step to compare the two corpora and obtain numerical data for the text analysis. LL can be calculated automatically using an online calculator at http://ucrel.lancs.ac.uk/llwizard.html. The log-likelihood tool was utilized in this study to determine whether the overuse and underuse of academic vocabulary employed in TLC is significant when compared to LOCNESS.

3.3. Ethical Consideration

All participants were required to read and sign a written consent form before participating in the research, which was voluntary. They were made aware of the investigation’s goal and the privacy of the data they provided. While gathering the data, they were assured they could leave whenever they wanted.

4. Results and Discussion

4.1. Log-likelihood Results

We computed the Log-likelihood values of words in TLC and LOCNESS to respond to the study questions. Log-likelihood (LL) is “a measure of error, or unexplained variation, in categorical models, based on summing the probabilities associated with the predicted and actual outcomes” (Field, 2005, p. 736). The TLC corpus’s academic vocabularies were compared to those in the reference corpus, LOCNESS, using the LL ratio, which is used to examine the overuse and underuse amounts of related data. In order to interpret LL values, Rayson (2013) provides a scale as seen in the Table 2.

Table 2. Values of Log-Likelihood

95^{th} percentile; 5% level; $p < 0.05$; critical value = 3.84
99^{th} percentile; 1% level; $p < 0.01$; critical value = 6.63
99.9^{th} percentile; 0.1% level; $p < 0.001$; critical value = 10.83
99.99^{th} percentile; 0.01% level; $p < 0.0001$; critical value = 15.13

According to Table 2, there is a noticeable difference if the absolute value is more than 3,84. If there is not, it signifies that native and non-native learners employ academic vocabulary indistinguishably from one another. Additionally, it may be inferred that academic vocabulary usage is the same when the value is p 0.05. In other words, it can be assumed that corpora are employed similarly for that bundle if the LL ratio score is closer to zero. The likelihood between the corpora is lost if there is a significant gap and there are over- and underuses of bundles compared to the reference corpus.

The findings show that Turkish ELT students use 30 academic vocabularies in accordance with native learners; in other words, 60% of the academic vocabularies are compatible, and 40% are incoherent with each other. Among the academic vocabularies, *thus* with the LL score of 0,00; *model* with an LL score of 0,00; *factor* with an LL score of 0,01; *report* with an LL score of 0,00, and *table* with the LL score of 0,01 are the most coherent academic vocabularies in both corpora. Besides, *however (*LL= 0,06), *human (*LL= 2,08*), system (*LL= 0,45*), both (*LL= 0,65), *social (*LL= 3,49), *change (*LL= 0,67*), control (*LL= 0,35*), economic (*LL= 2,39*), research (*LL= 0,18*), process (*LL= 0,43*), culture (*LL= 0,83*), level (*LL= 2,45*), rate (*LL= 1,72*), history (*LL= 3,25*), development (*LL= 0,38*), significant (*LL= 0,05), *low (*LL= 0,41*), interest (*LL= 2,87*), relationship (*LL= 0,17*), difference (*LL= 0,24*), include (*LL= 1,40*),* *figure (*LL= 0,13*), suggest (*LL= 1,01*), activity (*LL= 0,70*),* and *analysis (*LL= 0,28*)* are the other academic vocabularies which are consistent in TLC and LOCNESS.

Another notable finding is that Turkish ELT students frequently overuse and underuse academic vocabulary. 5 of the academic vocabulary, which equals 10% of the whole academic vocabulary, are underused by Turkish ELT students. If LL values are over 15,13, these academic vocabularies are excessively underused by Turkish ELT students. The word *form* is the most excessively underused academic vocabulary with an LL score of 16,07. Other underused academic vocabularies are *role (*LL = 7,49*), effect (*LL= 7,45*), group (*LL= 6,47*),* and *policy (*LL= 10,82*).*

Overusing academic vocabulary is another point to be considered. There are 15 academic vocabularies which equal 30% of the whole academic vocabulary were overused by Turkish ELT students. Among them, the academic vocabulary *university* is the most excessively overused by Turkish ELT students, with an LL score of 263,92. The word *need* with an LL score of 33,36; *society* with an LL score 31,01; *important* with the LL score 22,63; *use* with the LL score 18,05; *develop* with the LL score 17,89; *information* with the LL score 16,84; *value* with the LL score 15,36 is the academic vocabularies which were used excessively overused by Turkish ELT students. Besides, 7 academic vocabularies, namely, *result (*LL= 9,80*), experience (*LL= 9,36*), provide (*LL= 7,20*), study (*LL= 9,41*), practice (*LL= 7,60*), require (*LL= 5,61*),* and *data (*LL= 4,42*)* were overused by Turkish ELT students.

In conclusion, the results revealed that when the first 50 words in the AVL were evaluated and compared to English native speakers, Turkish ELT students overused some academic vocabulary while underusing others.

4.2. Discussion

The purpose of the current study was to analyze the overuse and underuse of academic vocabularies used in argumentative essays written by Turkish ELT Department students compared to native English speakers.

The first research question intended to discover the overused academic vocabulary; the second was about underused academic vocabulary. The data gathered from Turkish ELT Department students revealed that some academic words (*university, need, society, essential, use, develop, information, value, result, experience, provide, study, practice, require, data*) in the non-native corpus were overused. In contrast, others (*form, role, effect, group, policy*) were underused compared to the native English learners' corpus. In the study conducted by Hasselgrad and Johansson (2011), it is stated that the assessment of linguistic variation involves the consideration of overuse and underuse as quantitative measures. However, the authors do not provide any information regarding interlanguage performance, which necessitates the utilization of a qualitative measure. The primary objective of the study is to acquire frequency data pertaining to both learner language and native speaker language in order to determine the disparities between them. Gaining frequency data for the learner's language and the native language will help highlight their contrasts. According to Granger (2015), comparing native and target languages allows for detecting faults by investigating overuse. She claims that although overusing high-frequency words might be a successful learning approach in the beginning stages, the situation is different for advanced learners. This misuse may indicate that advanced students need to increase their vocabulary knowledge. Many scholars (Cooper, 1999; Coxhead, 2011; Hyland & Tse, 2007; Mozaffari & Moini, 2014; Nation, 1990; Pathan et al., 2018; Valipouri & Nassaji, 2013; Wells, 2007) emphasize the crucial role of academic vocabulary. Accordingly, the present study will likely present a road map and increase the awareness of academic vocabulary in the ELT context.

5. Conclusion

The findings revealed that Turkish ELT students exhibited overuse and underuse of academic vocabulary terms. Although some words were overused, others were not as often used as they would be by native English speakers. These results highlight how crucial it is for Turkish ELT students to have clear teaching and assistance to establish a fair and accurate usage of academic vocabulary. Teachers can help students become better writers and increase their capacity to participate in academic discourse by addressing these tendencies of overuse and underuse.

The study emphasizes how important it is to include focused training on academic vocabulary in Turkish ELT programs. Teachers can assist students in building a robust academic vocabulary repertoire that will allow them to express their thoughts more clearly and write academically confidently by giving them clear direction and exposure to academic literature. The use of academic vocabulary in various genres and writing assignments, as well as the efficacy of different instructional modalities in enhancing students' academic vocabulary, are further areas of future research that can build upon this work. These initiatives will help Turkish ELT students achieve their academic writing goals and improve language instruction.

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Investigating Pre-service Turkish EFL Teachers' Views on Question Types in English Exams

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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

Türk İngilizce Öğretmen Adaylarının İngilizce Sınavlarında Soru Türleri Hakkındaki Görüşlerinin İncelenmesi

Özet
Bu çalışma, Türkiye'deki İngilizce Öğretmen Adaylarının öğretmenlik uygulama derslerinde düzenledikleri sınavlarda hangi tür soruları tercih ettiklerini ve bu tercihlerini etkileyen faktörleri araştırmayı amaçlamaktadır. Araştırma, Erzurum Atatürk Üniversitesi, Kazım Karabekir Eğitim Fakültesi, İngilizce Dil Eğitimi Bölümü'nde öğretmenlik uygulaması dersini alan dört ayrı üniversitenin 20 EFL öğretmen adayı üzerinden gerçekleştirilmiştir. Öncelikle, öğretmen adaylarının hazırladığı İngilizce sınav soruları kapsamlı bir şekilde analiz edilmiştir. Çoktan seçmeli ve boşluk doldurma sorularının en sık tercih edilen soru tipleri olduğu belirlenmiştir. Yazılı mülakatlar sayesinde öğretmen adaylarının bu tercihleri yapma sebeplerine dair detaylı bilgi edinilmiştir. Öğretmen adaylarının birçoğu,

çoktan seçmeli soruların objektif bir değerlendirme olanağı sunduğunu ve aynı zamanda öğrencilere adil bir değerlendirme potansiyeli taşıdığını ifade etmiştir. Ancak, birçok aday, öğrencilerinin yüksek not almasını hedeflemelerinin de soru seçimlerini etkilediğini kabul etmiştir. Ancak, bu tercih ve uygulamaların olumsuz yanları da göz ardı edilmemelidir. Bazı öğretmen adaylarının öğrenci başarısını öne çıkarırken, bireysel öğrenme stillerini ve derinlemesine öğrenmeyi ihmal ettiği tespit edilmiştir. Bu uygulama ise sadece yüksek not amacının kalıcı ve anlamlı öğrenmeyi gölgede bırakabileceğini göstermektedir. Sonuç olarak, öğretmen adaylarının sınav soru tiplerini seçerken pedagojik bilgilerinin yanı sıra öğrencilere yüksek not kazandırmayı amaçladıkları gözlemlenmiştir. Ancak, bu tür soruların tercih edilmesi, öğrencilerin konuşma ve yazma becerilerini otomatik olarak geliştirdikleri anlamına gelmez. Öğretmen eğitimi programlarının, bu bulgular ışığında, daha bütüncül bir yaklaşım benimsemesi ve öğrencilerin dil becerilerini dengeli bir şekilde geliştirmeleri için rehberlik etmesi önem taşımaktadır.

1. Introduction

In the context of an increasingly globalized society, the field of English language instruction for non-native speakers has experienced notable growth and recognition in recent years. The significance of education programs in the training of English instructors has been further emphasized (Gömleksiz & Elaldı, 2016). In Turkey, the Ministry of National Education and the Student Selection and Placement Center (ÖSYM) administer central examinations that consist primarily of multiple-choice questions. It is worth noting that the format of these central exams may influence the composition of written exams administered by instructors in schools. Central examinations in many countries, such as the United Kingdom, typically consist of open-ended questions. When it comes to foreign language GCSE exams, the evaluation of reading, writing, speaking, and listening skills is done individually. Additionally, open-ended questions are included in foreign language exams that are part of high school graduation tests (Ofqual, 2020).

The selection of question types by pre-service EFL teachers in English exams is of utmost importance in evaluating the language proficiency of pupils (Brown & Abeywickrama, 2010). The aforementioned phenomenon significantly impacts the approaches employed by students in their exam preparation and the acquisition of abilities. According to Alderson (2005), the prevalent utilization of multiple-choice questions in educational settings leads students to prioritize the identification of correct answers from the provided possibilities, rather than fostering the growth of their writing, speaking, and listening abilities. Consequently, a prevalent concern has emerged regarding the insufficient progress observed in Turkish students' proficiency in foreign language speaking, writing, and understanding skills.

The objective of this research is to investigate the question types that are favored by aspiring English teachers in Turkey during their examinations, as well as the underlying motivations for these preferences. Additionally, this study aims to offer valuable insights into how these preferences for question types should be effectively addressed within the context of English language education and teacher training programs. Furthermore, this aspect has considerable importance in elucidating the impact of teacher training methodologies on the types of examination questions employed inside diverse cultural settings. This study aims to provide insights into the opinions of prospective instructors on exam question types in the Turkish context and internationally. Additionally, it seeks to shed light on the challenges faced in language instruction, drawing on the works of Richards and Rodgers (2014) and Sifakis and Sougari (2005). The research inquiries that will be addressed in this study are as follows:

1. What types of questions do trainee English teachers prefer to use in English exams?
2. What are the main factors influencing these preferences?

The primary objective of these inquiries is to address the present research gap and make a valuable contribution towards the advancement of teacher training programs. This study aims to provide insights into the viewpoints of aspiring educators on various sorts of examination questions, within the contexts of both Turkey and the global educational landscape.

2. Literature Review

2.1. Previous Studies on Question Types

Extensive investigation has been conducted on the various question kinds across many educational systems and situations worldwide. Different forms of examinations can be utilized for diverse assessment objectives, with each possessing its own set of merits and drawbacks.

The utilization of multiple-choice questions, particularly in centralized examinations, is favoured due to its ability to offer an objective means of evaluation and efficiently evaluate students' knowledge levels (Airasian & Russell, 2012; Haladyna & Downing, 1989). Nevertheless, Martinez (1999) has argued that these inquiries may not be enough in assessing the analytical and critical thinking abilities of pupils. Open-ended questions are frequently employed in centralized examinations in the United Kingdom. The assessment of several language skills, including reading, writing, speaking, and listening, is conducted independently in GCSE and A level examinations. This methodology is designed to evaluate students' linguistic abilities in a more comprehensive manner (Ofqual, 2020). In the United States, a hybrid assessment approach incorporating both multiple-choice and open-ended questions is commonly employed (Popham, 2005). The primary objective of this assessment is to impartially evaluate students' knowledge, as well as to gauge their abilities in analytical and critical thinking (Haladyna, 2004).

However, it has been argued that multiple-choice questions may not always accurately assess students' true level of knowledge (Frey, 2002). For instance, certain students may employ a strategy of guessing in order to discover options, hence potentially compromising the test's dependability (Hughes, 2020).

In summary, the examination of question kinds employed within various educational settings illuminates the intricate and multifaceted nature of this matter. Every question type possesses inherent advantages and disadvantages that necessitate careful consideration on its appropriateness for evaluating the diverse abilities and capabilities of pupils. This can assist educators and policymakers in determining the most suitable question formats for assessing students' genuine abilities and competencies.

Traditional Assessment

The use of conventional assessment methods has been widely observed in the domain of language training and other educational contexts for a substantial period of time. Typically, this form of assessment entails the utilization of rigorous and unbiased evaluation techniques, including written examinations, multiple-choice queries, true/false assertions, brief responses, and lengthier explanations (Brown & Abeywickrama, 2010). According to Brown (2004), traditional evaluation techniques typically adhere to a set structure and are uniformly implemented for all students. The primary objective of this form of evaluation is to ascertain the extent of a student's comprehension within a particular domain of knowledge (Bachman, 1990). The objectivity in providing outcomes is a significant characteristic of this evaluation approach (Farhady, 1982).

The integration of an objective and standardized framework into traditional evaluation methods is widely acknowledged as a means to enhance their dependability, hence promoting greater consistency in the obtained findings (Weir, 2005). Furthermore, it is important to mention that this particular methodology has the capability to be implemented concurrently with a significant group of students (O'Sullivan, 2012). However, it is important to note that this specific kind of assessment frequently demonstrates a lack of thoroughness and, in certain cases, does not effectively measure the extensive knowledge and abilities demonstrated by students (Green, 1998).

Furthermore, it is crucial to recognize that conventional evaluations possess the ability to induce stress among certain pupils, mostly attributable to elements such as test anxiety (Cassady & Johnson, 2002). However, it is imperative to acknowledge the limitations inherent in traditional assessment methodologies when evaluating an individual's overall language proficiency, notwithstanding their effectiveness in evaluating specific domains of knowledge. Within the confines of this theoretical framework, educators are confronted with a pivotal choice pertaining to the timing and approach of using conventional assessment protocols. The process of formulating this assessment necessitates a comprehensive analysis of various elements, including the students' requirements, the instructional techniques employed, and the evaluation's objectives.

Types of Questions in English Exams and Their Efficacy

Teachers and assessment specialists place significant emphasis on the examination of English tests in terms of the range of question types employed. In this particular field, multiple-choice questions (MCQs) are particularly notable. These assessments demonstrate a high level of efficacy in efficiently measuring students' proficiency in several domains, including grammar, vocabulary, and reading comprehension. Nevertheless, it is important to acknowledge that these inquiries may possess certain constraints when it comes to assessing the aptitude for critical thinking or writing proficiency. The inclination to evaluate mere memorization may occasionally fail to accurately gauge genuine comprehension or advanced cognitive skills (Brown, 2005; Haladyna, 2004).

First and foremost, true/false questions are frequently employed as a typical assessment technique in English examinations. These inquiries have the capacity to assess a student's fundamental comprehension of a particular topic or detail. However, it is worth noting that inaccurate responses may be readily inferred, hence potentially influencing the outcomes of the evaluation. In order for inquiries of this nature to yield desired outcomes, it is imperative that educators and assessment developers exercise meticulousness in their formulation (Nitko & Brookhart, 2007; Kubiszyn & Borich, 2016).

Furthermore, fill-in-the-blank questions are commonly employed in English examinations. These inquiries proficiently evaluate the grammatical proficiency, lexical knowledge, and contextual comprehension of students. It is mandatory for students to furnish the suitable term or phrase in the designated empty area. This assessment can gauge a student's proficiency in comprehending subtle distinctions within a language and their aptitude in applying it effectively. Nevertheless, the utilization of fill-in-the-blank questions may prompt educators to concentrate on particular knowledge or expressions that students are expected to be familiar with in advance, hence requiring meticulous construction of said questions (Hughes, 2020; Weir, 2005).

Expanding on this, matching questions are frequently utilized in educational environments as a means of evaluating students' ability to understand relationships and build precise connections among different components. Within the context of academia, students are required to participate in the activity of arranging items from two distinct categories in a manner that adheres to specified criteria or standards. These questions may encompass various topics, including lexical knowledge, grammatical patterns, and the coherence of thoughts within a specific text. Matching questions possess the ability to effectively evaluate cognitive talents and analytical acumen, often measuring comprehension at a deeper level rather than solely assessing surface-level material. However, it is crucial to conduct a thorough examination of the structure and implementation of matching questions given their intricate and comprehensive characteristics, as they possess the capacity to lead to misunderstandings or incorrect associations (Gronlund & Linn, 1990).

In a similar vein, open-ended questions are employed as a strategy to successfully evaluate the writing and critical thinking abilities of students. These particular inquiries serve to foster the development of cognitive processes associated with creative thinking and the articulation of ideas based on individual comprehension. Proficiently organizing thoughts, providing evidence for assertions, and expressing comprehension using distinctive language are essential skills for pupils. The aforementioned approach serves as a reliable means of evaluating the extent to which pupils possess a more profound comprehension (Airasian & Russell, 2008).

Addressing auditory and oral proficiencies, listening and speaking questions are crucial in evaluating students' understanding and proficiency in practical language contexts. Vocabulary assessments play a crucial role in language training and can contribute significantly to a comprehensive evaluation of students' linguistic proficiencies. This kind of questions function as a comprehensive assessment method for measuring students' abilities in comprehension, listening, and speaking (Field, 2010).

Transitioning to a more comprehensive evaluation, integrated questions require students to employ many abilities simultaneously, while also assessing their language usage in a more authentic setting. The incorporation of interrogative prompts in English tests may enhance the thorough evaluation of students' proficiency in using their language skills proficiently in real-life scenarios (Cumming, 2013).

In conclusion, it can be deduced that the diverse question formats utilized in English assessments possess both advantages and disadvantages in evaluating different abilities and areas of expertise. The incorporation of question types that align with the specific abilities and objectives of students can enhance the effectiveness and comprehensiveness of the assessment process for instructors. This feature is of great significance in efficiently addressing the needs of students and ensuring they receive adequate assistance and supervision.

Factors Influencing Preferences for Question Types

There are several factors that influence the preference of certain question types by students and teachers. Firstly, we see that the student profile, factors such as age, ability level, and learning style, has an impact on preferences for question types (Tomlinson, 2012). Simpler question types may be preferred for beginner students, while more complex question types may be suitable for advanced students. Additionally, Pashler, McDaniel, Rohrer, and Bjork (2008) suggest that the needs of the students can also determine which type of question the teacher will use.

In this context, pedagogical approach and objectives should not be overlooked. The specific skills or knowledge areas that teachers want to assess can greatly influence which type of question will be used (Shohamy, 2001). Situations such as measuring critical thinking abilities may lead teachers to use open-ended questions (Bloom et al., 1956).

The influence of technology on individuals' preferences for different inquiry types is noteworthy. The progression of technology has facilitated the utilization of novel inquiry formats, including interactive simulations and game-based exams (Shute & Becker, 2017). This phenomenon presents novel prospects for assessing intricate problem-solving aptitudes. Moreover, the utilization of technology has the potential to establish novel standards in the realms of education and evaluation (JISC, 2017).

Finally, it is imperative to acknowledge the significance of cultural variables. The choices for traditional or novel assessment procedures might be influenced by various cultural situations (Hofstede, Hofstede, & Minkov, 2010). Certain cultural groups may exhibit a greater propensity for adhering to established examination methods, whereas others may demonstrate a more receptiveness towards alternative and innovative evaluation approaches. The evaluation procedures and preferences for question kinds of a teacher can be significantly influenced by cultural values and conventions (Brown & Hudson, 2002).

Overall, these characteristics have an impact on the selection and implementation of question types in the practice of assessing students. The selection of suitable question types is of utmost importance in establishing a successful assessment procedure, so contributing to the enhancement of educational efficacy, equity, and inclusivity.

3. Methodology

3.1. Participants

This research centres on a group of 20 pre-service English as a Foreign Language (EFL) students who were in their senior year at Erzurum Atatürk University, specifically enrolled in the Kazım Karabekir Faculty of Education, Department of English Language Education. These students actively engaged in a teacher practicum during the spring semester of the academic year 2022/2023. The participants in this study were chosen from a pool of students enrolled in the teacher practicum course at the Kazım Karabekir Faculty of Education, representing four distinct universities. These individuals willingly volunteered to take part in the research.

The selection of participants was conducted using a random sampling method from a pool of roughly 76 individuals who were aspiring to become teachers. Within the cohort of participants, there exists a group of 12 individuals who identify as female, while another subset of 8 individuals identifies as male, all of whom are aspiring teachers. The individuals in question were a group of teacher candidates in their last year of study who were engaged in internships as part of their teacher practicum process. The inclusion of participants from diverse backgrounds was deemed to augment the study's reliability and validity. The incorporation of students from a multitude of colleges and with various demographic characteristics promotes the generalizability of study findings, hence facilitating their applicability to a broader spectrum of teacher candidates.

3.2. Data Collection Instruments

3.2.1. Structured Interview Questions

The data collection process employed in this study was the utilization of structured interview questions. The primary objective of these questions was to gain a comprehensive understanding of the preferences held by teacher candidates in relation to the types of questions utilized in English tests, as well as the underlying reasons behind these preferences. The interview questions, as outlined in Appendix, have been carefully crafted to elicit a comprehensive understanding of the preferences demonstrated by prospective teachers in regard to various types of inquiries. The aim of this study is to examine the essential factors that influence these decisions and evaluate the possible effects on academic performance and the broader educational context. The interviews were carried out through written contact through email, allowing participants the opportunity to thoughtfully consider and design their responses within a serene environment.

3.2.2. English Exam Papers

The teacher candidates were issued guidance to administer an English examination that they had developed and implemented during their teaching practicums. The provided test examples function as a valuable dataset for examining the question types employed by candidates in an authentic classroom environment, as well as the possible influence of these questions on student achievement. A comprehensive evaluation was conducted to study the examination papers, with the objective of obtaining insights into the preferences, teaching styles, and examination preparation strategies employed by prospective teachers. The aim of this study was to ascertain the predominant categories of questions employed, their potential advantages and disadvantages on student learning, and the pedagogical rationale underpinning these selections.

3.3. Procedure

3.3.1. Selection of Participants

The participants of this study consisted of teacher candidates who were chosen from the senior students enrolled in the Department of English Language Education at Kazım Karabekir Faculty of Education, Erzurum Atatürk University. Among the cohort of 76 teacher candidates engaged in the teaching practicum, a selection process was conducted with a focus on voluntary participation. Subsequently, a random sampling method was employed to choose 20 persons from the pool of respondents who answered this call. Out of the cohort of 20 individuals that were chosen as teacher candidates, 12 identify as female and the remaining 8 identify as male.

3.3.2. Conducting And Analysing Written Interviews with Pre-service EFL Teachers

This study involved the administration of structured interviews to a sample of 20 pre-service English as a Foreign Language (EFL) teacher candidates who were completing their internship at the Department of English Language Education within the Kazım Karabekir Faculty of Education at Erzurum Atatürk University. The primary objective of the study was to investigate the question types preferred by these participants and to identify the factors that influenced their preferences. The interviews were administered by written correspondence using email as the medium. Consistently, the identical set of interview questions was distributed to every participant, and the responses were gathered electronically. Thematic analysis was employed to analyse the interview data, involving a thorough reading and comprehension of all responses, followed by the coding of these responses into distinct themes or groups. Following the coding process, the researcher grouped similar codes together to identify the major themes. The aforementioned analysis process demonstrates the inclinations of teacher candidates towards specific question kinds, as well as the various elements that shape these choices. This approach offers a comprehensive overview of the perspectives of teacher candidates on different types of questions. The analysis not only provides insights into the preferred question types but also offers an explanation for the underlying reasons behind these preferences, so providing significant information for instructors. To confirm the accuracy of the analysis, a second expert independently reviewed the exam samples. The disparities observed in the two assessments were deliberated about and subsequently reconciled, thereby providing a comprehensive comprehension of the subject matter.

3.3.3. Collection and Analysis of English Exam Papers

Each participant was requested to provide an English exam sample that they had developed and administered throughout their internship time. The examination papers functioned as a crucial data source for observing the applicants' preferences for question formats and their application inside an authentic classroom setting. A thorough investigation was carried out on the test samples that were provided in order to obtain a deeper understanding of the prevailing question forms, their potential impact on student understanding, and the strategies employed by the aspiring teachers in designing their assessments.

4. Findings

In order to investigate Research Question 1, "What are the preferred question types of Turkish EFL teacher candidates in English exams?", a two-pronged methodology was employed. The initial step was a thorough analysis of English examination papers from a sample of 20 prospective English as a Foreign Language (EFL) instructors, with the aim of identifying prevalent question formats. Subsequently, the identical cohort engaged in written interviews. The purpose of doing this investigation was to enhance comprehension of the rationale behind the selection of question types and how these choices align with their pedagogical and evaluative viewpoints. The outcomes derived from both methodologies are presented individually in the subsequent sections.

4.1. Preferences of Pre-service Turkish EFL Teachers and Students

4.1.1. Findings from Exam Paper

An in-depth review was conducted on the examination papers obtained from a representative sample of 20 aspiring English teachers. The aim of this study was to determine the common form of questions utilized by pre-service teachers in their examinations. The results of this study, obtained from the gathered data, are presented in Table 1.

Table 1. Question Type Preferences of Pre-service English Teachers Based on Exam Paper Analysis.

Question Type	Number	Percentage
Multiple Choice	132	26.4%
True/False	50	10.0%
Gap-fill	127	25.6%
Matching	42	8.4%
Writing	40	8.0%
Visual Matching	27	5.4%
Dialogue Completion	10	2.0%
Other (Unique Types)	71	14.2%
Total Questions	499	100.0%

An analysis of 20 English exams from future EFL teachers in Turkey showed common question preferences for middle and high school students. Multiple Choice and Gap-fill questions were the most used, at 26.4% and 25.6%, focusing on content knowledge and grammar. True/False questions, at 10%, tested reading and listening skills. Vocabulary and writing skills were evaluated using Matching and Writing questions, at 8.4% and 8% respectively. Visual matching took up 5.4% of the content, and dialogue completion, at 2%, was less common, hinting at a smaller focus on conversation.

4.1.2. Findings from Written Interviews

To understand the preferences of Turkish EFL teacher candidates in selecting question types for English exams, our first research question was posed as, "What are the preferred question types of Turkish EFL teacher candidates in English exams?" To answer this, I designed a written interview question that directly asked, "As a trainee teacher, which types of questions did you prefer to use in your English exams and why?"

This analysis centres on understanding the types of questions that trainee teachers most often choose for their English tests. We reached out to 20 pre-service English teacher participants (PETP) for in-depth interviews, which were conducted both in-person and online. The primary goal was to comprehend the reasons behind selecting certain question types and how these choices reflected the trainees' goals in teaching and assessment.

The data revealed that a majority, 70%, of the trainees lean towards multiple-choice questions. They believe such questions are efficient in assessing a student's understanding in a concise manner. PETP 12 explained, "I favor multiple-choice questions as they seem to help students attain better scores. They are less likely to misguide." PETP 5 and 7 also echoed similar sentiments, with the former stating that multiple-choice questions are potent in evaluating students' grasp on particular topics, and the latter emphasizing their "objective nature."

On the other hand, open-ended questions and fill-in-the-blank questions were favoured by fewer trainees, accounting for 20% and 10% preferences, respectively. As per PETP 12, open-ended questions provide a more in-depth insight into a student's thought process and ability to express. PETP 15 felt fill-in-the-blank questions offer a direct way to test students on grammar and vocabulary. Meanwhile, true/false questions are sometimes chosen, as they can occasionally be answered correctly based on mere guesswork, as noted by PETP 17.

The rationale for these preferences stems from the trainees' feedback. For instance, PETP 3 stated that multiple-choice questions offer a faster exam process and an unbiased grading mechanism. Conversely, PETP 18 felt that open-ended questions give students a platform to present their answers more inventively. Overall, this investigation sheds light on how the selection of English exam question types aligns with the pedagogical and assessment objectives of upcoming teachers.

4.2. Factors Affecting Question Choices of Turkish EFL Teacher Candidates

This study aims to investigate the decision-making process of prospective English teacher candidates (PETP) in Turkey about the selection of question types for English exams. Additionally, it seeks to identify the many elements that exert influence on these decision-making processes. At the centre of this investigation were two important questions derived from our written interview, which served as the foundation for our second research question (RQ2). The initial inquiry, "What criteria do you employ to ascertain the selection of question types for your English examinations?", laid the groundwork for comprehending their methodological decisions. The second inquiry, "What are the primary determinants that impact your preference for a particular question format?", delves deeper into the underlying reasons and aspects that these prospective teachers consider when constructing their English examinations.

The analysis of the participants' comments revealed a recurring pattern, highlighting two primary focal points: the promotion of student achievement and the facilitation of streamlined assessment processes. PETP 12 revealed a preference for selecting question kinds that have a higher likelihood of enabling students to attain better success. The feeling expressed in PETP 16's reflection resonates with the idea that the author tends to prefer question styles that they perceive as not excessively challenging for the pupils.

The appeal of specific types of questions, such as multiple-choice, matching, and fill-in-the-blanks, might be related to their objective characteristics, which provide a direct and impartial evaluation procedure. PETP 11 expressed a personal inclination by stating, "I am inclined towards selecting matching and fill-in-the-blank questions due to their straightforward nature." In contrast, PETP 20 highlights the inherent simplicity and impartiality of multiple-choice questions, asserting that the process of creating and assessing such questions is straightforward and unbiased.

Interestingly, the decisions of certain individuals were also impacted by the lingering impact of their previous academic experiences. The participant in the study, referred to as PETP 17, expressed that while making choices about the sorts of questions to include, they frequently engage in introspection by considering the examinations they were given by their educators and instructors throughout their time as a student. Similarly, PETP 20 stated, “My decision-making process is influenced by the nature of the inquiries I encountered during my time as a student.”

In conclusion, the results emphasize that teacher candidates are primarily driven by the goals of maximizing student achievement and streamlining the evaluation process when selecting the sorts of questions to include in exams. There is a discernible tendency to favour question structures that are accessible for students to address, accurately reflect their genuine academic abilities, and provide a means for impartial assessment.

5. Discussion and Conclusion

The primary findings of a comprehensive study on the preferences of Turkish EFL candidates regarding English test question categories were presented. The study revealed a clear inclination for multiple-choice and Gap-fill questions. The decision to choose these question types was primarily influenced by the perceived objectivity and ease of grading associated with them. Moreover, the candidates’ selections were highly impacted by their previous academic experiences. Nevertheless, a key finding of the research indicates that although the aforementioned question types have the intention of promoting student achievement and simplifying evaluations, they may not necessarily cultivate comprehensive language proficiency in learners.

Based on the comprehensive findings of this study, a detailed overview emerges on the preferences and rationales for the choice of question kinds among Turkish candidates pursuing English as a Foreign Language (EFL) teaching. Utilizing a rigorous and comprehensive approach, this study employed a dual methodology consisting of analysis of test papers and written interviews. Through this strategy, the research revealed a number of repeating patterns that were both intriguing and noteworthy.

First and foremost, it is evident that there exists a clear and indisputable inclination towards the utilization of multiple-choice questions. The appeal of objective assessments, as supported by Haladyna and Downing (1989) and Popham (2005), is in their inherent objectivity, simplicity in evaluation, and capacity to cover a wide range of information in an efficient manner. Nevertheless, this study highlights a significant implication: the over dependence on multiple-choice questions, namely in the domain of language and vocabulary. According to the research conducted by Köroğlu and Kayaoğlu (2022), there exists a clear tendency for pre-service EFL teachers to prioritize the instruction of grammar and vocabulary. This gives rise to the fear that although children may demonstrate high skill in some domains, other crucial aspects of language aptitude may not be adequately evaluated.

Furthermore, the prevalent preference for multiple-choice questions has intrinsic difficulties. Although standardized tests enable students to get high results, it is important to note that these numbers may not always indicate a thorough mastery of the English language. According to Hughes (2020) and Feryok (2010), it is emphasized that this kind of questions tend to assess recognition rather than a thorough comprehension, potentially enabling students to infer responses without a comprehensive comprehension of the subject matter. This methodology may unintentionally provide just a superficial evaluation of pupils’ genuine linguistic proficiencies.

In addition to examining the technical aspects of evaluation, the research explores the significant and enduring impact of prior educational encounters. The presence of this identified bias highlights the inherent influence of educational experiences and their capacity to mold, and occasionally restrict, forthcoming pedagogical approaches (Farrell & Bennis, 2013; Feryok, 2010). The excessive dependence on historical approaches, particularly when strongly influenced by individual academic experiences, may result in the neglect of novel or varied evaluation techniques in favour of conventional ways (Yuan & Lee, 2016; Mercer & Gregersen, 2020).

Furthermore, a conspicuous disparity becomes apparent in the utilization of various inquiry formats. Given the prevalence of particular assessment formats, such as multiple-choice, it is imperative to address the issue of disproportionate emphasis and advocate for a more equitable distribution of evaluation methods. This is crucial in order to achieve a thorough assessment of all aspects of language proficiency, ranging from subtle grammatical subtleties to intricate oral communication skills (Davies, 2011; Inbar-Lourie, 2013; Brown & Hudson, 2002).

Based on the data mentioned above, it is vital to give priority to the use of varied assessment methodologies. Finding a healthy equilibrium between the perceived efficacy of multiple-choice questions and the comprehensive examination of varied language proficiencies is of greatest significance for prospective EFL teachers. The matching of assessments discussed in this paper, which is based on the concept of 'constructive alignment' as introduced by Biggs (1996), ensures that assessment tasks are closely matched with the desired learning objectives.

In brief, this research offers a thorough examination of the cognitive mechanisms and tendencies exhibited by Turkish individuals who are engaged in the pursuit of teaching English as a Foreign Language (EFL). Within the framework of the continuous evolution of the educational sphere, research studies, such as the one mentioned earlier, play a vital role in providing valuable insights for the advancement of teacher training programs that are adaptable, all-encompassing, and future-oriented. These programs strive to maintain and incorporate both conventional and groundbreaking methodologies.

Implementation

In relation to the study's conclusions, it is possible to propose practical implementations aimed at strengthening the techniques used for teaching and assessing English as a Foreign Language (EFL) in Turkish contexts. The primary utilization of multiple-choice questions, although efficient, may not provide a full assessment of a student's overall English proficiency. There exists an urgent imperative to include a wider range of question formats in order to effectively evaluate all language proficiencies, including reading, writing, speaking, and listening.

Teacher training institutes, particularly those within the education faculties that focus on English Language Teaching (ELT), have a crucial role to play in this particular context. These educational establishments have the potential to demonstrate leadership by incorporating a pedagogical transformation into their curricula. By integrating educational modules or coursework that prioritize multiple assessment methods and their respective advantages, prospective educators may enhance their ability to provide a wide range of examinations that are both comprehensive and impactful. In addition, it is possible to implement frequent seminars that specifically address the advantages and drawbacks associated with various sorts of questions. The objective is to emphasize the drawbacks associated with excessive dependence on MCQs and to propose alternative assessment methods that can provide more comprehensive and insightful data on student performance.

In the realm of education, it is imperative that students, who occupy a central position, be adequately prepared to expect a wider array of inquiry formats. Through this process, individuals will witness a transformation in their preparation tactics, as they gradually shift towards a more comprehensive approach to language learning, rather than focusing just on exam-oriented techniques. Feedback loops can be implemented to ensure the inclusion of students' perspectives in the process of developing assessment procedures.

Finally, partnerships with international language institutes have the potential to provide novel insights into the efficacy of language assessment, perhaps providing unique evaluation methods that align with internationally recognized standards. The involvement in international activities can also serve as a means to evaluate the Turkish EFL assessment methods in comparison to global standards, therefore facilitating wider acknowledgment and trustworthiness.

In conclusion, it is crucial to prioritize the enhancement of students' language acquisition process, aiming for their proficiency in English language use rather than just focusing on their proficiency in examination performance.

Suggestion for Future Research

Further investigation in this domain may explore more extensively the underlying reasons and justifications for the adoption of different sorts of questions, including not only the viewpoints of educators but also the firsthand encounters of students. It would be instructive to investigate if students see certain question styles as more effective in assessing their language skills or whether they only accommodate test-taking tactics. Furthermore, in light of ongoing technological progressions that are transforming the field of education, it would be advantageous to do research on the effects of digital platforms on English language assessment. This research would involve examining the extent to which e-assessment impacts preferences for question types and procedures employed in testing.

In addition, doing a comparison analysis that includes English as a Foreign Language (EFL) teacher candidates from several nations might yield valuable international perspectives on testing preferences. This research has the potential to uncover both universal patterns and unique characteristics particular to each country. The assessment of question types' efficacy may also be conducted in respect to learning outcomes. For example, does a major dependence on multiple-choice questions genuinely indicate linguistic competency, or does it simply emphasize proficiency in test-taking skills? In light of the significant impact of curriculum on instructional approaches, it is imperative to examine the ways in which teacher training programs, particularly those in fields such as English Language Teaching (ELT), are adapting to accommodate the discovered patterns and preferences in the selection of question types. Engaging in this practice might perhaps enhance the readiness of prospective educators to effectively manage the intricate aspects of language evaluation within their future professional endeavours.

Limitation

The present investigation, although providing useful insights into the preferences of Turkish applicants preparing to become English as a Foreign Language (EFL) teachers in relation to question categories, possesses several limitations that necessitate recognition. First and foremost, it is worth noting that the sample size of 20 potential English teachers may not possess enough representativeness in relation to the wider community of English as a Foreign Language (EFL) instructors in Turkey. Caution should be exercised when generalizing to the broader community in studies that include a restricted sample.

Furthermore, the primary emphasis of the study was on the opinions of the instructors, perhaps neglecting the perspectives of the learners who are directly affected by these evaluations. Divergent conclusions may arise from the learners' experiences and comments concerning the efficacy and suitability of specific question formats in evaluating English language skills.

Another constraining element was the exclusive dependence on written interviews. The use of observational techniques, such as conducting classroom observations during examination periods, might potentially yield a more comprehensive understanding of the testing environment. This approach would enable the capture of non-verbal indications and spontaneous reactions that may not be discernible through textual formats alone.

Moreover, although the study examined the preferred types of questions, it did not evaluate the inherent quality of these questions. Multiple-choice questions can vary significantly in terms of their difficulty, relevance, and effectiveness in accurately assessing language comprehension.

The choices and rationales of teacher candidates are significantly influenced by the cultural, educational, and institutional settings in which they function. Although the study briefly addressed these variables, a comprehensive investigation may have revealed intricate aspects that impact their decision-making, therefore providing a more comprehensive comprehension of the underlying dynamics. Subsequent investigations should endeavour to rectify these constraints, so guaranteeing a more thorough and encompassing examination of this crucial facet of language instruction.

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Appendix
Sample Interview Script
Pre-service EFL Teacher Participant (hereafter, PETP) 1

Üniversite / Fakülte: Atatürk Üniversitesi / Eğitim Fakültesi

Sevgili Katılımcı,
Hazırlamış olduğunuz İngilizce sınavındaki soru türlerinin seçimine dair tercihlerinizi ve deneyimlerinizi daha iyi anlamak için bu anketi düzenliyoruz. Anket, araştırmamızın bir parçasıdır ve amacımız, sınavlarda kullanılan soru türlerinin öğrencilerin ve pre-service EFL öğretmen adaylarının İngilizce dil becerilerinin gelişimi üzerindeki etkisini daha iyi anlamaktır.

Anket soruları ile,
Sizden öğretmen adayları ve öğrencilerin İngilizce sınavlarında hangi tür soruları tercih ettiklerini ve neden bu tür soruları tercih ettiklerini anlatmanızı rica edeceğiz. Bu bilgiler, Türkiye'deki İngilizce sınavlarında kullanılan soru türlerinin etkinliğini ve etkisini daha iyi anlamamıza yardımcı olacaktır.

Anket anonimdir ve tüm yanıtlarınız gizli kalacaktır. **Aşağıdaki sorulardan sadece KOYU renkli yazılan soruları cevaplayınız**. (PARANTEZ IÇINDEKI ARAŞTIRMA SORULARINI CEVAPLAMAYINIZ.) Boşlukları istediğiniz kadar genişletebilirsiniz.

Cevapları verirken geçen hafta hazırlayıp bize teslim ettiğiniz sınav kağıdını yanınızda bulundurup oradaki soruları göz önünde bulundurarak cevaplamanızı rica ederiz. Anketi doldurduktan sonra word formatında yollayınız.
Katılımınızdan dolayı teşekkür ederiz.
Dr. Hayrettin KÖROĞLU

Araştırma Sorusu 1: Türkiye'deki stajyer İngilizce öğretmenlerinin düzenledikleri İngilizce sınavlarda soru tipi tercihleri ve bu soru tipini tercih etmelerini etkileyen ana faktörler nelerdir?
Stajyer Öğretmenler için:

1) Stajyer bir öğretmen olarak, İngilizce sınavlarında hangi tür soruları kullanmayı tercih ettiniz ve neden? (Örneğin: çoktan seçmeli, doğru/yanlış, kısa yanıtlı, uzun yanıtlı, boşluk doldurma, eşleştirme, kompozisyon, vb.)
Staj yaptığım okul bir ilkokul olduğu için sınav yaparken çoktan seçmeli soruları tercih ettim. Çünkü öğrencilerin hepsi aynı düzeyde değildi ve daha fazla okuma ve yazma gerektiren sınavlarda başarısız olacak olan öğrenciler vardı. Bu yüzden çoktan seçmeli sorular sormayı tercih ettim.

2) İngilizce sınavlarınızda kullandığınız soru türlerini nasıl belirliyorsunuz?
İşlediğimiz konulardan yola çıkarak, öğrencilerin seviyesine uygun olacak ve konuları pekiştirebileceğimiz soru türleri belirliyorum. Ayrıca öğrencinin istediği, başarılı olacağı sorular tercih ediyorum. Bir başka sebep de MEB merkezi sınavlarına hazırlayabilmek için çoktan seçmeli soruları tercih ediyorum.

Araştırma Sorusu 2: Stajyer İngilizce öğretmenlerin ve öğrencilerin bu soru tiplerini tercih etme nedenleri nelerdir?

1) Belirli bir soru tipini tercih etmenizi etkileyen ana faktörler nelerdir? (Örneğin, öğrenciyken size bu tip sorular sorulurdu, hazırlama kolaylığı, değerlendirme kolaylığı, öğrenci başarısına katkısı, vb.)
Soruları hazırlarken daha çok öğrencilerin başarısına katkı sağlayacak şekilde, öğrendiklerini pekiştirme fırsatı bulabilecekleri sorular hazırlamaya özen gösteriyorum. İşlediğimiz konuların dışına çıkmadan değerlendirirken de zorlanmayacağım soru tipleri tercih ediyorum. Yani öğrencilerin hepsinin başarılı olacağı bir soru türü seçmeyi düşündüm. Ki bu da çoktan seçmeli sorular oldu.

2) Hangi tür soruların öğrencilerin anlayışını değerlendirmek için en etkili olduğunu düşünüyorsunuz ve neden?
Öğrenci düzeylerini açık uçlu soruların değerlendirmek için etkili olduğunu düşünüyorum. Ama hem değerlendirmesi zor olduğundan hem de öğrencilerin düşük not alacağını düşündüğümde açık uçlu sorular sormak zor oluyor**.**

The Ambivalent Force of Memory and Perspective-taking in Ian McEwan's *Lessons*

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Abstract
Representation of the enduring impact of memory on the fictional characters' minds has a crucial function in the construction of narrative plots in Ian McEwan's oeuvre. The construction of story world in McEwan's most recent novel *Lessons* (2022) is based on the abiding impact of memory on the central character's mental functioning throughout a long period of time. Storytelling in *Lessons* is tantamount to memory and acts of remembering. McEwan highlights the centrality of memory in *Lessons* by using a retrospective mode of narration. The third person narrator primarily traces the long-lasting effects of two formative experiences on Roland Baines's mind and behaviour throughout his entire life. However, his recollections and acts of remembering, as recounted and reported through the narrator's mediating perspective, ultimately fail to resolve Roland's inner turmoil. Rather, by revisiting two people whose memories have long troubled him, he revises his own memories, which greatly helps him to come to terms with his past. Therefore, as this paper argues, while consecutive acts of remembering in *Lessons* largely confine the central character to the limited atmosphere of his own perspective, his dialogues with two women from his life about their shared experiences foster his ability to adopt different perspectives and reframe his perception of himself and the others.

Keywords: Storytelling, retrospective narration, memory, perspective taking, *Lessons*, Ian McEwan

1. Introduction
The contemporary British novelist Ian McEwan (b. 1948) is a European writer in the sense that he consistently explores the profound impact of remembering in his oeuvre. In Suzanne Nalbantian's words: "A remembering human subject stands out in Western literature" (1). The act of remembering has a crucial function in the construction of narrative plots as much as in the formation and functioning of the characters' consciousness in McEwan's novels. McEwan achieves the impact of past events on the characters' present moment perceptions through retrospective mode of narration, which is nearly a standard practice in narrative representations. The characters' remembering process allows them to modify and revise their perspectives towards their lives through reviewing and re-examining their experiences at different stages in their past. To put it otherwise, the act of remembering is a prime aspect of the contemplating fictional minds in McEwan's fiction. Memory, therefore, changes into their device to overcome the splitting nature of time. Memory simultaneously connects characters to their past and formulates the construction of their identity in the present time. Memory in McEwan's fiction mostly transforms the central characters' lives from a linear order into a circular one.

Concern with memory and remembering acts are recurring themes in McEwan's fiction. Memory plays a central role in the construction of both narrative plots and fictional characters in his works. In Imogene Ash's words, "McEwan uses memory in his novels as a form of control for his narrator, as the information that is recalled in a reconstructive narrative" and "is highly selective." Reviewers of McEwan's fiction also highlight the centrality of the past and the acts of remembering in McEwan's most recent novel *Lessons*. In Fiona Sturges's review of the novel in the Guardian, "Interweaving the personal and political, *Lessons* is about chance, memory and the roads not taken." Similarly, "Memory" in *Lessons*, according to Steven Kellman, "yields to awareness of present circumstances" despite the fact that it is unreliable and fallible. In McEwan's novel, remembering is represented as an arbitrary, selective, and incomplete process, as it does not lead to the resolution of the protagonist's turmoil.

The themes of time, memory, consciousness, and the insatiable desire to excavate the past events and experiences in search of truth are central to the construction of narrative plot in *Lessons*. Published in 2022, *Lessons* is McEwan's longest work of narrative fiction by far. It is mainly narrated in McEwan's most used narrative technique—representation of the central character's flow of consciousness. This technique allows him to represent the impact of time on his characters' minds both at the time of experience and through time. "At the heart of all Ian McEwan's fiction," in Laura Marcus's words, "is a concern with time and the experience of temporality, from the time of the fiction – narrative duration, the looping backwards and forwards in the temporalities of memory and anticipation – to the ways in which characters and readers themselves experience time" (83). The omniscient narrator follows the central character Roland Baines's life story throughout seven decades. The long narrative span of *Lessons* enlarges its narrative scope by incorporating several parallel narratives that are all connected to the central character. *Lessons* is a long novel that covers a whole life. It is Roland Baines's writing and rewriting past life. It includes memories from different stages of his life. It is a novel about the private lives and feelings as much as about the events of the day—Chernobyl disaster, the US attack on Libya. The characters in *Lessons* are "tormented". It is mainly about the intimate life of a precocious character with an IQ of 137, about a character who, in the narrator's words, "was a particular person—more than that, a peculiar one" (McEwan 60). The remembered Roland Baines is the main subject of the narrative.

The narrative is largely focalized through the central character Roland Baine's perspective. Manipulated by an omniscient narrator, the plot of *Lessons* is presented in a chronological order, tracing the aging of the central character from his ninth year to his seventies. As the narrative progresses, the central character becomes increasingly contemplative as he tries to come to terms with his own experiences and decisions in the past. At the end of narrative, as represented in chapter twelve of part three, his mentality towards his experiences undergoes fundamental changes due to some reasons including aging and new experiences.

Lessons is structured in three parts, and is narrated in the third person. Each part includes four chapters. The first part presents two major events in the central character's life. The whole remaining parts of the narrative are mainly about the consequences of the two events. In other words, the narrative is divided between the time before this event and the time after it. The omniscient narrator reports to us the way Roland is haunted with the past as he struggles to retrieve or restore some of his experiences. Thus, *Lessons* is about the fusion of different times by showing how the past, present, and future are intermingled in Roland's active consciousness. This is actualized by the help of memory which, in Jean-Michel Ganteau's words: "occupies a central function in its linking of past and present" (22).

2. The Quality of Memory in *Lessons*

Memory in *Lessons* is ubiquitous and troubling. The central character Roland Baines has an obsession—he cannot forget his childhood memories and the memories related to his matrimonial life and relationships. His narration is automatic and inevitable. He cannot stop remembering. Daphne, Roland's closest friend and second wife, describes him as following:

> "You did brilliantly at the evening classes, Roland. All those subjects! But everything else you tried, you wanted to be the best in the world. Piano, tennis, journalism, now poetry. And these are only the ones I happen to know about. As soon as you discover you're not the best, you throw it in and hate yourself. Same with relationships. You want too much and move on. Or she can't stand the pursuit of perfection and chucks you out." (McEwan 23)

Roland's act of remembering is the only remedy for his restlessness. Perplexed by his wife's sudden disappearance, he seeks help from Daphne. Aware of his character, she advises and requests that he: "snap out of it [Alissa's disappearance]" (McEwan 184). She asks Roland to perform the impossible—to forget the past and accept reality. The narrator reports to us Roland's private thoughts and feelings after leaving Daphne:

> He had come for advice but now he didn't feel like hearing it. […] *He* was [the problem]. He knew it could be pleasurable, handing out wise counsel. Receiving it could be suffocating when you've moved on. Where exactly? Backwards, twenty-seven years, to the core. Alissa's vanishing had left open ground to the past. Like trees felled to clear the view. In rare moments like this, he could see the origin, a point of light in sharp focus, of all that troubled him and those who came close to him. The piano teacher haunting him that first night was often on his mind. Was it time to find and confront Miriam Cornell? It was a sudden big thought but outwardly he showed nothing. (McEwan 193)

Roland is perpetually haunted by the retrieval of his experiences. His acts of remembering cannot terminate his obsession. However, seeing the "origin […] of all that troubled him" cannot liberate him from the yoke of the past. Through time it modifies his perspective towards his own role and the roles of the other people in a way that he becomes less critical and more forgiving and sympathetic.

Lessons initiates with a memory: "This was insomniac memory, not a dream" (McEwan 10). The disappointed thirty-six-year-old Roland, whose wife has recently vanished leaving him alone with their seven-month-old baby Lawrence, takes refuge in his memories: "Fatigue and stress had pushed him back on origins, on first principles, the endless past" (McEwan 14). However, as this paper maintains, the force of memory does not enable him to adopt other, non-personal perspectives.

The narrative begins in *medias res*, or in the middle. Standing behind the eyes of the thirty-six years old central character Roland Baines, the narrator presents the resonates of a childhood memory in the focalized character's mind. Thus, after shedding light on his childhood in Tripoli, Libya, in an army family, his relationship with a music teacher named Miriam Cornell, when he was eleven years old, in a boarding school in England is presented. The recent disappearance of his wife Alissa Eberhardt, which has left him with their baby son Lawrence, brings his childhood memory to the forefront of his mind. Being haunted with his experiences, Ronald Baines is presented as having a confused and complex mind for a long time.

Roland's transition from his domestic environment in Libya to school life in England coincided with his growth from childhood into adulthood. He remembers this event as a: "transition into […] obligation." The "transition," as the aged Roland remembers, "was brutal" (McEwan 56). At school, he experienced some "unfamiliar events" (McEwan 61), the effect of which stays with him throughout the following decades. He remembers this time as a turning point in his life: "Time, which had been an unbounded sphere in which he moved freely in all directions, became overnight a narrow one-way track down which he travelled with his new friends from lesson to lesson, week to week until it became an unquestioned reality" (McEwan 57-58). As it is highlighted in the narrator's description, Roland suddenly becomes aware of the flow of time, its narrowing power, and how it engulfs his whole existence.

Besides its allusions to the major historical and biographical events, *Lessons* is primarily about a fictional character's life-long lessons. It is a novel about: "Age and its regrets, its vanished youth and banished expectations" (McEwan 105). The past acts as a main controller in *Lessons*: "Fatigue and stress had pushed him back on origins, on first principles, the endless past" (McEwan 13). His remembering, however, as this paper mainly argues, is an incomplete process which does not alleviate his suffering since it fails to restore the past events as they happened. His act of recalling is rather a long struggle of reconstruction. For example, while remembering a scene from an accident on the street while his eleven-year-old self was walking with his father, he is not certain about recalling the details properly and orderly: "In memory they would blur, slip out of sequence […] Memory was not easily examined for greater detail like a horse chestnut leaf" (McEwan 41). Similarly, as it is given at the beginning part of chapter four, the fallibility of his memory shows itself in the third week of his wife's disappearance when tries to read Joseph Conrad's *Youth & Two Other Tales*. In the narrator's words: "He remembered nothing of the story now" (McEwan 103) although he had read the novel in the past.

Roland's acts of remembering and misremembering, as well as his constant mental simulation of destructive experiences, prevent him from accepting the realities of his past. His resistance to accept the past and his desire to reject his role in his experiences motivate him to visit the two people from his past life. Therefore, in the narrator's words, in his "close examination the errors dissolved into questions, hypotheticals, even into solid gains. On this last he may have been deluding himself. But in surveying a life it was inadvisable to acknowledge too much defeat" (McEwan 374). As a result of his semi-objective approach to his past life, Roland learns new lessons. As it is revealed in his long recollections in chapter twelve, the lesson in McEwan's novel is a pun. It both refers to the piano lessons the young Roland took and the lessons he has been learning from his experiences throughout his life. Towards the end of the narrative, he describes himself a "semi-impoverished" (McEwan 378) man. He acts as if he agrees with Elissa's comment on life: "Life is messy, everybody makes mistakes because we're all fucking stupid" (McEwan, 2022, p 397). He finally accepts the reality of life, the fact that: "his case [is] not special – all fates are similarly constituted" (McEwan 140). Roland's significant and belated mental and perceptual revision occurs as a result of meeting the two people from his past life.

2.1. Miriam Cornell's Effect

Roland Baines's experience with a music teacher is presented as a scar on the tablet of his adult memory. He took piano lessons from Miss Cornell "in fear" (McEwan 63). Although he thought she: "was too dangerous" (McEwan 66), he could not resist going to her home and sleeping with her. In spite of their dubious relationship, in the narrator's words: "She stood alone on stage in the theatre of his dreams" (McEwan 65). The piano teacher's presence in his life leaves a permanent impact on his mind both at the time of his stay in the boarding school and after it. Roland practices self-discipline and self-consciousness when he consciously tries to avoid Miss Miriam because of her destructive effect on his life. He in fact undergoes a battle against his own desires.

Finding himself an unfortunate victim of abuse, both in his acts of remembering as well as in his inventions, Roland reviews how the twenty-six-year-old Miriam coached him into the adult world, and by doing so, he blames Miriam for destroying his life by misusing him. The destructive aspect of the teacher's interest in him is mainly presented in their confrontation in part three, chapter nine, when, in the narrator's words: "they dared not speak of what bound them, the obsessive engulfing limitless repeated joy that was also illegal, immoral, destructive" (McEwan 395).

Roland's meeting with Miriam provides him, as well as us, a chance to look at their shared experience from her perspective for the first time. When, now in her eighties, Miriam blames the seventy-year-old Roland by "pityingly" saying: "Poor thing. You haven't got over it, have you?" He asks the same question from her by repeating what she said: "Have you?" The narrator implies the continuing nature of memory by saying: "She too did not answer" (McEwan 301).

The act of remembering in *Lessons* does not end in Roland's mental peace. Rather, it brings about a physical confrontation where the fallibility of memory is presented. In their meeting, Miriam requests that he recount their shared experience so that she may better understand his perceptions of their relationship in the past: "I want you to describe it from the beginning from your point of view, what you felt, what you wanted, what you thought you were doing. I want to hear everything" (McEwan 302). Accordingly, while the act of remembering alone fails to satisfy the rememberer's confused mind through revealing the truth, dialogue and conversation make perspective taking possible for the characters. As a result of their conversation, the hidden aspects of their feelings and thoughts become clear to each other. Miriam's confessions also reveal the truth in Roland's mind about himself in a way that by the end of her story, as the narrator sates: "A great weariness had come over him. Also oppression. Their encounter was corrupt, distorted by a withheld history—his own […] He could not listen to any more from her and he could not bear his own" (McEwan 309).

After their mutual confessions, Roland leaves Miriam's house with a transformed perspective about themselves and their shared experience. His reconciliation with Miriam's memory is highlighted in chapter twelve by showing how he adds her photo to his collection of photographs: "He excluded his one photograph of Miriam Cornell, blurred, standing by the shed where, presumably, his trunk was locked at the time. Then he changed his mind and added her to the hundred, writing on the back, "my piano teacher '59 to '64." Otherwise everyone was named and full contexts were given" (McEwan 402). Roland finally accepts his own role in the experience he had with Miriam. The narrator reports us the flow of his consciousness about the event through thought report mode: "they denied the real story even as they discussed it […] Oh yes, he was a child and it was a crime, but it was something else besides and this was the problem […] They lied by omission […] The memory of the love remained inseparable from the crime" (McEwan 376).

2.2. Elissa Eberhardt's Influence

In addition to Miriam's part in his memories, Roland's memories of his first wife play a significant role in his life. Alissa Eberhardt's sudden disappearance leaves a permanent impact on Roland Baines's mind. This event plays a central role in Roland's acts of remembering. She leaves him: "[I]n ruthless pursuit of her new life" (McEwan 183). Her untimely absence reshapes his thoughts. In the narrator's words, her "departure had weakened him" (McEwan 102). The disconformity between reality and representation is the main cause of his anger at her. It hurts him to find the details of his shared life with Elissa represented in her fictional works: "It pained him that what had been a lived experience was now an idea, a hazy notion in the minds of strangers. Nothing could conform to his memories. Even if his wife's journals could have brought everything to life, they would have threatened him by displacing him in the story" (McEwan 79). Having developed into the most successful writer of her time, Elissa in her last book *The Journey* has drawn her past life too.

The omniscient narrator illustrates Rolands's feelings through showing how "Memory and present perception tricked each other to create an illusion of return" (McEwan 411) in his mind. The more he talks to Elissa, the more the forgotten latent memories are retrieved although in an incoherent manner in "a mess of anachronistic memories, a bolus of undigested feeling and recollection that he had not touched or tasted in years" (McEwan 391). As a result of "the shaming inadequacies of memory," not only he cannot remember how their matrimonial life was, but also he fails to remember the nature of his own self in the past. The omniscient narrator reports us his private thoughts: "Paradise or the inferno, no one remembers anything much. Affairs and marriages ended long ago come to resemble postcards from the past. […] First to go, Roland thought as he walked towards her house, was the elusive self, precisely how you were yourself, how you appeared to others" (McEwan 412). Elissa's words evoke his own sense of self knowledge. For the first time in his life, he begins questioning his coherent sense of identity. His phenomenological self-inquiry paves the way for his conscious act of perspective taking. In other words, when he allows himself to look at his shared experiences from the opposite perspectives, his evaluation of himself and the others change.

The way Roland's memory functions is similar to Elissa's description of a writer's writing process. When he criticises her for reversing the reality in her latest work, she answers: "Have I really got to give you a lesson in how to read a book? I borrow. I invent. I raid my own life. I take from all over the place, I change it, bend it to what I need. Didn't you notice?" (McEwan 396) Roland's mind works in a similar way to Elissa's mind when she is writing. The meaning and function of memories in his mind change through time, influenced by new experiences and perceptions. As he ages, his perspective on his own experiences and their impact on himself and the others evolve.

The nearly four decades of Roland's life after Elissa's departure provides a striking illustration of his inability to accept her action and forgive her. When the two characters meet towards the end of the narrative in Part Twelve, and Elissa is given the opportunity to share her reasons for leaving her matrimonial life behind, our perspective towards her, him, and the entire narrative in *Lessons* changes. As she recounts the motivations behind her decision to abandon her husband and son in pursuit of a completely new life, Roland's judgmental attitude towards her undergoes a significant and positive transformation.

5. Conclusion

Memory in *Lessons* has a dual function: it facilitates Roland Baines's (re)valuation of his past life and behaviour, at the same time it does not resolve his conflict. The central character is unable to achieve mental peace and resolution by relying on his memories. Roland Baines's inability to understand the other characters' reasons for their actions, as evidenced by his confusion over Miriam's and Elissa's motives, prevents him from forgetting his experiences with them or forgiving them for their role in his mostly unfortunate life. This dilemma fuels the narrative plot in Lessons throughout the narrative, until Roland visits Miriam and Elissa respectively. Thus, *Lessons* is a novel of development. It is a representation of the central character's cognitive and emotional maturity and revisions through time. The aged Roland is portrayed as striving to transcend his perceived life's defeat through his efforts to liberate himself from the determinative influence of the past. In his maturity, he has a practical mind and an objective evaluation of his past life. He tries to understand himself, his actions and decisions throughout his life as well as the other people's reasons for doing what they did and how their actions and decisions impacted his own life. With his high level of self-consciousness, he tries to maintain his mental balance through building an integrity out of the remembered/imagined events and the present moment realities. His mind is presented as being busy with recollections. He contemplates on his entire life and relationships by focusing on the three effective women in his life—Miriam Cornell, Alissa

Eberhardt, and Daphne. He revisits his major experiences in life and is represented mostly in pursuit of the disappeared people. Memory helps the narrator's continuing process of reconstruction in *Lessons*. However, although his mind is haunted with memories and experiences, his acts of remembering fail to restore peace to his mind through reconciling it with the past experiences. Roland comes to some new realizations about himself and the others. His awakening, however, does not come through his memories and acts of remembering, rather by allowing the other opposite perspectives a second chance to reconstruct his already established construction of the concerned past events. Remembering in other words is accompanied by reconstructing the past events according to the other non-personal perspectives. However, as we have argued in this paper, the repetition of crucial memories in Roland's mind over time does not meaningfully change his self-centeredness in judging his own and others' actions until he visits Miriam and Elissa. By the end of the narrative, he is more objective and realistic, and he feels happy and relaxed, having accepted the reality of his character and the nature of his and others' experiences.

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Gauge the Effectiveness of Drama Practices in the EFL Classroom through the Lens of Researcher's Field Notes*

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Abstract
The purpose of this study is to shed light on the potential benefits of employing drama to enhance language learning. With a primary objective of significantly enhancing 'drama-enriched' language learning, the study focuses on the opportunity for drama activities to promote student competency in English as a foreign language by highlighting the importance of incorporating personal experiences into language classes. To achieve this, a mixed-methods strategy that combines qualitative and quantitative data is used in the study. Pre-tests and post-tests, interviews, mini-reports, and field notes were used to assess the 52 study participants—26 in the experimental group and 26 in the control group—who were studied in a secondary school during the 2021–2022 academic year. The researcher's field notes from the drama sessions were analysed in the same way as the data gathered from the other data-collecting tools. 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. 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 drama sessions with thorough reports. Overall results showed that students 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 and utilize the language, even if many still joined somewhat cautiously.

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

1. Introduction

Learning is the process of forming new relationships and picking up new abilities through hands-on experience. Triggering emotions and coordinating them with actions is a crucial component of learning. In that regard, drama is good at improving learning environments, therefore when it comes to facilitating learning through real-world situations, it provides helpful variations concerning the use of teaching methodologies and techniques. At this time, a lot of instructors may be aware that using drama in the classroom supports the process of learning a language and, when done correctly and in accordance with the requirements of educational programs, is a useful tool for introducing real-world scenarios to students studying foreign languages. In this sense, because drama enhances intellectual, social, and emotional intelligence, it is emphasized in this paper that when evaluating how it affects

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the means of learning and teaching, it must be taken into account holistically in regard to the competencies that learners need to have throughout their educational experiences. Students gain knowledge more efficiently when they have meaningful connections with others, and drama activities offer plenty of opportunities for interaction with others and peer feedback (Bora, 2021). Students are therefore motivated to employ and engage in everyday situations that are essential for their language development when they participate in drama practices.

1.1 Research Question

One of the most significant effects of drama on learning is its capacity to emotionally, physically, and mentally engage individuals (Boggs et al., 2007). As such, drama serves as a crucial artistic instrument by providing ‘a practical area’ that aids its participants in experiencing the language. Additionally, dramatic plays naturally promote learners' imaginations and reverse these imaginations into everyday events by employing the language in a meaningful context, so it is obvious that drama works well enough to turn learners into successful practitioners of language learning. To this end, in the study in order to gauge what the impact of drama is in language classes; the following research question arose as to in what way drama is considered beneficial:

- How enthusiastic are the students for employing drama strategies in EFL classes?

2. Literature Review

Drama is an excellent means to grasp how learning occurs best when it is done through engaging in and experiencing; this is because bringing real-life situations to the stage and using drama to interpret meaning stimulates the senses and combines acting and creativity. Drama can thus be characterized as the writing of a work of art or games and the application of theatrical devices to bring a motion, a performance, a statement, or a notion to life. According to Holden (1982), drama is relevant to the world that helps students picture themselves in other situations, apart from the school environment, or in a different position.

Many instructors and professionals have made essential contributions to the area of drama in classes of languages since the 1960s. In this line, some of the pioneering individuals in the field of ESL/EFL, such as Via (1976), Maley and Duff (1982), Smith (1984), and others authored publications that focused on their work as language instructors who included performing arts in their lessons. In addition, Dorothy Heathcote's significant impact on drama made it possible for drama practices to be actively used in classrooms.

Since more casual settings foster an improved educational atmosphere where students actively influence the process, it is obvious that allowing students to be themselves will enhance their knowledge outside of the classroom. Drama, then, offers an alternative to common teaching methods by encouraging students to become emotionally and physically active in their learning experience. Therefore, drama is especially captivating in that, as Abenoja and Decoursey (2019) argue, it transforms the traditional classroom setting to offer a novel and dynamic atmosphere for learning. Students are better equipped to study in ways that ignite their imaginations, enhance their language abilities, and increase their knowledge when they have the opportunity to use a variety of communication tools in the classroom (Hoyt, 1992). Dramatic applications, in this respect, act as a range of interaction scenarios, offering superior options for language learners under duress.

3. Methodology

The study's participants are sixth-graders enrolled in a secondary school in Türkiye. 52 students who were divided into two groups—an experimental sample and a control group—were involved in the survey. The implementation took place over seven weeks, lasting forty minutes apiece. During each drama class, the researcher created and executed a fresh lesson plan specifically for the participants in the experiment. While watching dramatic activities, the researcher took thorough notes on the lessons that were presented. Because field notes capture the intricate, nuanced, and subtle facts that characterize qualitative research approaches, they are crucial to the data collection process. In this sense, they serve a vital role in helping researchers understand and interpret society from the perspective of the subjects they are researching. To this end, the researcher took descriptive notes to identify emergent themes about behaviors and actions seen during the course of the study. The reflective process, evaluating if the activities worked as intended, assessing whether the time allocated for each scheduled drama activity was sufficient, and how students responded to the assigned drama activity were all included in the field notes. Every week, the researcher produced a unique report. For this reason, each week's schedule, lesson plan, and activity titles were written, along with the appropriate times and dates. The arguments, keywords, and lines from the notes were grouped together for a methodical examination. Then, a systematic analysis was carried out based on the themes that emerged from the other data collection sources.

4. Results and Discussion

The researcher's field notes from the lessons were assessed in the same way as the information gathered using other instruments. Time and date were recorded for every week, along with the lesson plan and titles of the activities. The notes contain some insights about the challenges the researcher faced and some helpful suggestions for more effective dramatic practices with thorough reports. The majority of the data indicated that students delighted in performing games. The fact that everyone participated simultaneously eased the students' anxiety.

The notes provide a few perspectives into the difficulties the researcher encountered and some practical recommendations for more successful drama techniques with full reports (Table. 1).

Table 1. Field notes from a Drama Session

Time/event/task name	Observation	Notes
Yes, let’s! 10 min.	The task took ten minutes. Students contributed actively. The pupils were genuinely captivated by the notion of making decisions for other people.	By giving participants access to various language sets, the researcher could improve the activity.
What are you doing? 10 min.	The timing was insufficient. Students took an active part in the task. It was tough for a few children to respond in line with the action. Since the kids had to watch their friends and come up with a new motion at the same time, miming an action generated a playful mood. Some pupils didn't get enough opportunities to mime given that the class was crowded.	The researcher could extend the duration. An additional five minutes might help.

Rose Jump 10 min.	For the kids, the task of creating a sentence was challenging. However, because they were so eager to jump over the rope, the pupils gave it their all. Thus, the kids were able to complete both tasks (jumping over the rope and composing a statement) simultaneously. Nevertheless, a few pupils struggled and were afraid of making mistakes. The time worked out fine.	One more step of the activity could be added by the researcher. One could jump till they failed, for example, if they had no trouble creating the statement and jumping over the rope.
Question Ball 5 min.	Since the activity required them to throw balls to each other and make their classmates answer questions, the students truly enjoyed it.	Occasionally, the researcher took on more involvement than was necessary. If the researcher allowed the students to participate more freely, that would be more appropriate.

The majority of pupils appeared to be motivated to speak English by dramatic activities, albeit many of them were still a little reserved. The time was not perfectly great for several activities. Sometimes the researcher had to restrict the activities even though the pupils enjoyed the game and wanted to play it more. At the start of a lesson, the students would get nervous, but as soon as they understood the purpose of the task and felt at ease taking part, they would rapidly settle down.

According to the results, drama may be seen as a practical and efficient method for preparing students for spoken and unspoken communication contexts. It also works well to boost students' confidence in their ability to use the language in real-world scenarios. According to Bora's (2021) research, the blended-drama approach proved to be more effective than traditional methods in assisting learners in enhancing their L2 language skills. Similarly, according to Abenoja and DeCoursey (2019), using drama-based instruction to teach students retained their interest in and motivated them to study a third language, creating a cooperative learning environment. Additionally, the mix of visual, auditory, and kinesthetic input provided by arts-designed instruction, according to Greenfader and Brouillette (2013), effectively conveys new knowledge and facilitates its integration with previously taught material. As the primary goal of this study was to look into how drama practices affect EFL students, based on information gathered from the researcher's field notes, this research proposes that drama exercises might be considered an essential tool for learning a foreign language.

5. Conclusions

The outcomes showed that drama classes were effective in enhancing language learning. The majority of students reported that participating in drama activities was very enjoyable and that it allowed for language enrichment. The learners were consequently less anxious because it was probably the drama application that lessened the burden of learning a new language on them. In this sense, drama has the power to foster a rich language learning environment, which helps students' language proficiency grow. As a result, it is ideally essential that drama is used in language classes to provide the necessary environments for students to reach their full potential.

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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

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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 the 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

1. Introduction

The integration of technology in teaching of English as a Foreign Language (EFL) has been a major area of interest in the field to improve the quality of education, facilitate the interaction among students and teachers, and provide access to resources that would not be available otherwise. It is evident that traditional teaching practices may not adequately cater to the individualized and innovative learning styles of modern learners. Therefore, incorporating technology trends such as social media, big data, artificial intelligence, and augmented reality into foreign language teaching has gained popularity since technology continues to play a crucial role in both the lives of the learners and the classrooms.

As Kessler (2018) reported technology has presented language teachers with a plethora of fascinating options to boost language learning. Of all these options, Artificial Intelligence (AI) has emerged as a prominent, powerful method and a new path to follow. The term itself was coined in 1956 by John McCarthy related to the idea that computers will be able to replicate human cognitive functions and AI tools will be able to think like humans (Pokrivčáková, 2019). Today, it refers to the simulation of human intelligence in machines that are programmed to think and act like humans. Over time, the interest in AI within the educational field has increased, leading to the development of language learning platforms powered by AI. Such platforms have made language learning more accessible and efficient than it previously was and offered new opportunities, tools and techniques to enhance the learning experience. As Pokrivčáková (2019) suggested AI-powered education (AIEd) "offers the possibility of learning that is more personalized, flexible, inclusive, and engaging" (p. 137).

AI has proved to be an exceedingly useful tool in advancing language learning. One of the most useful AI applications in the field is machine translation, where algorithms use natural language processing and deep learning techniques to translate one language to another. Another powerful AI technology used in language learning is speech recognition which enables learners to practice their oral language skills by having conversations with virtual AI-based language tutors. Furthermore, chatbots that are integrated into language learning platforms can serve as interactive communication tools, allowing learners to practice their written communication skills and receive instant feedback. Lastly, automated essay grading technology, one of the most promising AI applications in language learning, has been revolutionizing language learning by rendering it more efficient, interactive, and personalized. It uses natural language processing and machine learning algorithms to analyse students' essays and provide them with feedback on issues such as grammar, style, and content. In conclusion, AI is proving to be a critical asset in the advancement of language learning and teaching. Its transformative capacity and personalized approach offer immense promise for a more efficient, effective, and engaging approach to language learning.

A number of studies have postulated and found a convergence between using aforementioned AI tools in language classrooms and its positive effects on the learning experience. For example, Jia (2004) experimented on using chatbots and the results showed that the conversation between the human and the computer was mostly short, but it also revealed that many of the participants in the experiment were interested in the system and reflected positively. In their experimental study, this view was supported by Nghi et al. (2019) and they reported that the use of AI chatbots generated excitement among learners and help them improve their knowledge on prepositions. A recent study by Lee (2020) provides in-depth analysis of the impact of AI-powered machine translation on the EFL learners' writing skills and demonstrates that using machine translation positively influenced students' writing skills and strategies and they reflected positively. Noviyanti (2020) designed a mixed method study to investigate the effectiveness of using AI-based pronunciation checker and results indicated that participants' pronunciation improved during the study. Additionally, the study suggested that although learners benefited from the integration of AI into learning experience, they still think that face to face human interaction might help them learn better. To determine the effects of the virtual reality technology on improving English level of the learners, Ma (2021) conducted an experimental study and revealed that the test results of experimental group outperformed the control group.

The prevailing rise of AI technology in language classrooms has led to an urgent need for technologically competent teachers. It is no longer a choice but rather a prerequisite for teachers to keep up with the ever-changing world and to meet the expectations of the students who were born into this technological world. Moreover, it is evident that AI powered tools are ahead of human teachers. The superiority of AI over human teachers are listed in Pokrivčáková's literature review (2019) as "capacity to analyse each and every learner's outputs, diagnose their individual learning needs, adapt the learning content accordingly and give learners well-grounded feedback in the span of several seconds, collect massive amounts of data on learner ́s learning progress" (p.138). These practices might have suggested to free teachers from time and energy consuming tasks which once they were expected to implement in language classrooms. On account of this, teachers' acceptance and training on how to integrate AI into their classroom experience to improve the learning outcomes of the learners and make the education process more efficient and effective have been of greater importance in the realm of language teaching.

Despite all the benefits technology brings to the classroom, teachers might face challenges. External factors such as insufficient equipment, lack of technical support, inflexible curriculum, or time constraints and internal factors including inadequate knowledge and skills in these new technologies, contradictory beliefs or fears of teachers about losing their pedagogical roles have been considered as the main challenges by Pokrivčáková (2019). With advancements in AI, there has been an emergence of intelligent tutoring systems that can personalize learning experiences for students. On account of this, the fear is that these systems may replace human teachers altogether, resulting in a loss of the human interaction that is fundamental for learning.

Over the past decade, most research in AIEd has emphasized the use and effect of AI-powered tools in language classrooms and learners' experiences and perspectives and the attempts to recognize the critical role played by AI. However, researchers have not treated the perspectives and beliefs of English teachers about using AI in language classrooms and their concerns regarding the effect of it on their professions' future in much detail. There have been few attempts to investigate the perceptions of teachers and only in the past five years there have been studies which directly addressed this phenomenon. A limited number of authors have explored the perceptions of teachers about using AI-supported teaching in EFL classrooms and observed that the EFL teachers perceived AI technology as very helpful to their teaching and had positive attitudes toward using it language classrooms (Aljohani, 2021; An et al., 2022; Sumakul et al., 2022; Abdollahzadeh et al., 2022). Nevertheless, their analysis has not taken account of the concerns and fears that teachers might have about their profession's future nor has examined the extent to which teachers accept to implement AI-powered teaching in their classrooms which have eventually been an important and original area waiting for researchers to explore.

Therefore, this study mainly addresses the prevailing trend of integrating AI-powered tools into EFL teaching. To contribute to the field, the aim of this present study is to explore the EFL teachers' perceptions about the use of AI in language classrooms and examining their thoughts regarding the impact of AI on the future of their profession. To this end, present study set out to address the following research questions:

1. What are the perspectives and beliefs of EFL teachers concerning the use of artificial intelligence in language classrooms?
2. What are the benefits and drawbacks for the integration of AI in language classrooms according to EFL teachers?
3. How do EFL teachers perceive the impact of AI on the future of their profession?

2. Methodology

This is a descriptive study, which aims to gain insights into the EFL teachers' perceptions about the use of AI in language classrooms and examine their thoughts regarding the impact of AI on the future of their profession. Data was collected by semi-structured interviews with 20 in-service ELT teachers who are currently working at state schools in Samsun. The present study took a qualitative research design since qualitative methods offer an effective way of analyzing the open-ended interview questions in-depth.

2.1. Setting and Participants

This study was carried out with in-service English teachers during the spring semester of 2022-2023 academic year. Semi-structured interviews were conducted with 20 teachers. A purposive sampling method in which researchers select information rich participants was adopted. The selection of participants was based on their availability and willingness to participate in the study. Participants gave consent to take part in the study before the interviews. For their responses, pseudonyms such as T1… T20 were used instead of clear names to respect the anonymity of participants.

2.2. Data Collection

For data collection, the most common approach in qualitative research design is to conduct interviews in order to collect transcribed recordings for analysis (Wang, 2018). Therefore, semi-structured interviews with 20 in-service English teachers were conducted to allow in-depth exploration of the participants' perspectives. The questions included in the interview were constructed by the researcher (APPENDIX A). Afterward, the validity was assessed by two experts to ensure its credibility, and their valuable feedback and suggestions were incorporated prior to its implementation. Interview questions included sections as: personal and demographic information, perceptions about the use, potential benefits, drawbacks and challenges of using AI-powered tools, perceptions about the potential effect of AI-powered tools on the future of their profession. The interviews were guided by a set of open-ended questions designed and conducted by the researcher to address the research questions. Interviews lasted approximately 15-20 minutes via phone calls. The researcher sought permission to record the interviews to ensure accuracy during the analysis phase and supplement the written notes taken during the interviews.

2.3. Data Analysis

The audio recordings of the interviews were transcribed verbatim to facilitate data analysis. Inductive content analysis which is described as "the analysis including open coding, creating categories and abstraction" by Elo and Kyngäs (2008, p. 109) was employed to analyse the data gathered from the interviews and to identify recurring themes and patterns in the participants' responses. The analysis involved a systematic process of coding and categorizing the data into meaningful themes and subthemes. The researcher conducted the data analysis to ensure consistency and accuracy.

3. Results and Discussion

To explore the perspectives of in-service EFL teachers on the use, benefits and drawbacks of AI-powered tools in language classrooms and the potential effect of AI on their professions future, 20 semi-structured interviews were conducted. Table 1 presents the summary of the demographic and personal information of the participants.

Table 1. Demographic and personal information of participants

Codes for Participants	Gender	Age	Degree	School Type	Year of Experience
T1	Male	34	MA	High School	10
T2	Female	38	MA	High School	10
T3	Male	32	PhD	High School	9
T4	Female	31	MA	High School	8
T5	Female	30	MA	Secondary School	8
T6	Female	31	PhD	Secondary School	9
T7	Female	30	PhD	Secondary School	9
T8	Male	31	MA	High School	8
T9	Female	30	MA	Secondary School	9
T10	Male	31	MA	Secondary School	8
T11	Female	32	PhD	Secondary School	12
T12	Female	30	MA	Secondary School	9
T13	Female	31	MA	Secondary School	9
T14	Female	35	PhD	Secondary School	20
T15	Female	37	MA	Secondary School	15

T16	Female	28	PhD	Secondary School	3
T17	Female	32	MA	High School	10
T18	Female	33	MA	Primary School	10
T19	Female	31	MA	High School	8
T20	Female	35	MA	Primary School	9

20 individuals in total, 17 females and 3 males, participated in the study. The age range of the participants was 28 to 38, with the majority falling between 30 and 35. The participants' educational backgrounds varied. The majority had a master's degree (MA), while a small number had finished a PhD. The participants were working at different types of schools, including high school, secondary school, and primary school. The participants had an average of 9.5 years of experience, with individual experience ranging from 3 to 20 years. These demographic traits give participants a diverse representation, which adds to the study's depth and breadth of viewpoints. The analysis of interviews with each teacher revealed that all the teachers had background information about the use of AI-powered tools in language learning and teaching environments and positive attitudes towards it. Of the study population, only two teachers reported that they had limited knowledge about the issue identified, and they were provided with the necessary information by the researcher.

When the participants asked whether they feel that they have been adequately trained to work with artificial intelligence in their profession, 70% of those who were interviewed indicated that they haven't been. Only a small number of respondents considered that they might be adequately trained for AI, but they were uncertain. Therefore, it can be concluded that to be able to adopt this technology into language classes effectively, proper training should be provided. Similarly, Adiguzel et al. (2023) highlights that enabling teachers and learners to effectively integrate AI tools into their language learning and teaching methodologies needs relevant training and support. Some interviewees put their ideas as below.

> "I haven't joined any training about the subject. I think I've fallen behind in terms of AI in teaching for sake of completing curriculum and preparing students for the university entrance exam." (T3)
> "In my undergraduate program it was not on the agenda in EFL settings. During my M.A. I have become interested in pre-service teacher education and I believe for AI, it is possible to be as talented as a human being." (T20)

Additionally, almost all of the participants stated that they are open to use AI tools during the language learning and teaching process. Just as Chen et al. (2020) ascertained in their study that AI has been widely embraced and implemented in the field of education, similarly, participant of this study showed willingness to adopt AI in their classrooms.

When addressed the second set of interview questions in order to provide an answer for the second research question regarding the benefits, drawbacks and challenges of integrating AI to support language learning and teaching, participants suggested a wide range of ideas which are presented in Table 2.

Table 2. Perceived benefits, drawbacks and challenges of integrating AI into EFL classrooms.

Themes	Subthemes
Benefits of AI Integration Perceived by EFL teachers	Personalized Learning (T1, T2, T3, T6, T9, T10, T12, T16, T18) Immediate Feedback (T1, T2, T5, T11, T12, T18, T19) Speaking, Listening and Writing Practice (T2, T3, T4, T8, T9) Creative Lesson Planning (T3, T7, T10, T12, T13, T14, T17) Automated Grading (T1, T11, T12, T17)
Drawbacks and Challenges of AI Integration Perceived by EFL teachers	Technological Competence and Technical Issues (T5, T12, T15, T20) Decreased Student Creativity (T3, T15, T16, T19) Lack of Human Interaction Emotional Communication (T1, T4, T7, T8, T14, T19, T20) Cost and Accessibility (T1, T2) Authenticity (T3, T7, T15) Potential Wrong Answers (T2)

As can be seen from the Table 2 above, what stands out is that the majority of participants reported benefits of AI in terms of providing personalized leaning and immediate feedback. According to Kohnke et al. (2023), rich input is essential for effective language learning. In this regard, it might be concluded that almost all of the participants believe that AI can play a significant role as an interactive language practice partner in language learning and teaching by personalizing the learning experience for each individual learner (Huang et al., 2022). There was also a consensus among those who believed that AI-powered tools might aid them to prepare intriguing classroom activities to create a more motivated learning environment. Considering the “superiority of AI over human” which is studied in detailed by Pokrivčáková (2019), it might be stated that AI can free teachers from burden of time consuming before class preparation procedures.

The responses showed a diverse range of beliefs regarding the concerns and fears about the incorporation of AI-powered tools into language learning and teaching environments. However, a dominant concern expressed was related to the absence of human communication and the narrow ability of AI to comprehend human feelings. Similarly, Noviyanti (2020) designed a mixed method study to investigate the effectiveness of using AI-based pronunciation checker and results indicated that participants’ pronunciation improved during the study. Additionally, the study suggested that although learners benefited from the integration of AI into learning experience, they still think that face to face human interaction might help them learn better. The result of this study aligns with the views of the present study’s participants who expressed that students still require face-to-face support, indicating that artificial intelligence may struggle to capture human emotions. This disposition shed lights into the importance placed on interpersonal interaction and the nuanced understanding of human emotions in education. Some participant commented on this issue as below.

> “Teachers should be technologically competent, but most Teachers aren’t especially the ones experienced in the profession by the Numbers of the years and also they are not open to learn them this is the most important drawback on the side of teachers. Technology

> integration including AI keeps the students alert during the lessons because the students of this period are digital natives. In most cases they are more capable of using technology than teachers. But technology makes them lazy as they reach information easier and faster. They even mostly copy their homework from the net. And you know it is easier now today thanks to ChatGPT for example. You just command and it gives you what you want better than a man can. This kills students' creativity."(T15)
>
> "I think learning becomes more personalized. AI tools can be adopted each students' needs. Requirement. There may be immediate feedback and automated grading and that helps evaluate the results. Of course there are many drawbacks as well. For example, lack of human interaction is one of them. Main reason of the learning a language is communicating with people. But learning with AI tools may prevent you interact with others. And it may cost much money." (T1)

The next part of the interview was concerned with the potential impact of AI on the future of language teachers. When the participants were asked about their fears and concerns about the incorporation of artificial intelligence into their profession, only 25% of the interviewees reported having such concerns. The majority of participants expressed a positive attitude, viewing AI as an opportunity for language teachers to effectively use in foreign language classrooms. Here are excerpts from the teachers who holds some concerns about the issue identified.

> "I think there will be some disadvantages of AI for some schools, teachers and students. It can lead to inequality of opportunity in education for students, especially in rural areas. Teachers who are not proficient in using technology can have difficulty in adapting it. And schools cannot provide appropriate environment and AI-powered tools. AI can cause decrease in interpersonal interaction. We know that AI not always give accurate information (probably get better day bay day), this may lead to get inaccurate feedback and information." (T2)
>
> "Yes, I have some concerns about that AI may steal the role of a teacher in the classroom. But, since it will ignore the spiritual atmosphere of the classroom, one will always need a teacher for a gentle touch in the lessons." (T13)

Upon interviewing about the potential for AI to replace English language teachers, only a minority of respondents voiced the idea that AI might possibly replace teachers in the future. There was a strong consensus among the teachers with %90 of the teachers stating the belief that AI cannot replace teachers in near future. These results reflect those of Kolchenko (2018) who also stated that "experienced teachers cannot be replaced by the current AI applications, they can help teachers by providing additional student training that frees classroom time for higher level learning activities" (p. 251). This finding was also reported by Atlas (2023) who reassured that AI can only assist in teaching and learning, cannot replace the unique abilities and skills of human educators. Here are the voices of teachers.

> "I think there is no such thing. Because teachers are at the center of the learning process in Turkey. Foreign language learners need guidance and that is the teacher's job." (T1)
>
> "I think it is unlikely that AI will completely replace English language teachers in the near future. To me, while AI can be used as a tool to enhance the teaching process and provide individualized support to students, teachers will continue to play an important role in supporting social and emotional development in the school environment."(T2)
>
> "No. Language is a living thing and AI will not be enough to compete with it."(T3)

> "Not for now. Because people are not ready for it. And AI cannot understand pupils' thought, feelings, etc. like real teachers." (T4)
> "No, I don't think so. I think it helps teachers but it doesn't replace English teachers." (T5)
> "No, I don't. Classroom climate cannot be replaced by anything else." (T6)
> "I don't think. Teacher is a teacher. It just can help teachers they can't replace them." (T7)
> "When AI witnesses that there are 15-30 hopeless and purposeless students, it will demand help from real teachers!" (T8)
> "No, none of machines can replace us." (T11)
> "No, I don't think so. Students will need our guidance for using these artificial intelligence tools. (T12)
> "I can say that it cannot completely replace teachers regarding the emotional effects of a teachers." (T13)
> "No because education needs emotions." (T14)
> "No I don't think so because education has an emotional social side and AI can't satisfy the students in this respect. (T15)
> "I don't think so. Anyway, robots can't be like human teachers. Robots treat in the way how they were mechanized. But human being is always adaptive according to the situation."(T16)
> "I don't think they can replace us since I believe language teaching requires human interaction, especially in terms of conveying emotions." (T19)
> "Use of AI by students will require teacher assistance and guidance, therefore there is no need for dese of losing my job." (T20)

What is noteworthy regarding the responses of EFL teachers is their dominant belief that AI cannot replace language teachers primarily due to the fact that it cannot comprehend the complex nuances of human emotions and feelings. Therefore, the majority of the participants of this present study believe that AI might not sufficiently address the desires and needs of language learners in classrooms. Further analysis of the data reveals that in teachers 'perceived opinions, AI has relatively more potential to replace teachers in certain aspects of language learning and teaching such as assessment and feedback. In accordance with the present results, previous studies (George & George, 2023) claimed that by using AI-powered tools, teachers can provide students with instantaneous feedback as they engage with the course content and complete assignments. In a world where artificial intelligence has advanced to such an extent influencing the field of education, if it cannot replace teachers, the some of the varied responses to the question of how artificial intelligence would impact the role of teachers in education are presented below.

> "Teacher's role may evolve from being the sole source of knowledge to becoming facilitators of learning. They can assist students to reach the correct source of information. And teachers have role of maintaining balance between technology and human interaction." (T2)
> "Teachers role will probably transform into a guide so that learners can be more autonomous 20 Teachers' role may change to being observer." (T3)
> "The teacher will have the leading role in integrating AI in language teaching." (T15)

These findings provide valuable insights into the perspectives of EFL teachers on the integration of AI as an assistant in language learning and teaching and the considerations associated with AI's potential impact on the future of EFL teacher's profession.

4. Conclusion

This paper set to contribute to the ongoing research on the role of Artificial Intelligence in language learning and teaching, particularly in the context of EFL, by exploring the perceived benefits, drawbacks and concerns by EFL teachers. The study highlighted the significant role that AI-powered tools can play in enhancing language learning and teaching.

The main findings of the study indicated that the majority of the EFL teachers participated in the study had positive attitudes towards the use of Artificial Intelligent-powered tools in their language classrooms. They acknowledged the potential benefits of AI. However, it was also found that most teachers felt inadequately trained to work with AI. This finding highlights the importance of providing proper training and support for teachers to effectively integrate AI tools into their teaching methodologies.

Pedagogical implications of this study suggest that teachers, schools, and policymakers should prioritize the training and professional development of EFL teachers in AI integration. Teachers need to get the essential training to effectively use AI-powered tools in language classrooms. Educational institutions should ensure adequate technical support and resources to ease the implementation of AI. Policymakers should recognize the significance of AI in education. Training programs needs to be added into teacher education agenda and new policies should be developed to ensure the effective integration of AI in language education in order not to fall behind of this promising technology.

It is also important to acknowledge the limitations of the study. The sample size was relatively small, and the participants were from a specific region and type of schools, which may limit the generalizability of the findings. The gender imbalance within the sample is another important aspect to consider, as it might affect the generalizability of results. Future research should aim to include a broader and varied sample of teachers from different contexts. Moreover, further research might verify the findings of the semi-structured interviews with quantitative results. Additionally, there is a need for further studies investigating the prolonged effects of AI integration on language learning and the potential ethical considerations associated with AI-powered tools in educational settings. Considerably more work will need to be done as empirical research which evaluate the effectiveness of AI for language learning and teaching compared with traditional methods.

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Appendix

INTERVIEW QUESTIONS

Dear Participant,

The questions in this interview are formed to explore and learn about your perspective regarding the integration of AI-powered tools into language teaching and its effect on the future of English teaching profession. There are no right or wrong answers for the questions. The interview will be recorded. Your answers will have a valuable contribution to the study. Please also make sure that the answers you give in this interview will remain confidential. Thank you very much for your participation.

Merve ZENGİN ERBAŞ
Ondokuz Mayıs University- ELT (M.A.)

Demographic and personal information

a) Age and gender of the participants:

b) Personal Information about the participants:

I hold the following degrees:

___BA

___MA

___PhD

I teach the following level:

___Elementary School

___Secondary School

___High School

Year of experience:

1. What is your level of understanding AI?

- What do you think of when you hear the term "artificial intelligence"?
- How familiar are you with current AI technologies/tools and teaching methodologies that use AI in the classroom?
- Do you feel that you have been adequately trained to work with artificial intelligence in your profession? Why or why not?

2. What are the positive and negative aspects of using AI in language classrooms?

- In your opinion, what could be some potential benefits, drawbacks and challenges of using artificial intelligence in the English language classroom?
- Are you open to use AI in your profession?

3. What are your perceptions regarding the effects of AI on your profession and its future as an English Teacher?

- Are there any concerns or fears you have about the integration of artificial intelligence in your profession? If so, what are they?
- Do you think artificial intelligence has the potential to replace English language teachers? Why or why not?
- In which aspect of language teaching might the artificial intelligence have the potential of replacing teachers more?
- Do you feel optimistic or pessimistic about the potential impact of artificial intelligence on your profession? Why?

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

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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

1. Introduction

The history of ELT episteme is laden with language teaching theories, methodologies, techniques, and strategies proposed by the theorizers or researchers to be enacted in the classrooms by the language practitioners. These methods are still being taught in the ELT programs at the education faculties besides being included in the main reference books about ELT approaches and methodologies (see Larsen-Freeman, 1986). However, theory and practice do not fit in the classrooms due to instructional classroom particularities, inexhaustible demands of the methods, and teachers' personal and professional abilities. One of the main reasons behind this inconsistency lies in the lack of suggestions for real-life circumstances of the social environment in the classroom and outside it. A quotation would justify the reason behind this inconsistency and the current inquiry and forebode the results in advance.

> I noticed with surprise how many of the adults I had known as successful and self-confident became helpless and dispirited once the war removed their social supports. Without jobs, money or status they were reduced to empty shells. Yet there were a few who kept their integrity and purpose despite the surrounding chaos. Their serenity was a beacon that kept others from losing hope. And these were not the men and women one would have expected to emerge unscathed: they were not necessarily the most respected, better educated, or more skilled individuals. This experience set me thinking: What sources of strength were these people drawing on?" (Seligman & Csikszentmihalyi, 2000, p. 6).

2. Methodology

As this exploratory study falls into a qualitative research design, the literature review converged with the discussion since the literature did not guide or direct the study as happens in quantitative research but served as a means to compare and contrast emerging findings to reach a theory grounded in the findings and the literature (Creswell, 2009). The teacher-researcher lectured about circa 20 ELT approaches under 4 main types of curricula, that is, linguistic-, content-, learner-, and learning-based curricula in the ELT program for two semesters by availing two main reference books as Larsen-Freeman (1986) and Christison and Murray (2021). Inspired by these lectures and being intrigued by ELT pre-service teachers' opinions due to their earlier experiences as a language learner and future practice as a language teacher, the teacher-researcher inquired about 59 ELT pre-service teachers' preferences regarding ELT approaches by asking a single question: *If you were a curriculum designer, which one of the four main curricular approaches would you employ and why? Rationalize it briefly.* This question falls into the fifth level of evaluating knowledge; that is, students' opinions were probed for assessing, judging, defending, prioritizing, critiquing, and recommending an idea, say, ELT methodology (Bloom & Krathwohl, 2020). In each response, there were around 30 words and overall, 1800 words elicited from 59 students were analysed as a way of inductive pattern of content analysis.

3. Results

As indicated in Table 1, the results of the content analysis showed that the dominant preferred curricula were found to be learner-based curricula (no=15) with substantiating reasons (no=70) that students rationalized them. The reasons that students commonly mentioned are students' emotions (no=21), student needs (no=13), active students (no=9), autonomous (no=8), teacher as a facilitator or consultant (no=5), and responsible students (no=5). Most related samples of students' responses were also added here without any change made to participants' writings. The key words or codes were italicised.

> S14: If I were a curriculum designer, I would employ *learner-centred* curricula because they focus on *learners* and their *needs*. Also in this curriculum, *feelings* are important because learners want to be listened to and they want to be *taken seriously* when they see that the teachers listen to them and take them into consideration, they *feel* more *relaxed* and more important.

> S24: I chose the *learner-centred* approach because it focuses on the *learner's needs* and *desires*. I think curriculum should be together, learner and teacher. This approach gives both. Not only designers, and teachers but also learners select curriculum for their levels. The teacher is a *facilitator*. The teacher helps learners with goals. Therefore, with this approach curriculum, learners can learn *personal needs and levels.*

> S40: If I were a curriculum designer, I would employ *learner-centred* curricula and a *humanistic* approach because teachers not only improve students but also improve a *human being*. Students are not only robots that learn lessons but also they are *human*. They have *feelings*. They experience background events except for school. Teachers should observe students. Teachers should discover *students' feelings*. Maybe as a student is not proficient but the teacher discovers and fixes this situation, the teacher can get this student. Moreover, the teacher can make this student more proficient.

> S48: I would choose a *learner-based* curriculum because, in the process of learning, learners need to be *autonomous*, and *self-regulated*, the process should be *humanistic*. In a *humanistic*-based curriculum, learners' *beliefs*, *emotions*, and *self-actualisations* are

crucial. The teachers need to be *empathic* with learners, so the curriculum needs to be *careful about learners*.

Table 1. Content analysis of the responses to the research question

Theme	Category	f	Code	f
Learner-based curriculum	Humanistic curriculum	11	Student emotions such as self-esteem, motivation, comfortable atmosphere	21
	Task-based curriculum	3	Student needs	13
	Negotiated curriculum	1	Active students	9
			Autonomous teachers and students	8
			Teacher as facilitator or consultant	5
			Responsible students	5
			Creative students	2
			Individual differences	3
			Problem-solving	2
			Flexible curriculum	2
Total		**15**		**70**
Content-based curriculum	Content and language integrated	6	Contents	7
	Topical-situational approach	2	Meaningful and comfortable learning	1
			Students interests	1
			Student needs	1
Total		**8**		**10**
Linguistic-based curriculum	The structural approach		Communicative functions	1
	The notional-functional approach	1	Academic reading and vocabulary	1
	Language skills approach		Planned and balanced	1
	Lexical approach		Grammar	1
	Academic functions	1	Linguistic	2
Total		**2**		**6**
Learning-based curriculum	Outcome-based education	0	Attention to language learning	1
	Competency-based curriculum	0	Learning	4
	Standards-based curriculum	0		
Total		**0**		**5**

4. Discussion

The finding that learner-based curricula and specifically humanistic approach were opted by ELT pre-service teachers could be explained by two underlying reasons: Their learning history and their previous teachers. As the humanistic approach appreciates students' needs and feelings, students with negative experiences such as lack of confidence, insecurity, lack of motivation, reluctance to participate, and fear of mockery as found by Barrantes (2002) could have been valued and preferred to use the humanistic approach in their future teaching practises. This finding could also be attributed to the hypothesis that students' success is most influenced by the empathetic behaviour of the teachers, rather than their academic competencies (Bozkurt & Özden, 2010). An analogous finding was also discovered by Mirici

(2008) that humanistic teaching is the fourth most important educational term among 60 ELT teachers working around the world.

On the grounds of the finding of the humanistic approach, a brief explanation of the humanistic approach would fit here. First of all, it was proposed as a reaction to behaviourism and cognitivism. In the literature, even though there is not any consensus regarding the definition of humanistic language teaching (Amini, 2014), there are three main approaches of humanistic teaching; pragmatic humanism, romantic humanism, and rhetorical humanism (Gadd, 1998). The adaptation of humanistic teaching to ELT could be observed in three methods: Suggestopedia, Silent Way, and Community Language Learning. Five main overlapping components of humanism could summarize the humanistic approach; feelings, social relations, responsibility, intellect, and self-actualization (Stevick, 1990, p. 23,24). There are also five tenets of humanistic education (Kerr, 2007, cited in Mehrgan, 2012, p. 186) as follows:

1. Personal growth, including realizing one's full potential, is one of the primary goals of education.
2. The development of human values is another goal.
3. The learner should be engaged affectively (i.e. emotionally) as well as intellectually.
4. Behaviours that cause anxiety or stress should be avoided.
5. Learners should be actively involved in the learning process.
6. Learners can, and should, take responsibility for their own learning.

However, as no method or approach has taken its path without critiques, the humanistic approach also incurred criticisms. Preliminarily, Gadd (1998) contents that the humanistic approach is a deviation from the primary goal of language acquisition. Moreover, it would be a challenge to reach a compromise between the needs of students, the purposes of teachers, and the requirements of society, institutions, and parents (Shirkhani & Ardeshir, 2013). A critical question was also probed by Hunter (1988) asking "Is an English teacher's job to teach students linguistic skills, to teach them to appreciate good literature, or to develop their inner selves?". There is also an overemphasis on human needs, individual inner thoughts and feelings (Underhill 1989) and the emotional sphere (Gadd, 1998).

5. Conclusions

Regarding the educational implications of the current results and the ongoing discussion in the literature, a set of guidelines about how to implement humanistic language teaching in the classroom could be provided to pre-service language teachers (Amini, 2014). Given that taking on the role of counsellor, moral guide, or therapist may be too unrealistic in the veritable instructional settings, 'pragmatic humanism' (Stevick, 1980) that responds most effectively to the students' needs, motivations, attitudes, reactions, and cognitive strengths and weaknesses, in short, their psychology could be considered more practical for implementation (Gadd, 1998). Positive psychology could be instructed more in detail in the ELT programs (MacIntyre & Mercer, 2014). Language teachers could be 'humanizers' by adopting principles, ideals, values of human rights, justice, peace, dignity, and solidarity could humanize language teaching. (Matos, 1996). Shirkhani and Ardeshir (2013, p. 2-3) practically recommend that:

1. Teaching is subordinated to learning.
2. Learners need an atmosphere in which they can express their 'selves'.
3. There must be a balance between learners' freedom and constraints on them.
4. Learning is based on learners' needs, not other's expectations.
5. Reflective teaching and learning is emphasized.
6. Assessment must highlight the learners' strengths.

7. Errors are considered as indicative of learners' progress.

Interested researchers could compare preferences of pre-service and in-service teachers in terms of teaching methodology since experience can have a sway on teachers' predispositions. More empirical research is needed to measure the effectiveness of the humanistic approach to language learning. As positive psychology is the cutting-edge reformulation of the humanistic approach, the three pillars such as positive emotions, positive character traits and positive institutions could be researched by ELT professionals. As a last word to compromise between humanistic and more cognitive teaching in the ELT, Goleman (1995) claims that "a new vision of what schools can do to educate the whole student, bringing together the mind and heart in the classroom" is required to be espoused by ELT professionals and implemented in the classrooms.

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

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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 fleed an unhappy marital life with her son. In other words, Anne Brontë attempts to demythologize 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

1. Introduction

Historical accounts of the characteristics of the Victorian Age (1832-1901) are known to be centred around the question of the period's bearing witness to rapid and drastic changes coming to the fore in many aspects. The growth in the population of England is cited to have been accompanied by the worldwide reputation of the country as the first nation to become industrialized, which precisely means that the Victorian England was the backbone of modern urban economy and ostensible expansionist movement. The initial phases of England's industrialization can, therefore, be said to have incorporated the country's capturing markets across the world and making a huge amount of profit and investment through international trade. However, the effects of such a tremendous transformation upon the Victorian state of mind are not believed to have been totally positive in that the English society are assumed to have been challenged by the necessity of getting accustomed to leading a life in conjunction with new standards of living of the time. In spite of the industrial and political advancements of England, the vast majority of Victorians are considered to have fostered a sense of terror and apprehension in the face of the diversity of the possibilities life in England offered to them. The widening gap between the rich and the poor, the redefinition of societal expectations that has enforced conformity to specific gender norms, and the bold attempt of fitting industrial man into a democratic society have culminated in the emergence of a set of novel complexities.

The compulsion to face all the ensuing consequences of living in industrialized England is also seen to have been transposed into the literary realm with scathing criticism by Victorian poets, novelists and dramatists. Many of the literary narratives of the Victorian Age could be regarded as comprehensive studies devoted to the analysis of the shortcomings of the social scene. Ranging from Elizabeth Barrett and Charles Dickens to Oscar Wilde, the distinguished figures of the period can be said to have set themselves the task of going deeper behind the reasons of the social unrest pervasive throughout the nineteenth century. Pertinent to this point, it is important to underline that women writers of the time like the Brontë sisters or George Eliot are worthy of paying utmost attention since the novels they wrote function as vivid descriptions of the entire chaotic atmosphere of this century in question. Notwithstanding the certain restrictions imposed upon their act of writing just because they were women and the accusations levelled against them, these women writers can be claimed to have done their best so as to eradicate ideas that particularly subjugated women and obfuscated the truth. In other words, the state of being deprived of the means to raise their voices against heteropatriarchal dogmas was compensated through the power of their words thereby foregrounding their novels as precious materials to have insight into the deficiencies of the Victorian society. Carter and McRae in the book entitled as *The Routledge History of Literature in English* similarly talks about the problems the aforementioned women authors encountered and emphasizes the significant function of their works by contending that:

> The Brontë sisters, Charlotte, Emily and Anne Brontë, not only contributed much to the growth of the novel, but also to the position of women at this time. They did much to alter the way in which women were viewed, demonstrating new social, psychological and emotional possibilities for women. Like George Eliot, however, they adopted pseudonyms (Currer, Ellis and Acton Bell) in order not to draw attention to the fact that they were women. (239)

From among the Brontë sisters, Anne Brontë stands out with the intensified effort she is believed to have put into exposing the sheer reality of the Victorian social circumstances to readers through her works. Despite the fact that she is less well-known and credited than her siblings, the youngest Brontë seems to have managed to benefit from the act of writing as a form resistance to the patriarchal system’s limits on women freedom to a serious extent. The author’s presentation of the threat to moral conviction and the truth in the tumultuous Victorian setting also enables readers to understand that she envisages a world in which decency holds sway and people subject themselves to the essence of what transpires around. To illustrate, the female characters Anne Brontë integrates into her two novels *Agnes Grey* and *The Tenant of Wildfell Hall* with the accentuation of their sentiments and perspectives exist as suggestive of looking at the things realistically, especially with respect to the rights of women. Anne Brontë’s production of her novels coincides with the time during which the Victorian conception of the dividing line between the two spheres as the public and the private is known to have equated women with the private sphere and to have consigned them to a life marked by depravity of liberty. According to Langland, the precarious status of women can be explained as follows:

> Women had no legal status; they were non-persons under the law. A woman stood in relationship to her husband as did her children, entirely dependent on his will, responsibility, and generosity. She could be abused physically and emotionally, yet she was powerless to walk away. She had no rights over her children. Her husband could squander his own fortune as well as hers, seize any earnings that might accrue from her efforts, yet she had no recourse. (24)

Langland's strong emphasis upon the unjust treatment meted out to women under the British law shows the extent of the inequities they had to fight against and implies that the public recognition of this mental and physical torture originating from the constraints of the legislative process should have been prioritized.

A heightened awareness of the perplexities of the living conditions of Victorian women becomes fully manifest in Anne Brontë's the second and last novel titled as *The Tenant of Wildfell Hall* and published in 1848. Through the lenses of the novel's heroine, Helen Huntingdon, readers begin to contemplate how much the Victorian political and social atmosphere stifles a woman's individuality and pushes her to escape from home with her son in order to be able to liberate herself from the chains of the male-oriented order. As the novel progresses, the idealized Victorian dutiful wife is seen to defy the oppressive system with her deviation from the standard of behaviour and turns out to be the embodiment of a woman that is determined to make the silenced voice of traumatized individuals heard as much as possible. Seeking solace from the patriarchal regime, the character of Helen aspires to subvert the correspondence of Victorian preoccupation with women's nature with reality and represents the idea of the pursuit of truth. The case of Helen serves an attempt of demythologising 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 explicit repudiation of Victorian expectations renders Anne Brontë as the author in pursuit of the absolute or the truth as well which brings to mind the Greek term "Parrhesia" as a form of discourse. Relevantly, the essential purpose of this article is to study the ways in which Anne Brontë takes on the challenge of questioning the veracity of the Victorian norms as a parrhesiastes from different angles in *The Tenant of Wildfell Hall*.

2. The Concept of Parrhesia

The premise that Anne Brontë can be regarded as a parrhesiastes within the narrative of *The Tenant of Wildfell Hall* entails elaborating upon the evolution, meaning and function of the term "parrhesia" as an integral ingredient of this study. The origin of the concept of parrhesia could be traced back to antiquity and it is believed to have initially emerged in the fifth century B.C. in Greek literature by means of Euripides' dramatic works. Having been primarily considered as a special form of truth-telling, this Greek concept was endorsed and practiced by the constitution of ancient Athens as well. Athenian society is said to have closely associated parrhesia with a democratic system since expressing one's thoughts with full sincerity was of paramount importance to them. Monoson in her work known as *Athenian Politics and The Practice of Philosophy* pertinently argues that:

> Frank speaking worked at Athens to assert the excellence of democracy in two significant ways. First, it forcefully articulated some of the meaning of the Athenian conception of freedom (eleutheria). Second, it expressed an idealized version of Assembly debate. Frankness could be considered a virtue in a variety of settings or political meetings. (54)

Monoson's argument with her stress upon the fact that parrhesia is bound up with Athenian concept of freedom gives readers the hint that parrhesia is, then, a kind of free-speech to tell the truth in its essence. Practising itself as a virtue, parrhesia could be deemed as a means of building a strong relationship between the speaker and their society.

The best figure for reflecting upon the genealogy of the Greek term "parrhesia" is, indeed, French philosopher Michel Foucault who studied and developed the idea in the 1980s. Feeling interested in the subject towards the end of his life, Foucault gave lectures about parrhesia and published two books titled as *The Courage of Truth* and *Fearless Speech* in which he detailed the concept. *The Courage of*

Truth provides a model for translating the term into various languages and *Fearless Speech* is based on a remarkable series of lectures that Foucault gave in 1983 at the University of Berkeley. The philosopher lays out certain aspects of parrhesia in both of the books and his drawing attention to the definition of the concept from the right outset of *Fearless Speech* sheds some light on the complex nature of parrhesia as Foucault himself points out that:

> To begin with, what is the general meaning of the word *parrhesia*? Etymologically, *parrhesiazesthai* means "to say everything"-from *pan* (everything) and *rhema* (that which is said). The one who uses *parrhesia*, the *parrhesiastes*, is someone who says everything he has in mind: he does not hide anything, but opens his heart and mind completely to other people through his discourse. In *parrhesia*, the speaker is supposed to give a complete and exact account of what he has in mind so that the audience is able to comprehend exactly what the speaker thinks. (12)

Under the guidance of the given definition by Foucault, it could be suggested that parrhesia is a kind of linguistic game that is characterized by its commitment to truth-telling. When a parrhesiastes speaks, it means that he/she is responsible for telling people around the truth about them that they do not notice on their own. In other words, what makes this act of free-speech a functional discourse basically lies behind its being a modality of transmission of the truth which enables its listeners to understand what they fail to understand.

The opening section of *Fearless Speech* is followed by another important part in which Foucault underlines the distinction to be made between two types of parrhesia to prevent any confusion. The philosopher talks about the negative and positive sense of the word with the underlying purpose of certifying that parrhesia is different from rhetoric and it is not devotion to any kind of belief about the self, but about the Other. More precisely stated, he explains that the parrhesia applied to literature is not marked by an author's reification of the self or any expectation of persuasion through a language of exaggeration, but it is marked by its revolutionary potential to criticise social circumstances straightforwardly through a literary genre. Foucault's focus upon the two disparate sides of the concept is presented to readers with the lines as follows:

> There are two types of *parrhesia* which we must distinguish. First, there is a pejorative sense of the word not very far from "chattering," and which consists in saying any- or everything one has in mind without qualification. This pejorative sense occurs in Plato, for example, as a characterization of the bad democratic constitution where everyone has the right to address his fellow citizens and to tell them anything- even the most stupid or dangerous things for the city. Most of the time, however, *parrhesia* does not have this pejorative meaning in the classical texts, but rather a positive one. The second characteristic of *parrhesia*, then, is that there is always an exact coincidence between belief and truth. (13-4)

The explanation that pertains to the second and main feature of parrhesia demonstrates that what is expected of a parrhesiastes is to make a plausible speech formed by a logical connection between the parrhesiastes' belief and the truth. In parrhesia, the speaker has to convince listeners about the veracity of what he/she utters by helping them to be able to see what has hitherto mistakenly been known as the truth. The speaker even dares to put himself into risk and criticizes people's misjudment of reality. Blanco in *Literature and Politics in the Later Foucault* likewise alludes to this function of parrhesia and states that "Parrhesia is thus for Foucault the expression of the potentiality of language and, therefore, it creates an *effect* that relates it to performative utterances and moves it closer to criticism" (66).

The notion that a good parrhesia must render it possible for the audience to feel convinced about the validity of the utterances of the speaker is also compounded by the fact that a parrhesiastes must have the courage to take some certain risks in telling the truth. Given that a parrhesiastes is in the position of marginality by being determined to reveal the truth to others, the parrhesiastes can be faced with the challenge of being labelled, harassed, abused or even killed in the society. However, the possibility of being condemned to cope with such long-term consequences of delivering a parrhesiastic speech is not a deterrent to the parrhesiastes, which means that the person is already assumed to be defiant of any obstacles getting in the way of the revelation of the truth. As Foucault clarifies this point underscoring that "*Parrhesia* is a verbal activity in which a speaker expresses his personal relationship to truth and risks his life because he recognizes truth-telling as a duty to improve or help other people. In *parrhesia,* the speaker uses chooses the risk of death instead of life and security" (19-20). Hence, one of the most essential components of a functional parrhesiastic speech act can be said to be the speaker's harbouring no sense of fear in return for the daunting task of sharing his/her testimony or subjectivity with everyone. A parrhesiastes must prove that rejection of conforming his/her thoughts to the way of seeing reality by a strict system is what validates parrhesia deep down.

3. Anne Brontë as a Parrhesiastes in *The Tenant of Wildfell Hall*

Anne Brontë's declaration of her intention of assimilating truth into the realm of *The Tenant of Wildfell Hall* with her Preface to the novel occupies a central place in a detailed discussion of her role as an author with a parrhesiastic discourse. The Preface is akin to a guideline which informs its readers about the purpose of the work and it also functions as a kind of measurement the novelist takes against any unfair criticism and misinterpretation especially coming from the side of critics. The essential part of the Preface in which Brontë clearly puts into words what this novel aims to represent is as follows:

> My object in writing the following pages, was not simply to amuse the Reader, neither was it to gratify my own taste, nor yet to ingratiate myself with the Press and the Public: I wished to tell the truth, for truth always conveys its own moral to those who are able to receive it. But as the priceless treasure too frequently hides at the bottom of a well, * it needs some courage to dive for it, especially as he that does so will be likely to incur more scorn and obloquy for the mud and water into which he has ventured to plunge, than thanks for the jewel he procures. (3)

Brontë's striking lines in the Preface show the extent of the desire of the novelist to wipe out any thoughts that get in the way of truth and to go to any lengths to eradicate ideas that go against her ideals. Given that Brontë constructs all these sentences in Victorian age during which experiencing such a sense of freedom on the part of women writers are known to have been met with retributions, she can be said to have attempted to transgress boundaries set by Victorian conventions. As Losano maintains that "Coming from a century whose inhabitants spent an enormous part of their time dissecting the differences between the sexes, and proscribing guidelines for masculine and feminine behaviour, this calm philosophy shocks" (50). What is identified as Brontë's philosophy that pervasively shapes *The Tenant of Wildfell Hall* is her holding on to the possibility of making her readers acknowledge the fact that the constraint of Victorian mindset is corrosive of human relationships. Even though there are not any direct allusions to what incorporates truth in Brontë's rendering of the issue, it could be noted that the author is frustrated with the idea of defining the borders of what can or cannot be seen as acceptable based on a set of Victorian concepts. Lokke relevantly suggests that “Brontë’s purpose in this novel is to expose and reform the brutal, dissolute, masculinist mores of Britain’s nineteenth century landed gentry and aristocracy and to question the marriage laws that enable them” (16).

The ultimate objective of going after truth that resides within the confines of Brontë’s mind and accentuated without any hesitation in the Preface by the author is supported by the unusual narrative structure of the novel from the right outset. Rather than being a story narrated through an omniscient point of view, *The Tenant of Wildfell Hall* is composed of letters and diaries which help to unfold the series of events and disclose mystery within the work. Since letters and diaries can be deemed as testimonies to what has been experienced by their writers in real life, this remarkable structure of the novel seems to add to its value as a realistic work as Langland similarly states that “Anne Brontë’s second novel employs a sophisticated technique of layered narratives that undergirds the novel’s preeminent theme. This theme presents truth or reality inevitably coloured by individual personalities” (118). The novel is divided into three parts and the first part is made up of fifteen chapters narrated by Gilbert Markham, a young farmer, with two letters to his brother-in-law, Jack Halford. Markham gives an account of the arrival of a widow named as Helen Huntingdon at Wildfell Hall with her son and rumours spreading as regards about Helen and her past. The young farmer also talks about his attraction to Helen and his grudge towards Frederick Lawrence, Helen’s brother, which stems from Markham’s misjudgement that Helen and Lawrence are in a relationship. The second part includes chapters between 16 and 44 which solely depend upon events narrated by Helen in her diary. Giving the diary to Markham, Helen invites him to read and empathize with severe psychic pain inflicted by her drunk and irresponsible husband, Arthur Huntingdon. The spousal abuse, implausibility of the conjugal laws of the time and women victimization are at the forefront of Helen’s diary which serves to speak the unspeakable trauma of the novel’s protagonist. As for the final part of the work, it is seen that it begins in the aftermath of Markham’s reading the entirety of this diary and Helen is back to Grassdale because of Huntingdon’s serious illness. Irrespective of all the unpleasant memories in their marriage, she comes to his rescue, but the husband dies after some time. Markham pays a visit to Grassdale to see Helen and the novel presents a happy and surprise ending with the marriage of the lovers.

The second part of *The Tenant of Wildfell Hall* corroborates the assumption that Anne Brontë longs for truth as a parrhesiastes to a serious extent in asmuchas the novelist’s integration of Helen’s diary into the plot enables her to be able to speak the unspeakable through the lenses of the protagonist. As has been briefly stated, Markham’s reading of the diary leads the young man to bear witness to what Helen has suffered at the hands of a cruel husband who is not attuned to the needs of his wife and spends his time hanging out and drinking with his licentious friends. Not only Markham but also readers are dumbfounded by exploration of the complexities of Helen’s marriage which is seen to be constructed upon the false belief of Helen that she can reform her husband’s manners gradually. Despite the constant warnings of her aunt, Margaret Maxwell, against marrying Arthur, Helen turns a deaf ear to whatever the old and experienced woman says, but later comes to notice that her warning is justifiable. In Chapter 24 of the novel titled as *First Quarrel*, the fact of Helen’s solitary confinement of her life and how much she is mentally tortured because of this marriage are presented with Brontë’s depiction as follows:

> Arthur is getting tired- not of me I trust, but of the idle, quiet life he leads- and no wonder, for he has so few sources of amusement. I do all I can to amuse him, but it is impossible to get him to feel interested in what I like most to talk about; while, on the other hand, he likes to talk about things that cannot interest me. His favourite amusement

> is to sit or loll beside me on the sofa and tell me stories of his former amours, always turning upon the ruin of some confiding girl or the cozening of some unsuspecting husband; and when I express my horror and indignation, he lays it all to the charge of jealousy, and laughs till the tears run down his cheeks. (197)

The lack of communication between the husband and wife apparently rooted in the husband's getting the upper hand in the marriage as expected of a Victorian patriarch ruins the nature of their relationship and reveals the true nature of Arthur Huntingdon. As Doub in the article titled as *I Could Do with Less Caressing: Sexual Abuse in the Tenant of Wildfell Hall* stresses in relation to the given section from Helen's diary by saying that "Helen's second diary entry, written about one month after the first, contains the most convincing and blatant example of Arthur's transition from husband to sexual abuser" (15). What is palpably shocking in Arthur's behaviour towards his wife is the wilful contempt for her partnership and the pleasure he derives from talking about his previous adulterous relationships with other women to annoy Helen. The repugnance felt and expressed by Helen who is compelled to be tolerant towards such an unendurable treatment by the husband gets intensified when he wants to console Helen with various sexual advancements against her will. The traumatized wife openly refers to her psychic pain when she is faced with coercive sexual act by adding that "He tries to kiss and sooth me into smiles again- never were his caresses so little welcome as then! This is *double* selfishness, displayed to me and to the victims of his former love" (Brontë 197). When Brontë enables readers to have access to the diary of the character of Helen this way, the Victorian novelist proves the extent to which she could be a good parrhesiastes. Through Helen's case, Brontë speaks out against men who force women to bow to the demands of patriarchy and she puts herself on the line in the process of by doing so as well. With her control of such a narrative, the author makes claims that are in tension with patriarchal assumptions of Victorian society. She implies that Arthur's rejection of his culpability is repellent to Helen and this serves as a further evidence of how diligently she clings to her commitment that her purpose of writing this novel would be to reflect reality as much as she can. In other words, the suffering of Helen in the abusive marriage Brontë exposes is symbolic of that of all other Victorian women who surrender themselves to the restrictive social order of the nineteenth century. What the novelist criticizes brings to mind what Foucault in *Fearless Speech* persistently underscores: "*Parrhesia* is a verbal activity in which a speaker expresses his personal relationship to truth and risks his life because he recognizes truth-telling as a duty to improve or help other people" (19).

Chapter 38 in the second part of the novel titled as *The Injured Man* bears a high relevance to the discussion of Brontë's parrhesia since the novelist takes considerable pains to show that conformity to socially constructed gender roles is a hindrance to a more effective communication between men and women. Taken from Helen's diary, the events in the chapter revolve around Lord Lowborough, a friend of Arthur Huntingdon, who is victimized by the betrayal of his wife, Annabella Wilmot. Lowborough's wife flirts with Arthur and Helen keeps it as a secret until the time when she believes that she has to break free from her reticence about what she knows. Because of the gendered societal codes that do not permit a woman to be in close friendship with a man and confide in him, Helen feels obliged not to disclose the truth to Lord Lowborough, however, she makes the radical decision to talk to Anabella first to let her know that she is aware of everything. Helen becomes increasingly disenchanted with the situation and writes about what she has done in her diary as follows:

> On the day of Lady Lowborough's arrival, I followed her into her chamber, and plainly told her that, if I found reason to believe that she still continued her criminal connection with Mr. Huntingdon, I should think it my absolute duty to inform her husband of the

> circumstance—or awaken his suspicions at least—however painful it might be, or however dreadful the consequences. (Brontë 324)

These lines reverberate with the voice of Foucault that the theorist raises in his *Fearless Speech* by reiteratively underlining that a truth-teller must seek to infiltrate truth into lives of other people as he sees it as a compulsory duty to be performed and takes the risk of facing all consequences of revealing truth. This certainly fits into what Helen does as Colón in the article named as *Beginning Where Charlotte Left Off: Visions of Community in Anne Brontë's The Tenant of Wildfell Hall* states that "By compelling Helen to empathize with and encourage Lowborough even as she struggles through a similar betrayal, Anne demonstrates the qualities in Helen that will allow her to transform her society" (26).

When Lord Lowborough discovers the truth, it has this transformative impact upon him, but the man initially thinks that he is deceived by his own desire to trust his wife and resents Helen because of her hiding it from him. Even though Helen's long-standing silence about the betrayal represents the compulsion to bring her conduct in line with the wishes of Victorian norms, Lowborough does not seem to regard it as an excuse and his use of language solely serves as means of giving a way to his sense of despair during the confrontation between himself and Helen. Brontë presents the reaction of the betrayed man through the lenses of Helen and says that "It was wrong— it was wrong! he muttered, at length. Nothing can excuse it—nothing can atone for it, for nothing can recall those years of cursed credulity—nothing obliterate them! —nothing, nothing!" (327). Helen confirms that she should have told him what she knew about the affair and the dialogue between the two characters resonates with Brontë's parrhesia as the critic Lokke highlights that

> In response to his recriminations that she should have revealed the truth of their spouses' affair to him years earlier rather than allowing him to be deceived and humiliated, she acknowledges her grave error. In this bitter confrontation, Brontë once again underlines the importance of forthrightness and truth, no matter how unsavoury and painful. She questions the gendered societal codes that deny Helen the right to comfort him as a friend. She also calls into question notions of domestic privacy that cover up and sanction betrayal and abuse." (123)

It must be noted that Lord Lowborough gets over the shock of being cheated by his wife soon after his discovery of the truth since facing the truth produces a healing effect upon him as well. He even gets married for the second time and leads a happier life than before. As has been stated, apart from this, Helen's resisting against the patriarchal mindset with her resolution to reveal the truth to Lowborough and others is one of the best examples of parrhesia applied to *The Tenant of Wildfell Hall* by Brontë.

4. Conclusion

The Tenant of Wildfell Hall characterized by traumatization of the character of Helen Graham offers the apt site for investigating long-standing hypotheses about the roles associated with women from different angles. Brontë's choice of giving the license to multiple narrators in her structuring the plot proves to be useful in rendering the silenced voice of the socially victimized protagonist, Helen, more hearable to readers. The author can be said to be furious with the suffocating limitations faced by Helen who has the urge to escape from the responsibilities of an unhappy marital life with her son. This being said, Anne Brontë seems to intend to demythologise the notion of domestic heaven which depicts home as a place of bliss and self-cultivation for women. More importantly, it must be restressed that such an overt repudiation of Victorian expectations shows the author chasing after the truth which aligns her novel with the Greek term "Parrhesia" as a form of discourse. Relevantly, as has been stated, this study serves the purpose of elucidating the ways in which Anne Brontë shoulders the responsibility of invalidating phallocentric values as a parrhesiastes.

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Problems of Translating the Terminology from English into Georgian Language

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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 article deals with the issue of the term of the period of transformation, namely the stage of the 90s of the twentieth century. Is it possible to use the term transformation, when defining a period of literature, to directly transfer the name of the stage of literature of one country, to translate and establish how much the term needs to be changed? The article is based on a comparative methodology and the reception of the era taking into account the current political and social processes.

Keywords: Translate, transformation, Wende literature

1. Introduction

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 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.(Tchuradze 2019)[1]

[1] https://www.tsu.ge/assets/media/files/48/disertaciebi4/Eter_Tchuradze.pdf

1.1 Research Questions

The 80s-90s were marked by political and cultural changes in the world. Germany united, Yugoslavia disintegrated, the Soviet Union disintegrated, the socio-political life of Eastern Europe changed, accordingly, hundreds of scientific articles and studies followed the understanding of this stage, the period was evaluated by the following terms: transformation, transition, as a change in time, although the mentioned term, we think, is often It cannot accommodate socio-cultural dynamics, therefore, the term "Wende" enters and settles in German literature, which first of all implies the end of centuries, the separation of centuries. In German periodicals and scientific studies, the term transformation, which has an international meaning and is a term understood by everyone, was not established, but the German language took the equivalent of translation from the German vocabulary to match the current processes culturally and politically.

Thus, transition period in German literature was assessed as transition from one historical-political period to the other and overcoming of the previous political structure. In scientific studies, for example, for the literary stage of the East Germany, i.e. DDR, the term used is not transformation or transformation literature or transition (Sztompka 1993) but rather the turning point “WENDE”, Wende literature (WENDE LITERATURA), (Grub 2003,55-61) where its stylistic equivalent is taken into consideration as well.

2. Methodology

The research is based on the comparative methodology, the comparison of the social and political transformation of Germany and Georgia in the 90s, the reception of the 90s theme reflected in the literature, in order to determine the issue of translating the literary stage and finding an appropriate equivalent.

3. Results and Discussion

The issue of introduction of the foreign words and terms is a large issue and the subject of research by the linguists. The goal of the article, in particular, is the issue of terminological definition of Georgian literary stage of 90s, regarding the example of the literature of DDR.

After unification of East Germany and West Germany, there was the issue of agenda was dealing with the remains of the soviet past and totalitarian regime as painlessly as possible, starting from “disappearance” of the sculptures and monuments of the soviet leaders to the problem of dealing with the past and integration with the future for the population of East Germany. It was not easy to deal with the past, as “nostalgia” became the main esthetic sign in the literature and for it, there was used the neologism “Ostalgie” - the eastern nostalgia (Ahbe 1997), though, overcoming of the past and integration with the future has taken about twenty years. It should be noted that unlike Georgia, Germany was strengthened by West Germany and west in general, both, financially and ideologically and hence, transformation has formed as dealing with and “overcoming” of the past.

Similar to the above, for the Soviet Union, in particular, for Georgia, 90s of the twentieth century turned out to be excessively loaded with the social-political events, in the turn of the centuries, the Soviet Union, as the political unity has terminated its existence. On 9 April 1991, independence of Georgia was formally announced and for the society, the new era began, it was full of economic problems, ethnic conflicts, civil war, rebellion of generations and dramatism (Ratiani 2018). Thus, Georgian writers and artists faced significant challenge. This was necessity of on one hand, involvement into the literary processes ongoing in the world, particularly in the democratic countries, as “socialist realism” accepted in the Soviet Union restricted their freedom and, on the other, dealing with the consciousness of the society that has escaped from the soviet rule. The literature had to destroy the model of totalitarian thinking model and demonstrate existence of the individual on the verge of turning to the new political reality. The literature had to reflect dramatism of creation of the new human from the totalitarian space, similar to the West German writers, actively engaged in the issues of underlining of the post-totalitarian aesthetics, who have created numerous texts both, before and after fall of Berlin Wall.

Unlike Germany, in Georgia analyzing of the past has not taken place at the political level, the archives were not open, the population had no access to the past materials, to though dramatically and yet better understand and analyse the soviet past. The soviet monuments were totally eliminated and ruined in a destructive manner, the literature mostly commenced reflection of the current social live and emphasized disorientation of an individual in crisis in the universe. In Georgian literature, only few novels offered the issue of reconsideration of the past, for which, there was chosen the self-fiction form and they made attempts of self-reflection, though this process was not long in the literature and hence, the mentioned situation has prevented the literature, as well as the society to overcome the past, hence, the word "overcome" does not escribe the current literary-political processes and it is not suitable to characterize the literary stage of 90s in Georgia. Though, it is necessary to find the term defining the current stage and cover the literary-political trend that has showed up in the literature, both, documentary prose and self-fiction texts. Literature created about the 90s became particularly extensive in the last decade and numerous texts thematically associated with the 90s were written; here we should note that the 90s period is established in verbal discussions of Georgian population and it is accepted as the designation of the transformation stage in late 20^{th} century: "sweet 90s", "dark 90s", "fashion, music … of 90s", "criminal of 90s" etc.

Regarding the above discussion we provide the comparative list of the processes in Germany and Georgia, once more emphasizing the load of translation of the specific literary stage or political term, in stylistic-content sense.

Table 1. The comparative list of the processes in Germany and Georgia

- **East Germany** - **Wende literature**	**Georgia Transition literature of 90s**
Peaceful "revolution"	April 9, bloody confrontation Civil war Ethnical conflicts
Fall of Berlin Wall	April 9, regaining of independence
De-memorialization Disappearance	De-memorialization Destructive dismantling
Identity crisis Genre domination Estrangement with the city, co-citizens, the past Nostalgia for the past, as the way to deal with the crisis ***by maintaining the ties with the present***	Identity crisis Genre domination Estrangement with the city, co-citizens, the past Religion as the means for dealing with the crisis and national identity ***through cutting the ties with the present***

4. Conclusions

Based on the above, based on the current political and cultural change in Georgia, we consider it relevant to find a Georgian equivalent of transformation, as far as we think, just like the political change of East Germany, the political change of Georgia was also marked by a number of signs:

- The collapse of the Soviet Union and the road to democracy;
- Trauma: civil war, ethnic conflicts, economic crisis;
- Activation of the national narrative;
- Religion, the possibility of restoring the connection with the past;

Accordingly, based on the above, we do not consider it appropriate to put the narrative of Georgian transition under the umbrella of გარდამავლობა/gardamavloba "transformation" as a general term, but to establish "transition" (the same transition, change) in the Georgian scientific space for the names of the mentioned period.

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

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

Keywords: Feedback, writing, secondary level, challenges

1. Introduction

The capacity to communicate in written language is useful in both professional and personal situations. Writing skills are an essential part of foreign-language education. Writing assignments are valued by teachers because they teach students how to write and learn through writing (Emig, 1977). However, writing assignments are not only about assigning tasks but also require giving feedback on students' work. It is expected that students will value comments and benefit from them to enhance their work. However, some scholars have questioned the effectiveness of providing writing feedback (Haswell, 2008; Monroe, 2002). Some students may only focus on completing writing assignments and do not pay attention to feedback at all. They may also misunderstand the feedback (Chanock, 2000). In addition, the degree to which students benefit from feedback may vary greatly. Despite doubts regarding its usefulness, EFL teachers use feedback to connect with students regarding their writing.

In addition to the effectiveness of feedback, there is an issue of whether content-based or form-focused feedback should be provided. Form-focused feedback includes the use of language such as words, punctuation, and spelling. When it comes to grammatical errors, teachers should decide which ones are the most troublesome and commit time to explaining them (Holt, 1997). On the other hand, any type of comment that focuses on communicative components of language learning, such as vocabulary and lexical diversity, genre and register, cohesiveness, and coherence in productive abilities, is referred to as content-based feedback (Olson & Ratteld, 1987).

Another aspect of this study is looking at teachers' perspectives on peer feedback. The use of peer feedback in writing has become popular in teaching English language skills. Students assess and evaluate each other's writing and provide comments in a collaborative learning style. Peer feedback is an important component of the learning process because it can encourage students by providing them with a sense of audience and help them improve their skills (Zhang, 1995).

However, let alone providing writing feedback, teaching writing skills is somehow an overlooked area in the context of secondary level schools. There are particular matters that make it challenging to provide writing feedback or teach writing skills in secondary schools, such as timing, the level of the students, and reluctance. Teachers' beliefs about providing written feedback have been researched from different angles in various studies. Therefore, this study will investigate the beliefs and attitudes of English language teachers working at secondary-level schools in Rize, Turkey.

2. Literature Review

Longman Dictionary of Language Teaching & Applied Linguistics (2002) defines feedback as "comments or other information that learners receive concerning their success on learning tasks or tests" (p. 199). Feedback is information given to students to help them improve their performance (Ur, 1996). For decades, numerous researchers have been concerned about writing feedback (Ferris, 1999; Lee, 2009; Truscott, 1996). Similarly, feedback from teachers and peers is a type of feedback that has been researched by a number of professionals for decades. Wiggins (2012) claims that feedback provides students with better knowledge of what they need to do to improve their writing skills. Most students and teachers believe that teacher feedback is critical for their writing success. According to Hyland (2003), many teachers think that they are unjust by not assessing their students' writing until they have made useful comments. This review will briefly discuss the importance of writing feedback from both teachers and peers, the types of feedback, challenges of providing writing feedback, and studies conducted on writing feedback.

2.1. Importance of Providing Writing Feedback

It is critical to provide feedback to students during the writing process to improve their writing quality (Brown, 2001). Through understanding feedback, learners are supposed to be aware of their strengths and weaknesses as well as improving on the weakness. Moreover, written feedback in a student's written work demonstrates that the teacher has thoroughly read the student's work (Glenn & Goldthwaite, 2014) and appreciates the effort. This instills students a sense of pride in the fact that their writing has been read by the teacher (Plaindaren & Shah, 2019). It is also important to note that both positive and negative feedback should be included while providing writing feedback. When students receive only negative criticism after submitting a task, they are more likely to give up trying to write. Ferris (2003) states that notes and closing comments, in addition to incorrect feedback from teachers, are also beneficial to students' writing.

There have been studies on the effectiveness of comments on students' writing, such as Truscott and Hsu (2008), Mahmud (2016), and Agbayahoun (2016). According to some studies, feedback has no positive influence on students' writing. Moreover, some scholars have revealed that error correction is of no use and is a waste of time (Truscott, 1999). Grammar correction, according to Truscott (1996, 2007), is not only ineffective but also damaging to learners' development. On the other hand, feedback is claimed to have a positive effect on learners' writing, according to other studies. For example, feedback on EFL students' writing is beneficial for helping them improve their writing. Additionally, according to Ferris (1999), it is difficult to disregard corrections in general due to the quality of the correction; if the correction is clear and consistent, it will serve to improve students' writing skills.

Furthermore, Chandler (2003) revealed that students believe that when their teacher corrects their essays and provides feedback by detailing the faults they have made, it helps them learn better and prevents them from making the same mistakes again.

2.2. Content Based and Form Focused Feedback

In addition to the importance and effectiveness of feedback, some studies have investigated the types of feedback in writing. While some scholars advocate for a form-focused approach to feedback, others claim that content-based feedback is more efficient. For example, Olson and Ratteld (1987) examined the effects of content-based and form-focused comments on two groups of student papers. The concepts were the focus of content-based feedback, whereas the use of language, such as words, punctuation, and spelling, was the focus of form-based feedback. They specified that "the treatment group that received content comments wrote significantly better essays than the other treatment group or the control group (p. 273)". However, many teachers may believe that correcting the grammar of their students' written work will help them improve the accuracy of their later writing. According to Truscott (1996), this is a misguided undertaking, and teachers should stop grammatical correction because it does not achieve their goals. Furthermore, some scholars support the idea of providing content-based and form-focused feedback together, while others think it may lead to confusion for learners. For instance, Zamel (1985) proposed that content and form feedback should be kept distinct to avoid students becoming confused about what they should focus on.

2.3. Peer Feedback

Another issue touched by this study is feedback from peers. The study included the notion of teachers about peer feedback. Most of the time, feedback is provided by the teacher. However, the benefits of peer feedback cannot be denied. In an ESL environment, the idea of students receiving feedback on their writing from their peers has become a popular alternative to teacher-based responses. Many studies support the assumption that, when utilized effectively, peer review can be extraordinarily successful for a variety of reasons. According to Hansen and Liu (2005), students can take an active role in their own learning process and reshape their ideas in light of peers' reactions. Furthermore, according to Ferris and Hedgcock (1998), reacting to peers' writing can help students develop the critical skills needed to assess and modify their own writing, as well as allowing them to gain confidence. Learning to properly critique others' writing may contribute to the development of stronger self-reviewers or students who can accurately recognize areas in which they need to improve and rewrite their own work (Rollinson, 2005). Similarly, according to Min (2005), the majority of student participants said that learning how to critique their peers' papers helped them improve their own writing. Khalid (2011) also shows that teacher and peer feedbacks help students write better. In summary, previous research has found that both teacher and peer feedback can help students improve their writing skills. However, both types of feedback have their own set of drawbacks, which is another issue included in this study.

2.4. Challenges of Providing Writing Feedback

As the research suggests, effective feedback is of great importance for EFL learners in terms of developing their writing skills. Nonetheless, there are also certain challenges for teachers and instructors. Among the factors that limit teachers' feedback is the number of students in a classroom and the time allocated for English lessons (Agbayahoun, 2016). Moreover, Melketo (2012) suggested that time constraints, students' expectations, classroom management issues, and a perceived lack of student enthusiasm are among the factors that influence teachers' feedback practice. In addition, the teaching burden on the teacher and the number and length of assignments can make it difficult for teachers to provide systematic feedback (Lee et al., 2016).

Considering the writing tasks that may be assigned at a secondary level and the proficiency level of secondary school students, the challenges for teachers may even become greater. In Turkey, secondary school students can be asked to write emails, letters, dialogues, daily routines, and short texts rather than essays and narratives.

3. Methodology

3.1. The purpose of the study

The purpose of this study was to fill the research gaps noted and to provide answers to the following questions:

- What are the perceptions and attitudes of English language teachers working at the secondary level about providing written feedback?
- To what extent do English language teachers working at a secondary level include written feedback in their classroom?
- What are the challenges that English language teachers working on a secondary level face when it comes to providing feedback?

Various studies have examined the feedback practices and perceptions of both teachers and students in the Turkish context. However, most of these studies are carried out at the university level (Çelik, 2020; Kahraman, 2013; Kahraman & Yalvaç, 2015; Duruk, 2016). Hence, based on a thorough review of the literature, it was determined that more research is needed to determine whether providing writing feedback is feasible at the secondary level and whether teachers try to provide writing feedback to their students. Furthermore, there is also a need to investigate the challenges secondary-level English teachers face.

3.2. Method

This study employed a qualitative approach. Qualitative data were obtained through semi-structured interviews. Semi-structured interviews were conducted to determine teachers' beliefs and attitudes about providing writing feedback to students. The interviews were recorded with the permission of the participants to be transcribed later. Note-taking was also conducted during the interviews. Most of the interviews were held in English; however, a few of the teachers preferred explaining some concepts in Turkish by switching on and off between the two languages.

3.3. Participants and Setting

The study involved eight English teachers working at state secondary schools. The teachers' ages ranged from 25 to 45. The study comprised one male and seven female English teachers. The participants were teachers who were actively working in Rize. Most teachers teach 5, 6, 7, and 8 graders at the same time. Three of the teachers teach only the 6, 7 or 8 graders.

3.4. Research Instruments

Semi-structured interviews were used to collect data for this investigation. The interview questions (see Appendix A) were prepared by the researcher and reviewed by the instructor. The interviews included 11 open-ended questions. The aim of the interviews was to elicit teachers' perceptions and experiences of writing feedback activities. The purpose was to find out what their perceptions of different forms of feedback were and whether they found writing feedback useful for the students' L2 improvement. Besides, some interview questions aimed at finding out if teachers preferred any type of feedback. In addition, the interview included a question about the use of peer feedback.

4. Results

All participants said that they were doing their best to provide writing feedback for their students. Most of them stated that they sometimes gave written feedback (Table 1). Only one teacher said that no matter what, he provided feedback all the time for students' writing. His exact words are as follows:

> *All the time. Whenever I assign a homework, I provide writing feedback so that they know I've read and appreciated their work. Also, I try to do it as soon as possible. Without feedback, what's the point of giving a writing task? (T1)*

Table 1. Frequency of Written Feedback

Answers	The number of participants
Rarely	2
Sometimes	4
Usually	1
Always	1

When the teachers were asked how they provided writing feedback and which details they paid attention to, their answers were mostly the fact that they checked the forms or rules that the teachers taught before giving the assignments (Table 2). One teacher said that if they covered the modal "should" or "can," she would be checking errors related to that form. Another teacher stated that, rather than giving individual feedback, she preferred providing feedback as a whole class, including peer feedback. She said that:

> *I made up a system that turned out to be very practical in terms of timing. I call four students on the board, and I divide the board into four parts. They write their texts. The rest of the class tries to see their mistakes. And I show the errors by highlighting. Then another four students come up, and this goes on until all have a chance to give feedback and get feedback. (T3)*
>
> Another teacher stated that: "*I try to emphasize with them. I'd like them to think that their teacher cares about their work and reflects on it. I also try to ask more follow-up questions and I make additional comments about the topic." (T6)*

Table 2. How Feedback is Provided

Answers	The number of participants
Checking the forms and rules taught	4
Checking errors selectively	1
Providing written feedback rather than oral	1
Checking the common mistakes	1
Checking the tasks as a whole class, providing oral feedback	1

Regarding what teachers think about giving writing feedback, the answers were generally "Writing feedback is important." (Table 3). Some participants added that it was difficult to provide writing feedback. However, all the teachers stated that they find providing writing feedback useful for their students because they have a chance to see their mistakes and improve them. However, one teacher in the interview claimed that some students do not care about the feedback and keep doing the same mistakes. She said that students might feel that they finish the homework, get a grading point, and then do not pay attention to the feedback at all. Still, most of the teachers think that stronger and willing students try to benefit from the feedback, and hence, they find it useful.

Table 3. How Feedback is Perceived

Answers	The number of participants
Important	3
Difficult	2
Useful	2
Efficient	1

Concerning teachers' type of writing feedback to their students, most of the participants indicated that they prefer content-based feedback because for secondary level students, it might be overwhelming to focus on grammatical or structural errors and students can be demotivated (Table 4). Some teachers, however, stated that they focus on the form because they teach some rules and feel the need to correct students' errors to improve their writing skills. One teacher stated that she includes both of them because she thinks both content and form are important for students. This teacher said that:

> *It depends on what my priority is in giving that particular writing task, honestly. If I want my students to practise a certain form, then I focus on the form. Otherwise, I will simply focus on the content. (T7)*

Another teacher who prefers content-based feedback claimed that:

> *If my students can express their ideas meaningfully, I won't focus on the grammatical mistakes, as long as the meaning is clear. I'd pay more attention to the organization and expression of the ideas. I'd not focus on all the errors, but sometimes I'd give form-focused feedback by selecting some errors that I find important. (T6)*

Table 4. Focus of Feedback

Answers	The number of participants
Content	4
Form	3
Both	1

Half of the participants answered "yes" and half of them answered "no" to the question of whether they provide writing feedback for all the tasks they assigned (Table 5). Those teachers who said "yes," further added that they need to get back to the tasks they assigned in order for students to have a chance to see their mistakes and learn from them. Some of them also stated that students should know their teacher cares about their tasks and read them. Those who answered "no" also stated that they know it is important to provide writing feedback, but sometimes they forget about it or they do not have time for it.

Table 5. Writing Feedback for Assigned Tasks

Answers	The number of participants
Yes	4
No	4

Most of the participating teachers believe that providing writing feedback to students at the secondary level is challenging (Table 6). However, only two of them stated that they did not find it challenging. Those who think it is challenging further indicate that time is an issue for them. Teachers are generally under the impression that providing writing feedback to students individually will take up so much of their time. Among other reasons is the proficiency level of the students. One teacher stated that the students might not understand the given feedback. When asked about the challenges of providing writing feedback, six teachers pointed out that the time allocated for English lessons was not sufficient for sparing additional time for feedback. Furthermore, some of them stated that they cannot always find time at home to give feedback on students' tasks. Two other teachers stated that the biggest challenge is classroom size. Since some teachers have many students, they find it time-consuming to get back to students' work individually.

> *Writing is a productive skill. Therefore, it is difficult for students. However, they are not usually produced. They are usually passive during lessons. There is not much time left for writing skills. It is usually opt out, unfortunately. But when we do writing and writing feedback, it is difficult for them to write and form correct sentences. (T3)*

Table 6. Challenges in Providing Feedback at the Secondary Level

Answers	The number of participants
Yes	6
No	2

Almost all the teachers in the study believe that students improve their writing when they provide feedback. Only two participants indicated that their students did not improve their writing skills when they provided feedback because they did not pay attention to the feedback once they submitted a task and thought they were done with it. Some of the teachers, who believed their students' writing had improved to some extent (Table 7), said that:

> *Absolutely. However, I think only the stronger students pay attention to the feedback and try to avoid the same errors next time. (T4)*
>
> *I think they do. Especially those students who are willing to learn from their mistakes. (T1)*
>
> *Some of them do, some of them not so much. But generally, I can say that most of my students benefit from my feedback. Some of them actually say that they did not use to do this with different teachers. So, they are not used to getting feedback. As time moves on, they keep getting feedback and I think they benefit from that. They improve their writing and pay attention to my suggestions. I try to make sure they don't do the same mistake again. And after a couple of months, they start to drop these errors and get better at writing. (T2)*

Table 7. Impact of Feedback on Students' Writing Improvement

Answers	The number of participants
Yes	6
No	2

Half of the teachers in the study stated that their point of focus was grammatical errors while giving feedback (Table 8). Interestingly, most of them claim that at the secondary school level, they do not want to focus on grammar. However, they still think that since they are teaching certain forms, such as modal verbs, past simple, and comparatives, feedback is a way of helping students see their errors and learn from them. One teacher in the study said:

> *Actually, while giving feedback, I try to correct all mistakes regardless of whether it is spelling, grammar or so on. Because it is something new and I think that we have to show every mistake on writing tasks. I believe giving writing feedback to students is one of the best ways to show the correct usage of that language. So, I try to focus on each mistake they have. (T8)*

Another teacher who emphasized the organization of ideas while giving feedback stated that:

> *I try to focus on the way that they express their ideas, not necessarily in terms of grammar but in general. If I can understand what my students say, it is OK. Especially, if I understand that this is an authentic writing, my students did that on their own, no worries. However, sometimes when students write, there is a sentence up here and down there. Like, there is no coherence. So, I try to make sure that my students' writing is a whole thing. They are not separately taken from this piece and that place. I want to make sure that my students can write in a unity. That's what I try to do most of the time. (T5)*

Table 8. Areas of Focus in Providing Writing Feedback

Answers	The number of participants
Grammatical errors	4
Form and content	2
Organization of ideas	1
Sentence structure	1

When it comes to the teachers' practices about peer feedback, it can be understood that more than half of the teachers do not include peer feedback in writing (Table 9). The reasons stated for this are usually the lack of competence of the students. Teachers generally believe that their students are not capable of providing writing feedback to their peers. Another common reason for this issue is claimed to be classroom management concerns on the side of teachers. The teachers who included peer feedback stated that:

> *It is actually helpful and practical for me. I especially direct my stronger students to give feedback for the weaker students. (T4)*

> *This is how I do it. My students take turns standing on the board and writing their sentences while their peers look into the sentences and try to spot their errors. Then I mark these errors and show the correct usage. (T5)*

> *I try to include peer-feedback. Students like exchanging ideas. It is useful to get feedback not only from the teacher but also from the peers. Honestly, I've recently started exchanging feedback from two different classes. I give assignments to two different classes and exchange the students' works, so that they give feedback to peers from another*

> *classroom at the same grade. Peer-feedback does not necessarily have to be within the same class. I find it quite helpful. (T7)*

On the other hand, excerpts from teachers who do not include peer feedback are as follows:

> *Especially 8th graders, who are at puberty, can be sensitive about criticism by their peers. So, I try to avoid from peer-feedback. (T3)*
> *None of my students are competent enough to provide feedback. That's why I cannot include it at all. (T6)*
> *Not so much. My students' English proficiency level is not enough for them to check their peers' assignment and detect some mistakes. (T1)*

Table 9. Integration of Peer Feedback in the Writing Process

Answers	The number of participants
No	5
Yes	3

Almost all of the participants think that the way to make feedback practice for the secondary level more effective is to allow more time for writing skills in English lessons, which is directly linked to the hours allocated for English lessons in the curriculum (Table 10). The second suggestion was related to class size. Some teachers believe that if they have fewer students, they can make writing feedback practice much easier and much more effective. One teacher in the interview stated,

> *We have a curriculum to follow and finish on time. Students need to be prepared for the LGS exam. There is just not enough time for writing feedback. (T2)*

Table 10. Enhancing Effectiveness of Feedback Practices for Secondary Level Students

Answers	The number of participants
More time should be allocated for writing skill	6
Having classes with less number of students	2

5. Discussion and Conclusion

This study gathered qualitative data to answer these research questions. Regarding the first research question, the results suggest that all participants generally believe that providing writing feedback is important for students' L2 writing development. Even though some teachers believe writing feedback is important, they indicate that in their teaching context, feedback is not always efficient for their learners. Furthermore, it can be claimed that the participants in the study show a mismatch between their beliefs and practices. Even though all teachers think they should pay more attention to writing feedback, most do not. This study confirmed Lee's (2009) findings that there are mismatches between teachers' beliefs and practices regarding feedback.

Concerning the second research question, among the teachers in the study, only one teacher included writing feedback on a regular basis; half of them sometimes gave feedback, and the others were rarely engaged in the feedback process. This question also involved whether peer feedback was employed by the teachers. It can be understood that most teachers are not inclined to benefit from peer feedback since they have preconceptions about it. To make this clear, teachers assume their students do not have the competence to provide feedback to one another. Another matter inquired about with this question is the type of feedback the participants employ when they provide feedback. Half of the teachers preferred content-based feedback and avoided correcting grammatical errors, which can be associated with Truscott ’s (1996) claim that teachers should abandon providing grammar mistakes as they do not work. On the other hand, there were still some teachers who believed error correction was the most beneficial way to show students their mistakes.

Regarding the third research question, participant teachers had some common answers to the challenges they faced while giving feedback. For example, the most common answer was timing. Almost all teachers complained that they did not have enough time in the lessons to provide feedback or engage in feedback activities. Another challenge was the number of students. Some teachers said that they have students over 25 in a classroom, which makes it harder for them to give individual feedback. Some other additional comments in the interview revealed that teachers also have concerns about students' proficiency level. They think that even if they provide writing feedback, the students will probably not understand, since they lack this capacity. Hence, they did not try to involve feedback. Another stated reason for this is that some students do not pay attention to feedback.

The importance of feedback in the context of L2 writing cannot be overstated, whether it is provided by teachers or peers. The interview results of this study showed that writing feedback is frequently disregarded by secondary-level English teachers. Though the teachers in the study are perceived to be aware of the significance of writing feedback, they are mostly under the impression that it is not possible or feasible to include feedback in an effective way due to some concerns. These concerns include timing, class sizes, and students' academic profile. Furthermore, there were some teachers in the study who admitted they may forget to give feedback time to time.

The challenges stated by the participants certainly created some limitations for teachers to provide writing feedback. Nevertheless, one teacher in the study indicated that giving feedback was a fixed part of his teaching process. Moreover, according to his statements, even though there are some challenges, it is not impossible to practice writing feedback in the lessons, and over time, his students benefit from this and show progress. This finding is parallel to Wiggins's (2012) study, which claimed that learners can improve their writing skills by receiving feedback and understanding their errors. Obviously, not all students may pay attention to feedback; yet, according to Ferris (2003), teachers should not disregard peer and teacher feedback.

This study attempted to fill the gap in the literature regarding secondary school teachers' perceptions and attitudes toward writing feedback. The study had some limitations. First, there were participants only from Rize, which makes it difficult to generalize to the Turkish context. Second, the study employed only qualitative data. Therefore, there are no quantitative data to support these findings. Furthermore, a larger population and more samples could be used in future investigations. The sample size for this study was modest and limited to only one city in Turkey. As a result, this study can be replicated in other secondary schools across the country.

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Appendix

First, the participants' demographic information was gathered. Then, the following research questions were asked.

Interview Questions:

1. Do you provide written feedback to your students?
a. If yes, how often?
2. Can you talk about your feedback provision? How do you provide feedback? What things do you pay attention to?
3. What do you think about giving writing feedback to your students?
a. Do you find that providing writing feedback is useful for your students?
b. If so, why? If not, why not?
4. Do you focus on the content or form while giving writing feedback?
a. If so, why? If not, why not?
5. Do you provide writing feedback for all the writing tasks you assigned?
a. If so, why? If not, why not?
6. Do you think it is challenging to provide feedback at the secondary level?
a. If so, why? If not, why not?
7. What challenges do you face while providing writing feedback?
8. Do you think your students improve their writing considerably when you provide feedback?
9. What areas do you focus on while providing feedback?
a. If so, why? If not, why not?
10. Do you include peer feedback? If so, why? If not, why not?
11. What could be done to make feedback practices for secondary level students more effective?

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

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Abstract

Religion and cinema are interrelated fields that create a world-making, ritualizing, visualizing sacred time and space. Religion serves deliberate rumination and intrinsic religiosity that meditate between individual 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 a focus like cinema. The result of both cinema and religious practice are a re-creation of the world that provides basic understandings of self, community, and cosmos. In the broad field of the study of religion in American films, the exploration of the film depicts some aesthetic experiences about divergent types of religion to explain the concept of death with ruminations on the idea of holy and sacred. There are different perspectives from religious traditions that 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. These philosophical interpretations of the death can be given 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

1. Introduction

Religion has appeared as a crucial source of meaning in life for society. Religion serves deliberate rumination and intrinsic religiosity that meditate between individual 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 in the *Sacred Canopy*. Berger points out that "society is a dialectical phenomenon. Society is a product of a man and man is the product of society" (Berger 3). Society constructs order and meaning to build individual consciousness and subjective ordering of experience. The ongoing experience integrates into the order of the society in which "objective reality provides a world for man to inhabit" (Berger 13). The elements of a sociological theory of religion such as cosmos, nomos, and anomy as a theoretical framework are related to the concept of death under the idea of sacred.

Religion and society are always dialectical relationship because of the products of the cosmos. They can affect and stabilize each other. The power of society over individual try to constitute a world reality within individual lives. The reality has objective reality and subjective reality that recreate its system within individual lives. Since the society consists of individuals who confront death, the power of religion is based on the question of death for their inhabitants. Religion as the cosmos constructs meaningful order to create sacred order in the society. It has a deep relation under the dichotomous concept of nomos and anomy. The construction of the order can be provided by nomizing and ordering acts in the society because nomos functions as giving habits and customs of social construction. Nomos is a "meaningful order that imposes upon the discrete experiences" (Berger 19). Every nomos is encountered with potential devastation by anomic forces. The established order of the world might be threatened an anomy, or an abnormal condition might be a fact of individual experience such as "death of oneself or death of a significant other, divorce and physical separation" (Berger 21-22). Peter Berger explains the concept of nomic disruption caused by death. The anomy appears as a disease and a loss of his significant other that causes a nomic disruption. "Death presents society with a formidable problem not only because of its obvious threat to the continuity of human relationships, but because it threatens the basic assumptions of order on which society rests" (Berger 23). The concept of death forces people to refashion society's norms. It leads to lose the sense of meaning and causes individuals to question the order and deal with the ruminations.

1.1. Research Questions

1. What are the main ideas and principles of sociology in religion, and how does it extend and analyse in the American cinema?
2. How do the selected films represent the concept of death, and what philosophical interpretations are embedded within these representations?
3. In what ways do the films draw upon religious themes and symbolism to convey messages about death and the afterlife?
4. How are the notions of rebirth, salvation, and the numinous depicted in the selected films, and how do these concepts contribute to the overall understanding of death?
5. What role does cultural context play in influencing the representations of death and the sacred in these films?
6. To what extent do these films challenge or conform to traditional religious perspectives on death?
7. How do visual and cinematic techniques contribute to the construction of the sacred and holy in the context of death in these films?
8. Do these films offer unique perspectives on the meaning of life and death, and how might these perspectives influence audience perceptions?
9. How have societal attitudes towards death influenced the creation and reception of these films, and vice versa?

2. Literature Review

Creating a comprehensive literature review for a study that utilizes theoretical insights from the study of religion and film to explore the conceptualization of death and the idea of the sacred and holy in films like *The Little Buddha* (1993), *Avatar* (2009), *2001: A Space Odyssey* (1968), and *The Close Encounters of Third Kind* (1977) involves reviewing existing scholarship on relevant topics. This study explores how film has been used as a medium to engage with existential questions and representations of the afterlife. Besides, it also examines existing literature on the use of religious symbols and motifs in cinema. The literature review discusses how filmmakers incorporate religious themes to convey deeper meanings, especially in relation to death. Together with identifying any gaps or limitations in the current literature and highlighting the unique contribution, this review will make in bridging these gaps. It should provide a solid foundation for understanding the existing knowledge landscape on the intersection of religion, film, and the conceptualization of death, setting the stage for my specific study on the selected films.

3. Methodology

This methodology conducts a thorough review of existing literature on the intersection of religion, film, and death. It identifies some key theories, concepts, and debates within these fields. It performs a detailed analysis of each selected film, focusing on scenes or sequences that deal explicitly with death, sacredness, and holiness. This research consists of the cinematography, symbolism, and narrative structure to understand how these elements contribute to the conceptualization of death. It can be explored relevant religious and philosophical frameworks that may influence the interpretation of death in the films. This may involve studying religious texts, doctrines, and philosophical writings related to death and the afterlife. This methodology embraces an interdisciplinary approach that combines methodologies from religious studies, film studies, and philosophy. These approaches allow for a comprehensive understanding of the complex themes explored in the research.

4. Results and Discussion

Sociology of Religion in American Cinema

Nomos, as mentioned earlier, generally refers to law or custom. It encompasses the established rules, norms, or laws that govern various aspects of human behaviour and societal order. In a broader sense, nomos can also refer to the fundamental order or principles that shape the cosmos or a particular domain. Anomy, on the other hand, is a concept in sociology, particularly associated with Emile Durkheim. Anomie describes a state of normlessness or a breakdown of social norms in a society. It occurs when there is a lack of clear guidance or when existing norms fail to regulate behaviour adequately. Anomie can lead to a sense of disconnection, alienation, and a feeling of purposelessness among individuals. In essence, while "nomos" refers to the established order, laws, or customs that guide human behaviour, "anomie" describes a state of societal disorder or normlessness that can result in social instability and individual distress. The differentiation lies in their focus on different aspects: nomos on established order and norms, and anomie on the breakdown or absence of such norms.

The distinction between nomos and anomy is the most significant occasion through which Bernardo Bertolucci embraces how societies can deal with the sense of the death. *Little Buddha* depends on a stunning view of the anomy of death which is “the marginal situation *par excellence*” (Berger 23) and this anomy comes with the idea of reincarnation of Jess with the symbol of tea towel and cup. Lama Norbu expresses the concept of death with the idea of reincarnation of the soul and the mind. He says “in Tibet, we think of mind and body as the content or container. Now, the cup is no longer a cup, but the tea is still tea in the cup, in the table, on the floor. It is one container to another like the mind of the death” (Bertolucci, *Little Buddha* 00:52:03). The tea towel and the cup are used by Normu to explain Dean’s reincarnation in terms of revealing the manifestation of the body and soul. The towel represents the towel whereas the tea symbolizes When Dean questions the cosmic order due to the loss of his significant other, especially his friend’s death, he confronts with a threat through the reincarnation idea of Lama Dorje in relation to his son. His understanding is a kind of journey that represents ignorance to the enlightenment. For example, Dean firstly is closed-minded about the reincarnation of Lama Norbu, but he becomes open-minded after his friend has killed himself in San Francisco. Dean hears this in his car on a bridge where cars are retreating directly away, converging at a point in the distance. This image provides a transition about death in which the psychological problem of his friend’s death is a result of anomic disruptions in the film. At this point, he copes with the ruminations on the idea of death because he loses sense of meaning and searches for a meaning of life throughout the film.

Similarly, Jake Sully constantly preoccupies with the problem of the death because of losing the significant other in *Avatar*. Berger states that the death of a significant other may devastate the meaningful order in an individual’s life. The marginal occasions of individual life reveal the innate chanciness of social worlds and faces with anomic force. “Witnessing the death of others (notably, of course, of significant others) and anticipating his own death, the individual is strongly propelled to question the *ad hoc* cognitive and normative operating procedures of his "normal" life in society" (Berger 23). Jake is a brave soldier in Pandora and his twin brother's role is a scientist in human project. Unfortunately, his anomy starts with psychological tensions about the concept of death, so he experiences a sense of disorder because of his brother's death. He does not recognize his identity by virtue of the process of disintegration and the loss of moral and cognitive bearings. His anomic terror continues with the separation from society, and he substitutes his brother's role as Omaticayan image with his brother's avatar. His role accepts his brother's death and learns to legitimate the pain through the death of a significant other. Jake Sully says to his video report '"It is hard to believe. It has been three years. I almost forgot about my real-life" (Cameron, *Avatar*, 01:18:18). His anomic terror causes nomic disruption by reason of staying within the safe boundaries of established nomos obligatorily and overcoming the devastating effects of the loss or death.

On the one hand, religion serves as human activity of world construction and world maintenance to construct a meaningful cosmos. Religion is "cosmization in a sacred mode that integrates with the individual's experiences" (Berger 25). Religious connection is constructed between the passing of time and the temporality of the world, providing an idea about modalities of the sacred. When an individual consciously knows the presence of the sacred, the individual shows respect for the manifestation of the sacred during the journey of death. This special condition appears with fear, awe, devotion in connection with death on the idea of sacred. The concept of death identifies as sacred power that needs to "show itself to us" (Eliade 11). The concept of death is related to the idea of the sacred in terms of reaching transcendent power and approaching religious rituals in *Little Buddha* and *Avatar*.

Sacrality shows itself to the eyes of the religious individual as a mixture of the supernatural and the natural because nature always gives something that transcends it. For example, the sacred revelations give an experience of sacred reality to Grace in *Avatar*. During the ritual scene of the film, the process of death comes with the spiritual world of Na'vi culture. Death threatens all individuals with the last oblivion. Death represents a separation not only from the flesh but from the community as well. Although Grace's body dies, her spirit goes to Eywa because the Great Mother brings eternal life to Grace. Similarly, when Jake's death moment comes, he needs to pass through the eye of Eywa that leads to his death with his human form. The Omaticaya clan can sit together and take each other by the hand to rescue Grace's spirit. She needs to pass through the Eywa in order to return to life. Na'vi people pray all together that "hear us please, All mother. Eywa help her, take this spirit into you, and breathe her back to us" (Cameron, *Avatar*, 02:13:53). Eywa is their mother goddess who functions as a great equalizer between life and death and provides the balance and unity with the idea of conduct of life. It is a kind of funeral, and the aim of the funeral resembles the idea of reincarnation of the soul into the avatar's body. This scene is a similar understanding of the reincarnation of Lama Doje. On the other hand, there is a difference between *Little Buddha* and *Avata*r because the transgression of the soul passes to the human body especially, Jesse's body. Grace's soul transmits to her avatar body to attach sacredness where she feels secure. The sacral power of death points out the immortality of the soul and the resurrection of the body by means of experiencing sacred power.

In every culture, funeral rites are practiced in some way, although these traditional customs vary between cultures and within religious practices. In spite of differences, there are common characteristics in a ceremony marking an individual's death, such as announcement of the death, care of the disposition, and ritual. These differences in societies gives an opportunity to experience religion and provide a divergent point of view on the sociological study of religion. Comparably, Tibetan Buddhism has an insight about death and funerals in terms of getting benefits from nature like Na'vi culture. Buddhist doctrines, practices, and institutions are concerned with the concept of death and rituals. Death rituals present as recurring images in specific Buddhist practices. The concept of death symbolizes transient and inconstant nature things, and the individual overcomes the insight of death to stimulate religious endeavour in Buddhist teachings. According to Tibetan tradition, death is "an opportunity to attain release from cyclic existence and individual can approach death without fear and with a certainty that undermines its finality, and one should prepare for it throughout life" (Esler 196). That is why the body should be dealt with the concept of death in order to transform the soul into the next step. A human soul cannot stay in a corpse without breath and has to leave it. For instance, *Little Buddha* presents two occasions about the sacredness of death by means of revealing Siddhartha's approach to the death, and bardo incarnation.

Tibetan Buddhism highlights a powerful emphasis on instructions concerning death. Tibetan teachings give an awareness of the inevitability of death, the preciousness of life, and the great worth of mindfulness of death. If the individual correctly grasps the inevitability of death, the concept of death associates with religious practice that becomes meaningful and increases a sense of sacredness. The first example is relevant to the unity of body and mind to make sacramental communion in the understanding of Buddhist funeral. When Siddhartha and his friend talks about the sublimity of death, his friend expresses that "death is the moment of separation, which comes to every person in every family. When the body grows cold and stiff like wood, it has to be burnt like wood" (Bertolucci, *Little Buddha*, 00:49:45). As the scene explains that Tibetan culture use natural elements such as wood, water, fire to transmigrate the soul. The focus of the camera visualizes the feet of the man and his ashes to reflect funerary rites and ceremonies. It symbolizes the permanence of the body and the need for religious promise which are powerful counteragents. Siddhartha learns the recurrence of suffering in the human world where the understanding of the world of aestheticism and beauty are presented without the death concept by his father. The awareness of suffering causes him to understand the possibility of relief from that suffering and the sacredness of the system of the belief. The second element is a way of expressing the cultural approach upon death: bardo incarnation that means "experiences in between death and in next rebirth" (Trungma 30). Buddhists think a state of the soul after death remains as a bardo in which symbolically refers to the intermediate state between death and rebirth. By the time Lama Norbu arrives, Jesse is nine years old which is the same amount of time that has died since Lama Dorje died. The reincarnation of Lama Dorje is related to the sacral power of death because the concept of death means a vehicle between a container of Lama Dorje's soul and a container of Jesse's soul.

Throughout history, religion is used for attaching more meaning to life and understanding the universe in a certain belief system. Religion is also a social institution that exists as an integrated set of beliefs, behaviours, and norms. Emile Durkheim elaborates on the sociology of religion by means of growing out of main social needs and values. He attempts to analyse from the philosophical perspectives. Religion is "a unified system of beliefs and practices relative to sacred things, that is to say, set apart and forbidden, beliefs and practices which unite into one single moral community, called a church, all those who adhere to them" (Durkheim 47). The central component of the religious system has two concepts that are sacred and profane. According to Durkheim, the concept of the sacred is considered to be an essential element for all religions. The strength of the community over the individual transcends individual entities that people collectively hold a sacred significance about the idea of death. Along with considering the sacred nature of death the sacred, the sacred is regenerated to the point of death in terms of enhancing the belief in its continuation in another world and confronting prophetic or sacred power in a liminal space. The elements of death and rebirth can be understood in Durkheim's religious perspective, therefore including the divergent forms of sacred under the concept of death. When an individual confronts with sacred power in between death and rebirth, the sacred space is set for initiation between death and rebirth in *The Little Buddha*, *Avatar*, *2001: A Space Odyssey, The Close Encounters of Third Kind*. Individuals tend to live as much possible as in the sacred space to reach consecrated objects and believe in the continuation of life in the sacred area in the liminal sphere.

In *Little Buddha*, When Lama Norbu faces his death, three candidates express the continuation of life after death in terms of using natural elements. For example, the belief of the continuation in another world provides a spiritual journey that his ashes migrate to the air, the water, and the land. Raju uses a balloon to fly away his ashes, Gita puts ashes into the land under the tree and Jesse pours ashes into the "special bowl" in the sea (Bertolucci, *Little Buddha*, 02:14:51). In *Avatar*, Jake Sully's initiation between death and rebirth in his avatar body makes him faced with the sacred power of the humanoid race. His rebirth through the spiritual agency of an alien goddess, Eywa, is a way of mystical initiation to the perception of the reality. Jake's soul goes to the Tree of Voices to be born again. Neytiri indicates that "your spirit goes with Eywa, and your body stays behind to become part of the people" (Cameron, *Avatar*, 01:15:41) Eywa successfully presides over Jake's rebirth. When he has injured due to the Colonel's attempt, Neytiri sees Jake in his human form, and she finds the breathing mask because she will protect to him from Pandora's atmosphere, which is poisonous to a human being. Finally, she shares in her mother's magical capacity for bringing Jake to the Na'vi. Jake returns to his avatar form at the ruins of the Tree of Voices. In *2001: A Space Odyssey*, Dave Bowman's initiation concludes with sacred space in terms of revealing the idea of transition between death and rebirth because he is obviously reborn as an enlightened baby after spending some time in a room of renaissance atmosphere. He is reborn as a star child that the child is seen as a circle. It symbolizes infinity, rebirth, and eternity which associates with the Age of Reason in relation to the neoclassical setting. The progress of Enlightenment and the transition between old age to newborn baby show the journey of infinity. The fetus image represents the cycle of life, and he is ready to be reborn again under the neon lights (Kubrick, *2001: Space Odyssey*, 02:18:59). This transition from darkness to light is related to the progressive scheme from death to rebirth. In *Close Encounters of Third Kind*, the eruption of sacred beings into the profane world creates a chaotic place and extends beyond its frontiers. This mystic encounter with the sacred affect Roy Neary who transcends the profane world by means of flying with aliens' sacred spaceship. He firstly identifies as "ice-cream cane" to define the unknown object (Spielberg, *Close Encounters of Third Kind*, 00:29:54). This spaceship is later called as mother spaceship which is known as mysterium tremendum. The property of the mysterium of spaceship is "hidden and esoteric that is beyond conception extraordinary and unfamiliar" (Otto 13). It represents a fearful and fascinating experience for Roy because he experiences stupor and wonder. His transition in liminal space between Earth and Spaceship indicates that his realm will be changed from death to rebirth during the journey to heaven.

Moreover, the images of the sacred trees provide a meaning which means death not as an ending but as a creation and a road to a spiritual journey to rebirth. The sacred tree becomes a religious symbol that represents hierophany. "The sacred tree is not adored as a tree; they are worshipped, and its immediate reality is transmuted into a supernatural reality" (Eliade 12). The sacred tree is a religious emblem to transmigrate an individual's soul to another realm in *Little Buddha* and *Avatar*. Siddhartha sat under the sacred Bodhi tree on his way to becoming Buddha because his progress provides spiritual enlightenment to be reborn as "Awakened One" (Bertolucci, *Little Buddha*, 1:45:59). The mystical training transforms from a profane man to the sacred man. According to Berger's terminology, the mythical tree is a significant symbol that helps Siddhartha to legitimate his death. Besides, Siddhartha legitimates her death to reach sublimity of the universe and quest for his goal of enlightenment.

Siddhartha comes to believe in the sacred order of the universe in which death is only a transition through the life cycle of human beings. In *Avatar*, the Tree of Soul has a "communication with heaven is expressed by one or another of certain images" (Eliade 37). The Tree of Soul has a mysterious function that transmigrates one body to another body. Na'vi people try to activate interconnected trees to turn back Jake's body and soul. For instance, Jake sees Moat who is a shaman of Na'vi. Shaman designs "celestial journeys" to set out the individual's flight (Eliade 54). After that, Jake brings Grace's body to the Tree of Souls where Moat makes her soul transmigrated and her consciousness moves to her avatar body. The images of rebirth consist of wood sprites as a bio-liminal motif which is a seed of the Tree of Souls. When a team of luminescent white seeds of the Tree of Souls locates on Jake's body and dances around him to be awakened. The sacred site locates in the middle of the habitation to build spiritual awakening to his rebirth and repeat ritual construction of the mystic world.

Kubrick's and Spielberg's use of liminality makes it possible for elaborating thoughts about man's destiny and role in the universe in between death and rebirth. Their approach to the idea of holy and sacred indicates that transforms technology into a numinous power. *The Close Encounters of Third Kind* and *2001: A Space Odyssey* transcends the limits of the physical world to reach the idea of rebirth. The spiritual encounter with the sacred is visualized with spatial journeys in a common way. In the words of Otto Rudolf, his influence of an individual's experience of the holy can be understood as a feeling or as a mystery and experienced as terrifying and fascinating at the same time. He focuses on the irrational aspect of religion, which charges the individual with a great fear of a creepy power manifested in divine wrath. When an individual faces the idea of death, the constituents of this feeling spreads terror and inspires religious fear as a prerequisite to the achievement of numinous.

Steven Spielberg and Stanley Kubrick express the experience of the numinous to show ultimately something transcendent. Aliens may appear as transcendent because they come from above. They are seen as "a reality of a wholly different order from natural realities" (Eliade 10). Aliens are both unknowable and mysterious in *The Close Encounters of Third Kind*. The close encounters with alien spaceships come with the eye-catching lights due to the mystical sounds which people can hear when they see the lights of spaceships. Almost every encounter with the supernatural figures provokes a mysterium tremendum because they are the notion of threat for Roy Neary with the mixture of awe and terror. From the perspective of Otto's *Idea of Holy* (1917), Otto's concept for understanding the otherness of the numinous is conveyed by his term "wholly other" (Eliade 9). He characterizes the numinous as awe-spiring and fascinating mystery. For example, the five tones are a key element of the narrative because it is kind of a code through which aliens and human beings can communicate with each other. Also, Lacombe gives a lecture about to NASA scientists about tones. He expresses that "I am using hand sign created by Zoltan Kodaly, developed these signs to teach music to the deaf children" (Spielberg, *The Close Encounters of Third Kind*, 00:42:41). These five tones function as mysterious tremendum and numinous to find the geographical location of aliens. Roy Neary penetrates the boundary between Earth and outer space because aliens in the film becomes a numinous experience for Roy in terms of being chosen to the journey of heaven and signing a statement with aliens for taking him to heaven. At the end of the film, he is chosen to participate in the alien's community, so his spiritual journey gives an opportunity to open a door of heaven (Spielberg, *The Close Encounters of Third Kind*, 02:07:16).

On the other hand, in *2001: Space Odyssey*, one of the apes discovers a bone as a weapon and crushes the bones of a dead animal as a protection, therefore; they also learn to kill each other and eat the flesh of tapirs. The sense of ape's fear "represents tremor which is merely the perfectly familiar and natural emotion of fear" (Otto 13). As understood from the visible bones, the ape feels fear because of being prey to a predator at the moment and they do not bury their dead. This kind of emotional response is related to the uncanny feeling of mysterium and the emotions associate with the numinous because the tremor is a shuddering experience for the apes. "For shuddering is something more than natural, ordinary fear. It implies that the mysterious is already beginning to loom before the mind, to touch the feelings" (Otto 15). The stunning transition scene with the bone flying in the air and the spaceship floating in the space portray the progress which is provoked by the interaction with the wholly other (Kubrick, *2001: Space Odyssey*, 00:19:46-54). Also, the concept of death is related to the philosophical interpretation of the evolution of humankind. Dying Bowman raises his finger towards the monolith at the foot of his death bed. The monolith is numinous which is the source of awe and charm. The numinous aspects of the monolith represent unapproachability and sublimity to display the relationship between the numinous object and the self.

In addition, *The Close Encounters of Third Kind* and *Little Buddha* present the nature of mysterium tremendum with using symbols: Devil's Tower and Buddha Temple. The friendly aliens land in Devil's Tower, which is a representation of mysterium tremendum. Joy's spiritual enlightenment to the road of death can occur in this place. Devil's Tower is quite normal during the day, but it becomes a numinous place during the night. This image grips Roy's mind that determines his affective state. It raises religious emotion because "feelings can only arise in mind" (Otto 11). The Devil's Tower occupies in his mind regularly in terms of molding the tower in mashed potatoes and molding the tower in dirt in his living room. "He must be guided and led on by consideration and discussion of the matter through the ways of his own mind" (Otto 7). He thinks and solves the mystery of the space because the government lies about a deadly toxic gas that spills around Devil's Tower. On the other hand, the Buddha temple is a kind of transcendent model of temple that reflects "pervading the mind with a tranquil mood of deepest worship'' during the journey to the death (Otto 12). "Buddhist temples and shrines symbolize the five elements of the faith: earth, fire, air, water, and wisdom. These symbols vertically represent a square (earth), followed by an oval (air), a circle (fire), a horizontal line (water), and a vertical line (wisdom)" (Simmonds 102). For example, the Buddha temple is a mysterious object which "shows itself as something uniquely attractive and fascinating" for Buddhist funerals such as Lama Norbu's funeral (Otto 31). The acceptance of mysterium tremendum as an object come upon something wholly other to have a place in funerals, and in daily lives.

The concept of death is also related to the problem of theodicy. The religious problem arises difficulty in suffering in this world with the idea of omnipotent God. The problem of theodicy has been solved with the idea of salvation in *Little Buddha, Avatar, and The Close Encounters of Third Kind*. Max Weber deals with social-psychological questions in the notion of theodicy. The pursuit of salvation plays a central part in the history of humankind, even as the understanding of salvation has changed over the course of history. The hope of salvation is a subjective process that the conditions of life function as initial sanctification. This sanctification comes with two ideas: sudden transformation which calls for a rebirth and gradual salvation. The different path to salvation is striven by the individual. "One path to salvation leads through purely ritual activities and ceremonies of cults both within religious worship and in everyday behaviour" (Weber 151). Weber describes the quest for salvation as the prototypical example of motivated action. For Max Weber, the unmotivated action is not social action, while the motivated action is inherently social. Religious action is motivated to action because it is action that does with an explicit purpose in mind, especially for salvation. This purposive nature of religious conduct represents the cleansing of the individual from sins.

According to Weber, the essential problem of all salvation religions is the problem of certainty. The idea of being saved is the primary observation for believers. This situation leads individuals to an endless quest for a particular psychological state that Weber refers to as "*certitudo salutis (the certainty or assurance of grace)*" (Weber 161). Weber sees the forms of religious practices as an attainment of this psychological state. "These methodologies of sanctification developed a combined physical and psychic regimen and an equally methodical regulation of the manner and scope of thought and action" (Weber 162). The religious virtuosity constructs requirements and procedures for salvation, also generate differentiation of individuals that depends on their ability to meet these requirements. An individual who achieves salvation leads to an attitude and salvation should be ‘’viewed as the distinctive gift of active ethical behaviour performed in the awareness that God directs this behaviour" (Weber 164). At this point, salvation is seen as a kind of gift to conduct an appropriate behaviour for promised salvation.

The death of the soul is a problem of theodicy in Buddhism. *Little Buddha* exemplifies religious worship with everyday habits and ceremonial activities during the path to salvation. The principal idea of Buddhism enables individuals to achieve salvation from misery. This understanding of salvation cooperates with the idea of eternal happiness. In *Little Buddha*, this salvation defines as Nirvana that includes the philosophical state of the mind for reaching virtue. At this point, the purpose of Buddhist asceticism is to escape from sensual pleasures, a realm of temptations, and sexual intercourse. For example, Siddhartha confronts the idea of sickness and old age that could do spirit and body, he questions the notion of suffering by grouching. He states that "why have you lied to me about the existence of suffering, sickness and poverty?" (Bertolucci, *Little Buddha*, 00:55:03). Siddhartha responds to his father that "death is my task" (Bertolucci, *Little Buddha*, 00:56:47). From this moment on, his salvation begins with leaving the homeland and discovering an idea of enlightenment in his body and his worldview under the Buddhist teachings. Moreover, Siddhartha raises the conscious awareness of this religious path with the reductions of bodily functioning such as fasting, avoiding sexual intercourse, and regulation of respiration. He decides to live as an ascetic who "have given up all the comforts of life and have never to leave the forest until they have reach enlightenment" (Bertolucci, *Little Buddha*, 00:56:47). He starts to the path of salvation by cutting his hair and taking off clothes and the long journey of awakening begins with this statement "to learn is to change" (Bertolucci, *Little Buddha*, 00:56:47). These are the examples of assurance of the grace which characterizes as ‘’mystical and ethical colorations" (Weber 161).

Soteriology is the study of religious doctrines of salvation that struggles with beliefs through the plentiful grace. *Avatar* presents a relief of ethical and soteriological anxieties in terms of getting rid of the "oppressive consciousness of sin and arising from man's awareness of the impossibility of filling certain requirements of the law" (Weber 184). For example, Jake Sully is a kind of saviour figure, and his death may be seen as "a means of mollifying the wrath" of the spiritual god, Eywa. He needs to achieve over concrete sufferings to reincarnate his Na'vi body because he is chosen by Eywa to bring salvation from his body and the evil forces of Pandora. Na'vi people state that "every person is born twice. The second time is when you earn your place among the people forever" (Cameron, *Avatar*, 01:33:11). Jake Sully is born twice because he overcomes soteriological anxiety and reach the metaphysical culmination of Na'vi's understanding of salvation. Being incarnate to the avatar body is the essential process of metaphysical conception. Jake Sully accomplishes his purposes because as a saviour figure he must fight with dragons based on the character of salvation.

In *Close Encounters of Third Kind*, the notion of salvation primarily reaches freedom from alien encounters. Roy Neary shows a hope for the world beyond that has a tendency to be shifted to the afterlife. According to Max Weber, "the distinctive content of salvation in this world beyond may essentially mean freedom from physical, psychological and social sufferings of terrestrial life" (Weber

149). Like Jake Sully, Roy Neary is one faithful person from aliens that is a kind of mediator between Roy Neary and transcendent God. He is repeatedly prophesying about extraterrestrial beings returning to earth as signifying prophetic credentials for the construction of Devil's Tower. At the end of the film, he deals with the distribution of grace and his salvation supervenes with the virtue of grace and communal organization of aliens. He and the other chosen people follow the road of priest. It states that "May the Lord God give this pilgrim a safe journey. Show us your ways, God has given you angels charge over you, happy journey" (Spielberg, *The Close Encounters of Third Kind*, 02:09:40). The ending has an obvious religious connotation because he has the power to distribute religious grace in need of salvation. Roy Neary is capable of finding salvation with religious virtuosity.

5. Conclusion

To sum up, *The Little Buddha*, *Avatar*, *2001: A Space Odyssey*, and *The Close Encounters of Third Kind* are efficacious films providing an insight into the sense of death as an anomic power, an idea of sacred and holy, and as the images of rebirth, salvation, and numinous. In spite of the chaotic terror of anomy, characters can sustain their life in the nomos so as to construct a meaningful life in which includes a concept of death. Drawing the potential ethical and philosophical interpretations on death contributes to the religious evaluation with the picture of rebirth, salvation, and numinous. These films present the human journey to legitimate the anomy of death and teach human beings to embrace death as a natural element of the cosmos. Death is a journey in different religious understanding through finding a right relationship with sublime power. These films subvert religious imagery of motifs and symbols in terms of revealing divergent temporal and spatial settings. They posit the realms of death, rebirth, salvation that copes with the circumstances of individuals under the sociological perspective of religion.

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Transframing in Financial News: More than Numbers

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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 analysed 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

1. Introduction

The UK and France have always ranked high in the rankings of the world's largest economies. The UK economy grew 7.5 percent last year. This is the highest data seen since 1941. Thus, the British economy, after the contraction due to the coronavirus pandemic, recorded the highest growth since World War II. The French economy grew above and beyond expectations in the last quarter of 2022. Since there is economic rivalry between the European nations, both countries often present their financial stories as the image of a promising economy, while reflect a pessimistic and worried coverage about the other. Different framing strategies can be observed in translated news (TN).

Financial media is crucial for global markets. Financial news can affect stock prices, general trends, companies' performance. Furthermore, translated financial news don't only influence economy but also political and ideological contexts. In the world press, every nation aims to show its economy as the largest. Thus, translated news influence framing issues in financial news.

Framing is a commonly used in news writing as a branch of journalism studies, but it has not been long established in news translation studies. Translated news clearly deviates target text (TT) from the source text (ST). This study will demonstrate the impact of reframing within news translation through the analysis of translated financial news.

Generic frame categories (Beaudoin, 2007; Semetko & Valkenburg, 2000) will be used as a method to examine the financial stories in *Le Monde* and *Financial Times* First. Four of framing strategies in financial news translation will be analysed by providing examples. It is suggested that news translation-mediated framing is inevitable in news translation since it affects the general political and economic image of a country and nation branding.

2. Literature Review

Reframing is commonly used in sociology, journalism, film studies, business and conflict management. The objective is to unearth ideological constraints, identity formation processes, the manipulation of cultural images, and asymmetrical power relations in this process.

Baker (2007) introduces reframing to translation studies under narrative theory. It is a technique by which words or images are used to reframe the narrative and guide target readers' expectations and attitudes. It is considered as an active strategy that implies agency and by means of which we […] participate in the construction of reality" (2006, 106) Reframing is also similar with rewriting concept in terms of news translation. André Lefevere conceptualized translation as rewriting in the wake of the Manipulation School in the 1980s, a term that is closely related to reframing. Both activities enable an effective opportunity to reflect on the translator's agency. "Rewriters [who] adapt, manipulate the originals they work with to some extent, usually to make them fit in with the dominant, or one of the dominant ideological and poetological currents of their time" (Lefevere 1992, 6).

Transframing or translation-mediated framing is significant for analysing translated news discourse. It combines insights from translation studies with concepts from frame analysis. Currently, news translation media frame expands in the interconnected world. News translators' gate-keeper function comes forefront, and they have more liberty compared to broadcasting translators. News transframing is similar to other framing activities. Transeditors rewrite the news with regards to targeted context by reformulating stories for the target audience and viewers. News translation as a practice should be studied as a whole in an integrated approach of translation and journalism.

Transframing also brings up old questions about translation activity with a new perspective. Translation as reframing summons us to question preconceived notions of originality, authorship or translatorship (Jansen and Wegener, 2013). Editors, reviewers, critics, patrons, readers in selecting, representing, producing and receiving of news act as reframing agents in news industry. There have been some studies, though not many, that have revealed the effect of reframing on translated news. However, in all of these studies, the framing process was called "reframing". The term "transframing" is not mentioned.

The Inca country: el reencuadre de las noticias traducidas al inglés por la Agencia Peruana de Noticias Andina (2020) examines the reframing strategies (Baker, 2006) and transfer of communicational functions (Nord, 2010) in translated news (from Spanish to English) by state-owned Peruvian News Agency Andina (Agencia Peruana de Noticias Andina). It was concluded that Andina reframes the translations to adapt them into a new sociocultural context uses of reframing strategies to recontextualize events having an impact on Peruvian economy (Casafranca and Olivares 2020, 15) The purpose of reframing in this study is to indicate a "patriotic" discourse that accentuates government's success.

In *Reframing Translated Chinese Political News for Target Readers— A Study on English Translations of Chinese Political News* (2022*)*, it analyzes how the application of framing strategies in the English translation of Chinese political news strengthen the communicative effectiveness and stance mediation to the target readers? The framing strategies of spatiotemporal framing, selective appropriation of textual materials and labelling are used to mediate stance, deny the rival and enhance the effectiveness of communication (Zhang 2022, 231).

Translating the News Reframing Constructed Realities (2006) compares Aljazeera and Al-Arabiya news to spot differences in the way two agencies frame the news. It was concluded that there can be discrepancies within the same television channel across news stories, internal inconsistency of editorial policies. Overreliance on translation as the main source of information is certainly a major contributor to the creation of target language news frame (Darwish 2006, 74). The study stated that the concept of framing and translation-mediated framing is not completely understood or internalized.

3. Methodology

The news between September-December in 2022 were selected from *Le Monde* and *Financial Times* according to matching dates. Top news stories in the first three news columns from the economic news category of both newspapers were taken into consideration. Headlines and body parts of the news were analysed.

Generic frame categories (Beaudoin, 2007; Semetko & Valkenburg, 2000) involve five basic frames and indicators which are also used in journalistic studies: Responsibility, conflict, human interest, economic consequences, morality frames. These frames have been found in all the news in general terms. There is a distinction between generic and issue-specific frames. Kozman (2016) states that “whereas issue-specific frames reveal what aspects of an issue were selected and what were left out, generic frames tell us more about the way the media package any issue” (p. 4). The objective is to observe how these generic frame indicators are defined in two distinct newspapers.

Semetko and Valkenburg (2000) evaluate these frames be a continuation of research undertaken by Neuman, Just, and Crigler (1992), who identified, using multimethod research, the group of dominant frames used by the media in the United States referring to a diverse range of events (i.e., conflict, economic consequences, human impact, and morality). Some studies have detected the simultaneous use of these frames (Neuman et al., 1992; Semetko & Valkenburg, 2000), and others have observed them separately (Hertog & McLeod, 2001). De Vreese (2004) argues that some of them are commonly used for political coverage, such as conflict, but frames like responsibility, morality and human interest correspond to journalism’s general structural conventions, norms and values.

Semetko and Valkenburg’s (2000) deductive approach, which “involves predefining certain frames as content analytic variables to verify the extent to which these frames occur in the news” (p. 94), required a set of frames likely to be found in the news, similar to the contribution made by Neuman et al. (1992). Semetko and Valkenburg (2000) concluded that reliable assessment was made of recurrent frames in the news and established a set of validated content analysis indicators, their method can easily be duplicated and used with large-scale samples, allowing for the study of “developments in the news over time and similarities and differences in the ways in which politics and other topics of national and international importance are framed in the news in different countries” (p.94). Igartua et al. (2004) have considered this study as the most sophisticated method for the consistent assessment of different frames in the news. Thus, in this study, both quantitative and qualitative content analysis of news will establish how these frames are presented in the newspapers, their frequency of use.

Different Types of Frames

This study will delve into four framing effects through translation of financial news. Responsibility frame can be observed in a news agency who portrays a problematic event or issue by focusing on blame and responsibility. This frame mainly assigns individuals or groups more responsible for a social issue or event. Briefly, an attribution of responsibility should be given to people, groups or nation.

Conflict frame emphasizes conflict between individuals, groups, or institutions reduces a debate to a simplistic conflict frame. Framing in this sense undermines a negative or positive approach. Human interest frame catches the audience’s interest by means of sensationalist headlines, images and emotional angles. Using this frame can make the topic more or less alarming.

Economic consequences frame highlights economic aspects or effects on an individual or society. This frame expands or adds the impact of an economic problem or event. It arouses or decreases considerable public interest about economy.

Corpus Analysis

Le Monde is a French daily afternoon newspaper, it is well-known among non-French-speaking countries, and they can easily have access to it. It can be positioned politically as liberal socialist. According to a Reuters Institute poll conducted in 2021, it is the most trusted national newspaper in France.

Financial times is a 125-year-old British newspaper and has a large group of target readers and subscribers across the world and is recognized internationally for its authoritative and trusted news, commentary and analysis. It can be positioned politically as liberalism and conservative liberalism. The economy news section of *Le Monde* and the news of *Financial Times* will be compared.

France-UK Relations

Tensions between Britain and France have never eased since the Brexit negotiations. Especially the hunting and migrant crisis that started after UK left the Union and the cancellation of some agreements brought the two countries into a cold war situation. After the decision to leave in the Brexit referendum in 2016, the British Foreign Office used the hashtag #toujoursvoisins ("neighbours forever") on Twitter. In the months-long separation negotiations, the country that put the most pressure on England was France, 'neighbours forever'. While France wanted to continue fishing in British territorial waters, UK opposed it. In the six years that have passed, no compromise has been reached between the two countries for the solution of the fisheries crisis.

Unable to solve the fishing crisis in the English Channel, the two countries began to experience tensions in the same region due to the migrant crisis. Cold winds began to blow, this time due to the vaccine agreement between England and France, which were under tension due to the hunting and migrant crisis in the English Channel. Then, the UK government cancelled the vaccine agreement with the French company Valneva.

The last straw for France came with the AUKUS agreement reached between UK, USA and Australia. In the agreement, it was announced that the Royal Australian Navy would be supported to acquire nuclear powered submarines. After the alliance decision, Australia gave up its traditional submarine fleet construction with the French Naval Group. In a nutshell, these two countries have a tense but strategic relationship since Brexit negotiations.

4. Results and Discussion

Comparative Analysis of the Frames

Table 1. Human Interest Frames

ST	TT
US inflation **cools to lowest level** since January	Aux Etats-Unis, **le ralentissement de l'inflation provoque** l'optimisme des marchés et des économistes [In the United States, **the slowdown in inflation is provoking** optimism in markets and economists]

The ST was posted on the website of Financial Times on 10 November. The French TT was posted on 11 November on the Le Monde. The headline in the ST is an ordinary and optimistic financial news title mentioning inflation is ameliorating. However, the title of the same news in the TT, the verb "provoke" is used to draw attention and create interest. The headline of the English ST reflects a positive image about US economy, but the same news is reflected in a different, negative and exaggerating manner.

Table 2. Human Interest Frames

ST	TT
Nurses across the NHS to strike in run-up to Christmas	Au Royaume-Uni, **une grève historique** des infirmières, dont le salaire réel a baissé de 20 % **depuis 2010** [In the United Kingdom, **a historic strike** by nurses, whose real salary has fallen by 20% **since 2010**]

The ST was posted on the website of Financial Times on 24 November. The French TT was posted on 25 November on the Le Monde. In the ST, the headline states that there is just an ongoing strike of nurses whereas in the TT, the adjective "historic" is added before the "strike". Moreover, an additional information about date and worse situation of salaries is given in the title of the TT. There is no doubt that the headline of the TT is more evoking and interesting. The French TT tries to reflect the strike situation worse than it is.

With regards to human interest frames, the French newspaper *Le Monde* uses this frame to introduce US economy in a gloomy picture by making echoes. It does not only aim to have more readers but at the same time, this frame tries to guide the opinions of the reader in this context. It does not create a neutral interest.

Table 3. Conflict Frames

ST	TT
But P&G's sales volumes **still** declined 3 per cent in the quarter, while Nestle's real internal growth — a measure of sales volumes and consumers' product choices — **slid** 0.2 per cent in the third quarter, **according to analysis of its nine-month**	**La moins bonne nouvelle** est qu'il n'y a plus de croissance en volumes. Sur le dernier trimestre, ceux-ci ont **baissé de** 0,2 % chez Nestlé et de 3 % chez P&G.

figures. **That figure was lower than analysts expected.**	[**The less good news** is that there is no more growth in volumes. Over the last quarter, these **fell by** 0.2% at Nestlé and by 3% at P&G]

The ST was posted on the website of Financial Times on 19 October. The French TT was posted on 20 October on the Le Monde. The ST is the body part of the original news in Financial Times. gives a negative update about sales of P&G who is an American consumer goods giant. It reflects this by showing figures and adds a positive but also neutral side by stating "it was lower than analysts expected". However, in the French TT, the body starts with an opening sentence: The less good news. The introduction gives a pessimistic view about the sales. In the ST, decline is expressed with "slid 0.2 per cent" whereas in the TT, "fell by" is used. It can be inferred that the verb and word choice is not neutral. There is no detail about the decline in the TT, it just focuses on the decline in sales but in the original, the debate is different. By using conflict frame, the TT is also simplified.

Table 4. Conflict Frames

ST	TT
Pas de risque de « black-out » d'électricité en France, même si l'hiver s'annonce **« sous vigilance », selon RTE** [**No risk of electricity "blackout"** in France, even if winter promises to be "**under vigilance**", **according to RTE**]	**'Don't take the lift':** French alarm **rises over risk of winter power cuts**

The ST was posted on the website of Le Monde on 10 December. The TT was posted on 11 December on the Financial Times. In the French headline, it ensures the reader that there is no risk of power cut even citizens should be cautious according to France's Réseau de Transport d'Electricité (Electricity Transmission Network). In the TT, there is no reference to this institution and it just warns about power cuts in France. The TT undermines the positive approach in the ST and simplifies the conflict.

Table 5. Conflict Frames

ST	TT
Eurozone inflation **topped 10 per cent** in the year to September, while UK inflation is also in double digits.	**Des résultats attendus avec inquiétude par les analystes,** comme un indicateur de la résistance des grandes entreprises face à l'inflation qui a **atteint les 10 %** dans la zone euro en septembre. Ils ont été à la fois rassurés et inquiétés. [**Results awaited with concern by analysts,** as an indicator of the resistance of large companies to inflation which reached 10% in the euro zone in September. **They were both reassured and worried.]**

The ST was posted on the website of the Financial Times on 30 September. The TT was posted on 1 October on Le Monde. In the body of the news, it just mentions that the inflation reached 10% in the ST. In the TT, the problem is amplified, and additional comment are given such as "results awaited with concern by analysts" and "they were reassured and worried". The situation in the ST is only about financial statistics but it is complicated in the TT by using conflict frame.

Having considered the examples above, *Le Monde* uses the conflict framing strategy more than *Financial Times.* Also, the interventions of French newspaper in this framing is more intense. Additions in pessimistic coverage are longer. Mostly, *Le Monde* uses this frame to amplify the issue or conflict whereas *Financial Times* uses it to simplify the conflict.

Table 6. Economic Consequences Frames

ST	TT
Eoliennes: **les raisons du retard de la France** en matière de production et d'installation [Wind turbines: **the reasons for France's delay** in production and installation]	France **struggles to overcome its resistance to** wind farms

The ST was posted on the website of Le Monde on 22 September. The TT was posted on 24 September on the Financial Times. In the headline of the ST, it is understood that the news will talk about the reasons for France's delay in production and installation of wind turbines which are primary energy resources for France. France is the world's seventh largest wind power nation, wind power is a key actor in French economy. Thus, this topic's coverage is significant for the country. According to the TT, France is over reliant on wind energy and having a conflict to change that. The real financial problem in the ST is delay of installation of wind turbines but in the TT, it is conveyed from a different point of view and the image of the France as a large producer of wind energy is altered in the TT.

Table 7. Economic Consequences Frames

ST	TT
Amazon agrees deal with EU **to end long-running data probes**	**Infractions à la concurrence** : Amazon trouve un accord **pour clore deux enquêtes de Bruxelles** [Competition infringements: Amazon finds an agreement to close two Brussels investigations]

The ST was posted on the website of the Financial Times on 20 December. The TT was posted on the same date on Le Monde. From the ST headline, it is inferred that there is an ongoing probe for Amazon but they will solve the problem with EU. In the French headline, it gives the background and a detailed version of the issue. It reveals the reason of the probe as competition infringements. The TT draws a bad image about Amazon in economic terms.

Table 8. Economic Consequences Frames

ST	TT
Joe Biden's arrival in the White House heralded a period of **stability** in US-EU trade relations following the turmoil of Donald Trump's presidency. Now that **detente is at serious risk of breaking down.**	Le président Joe Biden, que les Européens étaient tellement **soulagés** de voir succéder à Donald Trump à la Maison Blanche début 2021, ne leur fait **pas de cadeau**. Et quand il s'agit de **défendre l'économie américaine, il est prêt à sacrifier la leur.**

	[President Joe Biden, whom Europeans were so **relieved** to see succeed Donald Trump in the White House **in early 2021**, is **not giving them a gift**. And when it comes to **defending the American economy, he is willing to sacrifice theirs.**]

The ST was posted on the website of the Financial Times on 25 November. The TT was posted on 26 November on Le Monde. In the body of the news, Joe Biden is praised for providing stability but now there is a relief atmosphere, and the ST warns that it is dangerous. In the TT, the basic situation in the ST is metaphorized and emphasized in a negative way such as “not giving them a gift”. Additional comment is also placed at the end of the paragraph. The TT presents the American economy which is on the wrong road.

In economic consequences frame, it is observed that both sides try to defame the financial image and prestige of each other, but *Le Monde* uses this frame stronger than the Financial Times. To strengthen this frame, details of the economic problems are not hidden, and additional comments are made against aforesaid country.

Table 8. Responsibility Frames

ST	TT
Emmanuel Macron a inauguré, jeudi, le premier parc éolien en mer de France, au large de Saint-Nazaire. **Le gouvernement veut faciliter** le déploiement d’énergies renouvelables car la France accuse un retard important dans l’éolien. [Emmanuel Macron inaugurated, Thursday, the first offshore wind farm in France, off Saint-Nazaire. **The government wants to facilitate** the deployment of renewable energies because France is lagging far behind in wind power.]	At the inauguration of France’s first-ever offshore wind farm last week, President **Emmanuel Macron voiced his displeasure** that renewable projects could be completed **much faster elsewhere in Europe**.

The ST was posted on the website of Le Monde on 22 September. The TT was posted on 23 September on Financial Times. In the ST, the government is mentioned and it wants to facilitate the deployment of renewable energies because France is lagging far behind in wind power. In the TT, government’s goal is transmitted like only Macron’s words. Responsibility is attributed to Emmanuel Macron. Macron does not use an expression like projects could be completed much faster elsewhere in Europe. The TT conveys its intended comments to readers as if Macron had said them.

Table 9. Responsibility Frames

ST	TT
Pat Cullen, the union’s general secretary, said ministers had **refused to open formal talks overpay and patient safety** and had effectively “chosen strike action” when they had “the power and the means to stop this”.	Les infirmières **en ont assez** », **a résumé** Pat Cullen, la secrétaire générale du syndicat Royal College of Nurses (RCN). « Assez des **bas salaires**, (…) assez de **ne pas pouvoir donner aux patients les soins qu’ils méritent.** »

	[The nurses **have had enough,"** summed up Pat Cullen, general secretary of the Royal College of Nurses (RCN) union. "**Enough of the low salaries, (…) enough of not being able to give patients the care they deserve**. »]

The ST was posted on the website of Financial Times on 24 November. The TT was posted on 25 November on Le Monde. The news is about the nurse strike in UK. In the TT, it says "the nurses have had enough," summed up Pat Cullen". However, in the ST, it just mentions that Cullen did not want to talk formally about pay and patient safety. In the French version, all the responsibility is attributed to Cullen, and she uses an aggressive and offensive language in the TT. Pay and patient safety are expressed as "enough of low salaries, (…) enough of not being able to give patients the care they deserve" in the TT.

Responsibility frame is easily chosen when some officials or individuals says something, the newspaper can convey what it wants as if he or she said it completely. In the translated financial news, the accountability for economic problems is attributed to individuals.

5. Conclusions

Living in a cosmopolitan world makes the news translation crucial to enable the global network. The international political arena functions with the news flow. Therefore, translated news is of utmost importance to conduct political, ideological, economic processes. All types of news are exposed to different framing strategies in linguistic and journalistic contexts. News translation has never been as "rendering the ST in a correct way". Furthermore, financial news translation is not just related to economic situation of countries, it involves clashes of prestige among nations.

Given the France's GDP is lower than UK and UK economy is growing without slowdown, it can be discussed that most frames in the coverage of financial news about UK tend to be negative. However, although UK tries to label an economic activity in France as positive or negative, the intensity and choice of frames are different in UK media. *Le Monde* reframes the stories by using mostly human interest and conflict frames. These frames can have stronger effect and illusion on the targeted audience compared to economic consequences and responsibility frame. Morality frame category is not used for this study since it is generally fundamental to extract moral sentiment from text in understanding public opinion, social movements, and policy decisions (Shamik 2021). Additionally, UK and France do not have sharp divergences in terms of morality.

In conclusion, news translation should be studied in an integrated approach with journalists, media cycle, targeted audience and translators. In this study, it is observed that translated financial news are not just composed of the translator's work. They are the reflections of culture, current politics, media customs and social stance of the nations.

Any of the translated news stories posted on *Le Monde* or *Financial Times* is a word-for-word translation although they all mention the same event with same statistics and actors. Both newspapers try to shape their image and prestige through translated financial news. The more economically disadvantaged country relies more on this framing process by constructing human interest, conflict, economic consequences and responsibility frames.

The frames identified in translated financial news matches with the frames of the target country. All in all, news translation consists of gatekeepers, and these are not just editors. It is more than transediting or framing process. Reframing and transframing notions are similar but not identical, they can be defined distinguishedly for further studies to make translation-mediated framing term more visible.

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An Investigation of Online Language Assessment Practices of EFL Instructors in Higher Education: A Special Focus on the Post-COVID-19 Profile of Language Assessment Literacy in the Turkish Context

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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 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: Online assessment, assessment literacy, EFL instructors, higher education, COVID-19

1. Introduction
Assessment has long been recognized as an essential component of all phases in language teaching and learning (Derakhshan et al., 2020). It is a universal issue since all educational systems need to implement appropriate assessment methods to make an evaluation of instruction or curriculum. Not surprisingly, assessment turns out to be a difficult process as teachers have to undertake different responsibilities in their professional lives (Hidri, 2021). In the context of language instruction, assessment can be considered a challenging task for most teachers because it requires a certain level of teaching expertise (Weng & Shen, 2022). In a similar vein, numerous problems and difficulties may appear in assessing students' language skills and performance in an online learning environment.

Online assessment of learners through the integration of technology into the classroom has existed for many years in tertiary education contexts (Ghanbari & Nowroozi, 2021). However, it has recently been accelerated with the sudden outbreak of the COVID-19 pandemic. Upon the disruption of conventional education all around the world, higher education institutions shifted to distance education in order to ensure the sustainability of the teaching and learning process. Due to this unprecedented transition, the online mode of delivery has massively changed the forms of language assessment from traditional to more alternative methods conducted remotely on learning management systems through digital tools. Even after the pandemic, this change may have a far-reaching effect on classroom-based language assessment practices of teachers (Zhang et al., 2021). Therefore, the global pandemic has triggered teachers and instructors to embrace literacy to be competent in implementing online assessment.

With this in mind, the current research intends to pursue an enhanced understanding of online language assessment practices of the instructors teaching English as a foreign language at different universities in Turkey and their perceptions of online language assessment literacy. In a broader sense, the study aims to examine the prior online assessment experiences of Turkish EFL instructors, their online assessment practices during and after the COVID-19 pandemic, the methods and digital tools they use, and their perceptions about the strengths and weaknesses of the online assessment.

Foreign language instructors were chosen as the study's participant group because compulsory English courses are still being held online in several universities in the post-COVID era. Thus, the university instructors' perception of language assessment literacy in the higher education context is of vital importance (Rezai et al., 2021), and it deserves more research attention. In this way, tertiary-level language teachers can be well aware of their online language assessment literacy, and faculty administration or authorities can take necessary precautions or amendments in online education by holding pre-service or in-service teacher training courses. Hence, this research is believed to provide deeper insights into the current status of online language assessment in the Turkish EFL context.

The research intends to answer two main questions and sub-research questions to provide a comprehensive picture of online language assessment practices:

1) What are Turkish EFL instructors' general online language assessment practices and their online assessment experiences before, during the COVID-19 period and post-COVID-19 era?
    a) What are their online assessment experiences and professional development trainings?
    b) What are the methods, skill-based practices, and digital tools used?
    c) What are the advantages and disadvantages of online language assessment?
2) What is the role of online language assessment experience gained during the COVID-19 pandemic on online assessment literacy of Turkish EFL instructors in the post-COVID-19 period?
    a) What are their perceptions of online language assessment literacy?

2. Literature Review

Education and assessment are interwoven concepts; with both of them, one can get more precise insights into instruction (Mohamadi, 2018). Webber (2012) defined assessment as "activities designed primarily to foster student learning" (p. 202). Therefore, teachers, instructors, or classroom practitioners, being at the forefront of the teaching process, are expected to have assessment literacy to improve the quality of learning through various assessment procedures. Assessment literacy can be described as one's "understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions" (Popham, 2011, p.267). In other words, assessment literacy refers to the teachers' or decision-makers' competence to make independent choices concerning assessment (Engelsen & Smith, 2014). Assessment literacy was initially introduced by Stiggins as a new concept in 1991, and in his own remarks, assessment literates are described as individuals having "a basic understanding of the meaning of high and low-quality assessment and are able to apply that knowledge to various measures of student achievement' (Stiggins, 1995, p. 535).

2.1. Conceptualization of Language Assessment Literacy

Language assessment has an important role in foreign language teaching and learning contexts since it provides insights into students' overall development, academic performance and needs, strengths and weaknesses, and proficiency levels (Tsagari & Vogt, 2017). As Giraldo (2021) remarks, "Language assessment is inevitable" (p.79). Efficient language learning can only take place in the presence of an appropriate assessment method. Language assessment literacy (henceforth LAL) is mainly concerned with second or foreign language testing. Language assessment literacy first caught the attention at the beginning of the 21st century. Before this era, there were relatively few studies in the language teaching context when compared to the number of existing research in general educational curriculum concentrating on language instructors' assessment practices, professional training backgrounds, and needs (Brindley, 2001). After that period, many concerns about assessment literacy began to arise worldwide, and a clear definition of the concept was required to be connected to second language curriculum design (Hidri, 2021).

Language assessment literacy addresses teachers' familiarity and awareness of testing procedures and the implementation of this knowledge in classroom settings (Malone, 2013). Davies (2008) proposed a broad definition in the form of a triplet: "skill + knowledge + principle" (p.335). 'Skills' refers to "training in necessary and appropriate methodology" and interpretation of results, 'knowledge' refers to having a "background in measurement and language description," and 'principles' refers to the "proper use of language tests." Following Davis (2008), some scholars highlighted the role of these three concepts. For example, Inbar-Lourie's (2008) competency-based questions 'how, what and why to assess' are consistent with the concepts in Davie's definition, respectively. Inbar-Lourie (2008) identified LAL as the ability to ask and respond to critical questions concerning the objective of the assessment, the appropriateness of the testing instruments being utilized, the setting of testing, and the expected evaluation depending on the results. Fulcher (2012) also underlined the "skills, knowledge, and principles" construct by drawing on previous definitions and his own empirical research: "The knowledge, skills, and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom-based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice". Similarly, Giraldo (2021) explained LAL by clarifying different levels of knowledge, skills, and principles that are needed to be engaged in language assessment both from a 'development perspective' including the design and evaluation process and from a 'knowledge perspective' utilizing scores to make decisions about linguistic abilities.

Considering the studies on LAL in the literature, this study was carried out in order to reveal assessment practices in the field, the experiences gained in the online assessment process with the introduction of online education into our lives, and the assessment practices after the online education experiences.

3. Methodology

3.1. Research Design

This study was designed with a qualitative research orientation through the implementation of content analysis, which was conducted to make systematic and objective inferences by revealing the significant aspects of messages (Berelson, 1971). In this study, an open-ended questionnaire was preferred as an instrument to provide detailed information (Reja et al., 2003) about the online assessment practices of the EFL instructors. After the ethical permission process was completed, the questionnaires were delivered to the participants upon their consent.

3.2. Instrumentation

The data was collected through a questionnaire to investigate EFL instructors' online assessment and evaluation experiences. The questionnaire was divided into two parts, a demographic part and a main part investigating online assessment and evaluation practices. The demographic part contained five close-ended questions related to participants' background information, including gender, age, last qualification, institution, and experience year. The second part comprising eighteen open-ended questions aimed to reveal the general picture of online assessment practices of participants and their experiences during and post-COVID-19 era (see Appendix).

The questionnaire was developed based on the knowledge and experience of researchers, two experts, and a literature review on the research topic. In order to provide the validity of the questionnaire, the items were evaluated by two experts whose field of expertise was foreign language teaching. After the revisions, it was administered to three instructors for piloting. The questions identified as incomprehensible were reevaluated and modified, and the final version of the questionnaire was constructed. Regarding the expert evaluations, the questionnaire was implemented in Turkish to enable participants to express their thoughts more clearly and elaborate on their ideas. In this way, the possibility of receiving short answers from the survey was minimized.

3.3. Participants

A snowball sampling was used to obtain data from different parts of Turkey. The participants contributed to the research by reaching new participants as a sample of snowball sampling. (Creswell, 2011; Gay et al., 2011). At the beginning of the survey, the participants were assured that their answers would be kept strictly confidential. WhatsApp groups, established during different training, seminars, workshops, or surveys provided to reach volunteer participants from different regions of Turkey. The questionnaire was delivered online via Google Forms to reach more participants in a shorter time. 47 responses were obtained from the survey, but two were eliminated due to being filled out by participants teaching at the K-12 level. A total of 45 EFL instructors (*n =33, 73.3%* female; *n=12, 26.7%* male) working at different universities in the Turkish context took part in this study. The details of the participants are given in Table 1.

Table 1. Demographic Information of the Participants (N=40)

Measure	***N***	**%**
Gender		
Female	33	73.3
Male	12	26.7
Age		
20-25 years	-	-
26-30 years	8	17.8
31-35 years	19	42.2
36-40 years	13	28.9
40+	5	11.1
Last qualification		

Bachelor's Degree	-	-
MA	3	6.7
MA (graduated)	5	11.1
Ph.D.	28	62.2
Ph.D. (graduated)	9	20
Institution		
Public	43	95.6
Private	2	4.4
Teaching experience		
0-2 year(s)	-	-
3-5 years	5	11.1
6-10 years	10	22.2
11-15 years	22	48.9
16+	8	17.8

One of the remarkable points in demographic information is that most participants (n=22, 95.6%) are from state universities, while the rest (n=2, 4.6 %) are from private ones. A closer look at the universities where the participants work reveals that there are participants from different universities in seven different regions of Turkey. Three of the participants did not specify the institution they work in, and the distribution of the participants by geographic region is demonstrated in Table 2.

Table 2. Distribution of Participants by Region

Regions	***N***	**%**
Black Sea Region	17	37.8
Marmara Region	7	15.6
Central Anatolia Region	6	13.3
Eastern Anatolia Region	6	13.3
Aegean Region	3	6.7
Mediterranean Region	2	4.4
Southeast Anatolia Region	1	2.2
Not identified	3	6.7

Most of the participants are from the Black Sea region because the researchers started survey dissemination from this region. However, the fact that instructors from each region participated in the research is a significant point in representing the research universe.

3.4. Data Analysis Procedure

The data were descriptively analyzed by using content analysis. The descriptive analysis was conducted to identify the particular features of the participants of the study (Fraenkel et al., 2012; McMillan & Schumacher, 2010). The obtained data within the scope of the research was analyzed by creating categories and codes with content analysis through the MAXQDA, a qualitative data analysis program (Oliveira et al., 2013). In content analysis, predetermined categories based on literature, theories, or prior experiences can be used (Fraenkel et al., 2012). The content analysis pattern of this study has a deductive approach. In this context, the researchers created the following categories in light of the survey questions.

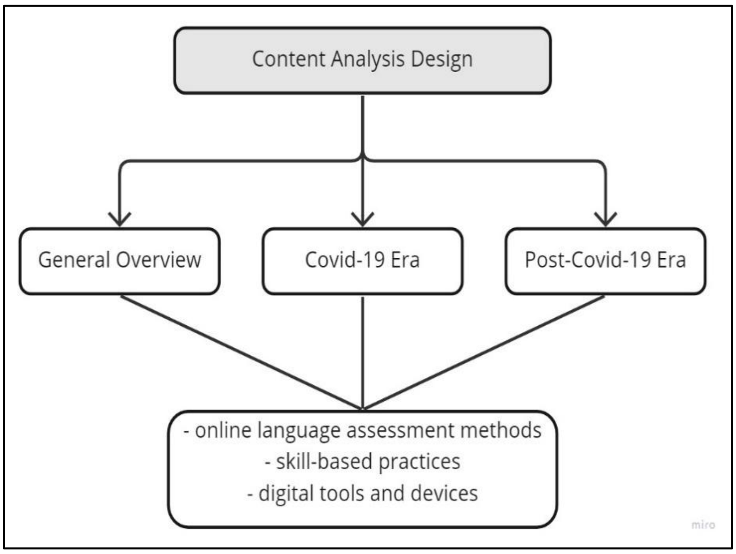

Figure 1. Content Analysis Design of the Research

An open coding technique was used to analyze the responses in the questionnaires. The codes and categories were demonstrated with tables. The frequency (f) displays the number of repeated codes, while (N) refers to the number of participants.

4. Findings

The findings obtained from the second section of the questionnaire were analyzed through three categories: a) a general overview of the online language assessment practices of the participants, b) their experiences during the COVID-19 era, and c) the post-COVID-19 profile in terms of online language assessment.

4.1 General Overview of Online Language Assessment Practices

This section presents general information about participants' online teaching experiences, professional development in online assessment, skill-based preferences concerning online language assessment, their knowledge about current e-assessment methods, and digital tools or systems they commonly use. Table 3 summarizes the background information of the participants regarding their online teaching and training experience.

Table 3. Online Teaching and Training Experience

Measure	***N***	**%**
Prior Online Teaching Experience		
0-2 year(s)	28	62.2
3-4 years	12	26.7
5 years	2	4.4
+5 years	1	2.2
Not identified	2	4.4
Current Online Teaching Status		
Yes	11	24.4

No	32	71.1
Not identified	2	4.4
Pre-service Training on Online Assessment		
Yes	5	11.1
No	39	86.7
Not identified	1	2.2
In-service Training on Online Assessment		
Yes	12	26.7
No	33	73.3

Based on the participants' previous experiences, it can be noticed that the online language teaching experience of the majority (n=28, 62.2 %) is between 0-2 years. This shows that they only experienced online education during the pandemic, which lasted for approximately two years. Regarding the current and active online teaching status of the participants, their online teaching practice has largely (n= 32, 71.1%) ended with the transition to face-to-face education after the pandemic. Furthermore, the findings about the instructors' professional development training for online language assessment, which is an inevitable part of the online language education process, revealed that most of the participants did not get either pre-service (n= 39, 86.7%) or in-service training (n= 33, 73.3%).

In response to the question "Do you know about recent online language assessment methods? (e.g., e-portfolio assessment, web-based projects, etc.). Could you give an example of what you use in your courses?", almost half of 45 students (n=22, 48.9 %) stated that they have not enough information about up-to-date online language assessment methods, or they do not prefer them. However, most of those who responded positively (n=23, 511%) to this question indicated that they commonly use e-portfolio assessment in online assessment (e.g., WordPress) or they are well aware of this assessment method. Besides, some participants reported that they prefer online student response systems such as Kahoot, Quizzes, Quizlet, or Google Forms to get immediate answers from students. Other examples include collaborative writing assessment via Google Docs, online speaking assessment through synchronous presentations on learning management systems, or videoconferencing.

With respect to the question on instructors' skill-based online assessment practices in general, some of the participants stated more than one skill. Table 4 presents an overview of the skills preferred to be assessed online by the instructors:

Table 4. The Most Preferred Skills to Assess Online

Skill	**f**
Speaking	26
Writing	25
Listening	9
Grammar	8
Reading	6
Vocabulary	2

As shown in Table 4, the participants mostly use online language assessments and evaluation methods to assess productive skills, such as speaking (f=26) and writing (f=25). Based on these results, it can be stated that vocabulary has the lowest frequency (f=2) since it is the least preferred skill to be measured online.

When the participants were asked why they prefer assessing these skills online, those who generally use online speaking assessment reported that it enables feedback opportunity (f=3), practicality (f=3), and monitoring progress (f=2). In addition, the codes that emerged in the data analysis revealed that online speaking assessment is time efficient and more reliable. Furthermore, it was also highlighted that online speaking assessment provides an evaluation setting that is free of anxiety and cheating, and it increases interaction and active learning. Confirming these aspects, some participants expressed the following statements:

> I10: "Because students can cheat when measuring the skills other than speaking."
> I26: "Speaking can be recorded online, so students can get feedback from the instructor at any time and can listen to their speech once more if necessary."
> I13: "Because my students always say that they feel more comfortable and safer during asynchronous speaking, they even hide their identities if necessary, and because they are not in a classroom environment, they do not care about their peers' criticism.
> I45: "A very realistic and practical assessment can be made as a one-on-one interview for speaking exams."

The reasons offered by those who preferred online writing assessment in their courses include reliability, feedback opportunity, and easy notetaking. Commenting on this issue, some of the participants stated:

> I24: "Because it is easier to give feedback to students about writing activities."
> I18: "Online tools for collecting students' written and oral products and giving them feedback are very effective."

In addition to all these, two participants who expressed their concerns about online assessment methods reported that:

> I33: "I think that the measurement and evaluation process of listening and speaking skills may be inefficient due to technical problems that may occur."
> I41: "It is important to know that the student is actually reading the passages in the reading class. This is not possible to check this in the online class. Similarly, during a writing activity, it is very difficult to check whether the student is writing using the resources on the Internet."

4.2. Online Language Assessment Practices During the COVID-19 Period

This section gives a general picture of online assessment practices of the instructors during the COVID-19 period. When the participants were asked about the learning management systems (LMS) and digital assessment tools they mostly use in their English courses during the pandemic, it can be seen that 31 participants highly exploited Student Response Systems such as "Kahoot", "Google Forms", "Quizlet", and "Mentimeter". One of the participants (*I41*) stated that "*Online quizzes make the lesson more fun and interactive. Integrating assessment with technology has become essential to keeping students online.*" Moreover, the findings also revealed that 14 of the participants used Web 2.0 tools such as "Padlet", "Live Worksheet", "Canva", "Flipgrid" and "Storybird". "Google Docs" was also preferred by 4 participants for collaborative writing and peer assessment. A few participants stated that they use the online practice of coursebooks for vocabulary and grammar testing. 11 participants used LMS provided by their institution, while 10 did not use any online assessment tools. Table 5 presents the details about the most frequently used online systems and Web 2.0 tools:

Table 5. Most Frequently Used Web 2.0 Tools or Online Systems

Tools	**f**
Student Response Systems *(e.g., Kahoot)*	31
Other Web 2.0 Tools *(e.g., Flipgrid, Padlet etc.)*	14
LMS (provided by institutions)	12
None	10
Google Docs	4
Online Practice of Coursebooks	3

When the skill-based preferences of the participants in the pandemic, which caused the compulsory transition to online education, are examined in detail, a slight change can be observed in the results compared to overall preferences before the pandemic. Table 6 displays the frequency of the most preferred skills to be assessed online during the COVID-19 pandemic:

Table 6. The Most Preferred Skills to be Assessed Online During the COVID-19 Pandemic

Skill	**f**
Writing	24
Speaking	16
Reading	9
Grammar	8
Listening	7
Vocabulary	3
None	2

Although the skills in the first two rows of the table have interchanged, the most preferred and the least preferred skills remained the same as the results in the previous section. Two participants stated that they used no digital assessment methods for any skill during the COVID-19 period.

Table 7 provides the findings about the assessment methods used by the instructors during the COVID-19 period.

Table 7. The Assessment Methods used During the COVID-19 Period

Assessment Method	**n**	**%**
Summative	19	42.2
Formative	11	24.4
Summative and Formative	10	22.2
None	5	11.1

It is seen that instructors used assessment methods mostly (n=19, 42.2%) for summative purposes. The rate of the summative assessment used by the participants shows that they prefer this method for evaluating student learning and achievement. The participants (n=11, 24.4%) who mentioned that they used the formative assessment preferred this method to observe the student's progress in the process. Surprisingly, 5 (11.1%) participants stated that they did not use any online assessment method. Some participants shared the reasons why they preferred online summative assessment as follows:

> I7: "I used summative assessment due to the fact that students and teachers are unfamiliar with the system, due to other reasons related to time and the Internet."
> I31: "I mostly used the summative assessment method because I needed to hold mid-term and final exams online."

On the other hand, a few participants expressed their opinions on the use of online formative assessment in their courses during the pandemic:

> I15: "During this period, I had to evaluate writing skills online, and for this, I preferred the formative method because I thought this method would contribute more to the learning process of the students."
> I23: "I used formative assessment in order to follow the student development step by step and to give individual feedback."
> I29: "Since I am conducting skill-based courses, I have applied more formative assessment methods to reveal missing learning."

When the responses were taken into consideration, it can be said that instructors used online measurement methods and evaluation tools at different frequencies during the COVID-19 period. Generally, their frequency of use was associated with instructors' course frequency.

4.3. Online Language Assessment Practices in the Post-COVID-19 Era

This part portrays the profile of online language assessment practices in the post-COVID-19 era in the Turkish higher education context. The preferred skills for online assessment in the post-COVID-19 period can be seen in Table 8.

Table 8. The Most Preferred Skills to be Assessed Online in the Post-COVID-19 Era

Skill	f
Speaking	8
Writing	6
Reading	4
Grammar	4
Listening	4
Vocabulary	2
All Skills	3
None of them	21

The data based on the participants' skill-based assessment preferences after the pandemic reveals that most (f=21) do not prefer using online assessment methods. Besides, there are also participants (f=3) who stated that they use online assessment methods for all skills. Some participants mentioned more than one skill.

The instructors' online assessment usage and the frequency of use in the post-COVID-19 period are shown in Table 9. Although the frequency of use varies, most of the participants (n=24, 53.3%) seem to use online assessment methods or tools. However, the number of instructors (n=20, 44.4%) who do not use these methods is relatively high.

Table 9. Online Assessment Methods and Tools Usage (Post-COVID)

Frequency of Online Assessment Usage	**n**	**%**
"I use"	24	53.3
Sometimes	11	45.8
Rarely	6	25
Often	3	12.5
No frequency identified	4	16.7
"I never use"	20	44.4
Not identified	1	2.2

When we look at the reasons for using online assessment methods and tools in the post-COVID era, the participants, who are still utilizing online assessment methods, believed these methods are helpful, facilitating, motivating for students, and efficient for teachers. On the other hand, those who do not use these methods in the post-COVID-19 period consider that face-to-face evaluations are more effective. Some of the positive responses given by the participants are as follows:

> I2: "Yes, I still use it. Because I think these tools are very useful and different for students".
> I13: "Yes, I think that both the student's motivation for the lesson increases and the evaluation process as a teacher is more efficient."
> I4: "We rarely use them. They are facilitating, and we use platforms that are easy for everyone to access".
> I21: "It's much rarer. I don't think the online assessment is a substitute for face-to-face assessment".

The post-COVID-19 reviews of the participants concerning the strengths and weaknesses of using online language assessment revealed that online language assessment is challenging according to a great majority of the participants (n=30, 66.6%). However, 13 (28.9%) of the participants believed that online assessment is not challenging, while 2 (4.4%) participants did not express any opinion. Table 10 displays the emerging codes concerning the participants' overall perceptions of the challenges and facilities of the online assessment.

Table 10. The Opinions of the Participants about the Challenges of Online Language Assessment

Opinions	**n**	**Emerged codes (f)**
Challenging	30	Reliability due to cheating (14) Internet connection (5) Technical problems (4) Time-consuming (3) Tiring (2) Digital literacy (2)
Not challenging	13	Practical (2) Automatic scoring (1)
Not identified	2	

Most participants find the online assessment methods difficult due to reliability issues and technical problems such as poor internet connection. Moreover, the need for a certain level of digital literacy and additional time to prepare digital materials is among the challenging features of the online assessment. On the other side, some participants who did not find online assessment challenging think that these methods are practical and useful.

Furthermore, the participants were asked whether online language assessment and evaluation was advantageous, and 29 (64.4%) of the participants stated that it was advantageous, while 15 (33.3) stated that it was not. However, 1 (2.2%) participant did not mention any details on this issue. Table 11 illustrates the advantages of the online assessment according to responses to the 14th question in the survey.

Table 11. The Opinions of the Participants about the Advantages of Online Language Assessment

Opinions	n	Emerged codes (f)
Advantageous	29	Timesaving (5) Practical (4) Feedback opportunity (4) No paper waste (4) Less anxiety (4) Easy access (3) Motivating (3) Easy scoring (3) Objective (2) Reliable (1)
Not Advantageous	15	
Not identified	1	

When the instructors are asked about their satisfaction with their existing online language assessment practices, it is seen that they are mostly satisfied (n=21, 46.7%) and very few (n=5, 11.1%) of them are not. The data showing their satisfaction level concerning their online language assessment practices are presented in Table 12.

Table 12. Satisfaction Level of the Participants

Satisfaction Level	**n**	**%**
Satisfied	21	46.7
Partially Satisfied	10	22.2
Neutral	9	20
Not satisfied	5	11.1

Most participants (n=22, 48.9%) stated that the COVID-19 period was highly influential on their online language assessment literacy. On the other hand, 18 (40%) participants expressed that the pandemic period did not have an impact on their online assessment literacy.

Table 13. The Impact of the COVID-19 Pandemic on the Participants' Online Assessment Literacy

Effect	n	%
Highly effective	22	48.9
No effect	18	40
Partially effective	4	8.9
No idea	1	2.2

In the online education process, which was compulsory due to the pandemic, the instructors' assessment practices and literacies were inevitably affected, as teachers had to use online assessment methods. The information provided by the instructors in Table 13 confirms this situation.

5. Discussion

Survey results indicated that most of the participants (n=30) were ELT instructors with 10 or more years of teaching experience. All the participants are either pursuing postgraduate education or have already completed it. More than two-thirds of the participants (n=37) are graduates or continuing their doctoral studies. In other words, the study has a well-qualified group of participants who are eager to learn more. Although the participant group has a high level of experience, the results demonstrate that the online teaching experience of the majority (n=28) was only restricted to the COVID-19 period (last two years). Furthermore, the fact that the participants included in the study according to the snowball sampling method were from different universities in all regions of Turkey increased the degree of reflection of the population of the study.

After the pandemic, most participants reported that they did not continue online education. This situation may be due to universities' policy upon the decision of the Council of Higher Education (CoHE, 2021) because it was announced that universities would start in-person education in the 2021-2022 academic year and up to 40% of the courses in graduate and undergraduate levels could be offered online at Turkish universities. 11 instructors reported that they are still delivering their courses online because compulsory English courses in some vocational schools are held remotely within the scope of COVID-19 measures.

Given that most of the participants are experienced teachers and completed EL teacher education programs many years ago, it is possible to say that the technological developments in earlier periods do not correspond to the recent developments in the education system and curriculum. It cannot be considered a surprise that an instructor who has been teaching for at least 10 years is unlikely to have adequate pre-service training to adapt to online education practices at that time. What is surprising is that most instructors did not receive any in-service training on online language teaching or assessment during the pandemic although they were in great need during that period. As Kılıçkaya (2021) stated, in-service teacher training programs prepare language teachers for assessment in face-to-face classroom settings without paying little attention to online assessment practices. Even if language teachers received intense preparation for assessment during their pre-service training or not, they still need to provide professional development through in-service teaching experience (Malone, 2008).

With respect to the first research question, we aimed to investigate the most frequently used methods and digital tools in the online assessment of certain skills before, during and after the pandemic. The initial focus of this research was to identify the instructors' use of online assessment methods. The findings based on the participants' awareness and knowledge of up-to-date online assessment methods showed that almost half of the instructors do not have sufficient information about e-assessment methods such as e-portfolio assessment that can be used for formative purposes, or they do not prefer implementing them in their classes for different reasons. Although Turkish language teachers have positive attitudes toward formative assessment, they do not apply formative assessment practices in their courses (Büyükkarcı, 2014). Both during and after the pandemic, online assessment was mostly used for summative means, but the number of those who used these tools only for formative assessment and for both is not small. It can be concluded that instructors tend to use online evaluation methods for conducting exams or quizzes to give scores. In addition, the most frequently used methods are similar. Obviously, they need much training on formative assessment.

The first research question in the study also sought to find out what kind of digital tools have been used in online assessment. It was found that a great majority used student response systems (SRS) such as Kahoot or Quizlet during the pandemic period. They are mostly used for fun and fast scoring, making the online evaluation process easier. Also, the created quizzes can be used numerously at different times when needed. Nayman and Bavlı (2022) found out in their research that it was difficult to foster the engagement of learners during online teaching, so teachers benefited from games and Web 2.0 tools. It is quite remarkable to note that nearly all the participants used these tools before or during the COVID-19 period, but almost half of the participants stopped using them after the pandemic. The reason for this may be the recent and rapid transition to face-to-face education, the institutional decisions taken by universities, or the burnout caused by the obligatory use of such tools during the COVID-19 era.

Thirdly, it has been revealed that instructors generally prefer using online assessment methods or tools for productive skills, namely for speaking and writing. Similar to these results, online assessment was commonly used in speaking and writing activities during the COVID-19 pandemic. The findings showed that this fact mainly depends on reasons such as feedback opportunity, reliability, practicality, monitoring progress, and decreasing anxiety level. In parallel to this result, Diarsini et al. (2022) found that COVID-19 pandemic has provided many benefits to conducting a successful learning process, including time management, direct and immediate feedback opportunities, relieving students' anxiety, promoting students' autonomous learning, fostering teachers' language assessment literacy. However, after the pandemic, nearly half of the participants stated that they do not use online assessments. As Hunutlu and Küçük (2022) stated, the preparation of online tools increases instructors' workload. Thus, the workload may be one of the reasons for not using online tools for assessment. Another possible explanation for this might be the burnout and inefficiency that the compulsory online education period during the pandemic (Shlenskaya et al., 2020) may have caused. There may be unsuccessful online assessment practices in that period, and because of that, instructors may not be eager to use online assessment methods anymore.

By the way, concerning the use of online assessment methods, some participants mentioned that they could use online assessment methods for all skills after the pandemic. Based on the skill-based preferences of the participants in online language education before and during the COVID-19 period, it can be stated that no instructors used online assessment methods for all skills. This rapid transition from emergency remote teaching to fully online instruction indicates the fact that the need for online assessment increased during the pandemic and that some participants have adapted to the process. In this way, they have shown progress and engagement in online assessment of all skills during this period. The second research question in this study was to reveal the instructors' reflections on the role of the pandemic in online language assessment practices. Most of the participants think that online assessment is a challenging process due to some reasons such as reliability problems, technical issues, the requirement of a certain level of digital literacy, and its time-consuming effect. However, nearly two-thirds of the participants described these tools as advantageous despite all the challenges. Besides, it can be assumed that the instructors are eager to improve and can keep up with innovations despite some difficulties. In order to enrich the online education processes, which is an inevitable part of our lives, and to ensure that more reliable assessment activities are carried out, appropriate teaching training should be provided to instructors. Contrary to expectations, the participants are generally satisfied with their current language assessment literacy level. This explains the reason why in-service teaching rates are low.

In line with the feedback received from the instructors, it can be inferred that online assessment will become more widespread in the near future. The most important thing is to ensure that teachers receive professional training to increase their e-assessment competence. Moreover, most participants think that strict precautionary measures should be taken by various stakeholders such as policymakers, higher education institutions, administration, and instructors to ensure the reliability of the evaluation process. Because many instructors are worried about the probability of cheating during the online assessment. Some of them offered that thanks to artificial intelligence, reliable digital assessment tools with objective scoring and monitoring mechanisms can be developed. Also, one participant suggested that evaluation tools with a user-friendly interface and self-assessment options can also be designed for language students to promote their self-autonomy.

6. Conclusion

Most of the universities in Türkiye do not continue online education in the post-COVID-19 period. However, there are universities that still offer compulsory English courses in some vocational schools online. The fact that the participants of the study were from different regions and different universities and all of them had postgraduate education can be evaluated as ELT instructors are generally a group of instructors willing to learn. Therefore, there is an advantageous and flexible group in terms of adapting to new situations. However, although most of the participants were experienced instructors, it was revealed that they were not sufficiently equipped with pre-service or in-service training related to online assessment practices. Since instructors did not have enough knowledge about e-assessment methods or tools, they did not prefer to use them for conducting formative assessments. The instructors generally used online assessment methods for summative assessment both during and after the pandemic. Briefly, the summative assessments during the online education process were mostly employed for conducting discrete point testing or standard exams. Student response systems such as Kahoot or Quizlet were used frequently by nearly all the participants during the pandemic period because they offer fun, easier and faster scoring. However, after the online training process ended, a significant part of the instructors gave up using such tools. The instructors used online assessment methods or tools to measure productive skills, such as speaking and writing, both before and during the pandemic. But after the pandemic, almost half of the participants stopped using them. While online assessment methods were used to measure certain skills before and during the COVID 19 pandemic, it was revealed that online assessment methods were used to measure all skills after the compulsory online education process ended.

Online assessment was defined as challenging by instructors due to reliability problems, technical issues, digital literacy needs, and time-consuming effects. Instructors are generally satisfied with their current language assessment literacy level. However, they are willing to improve themselves on the subject to keep up with current developments and improve their online education processes. Soon, when online assessment will become widespread, more applications will be needed to improve online assessment. Therefore, precautionary measures should be taken by various stakeholders such as

policymakers, higher education institutions, administration, and instructors to ensure the reliability of the assessment process.
It can be noticed that the pandemic process, which is seen as a disadvantage all over the world, has positive reflections on education. The instructors' awareness of online assessment, the fact that online assessment methods are used for all skills after the pandemic, and instructors' demands and suggestions for providing the needed training proved this situation. For this reason, in light of the findings obtained from this research, an advantageous situation can be achieved by providing the necessary environments and training by policymakers on online assessment, which is a disadvantageous issue.

To summarize, although ELT instructors in Turkey try to use various methods as much as possible, they are not fully competent in online assessment, and they need solution-oriented studies on this subject, necessary training, and appropriate learning environments.

6.1. Limitations and Implications

While the findings of this research may contribute to the field by reflecting EFL instructors' online assessment practices in English classes, there are some limitations to this study. The study included a self-reported and limited number of participants. In this qualitative study, a wider participant group could be reached by including a scale to collect quantitative data. Thus, thanks to the mixed method design, both the subjects could be studied from different dimensions, and the population could be better reflected.

In light of this study, measures can be taken to provide appropriate training for instructors to increase their online language assessment literacy and the diversity and reliability of their online assessment practices for better online teaching environments.

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Appendix

Online Foreign Language Assessment Questionnaire

This open-ended survey was designed to reveal the online assessment practices of EFL instructors, their assessment experiences, and the changes of their assessment practices during and after the COVID-19 pandemic. It will take you approximately 15-20 minutes to complete this survey. The information you provide here will not be shared with others. The information you provide can be used for research purposes and can contribute to innovative studies in the field. By completing this form, you agree to the use of the data obtained from you in scientific research. Thank you in advance for your participation.

Part I. Demographic Information

1. Gender:
a. Female
b. Male
2. Age:
a. 20-25
b. 26-30
c. 31-35
d. 36-40
e. 40+
3. Last Qualification:
a. Bachelor’s Degree
b. Master’s Degree
c. Master’s Degree (Graduated)
d. PhD
e. PhD (Graduated)
4. Your Institution:
5. How long have you been teaching English?
a. 0-2 years
b. 3-5 years
c. 6-10 years
d. 11-15 years
e. 16+

Part II. Online Foreign Language Assessment Questionnaire

1. Do you have any online language teaching experience? If yes, how long have you been teaching English online?
2. Do you have foreign language classes that you actively conduct online? Could you please indicate the reason why your courses are conducted online?
3. Have you taken any pre-service training on online language assessment? If yes, can you give details?
4. Have you taken any in-service teacher training courses on online language assessment? If yes, what was the content of the training?
5. Do you know about recently used online language assessment methods? (e.g., e-portfolio assessment, web-based projects, etc.). Could you give an example of what you used?
6. For which language skills do you prefer to use online assessment and evaluation methods?
7. Which language skills did you most need to assess online during the COVID-19 pandemic?
8. Which language skills do you need to assess online most in the post-COVID-19 pandemic period?

9. What kind of online language assessment tools (Web 2.0 tools) or learning management systems (LMS) do you generally use in your English lessons? Can you explain with examples?
10. Which assessment method (formative/summative) did you use during the COVID-19 pandemic period? Can you explain why you chose to use this method?
11. How often did you apply online measurement and methods and evaluation tools during the COVID-19 pandemic period?
12. Do you use online assessment methods and tools in the post-COVID-19 pandemic period? If yes, could you explain why and how often you use it?
13. Do you think online language assessment and evaluation is challenging? If yes, what kind of difficulties did you encounter during online foreign language assessment and assessment?
14. Do you think that online language assessment and evaluation is advantageous? If yes, what are the strengths of online foreign language assessment and evaluation?
15. How satisfied are you with your current online language assessment practices?
16. Do you think that the COVID-19 pandemic period has affected your current online language assessment literacy level? If so, could you explain the details?
17. Is there any change you expect in online language assessment practices in the future? What do you think could change, if so, could you explain the details.
18. Is there anything else you would like to point out?

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

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Abstract
This study examines PhD dissertations in Türkiye completed between 2018 and 2023 in the field of English language teaching and learning. 204 PhD dissertations were included to analyze the number of 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 131 Professors as theses 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 is the most studied theme and the most preferred research design is mixed-methods research design. Moreover, the most interested participant group is pre-service ELT students. Lastly, interviews are the most used data collection tools.

Keywords: PhD dissertations, methodological tendencies, English language teaching

1. Introduction

With the developments in technology, communication among people is increasing all around the world. This interaction requires individuals to be competent and efficient enough in English language. Since its status is *"English as a global language (EGL)"* and as a *"lingua franca (ELF)"* and it is widely spoken in all around the world, it becomes highly important to learn the language. As a result of this, English language education gained its importance. Specifically, in Türkiye, as an expanding circle country, English is spoken as a foreign language *(EFL)*. Therefore, learners could face various problems while learning the language in *foreign language learning (FLL)* context. To be able to shed light on these problems and provide effective learning, academics and scholars have been carrying out studies on English Language Education.

1.1 Research Questions

To determine the trends in the doctoral dissertations written in the subject of ELT in Türkiye from 2018 to 2023, the following research questions were developed:

1) How many dissertations have been published in the field of ELT between 2018 to 2023?
2) What are the demographic features of the theses' writers?

3) How many dissertations have been published in which universities?
4) What are the theses supervisor's degrees?
5) What are the current research trends and practices of doctoral theses in the field of ELT?
6) How have the trends in the dissertations evolved over time?
7) What are the methodological trends in the dissertations?

2. Literature Review

Examining studies and research trends in the field of *English language teaching* has become a new phenomenon. In the relevant literature, it can be seen that research trend studies focused mainly on research articles, conference papers, book chapters, student research papers, theses and dissertations (Atmaca & Ekşi, 2023). There are examples of research trend studies in both international level and domestic level. While research articles are more commonly studied internationally, theses and dissertations on research trend studies have been studied in Turkish context.

To exemplify national level, first, Kirmizi (2012) examined MA theses in ELT published between 2005 and 2010 in Türkiye. Second, Özmen, Cephe and Kınık (2016) analyzed PhD dissertations published in Türkiye between 2010 and 2014 in terms of subject areas, research paradigms/techniques, research contexts, scopes, validity/reliability problems, and piloting. Next, Acıroğlu (2020) examined research trends in MA theses and PhD dissertations published on ELT between 2015 and 2018. In addition, Gündüz, Gündüzalp, Koçak, Göktaş (2023) looked into the patterns of Turkish PhD dissertations in the area of educational technologies. This study, which was undertaken in the design of document analysis between the years of 2011 and 2020, includes 292 PhD dissertations. Lastly, Atmaca & Ekşi (2023) investigated the MA theses and PhD dissertations published in Türkiye between 2001 and 2020 in terms of emerging themes, research design, participants, and data collection tools and narrowed the scope of the study to ELT research specifically by comparing ELT-related MA theses and PhD dissertations indexed in the National Theses Database and conducted in Türkiye. However, there is not enough research focusing on the doctoral dissertations after the year 2020 and investigating the dissertations in more detailed ways.

Analyzing the current research trends in ELT can provide valuable insights into the current state of the field. This analysis can help to identify gaps, areas that require further investigation, and new directions for research. Thus, this paper reviews the doctoral dissertations on *English language teaching* published between 2018 and 2023 in Türkiye. The aim is to find out the current trends and practices of doctoral dissertations in the field of ELT and how they have evolved. The dissertations were analyzed in terms of research topics, research designs, participants, and data collection tools to be able to display the methodological tendencies of the dissertations.

3. Methodology

3.1. Data Collection & Data Analysis

This study has descriptive research design to be able to examine the doctoral dissertations in ELT published between 2018 and 2023 in Türkiye in terms of quantity, universities, advisor's degrees, themes, research design, participants, and data collection tools. The data was obtained from the official website of *the Council of Higher Education, the National Theses Database (YÖK*). The collected data were categorized in terms of its years.

The PhD dissertations underwent a thorough content analysis, a qualitative research technique. By categorizing data according to specific concepts and topics, content analysis tries to thoroughly evaluate data and show the data and situations that are comparable to one another (Yıldırım & Şimşek, 2016).

All 204 PhD dissertations were reviewed, and the data were evaluated to determine their frequency using themes, research designs, participants, and data collection tools. At the end of the content analysis, conducted on 204 doctoral dissertations, further professional implications were provided in the English Language Teaching field to guide future researchers and offer a new research agenda.

4. Results and Discussion

This review study looks at the PhD dissertations on English language teaching and learning that were carried out in Türkiye between 2018 and 2023. 204 PhD dissertations were included to analyze the number of dissertations, universities, supervisor's degrees, research themes, research designs, participants, and data collection tools. Mostly, abstract sections were sufficient to collect data about the dissertations; however, the methodological parts of the dissertations were also analyzed to gain more detailed information.

In total, 204 doctoral dissertations were investigated in this study. The data were retrieved from the official website of *the Council of Higher Education, the National Theses Database (YÖK)* on April 27, 2023. There were 8 dissertations published in 2023 until April 27, only one of them was not open access. Therefore, there are only 7 dissertations included in 2023. Even so, all the PhD dissertations were open access in the other years. Table 1 below shows the distribution of PhD dissertations by year. As can be seen from the table, there are 57 dissertations were published in 2022 at most.

Table 1. Distribution of PhD dissertations by year

Year	Number of Dissertations
2018	40
2019	38
2020	33
2021	29
2022	57
2023	7
TOTAL	**204**

Table 2 below illustrates the demographic information of the PhD students in terms of gender distributions and ethnicity. The ethnicity of the writers was categorized according to their names whether they are Turkish or Foreign students. In addition, the gender of the writers was determined according to their names. When there are some neutral names which goes to both male and female, the acknowledge section was checked. It could be seen that the writers attribute the dissertation either to their husbands or to their wives, which reveal their genders clearly. As concluded from Table 2, the number of the writers from 2018 to 2023, female writers outnumber male writers. Besides, there are quite more Turkish PhD students rather than foreign ones.

Table 2. Demographic information of the writers

Year	Gender Distribution	Ethnicity
2018	F: 21 M: 19	T: 38 F: 2
2019	F: 32 M: 6	T: 36 F: 2

2020	F: 29 M: 4	T: 33 F: 0
2021	F: 17 M: 12	T: 26 F: 3
2022	F: 36 M: 21	T: 53 F: 4
2023	F: 4 M: 3	T: 7 F: 0
TOTAL	**Female: 139** **Male: 65**	**Turkish: 193** **Foreign: 11**

This study also reviews doctoral dissertations in terms of their distributions by universities. Table 3 shows statistics for *ELT* PhD programs and successfully completed dissertations from the years 2018 to 2023. PhD students from 12 different universities were published their doctoral dissertations. 2 out of 12 universities are private universities, which are Bahçeşehir University and Yeditepe University. The rest are state universities and Hacettepe University has the highest number among the other state universities.

Table 3. General information about the PhD programs

Universities	**State or Private**	**Number of Dissertations**
Anadolu	State	26
Atatürk	State	23
Bahçeşehir	Private	9
Boğaziçi	State	6
Çanakkale Onsekiz Mart	State	28
Çukurova	State	12
Dokuz Eylül	State	4
Gazi	State	26
Hacettepe	State	41
İstanbul Uni.	State	1
METU	State	21
Yeditepe	Private	7
TOTAL		**204**

Moreover, this study focuses on the degrees of the advisors in 204 PhD theses written from 2018 to 2023. While there are 131 Professors as thesis advisors in total, there are 50 Associate Professors, and 23 Assistant Professors supervised the doctoral dissertations.

Table 4. Advisor's degree

Advisor's Degree	**Number**
Prof.	131
Assoc. Prof.	50
Assist. Prof.	23

TOTAL	**204**

In order to find out the methodological trends of the dissertations, participants, data collection tools, research designs and research topics were analyzed. According to the table, three different research designs were employed in the relevant 204 PhD dissertations. Table 4 demonstrates that the majority of PhD dissertations used a mixed research design. In the doctoral dissertations, case study and action research as qualitative research were mostly used, on the other hand, quasi- experimental research designs as quantitative method were generally chosen.

Table 5. Research Designs of the Dissertations

Research Design	**Number**
Mixed	132
Qualitative	46
Quantitative	26
TOTAL	**204**

According to Table 5, various data collection tools were implemented in the PhD theses. Whereas the most frequent tool is interviews, the least frequent one is tasks. Tasks include mostly discussions, reading tasks and listening tasks. Documents include field notes, reports, journals, logs, essays, diaries corpus and reflections. Besides, observation includes video-recordings. Tests include oral tests, vocabulary tests and multiple-choice tests.

Table 6. Data collection tools

Data Collection Tools	**Frequency**
Interview	143
Scale	33
Questionnaire	86
Documents	67
Test	53
Observation	45
Task	19

Table 6 above displays various classifications for the participants such as instructors, pre-service teachers, in-service teachers, tertiary-level students, EFL learners, documents, and others. Among them, the most focused group is prospective teachers, the least preferred one is documents. Tertiary-level students include both preparatory students and students from other departments. EFL learners mostly consist of secondary school students. Furthermore, documents are corpus, coursebooks, and curriculum. There are also some other participants like children, alumni, Turkish scholars, speakers of English, native speakers of Turkish, policy makers, program designers and directors.

Table 7. Participants in PhD dissertations

Participants	**Frequency**
Instructors	50
Pre-service teachers	60

In-service teachers		32
Tertiary-level students		52
EFL learners		30
Documents		5
Others:	Children	3
	Alumni	2
	Turkish Scholars	2
	Speakers of English	6
	Native speakers of Turkish	4
	Policy makers	1
	Program designers	1
	Directors	2

Lastly, table 7 illustrates the research themes that are studied between 2018 to 2023. Trend topics are categorized into 6 groups. Whereas "*Teaching English as a Foreign Language*" stands out among the other themes, "Intercultural Communication" is the least studied topic. The theme teaching English as a foreign language covers the categories like teaching language skills, approaches and methods, technology integration in language learning environment. Teacher education (N=58) comprises several issues such as pre-service teacher training, in-service teacher education, professional developments, and teacher beliefs. Program and material evaluation covers coursebook evaluations and novel syllabus suggestions.

Table 8. Research topics of PhD dissertations

Research Topic	**Number**
Teaching English as a Foreign Language	64
Teacher Education	58
Second Language Acquisition	35
Intercultural Communication	10
Language Testing and Assessment	18
Program and Curriculum Evaluation	19
TOTAL	**204**

The results of this survey show that there are more female writers (N=139) than male writers (N=65). However, a prior study (Özmen et al., 2016) indicated that the gender distribution of doctoral students was largely balanced. The 204 PhD students are divided between national and international students, with 193 of them being Turkish and 11 being foreign. Özmen et al., (2016) also noted that since 92% (f = 128) of the students were Turkish citizens, there was little internationalization in the student profiles throughout the programs (p. 1752).

As concluded from the results related to ELT programs and universities, there are 2 private universities out of 12. Other universities are state universities and Hacettepe University ranked the highest number of PhD dissertations published between 2018 and 2023. Another specific objective of this study is to find out the PhD theses advisors' degrees. It can be concluded that Professors are fairly high in number as thesis supervisor. This research also examines the emerging methodological trends of doctoral dissertations in the context of English language learning and teaching. With this aim, research themes, research designs, participants, and data collection tools were analyzed in 204 PhD dissertations. The findings related to the research designs are parallel with the previous studies. For example, Gündüz et al., (2023) demonstrated in their study that mixed method research design was more frequently employed in dissertations. Besides, Acıroğlu (2020) stated mixed-methods research design was the dominant design in the PhD dissertations. Similarly, Atmaca, Ç., & Ekşi, G. (2023) found the following:

> "According to the table, three different research designs were employed again in the relevant PhD dissertations. Among these, mixed-methods research design (f = 39) was the most preferred research design, whereas qualitative research design (f = 22) was in the second place. Finally, quantitative research design (f = 18) was in the third place." (p.19).

However, Özmen et al., (2016) found that quantitative research designs were dominant, and they stated the following:

> "Among 137 doctoral dissertations, 32 offer pure quantitative research designs and 96 are based on mixed method designs. However, the studies using mixed method research designs tend to address their major research questions by referring mostly to the quantitative data." (p.1752).

The results of this study illustrated that among the data collection tools employed in doctoral dissertations, the most frequent one is interview. Yet, this finding bears some differences with the finding of Atmaca & Ekşi (2023), stating that documents (f = 118) were the most preferred tools.

The finding of this research related to participants showed that the most interested group is prospective teachers and the least preferred one is documents. Unlike the results of this research, Gündüz et al., (2023) found that university students were the most frequently selected samples. However, Atmaca & Ekşi (2023) stated tertiary-level students were the most studied participants in PhD dissertations and instructors followed this order. Since pre-service teachers are included under 'tertiary level students' category, the current study enhances the finding of this study.

Finally, it can be concluded from this study that teaching English as a foreign language is the most trend topic among the other themes. This result is similar to the study by Özmen et al., (2016). They stated the following:

> "Teaching English as a foreign language was found to be the most investigated area with 90 dissertations on various topics, such as teaching language skills and components (f = 29), learner and teacher variables (f = 29), document analysis and language use (f = 14), and curricular studies (f = 14)." (p.1752).

Similarly, Kirmizi (2020) noted that teaching methods were the second most popular study topic after language skills.

5. Conclusion

The objective of this prospective study was to examine the PhD theses written in the field of ELT between 2018 and 2023 in terms of the number of the dissertations, writers' demographic information, universities, thesis supervisor's degrees, research themes, research designs, participants, and data collection tools. The objectives of this research are to determine the methodological trends and tendencies of the 204 PhD dissertations published between 2018-2023.

This study has some limitations. First, the dissertations were filtered and search for the term *"English Language Teaching (ELT)"* at Thesis Centre. Therefore, the ones with different labelling cannot be reached. Second, there is only one dissertation that was not open access, so this dissertation was excluded from the research. Furthermore, some dissertations did not have enough information related to the scope of this study, thus, much more time than expected was spent to analyze the dissertations. Finally, some of the dissertations did not clearly give specific information about the research design. However, these dissertations' research designs were interpreted according to the data collection tools and data analysis steps.

For further suggestions, this study provides general information about current trend topics and methodological trends about the doctoral dissertations produced between 2018 and 2023 in Türkiye. This study can help further researchers to be able to find out gaps in literature and this research suggests ways to the new studies. Last but not least, that kind of research can be done in each five-year periods to display the current situation in the field of English Language Teaching.

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

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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%.

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

Henrik Gottlieb'in Altyazı Çeviri Stratejilerinin Bilim Kurgu Filmlerinde İncelenmesi

Özet
Filmin bütünsel kalitesini değerlendirirken, altyazının kalitesinin önemli bir etkisi olduğuna inanan akademisyenler, Görsel-İşitsel Çeviri alanında altyazı çevirisine artan bir merak göstermektedir. Bu çalışma, sesli görsel çevirinin bir bileşeni olan altyazı çevirisini, Henrik Gottlieb'in altyazı çeviri stratejileri (açıklama, yorumlama, aktarım, benzetme, çeviri yazı, değiştirme, azaltma, atlama, silme, vazgeçme) çerçevesinde nitel ve nicel analizlerle ele almaktadır. İngilizce'den Türkçe'ye çevrilen *Arrival/Geliş, Her/Aşk, Interstellar/Yıldızlararası, Mad Max: Fury Road/Çılgın Max: Öfkeli Yollar ve The Martian/Marslı* adlı beş farklı bilim kurgu filmi, Gottlieb'in stratejileri perspektifinden değerlendirilecektir. Bu çalışmada nitel araştırma yaklaşımı kullanılmıştır. Bu bağlamda, veri sunmak için nitel verilerin sayısallaştırılmasını ve betimleyici analizleri kullanılır. Bu çalışma, analiz sonuçlarını her bir strateji kullanımını değerlendirmek amacıyla açıklayıcı örneklerle sunmaktadır. Verilerin incelenmesi sonucunda, bu filmlerin altyazı çevirilerinde en sık başvurulan strateji, %68,08 oranıyla "aktarma" stratejisi olarak belirlenmiştir. Bunun ardından, %11,16 ile "yorumlama" stratejisi gelirken, %10,44 ile "değiştirme" stratejisi izlemektedir. En az başvurulan strateji ise %0,22 oranıyla "vazgeçme" stratejisidir.

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

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Anahtar Kelimeler: Henrik Gottlieb, altyazı çeviri stratejileri, görsel-işitsel çeviri, Türkçe altyazı stratejileri, bilimkurgu film

1. Introduction

In the age of globalization, our lives are intricately shaped by the widespread influence of technology. Through various multimedia platforms like television shows, songs, videos, and movies, individuals can freely access and exchange information and entertainment on a global scale. Movies, in particular, play a crucial role in fostering cross-cultural understanding by offering insights into diverse cultures, traditions, and value systems, enriching the global tapestry of experiences. According to Manning and Shackford-Bradley (2010, p.36), “Film can be a vehicle for critiquing and resisting the master narrative that has controlled discussions of the economic and cultural changes that define globalization”. When globalizing the distribution of foreign films, maintaining the quality of audiovisual translation (AVT), which includes subtitles and dubbing, becomes crucial. Translators adopt diverse strategies in the translation process, adapting to the unique characteristics of each film genre. This is essential due to variations in grammatical structures, cultural norms, and language systems across different regions.

The exploration of screen translation has emerged as a recent focus within the field of Translation Studies (TS), which has experienced substantial growth in the last two decades (O'Connell, 2002, as cited in Kuhiwczak & Littau 2007, p.120). Within Translation Studies, Audiovisual Translation (AVT) stands out as a relatively modern area of investigation. The popularity and consumption of AVT have notably expanded, particularly with the surge of film platforms in a growing market.

The realms of science fiction and audiovisual translation often intersect, offering translators and viewers captivating challenges and opportunities. The intersection of science fiction and audiovisual translation poses captivating challenges and opportunities for both translators and audiences. Audiovisual translation involves the transformation of audiovisual content like films, TV series, and video games into various languages (Matkivska, 2014). Conversely, science fiction explores imaginative and futuristic concepts, often stretching the boundaries of what is considered possible (Heinlein, 1959). The intersection of these two domains presents an intriguing convergence, providing translators and audiences with an exclusive realm to navigate and discover.

The intricate and interlinked relationship between language in science fiction and translation is underscored by multiple facets. An instance of this connection is evident in Okyayuz and Ay's (2023) essay, where they explore the *Star Trek TV* series and delve into linguistic concepts such as chromolinguistics, exploring languages conveyed through colors and lights. This exploration emphasizes the prevalence of constructed languages in the realm of science fiction.

The theoretical foundations of Audiovisual Translation (AVT) have been established by scholars in the field of translation studies, notably influenced by Chaume (2004), Diaz-Cintas (2004), Gambier (2008), and Gottlieb (1992). Their esteemed research has fortified effective translation strategies and shaped the theoretical model of subtitle translation. Within AVT, two primary methods are subtitling and dubbing. Dubbing involves translating foreign dialogue by synchronizing it with the actors' lip and body movements. In contrast, subtitles entail adding written text to the screen alongside the original soundtrack (O'Connell, T. 2000, p.169).

Subtitling serves as an effective means to translate foreign films without modifying the original soundtrack. As suggested by Hanson (1974), subtitles should be straightforward and less intricate to ensure quick comprehension by the audience. The average TV viewer is estimated to take 5-6 seconds to read around 60-70 characters (cited in Gottlieb 1992, p.165). Hence, it's recommended that two-line subtitles remain on the screen for 5-6 seconds, potentially extending to 7 seconds (Ivarsson & Carroll 1998, p.64). The art of subtitling requires a delicate balance between conveying the essence of the dialogue and respecting the constraints of time and space imposed by the audiovisual medium. Achieving this balance ensures that the subtitles not only provide an accurate translation but also synchronize seamlessly with the on-screen action, enhancing the overall viewing experience. Gottlieb (1992, p.166) outlines various subtitle strategies, including expansion, paraphrase, transfer, imitation, transcription, dislocation, condensation, decimation, deletion, and resignation. Gottlieb's definition of diverse subtitle strategies demonstrates the intricate and multifaceted nature of subtitling, and also highlights the comprehensive toolkit available to subtitle translators based on the specific linguistic and contextual requirements of the content being translated.

1.1 Research Questions

1. What strategies are employed in the English-to-Turkish translation of subtitles for five science fiction films—*Arrival, Her, Interstellar, Mad Max: Fury Road, and The Martian*—using Henrik Gottlieb's Subtitling Strategies in Translation as a framework?
2. Among the subtitles for *Arrival, Her, Interstellar, Mad Max: Fury Road, and The Martian*, what is the most frequently employed subtitling strategy according to Henrik Gottlieb, and what is the respective preference rate for each strategy?
    a. What could be the potential reasons for favouring these strategies in the specific context of subtitling for science fiction movies?

2. Literature Review

2.1. Science Fiction and Audiovisual Translation

Throughout history, humanity has strived to comprehend its existence, making inventions and discoveries to unveil the mysteries of the ever-changing universe. Advances in technology have fuelled imaginations, influencing various fields like literature and film, while myths, the earliest stories, emerge from the collective human quest to understand the world.

Science fiction, a genre exploring the impact of science on humanity, traces back to Homer's Odyssey (800 BC) and gained momentum with Lukianos' *'Lucian's 2nd-Century - A True Story'* (2nd century AD). Johannes Kepler's *'The Chemical Wedding'* (1608, published 1634) marked the first science fiction novel, while Mary Shelley's '*Frankenstein'* (1818) introduced the theme of creating artificial beings. Jules Verne's 19th-century works, like *'Twenty Thousand Leagues Under the Seas'* (1870), solidified the genre. Hugo Gernsback in the early 20th century defined it as 'scientifiction.' Notable works include Orwell's '*1984*' (1949) and Huxley's *'Brave New World'* (1932). The 1950s saw the establishment of '*If*' magazine, a hub for science fiction, leading to the term 'If literature.' In the 1960s, Brian Aldiss broadened the genre's definition as the exploration of humanity's role in the universe. 'Bilim-kurgu,' the Turkish term for science fiction, was introduced by Orhan Duru.

Science fiction is a genre that envisions the future based on scientific and technical advancements. Various definitions exist; Heinlein emphasizes realistic speculation, Asimov sees it as human reactions to scientific changes, and Spinrad believes anything defined as science fiction is such. Despite differing views, a general understanding is that science fiction reflects imaginative exploration fuelled by scientific and technological possibilities. Since 1980, the genre has expanded beyond literature, becoming prominent in various media formats, including computer games, television shows, comic books, and online content, exploring themes like space battles, robots, and extraterrestrial life. Sci-fi has transcended its literary origins to become a pervasive presence in commercials and online platforms.

Audiovisual translation originated with the cinematograph in 1895, offering a universal language through images. Research on the audio-visual field began in 1932 but transitioned to translation studies in the 1980s (Orero, 2009). Subtitle translation began with intertitles in silent films, evolving with sound films and language remakes (Pardo, 2013). During this era, intertitles started to be incorporated into motion pictures, making the translation of subtitles a simple task. The process involved extracting the source subtitles, translating them, and seamlessly readding them into the film. Edwin S. Porter's 1903 film *Uncle Tom's Cabin* exemplifies early subtitle translation. However, as sound films emerged in 1927, the challenge of subtitle translation expanded beyond intertitles (Okyayuz, 2016, p.76).

Audio-visual translation, a sub-branch of translation studies, involves transferring multi-signal texts across languages and cultures through visual and auditory channels (Perez, 2008, p.13). Subtitling combines the original film with written text in the target language displayed on the screen (Chaume, 2012, p.114). It is the process of translating linguistic messages into different languages, presented as written lines synchronized with the original verbal message (Gottlieb, 2004, p.86). Subtitles, typically at the screen's bottom, convey speech, audio information, and image writings' discourse characteristics (Díaz-Cintas & Remael, 2014, p.8). They change dynamically with the movie's speeches, not under audience control (Baş, 2016, p. 30-31).

Chaume (2013) categorizes “audiovisual translation” into three types: interlingual, intralingual, and intersemiotic. This provides a comprehensive framework for understanding the diverse methods within this field. Various methods fall under these categories, including dubbing, subtitling, subtitling, respeaking, audiosubtitling, voice-over, partial dubbing, simultaneous interpreting at film festivals, free commentary, subtitling for the deaf and hard of hearing, audio description for the blind and visually impaired, fansubbing, and fandubbing. However, among these methods, subtitle and dubbing translation are the most commonly employed in audiovisual text translation. This sheds light on their practical importance in making audiovisual content accessible to diverse audiences. Subtitling involves the visual superimposition of a written text onto the screen, while dubbing is an oral method utilizing the acoustic channel in screen translation (Baker & Hochel, 1998, p.74). Intralingual AVT involves the same source and target languages. It includes providing written subtitles for dialogues, aiding the hard of hearing and deaf. Additionally, non-verbal acoustic cues like background noises and song descriptions are written on the screen (Taylor, 2012). Interlingual AVT aims to make audiovisual productions accessible to audiences unfamiliar with the original language. Intersemiotic translation involves translating between at least two different semiotic codes, such as converting words to images, numerical code, or non-verbal sounds, like the symbolic language (Heptapod language) in the movie *Arrival*. And it can be easily seen that a practical dimension to the subject on intersemiotic translation, emphasizing the interdisciplinary challenges faced by translators working between different semiotic codes with this example.

Translating science fiction poses unique challenges, particularly in conveying intricate world-building elements. Gao and Hua (2021) emphasize the need for inventive language adaptation to capture futuristic technologies, requiring a deep understanding of the target culture. This requires a deep understanding of the target language and culture is essential to generate equivalents that connect with the audience. Translators depend on their creativity and linguistic skills to deliver a smooth and authentic experience for viewers.

Ruiz (2014) states that visual and auditory elements significantly impact the immersive experience in science fiction audiovisual translation. Translators must meticulously handle timing and synchronization of subtitles or dubbing, especially with languages featuring diverse sentence structures. Balancing accuracy and readability are crucial for high-quality audiovisual translation.

Science fiction often introduces futuristic concepts and technologies do not present in the current reality, as seen in films such as words like 'guzzoline' or 'kamakrazee' from the movie *Mad Max: Fury Road* or Arrival with the Heptapods and their unique language. Translators face the challenge of finding suitable equivalents or inventing new terminology in the target language to convey these concepts accurately, ensuring the audience grasps the intricacies of the fictional world.

2.2. Related Studies in Türkiye & Abroad

In his 2022 PhD thesis, Fırat analysed humour translation strategies in the American sitcom '*Friends*' from English to Turkish. Among the 18 episodes studied, the most frequently used strategy was transfer (69%). Imitation followed at 29.06%, with resignation (4.43%), transcription (2.46%), paraphrase (1.97%), and deletion (1.47%) also identified.

Gökgöl & İşisağ (2022) conducted a study analyzing English-to-Turkish subtitle translations for movies in five genres (action, science fiction, drama, comedy, horror) using Henrik Gottlieb's strategies. They applied a corpus-based approach, presenting descriptive and comparative analyses. The most utilized strategy across genres was transfer (82.68%), with dislocation (9.34%) and decimation (2.06%) following. In the science fiction genre, transfer was even more prevalent at 92.94%, with dislocation (5.24%), imitation (0.78%), paraphrase (0.52%), and transcription (0.52%) also noted. The study suggested that translation strategies weren't significantly influenced by movie types, dialogues, or actor characteristics, emphasizing the translator's discretion and the potential impact of subtitles' constraints on strategy choice.

In Handayani's (2022) study on English-to-Indonesian subtitle translations the 2021 film *'Dune'* classified as science fiction and adventure, Henrik Gottlieb's (1992) subtitling theory was applied. Using a qualitative approach, the analysis of 308 subtitles revealed eight strategies. The most frequently used strategy was transfer (176 instances), followed by imitation (50), paraphrase (35), condensation (29), dislocation (6), and expansion (6). Decimation and deletion were less common, while transcription and resignation were not employed. This highlights the prevalence of the transfer strategy in "*Dune*" subtitles.

Simanjuntak (2013) analysed English-to-Indonesian subtitling strategies in the movie '*Real Steel'* using Gottlieb's framework. Out of 62 utterances (100%), six strategies were employed: deletion (29.03%), expansion (19.35%), paraphrase (17.74%), transfer (16.12%), imitation (16.12%), and transcription (1.61%). The translator favoured deletion due to linguistic differences, aiming for authenticity in the target language. Expansion was the second most used strategy, prioritized for audience comprehension. Dislocation, condensation, decimation, and resignation were not utilized in the translation.

3. Methodology

In this research, data was gathered from Turkish translations of renowned science fiction films, including *Arrival* (2016), titled *Geliş* in Turkish, *Her* (2013), translated as *Aşk*, *Interstellar* (2014), referred to as *Yıldızlararası* in Turkish, *Mad Max: Fury Road* (2015), translated as *Çılgın Max: Öfkeli Yollar*, and *The Martian* (2015), translated into Turkish as *Marslı*.

The selection of these films for analysis was based on three criteria: their recognition as well-known movies in the science fiction genre, their achievement of numerous awards, particularly from prestigious platforms like the Academy Awards, and their high ratings on IMDb, a widely respected source for movie evaluations. These accolades affirm both the artistic and technical excellence of the selected films.

This research employs a descriptive approach, utilizing a qualitative research method for data analysis. Qualitative research, with its flexibility, allows for the analysis of data using various parameters and techniques (Creswell, 2018). Leedy and Ormrod outline five prevalent qualitative research designs, including 'case studies,' 'grounded theory study,' 'ethnography,' 'content analysis,' and 'phenomenological study' (2015). Content analysis is deemed the most suitable method for this study, offering exploration of symbols in literary works and subtitle translation strategies (Leedy & Ormrod, 2015). One crucial aspect of content analysis involves presenting the frequency of specific features in the material through tables.

Subtitling is distinct among translation forms due to its unique blend of technical and contextual challenges. In his work (1992), Henrik Gottlieb introduces specialized terminology and highlights that subtitlers grapple with both formal (quantitative) and textual (qualitative) constraints. Textual constraints relate to limitations imposed by the visual context of the film, while formal constraints include factors like restricted space, character count, and time. Gottlieb's subtitling strategies offer valuable guidance to subtitlers, aiding in the effective conveyance of meaning across languages while navigating the constraints inherent in audiovisual translation.

Henrik Gottlieb, a Danish scholar, has developed ten subtitling strategies, as outlined by Taylor in 2000. These strategies include:

Table 1. Subtitling strategies of Henrik Gottlieb

Expansion	It is employed when the target language requires additional clarification because of certain cultural distinctions that cannot be directly conveyed through translation.
Paraphrase	It involves using different wording when replicating the original content in the target language becomes impractical due to the challenge of reconstructing the same syntactic structure.
Transfer	It is employed to accurately convey the source text during translation while maintaining completeness.
Imitation	It focuses on retaining identical forms, commonly applied to personal and place names.
Transcription	It is applied when the Source Language includes uncommon words, terms, or language that lacks meaning, aiming to retain them in the Target Language.
Dislocation	It comes into play when the Source Language employs a special effect, like a humorous tune in a cartoon movie, where replicating the effect holds more importance than preserving the content to achieve the same impact as the Source Language message.
Condensation	It involves shortening the text to capture the essence of the content with minimal disruption.
Decimation	It is employed when translating lengthy subtitles, involving the elimination of original data, often due to space and time limitations.
Deletion	It entails completely removing textual elements, such as repetition or filler words, to conserve time and space for more crucial parts.
Resignation	It is adopted when finding a translation solution is elusive, leading to an unavoidable loss of meaning.

Qualitative content analysis and the quantification of qualitative data, involving numeric representation, were employed to identify subtitling translation strategies in analysed works. To ensure objectivity, two field experts in translation individually ranked findings on a 1 to 5 Global Rating Scale, minimizing bias through multiple perspectives (Marczyk, DeMatteo & Festinger, 2005). The researcher and experts collectively discussed and included only the strategies with a consensus, establishing inter-rater reliability. Strategies rated 3 or less were analysed, while those above 3 underwent further evaluation, leading to the assignment of new strategies by the researcher and inter-raters.

Table 2. Global rating scale

Extremely Satisfactory	**Very Satisfactory**	**Moderately Satisfactory**	**Slightly Satisfactory**	**Not at all Satisfactory**
1	2	3	4	5

4. Results and Discussion

4.1. Analysis of *Arrival / Geliş*

In the evaluation of the first 30 minutes of *Arrival*'s subtitles and their translation obtained from subdl.com in the light of Henrik Gottlieb's subtitling strategy, taking into account 336 frames and a total of 362 used subtitle translation strategies, it is seen that expansion is used with 1.1%, paraphrase with 8.56%, transfer with 74.86%, imitation with 4.14%, transcription with 1.1%, dislocation with 6.08%, condensation with 1.38%, decimation with 1.66%, deletion with 1.1%, and resignation is not used at all.

4.2. Analysis of *Her / Aşk*

In the evaluation of the first 30 minutes of *Her*'s subtitles and their translation obtained from subdl.com in the light of Henrik Gottlieb's subtitling strategy, taking into account 464 frames and a total of 464 used subtitle translation strategies, it is seen that expansion is used with 0.86%, paraphrase with 18.1%, transfer with 60.13%, imitation with 4.31%, transcription with 0.22%, dislocation with 7.33%, condensation with 2.59%, decimation with 3.02%, deletion with 2.59%, and resignation with 0.86%.

4.3. Analysis of *Interstellar / Yıldızlararası*

In the evaluation of the first 30 minutes of *Interstellar*'s subtitles and their translation obtained from subdl.com in the light of Henrik Gottlieb's subtitling strategy, taking into account 384 frames and a total of 384 used subtitle translation strategies, it is seen that expansion is used with 3.13%, paraphrase with 8.07%, transfer with 69.53%, imitation with 3.13%, transcription with 0.26%, dislocation with 14.06%, decimation with 0.26%, deletion with 1.56%, condensation and resignation are not used.

4.4. Analysis of *Mad Max: Fury Road / Çılgın Max: Öfkeli Yollar*

In the evaluation of the first 30 minutes of *Mad Max: Fury Road*'s subtitles and their translation obtained from subdl.com in the light of Henrik Gottlieb's subtitling strategy, taking into account 247 frames and a total of 256 used subtitle translation strategies, it is seen that expansion is used with 0.78%, paraphrase with 9.02%, transfer with 67.06%, imitation with 5.49%, transcription with 0.78%, dislocation with 14.9%, decimation with 0.78%, deletion with 1.18%, condensation and resignation are not used.

4.5. Analysis of *The Martian / Marslı*

In the evaluation of the first 30 minutes of *The Martian*'s subtitles and their translation obtained from subdl.com in the light of Henrik Gottlieb's subtitling strategy, taking into account 313 frames and a total of 327 used subtitle translation strategies, it is seen that expansion is used with 0.31%, paraphrase with 9.48%, transfer with 70.95%, imitation with 3.98%, transcription with 1.53%, dislocation with 11.93%, condensation with 0.92%, deletion with 0.61%, decimation and resignation are not used.

4.6. The Discussion of the Findings in Terms of Strategies

4.6.1. Expansion

Table 3. Evaluation of the expansion strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:15:22,600 --> 00:15:25,080 Excuse me, Dr. Banks, let me make sure you're properly secured.	00:15:25,799 --> 00:15:28,302 Pardon Dr. Banks, **emniyet kemerinizi** kontrol etmeliyim.
Her	00:30:11,667 --> 00:30:13,313 See how the look.	00:30:16,205 --> 00:30:17,840 **Kadına** bakışını sevdim.
Interstellar	00:24:38,519 --> 00:24:39,769 Step away!	00:24:38,120 --> 00:24:40,437 - **Tellerden** uzaklaş. - Hayır, hayır. Ateş etme.
Mad Max: Fury Road	00:00:28,829 --> 00:00:31,063 <i> We are killing for guzzoline.</i>	00:00:27,825 --> 00:00:31,063 <i>- Petrol savaşları! - Benzin için **birbirimizi** öldürüyoruz.</i>
The Martian	00:04:11,952 --> 00:04:13,986 Begin abort procedure.	00:04:12,211 --> 00:04:13,420 **Görev** iptali prosedürlerine başlayın.

The analysis of subtitle translations in the science fiction genre, focusing on Gottlieb's expansion strategy, reveals the translator's efforts to provide clear explanations within the constraints of subtitling. In "*Arrival*," the translation prioritizes natural flow and scene coherence, replacing a detailed phrase about securing the seatbelt with the concise "emniyet kemeri" (seatbelt).

Similarly, in "*Her,*" the translator clarifies divorce proceedings, emphasizing the need to sign the papers with "imzalamak" (to sign). In another instance, the translation underscores a man's gaze towards a woman, ensuring audience understanding with the addition of "kadına bakışını" (his gaze towards the woman).

These instances showcase the translator's strategic use of explanations to enhance viewer comprehension while navigating the challenges of subtitling.

4.6.2. Paraphrase

Table 4. Evaluation of the paraphrase strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:12:58,200 --> 00:12:59,326 Phrases?	00:13:01,530 --> 00:13:02,406 Cümle?
Her	00:12:59,710 --> 00:13:02,727 - Where did you get that name from? - I gave it to myself actually.	00:13:04,240 --> 00:13:07,276 - Nereden çıktı bu isim? -Aslına bakarsan kendim buldum.
Interstellar	00:01:31,216 --> 00:01:33,136 Computer says you're too tight.	00:01:30,607 --> 00:01:32,279 Bilgisayar, çok zorladığını söylüyor.

Mad Max: Fury Road	00:16:09,135 --> 00:16:11,536 High-octane crazy blood fillin' me up.	00:16:09,135 --> 00:16:11,536 Yüksek oktanlı çılgın kanı damarlarıma dolacak.
The Martian	00:02:45,699 --> 00:02:46,431 Which leads to me being annoyed.	00:02:45,624 --> 00:02:46,792 Bu da benim tepemi attırıyor.

Table 4 assesses the paraphrase strategy in subtitles from various science fiction movies, revealing the translator's approach to presenting expressions from the source language in Turkish, consistent with the scene and narrative.

"*Mad Max: Fury Road*" sees the translator interpreting scenes of blood donation, expressing it as "damarlarıma dolacak" instead of the direct translation "Yüksek oktanlı çılgın kan beni dolduruyor" (High-octane crazy blood fillin' me up).

In "*The Martian*," the translator emphasizes the character's intense anger by paraphrasing "Bu da sinirlenmeme neden oluyor" as "tepemi attırıyor."

These examples illustrate the translator's strategic paraphrasing to enhance cultural relevance and viewer engagement in the target language.

4.6.3. Transfer

Table 5. Evaluation of the transfer strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:13:06,320 --> 00:13:10,291 I can tell you that it's impossible to translate from an audio file.	00:13:09,914 --> 00:13:13,000 Bir ses dosyasından çeviri yapmanın imkânsız olduğunu söyleyebilirim.
Her	00:11:41,392 --> 00:11:42,829 Sorry if I'm sounding hesitant.	00:11:45,928 --> 00:11:47,363 Tereddüt eder gibi göründüysem özür dilerim.
Interstellar	00:01:58,702 --> 00:02:01,204 - I thought you were the ghost.- No.	00:01:58,457 --> 00:02:01,196 - Seni hayalet sandım.- Hayır.
Mad Max: Fury Road	00:29:17,056 --> 00:29:19,656 Witness me, blood bag!	00:29:17,056 --> 00:29:19,656 Şahit ol bana kan torbası!
The Martian	00:03:14,828 --> 00:03:16,762 How many samples do we need, commander?	00:03:14,862 --> 00:03:16,989 Kaç tane örneğe ihtiyacımız var, Kumandanım?

Examining Table 5 reveals that the translator adeptly conveys the content from the source language to the audience with the transfer strategy, ensuring completeness and comprehension within the constraints of the scene and narrative structure.

4.6.4. Imitation

Table 6. Evaluation of the imitation strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:11:23,920--> 00:11:27,367 And you have another two years in the SSBI.	00:11:27,353--> 00:11:30,523 Ve SSBI'da iki yılınız daha var.

Her	00:17:57,487 --> 00:17:59,536 - Hello, Charles. - Great seeing you, Theodore.	00:18:02,038 --> 00:18:04,073 - Selam Charles. - Seni görmek güzel Theodore.
Interstellar	00:01:55,866 --> 00:01:58,367 Sorry, Murph. Go back to bed.	00:01:55,028 --> 00:01:58,324 Affedersin Murph. Yatağına geri dön.
Mad Max: Fury Road	00:17:46,099 --> 00:17:48,833 I am awaited in Valhalla!	00:17:46,099 --> 00:17:48,833 Valhalla'da bekleniyorum!
The Martian	00:30:01,967 --> 00:30:04,134 We should be focusing on the schiaparelli crater.	00:30:01,802 --> 00:30:04,263 Schiaparelli Krateri'ne yoğunlaşmamız gerekiyor.

In Table 6 evaluating the imitation strategy in five science fiction movies reveals that the translator has employed this strategy for place and personal names, opting to maintain the original expressions rather than adapting them to the target language or transcribing them phonetically.

4.6.5. Transcription

Table 7. Evaluation of the transcription strategy with examples in 5 science fiction films

Movie	**English**	**Turkish Subtitle Translation**
Arrival	00:05:56,760 -->00:05:59,764 This is from a site in Hokkaido.	00:06:00,234 --> 00:06:02,820 Burası Hokkaydo'dan bir tesis.
Her	00:03:18,542 --> 00:03:19,849 Who knew you can rhyme so 00:03:19,874 --> 00:03:21,205 words with the name Penelope.	00:03:23,092 --> 00:03:25,728 Penelope isminden bu kadar kafiyeli şeyler çıkacağını kim bilebilirdi ki.
Interstellar	00:03:33,297 --> 00:03:36,757 Tom, 4:00 today, you and me in the barn, Herbicide Resistance 101.	00:03:30,750 --> 00:03:34,839 - Çabuk olun. Murph kımılda hadi. - Tom, bugün saat birde, seninle ambarda... 00:03:34,919 --> 00:03:38,415 ...Herbisit Direnci işleyeceğiz, tamam mı?
Mad Max: Fury Road	00:00:43,511 --> 00:00:46,512 Man: Mankind has gone rogue, terrorizing itself.	00:00:43,511 --> 00:00:46,512 İnsanlık vahşileşti. Kendi kendini terörize ediyor.
The Martian	00:07:27,781 --> 00:07:28,847 Stability warning.	00:07:27,698 --> 00:07:29,032 Stabilite uyarısı.

In “*Her*,” “Penelope” is transcribed in the Turkish subtitles, confirmed by dubbing.

In “*Interstellar*,” despite a Turkish equivalent for “Herbicide,” the transcription strategy is used to convey complexity and maintain the film's atmosphere.

4.6.6. Dislocation

Table 8. Evaluation of the dislocation strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:17:17,560 --> 00:17:19,050 <i>How about we just talk to them</i> 00:17:19,120 --> 00:17:21,248 <i>before we start throwing math problems at them?</i>	00:17:21,248 --> 00:17:22,750 Onlara matematik sorusu sormaya 00:17:22,833 --> 00:17:24,710 başlamadan önce sadece konuşmaya ne dersin?
Her	00:15:25,887 --> 00:15:28,265 You just know me so well.	00:15:30,420 --> 00:15:32,789 Beni nasıl da tanıyorsun!
Interstellar	00:02:59,429 --> 00:03:02,056 I guess I can't describe it. It was just constant.	00:02:59,244 --> 00:03:01,882 Size anlatamam, hiç gitmiyordu.
Mad Max: Fury Road	00:15:55,422 --> 00:15:57,121 I'm not staying here dying soft.	00:15:54,154 --> 00:15:57,121 Burada tembellik yaparak ölmeyeceğim!
The Martian	00:07:35,721 --> 00:07:37,456 If we pass balance, we'll never rock back.	00:07:35,622 --> 00:07:37,249 Dengeyi bir kere kaybedersek, bir daha düzelemeyiz.

In "*Interstellar*," to express the constant presence of dust, the translator chooses "hiç gitmiyordu" instead of "Sadece sürekliydi."

In "*Mad Max: Fury Road*," the character's refusal to sit idle and wait to die is emphasized by translating "die soft" as "tembellik yaparak ölmek."

4.6.7. Condensation

Table 9. Evaluation of the condensation strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:07:14,200 --> 00:07:18,444 We are not the only ones to have one of these in our backyard.	00:07:17,603 --> 00:07:20,690 İniş yaptıkları tek ülke biz değiliz.
Her	00:11:39,139 --> 00:11:40,725 - You're sensing hesitance? - Yes.	00:11:43,660 --> 00:11:45,261 - Tereddüt mü? - Evet.
Interstellar	-	-
Mad Max: Fury Road	-	-
The Martian	00:30:18,951 --> 00:30:20,317 Of course, I'm afraid of a PR problem.	00:30:18,819 --> 00:30:20,571 Tabii ki bundan korkuyorum.

In the film "*Arrival*," the Turkish subtitles omit the word "backyard," utilizing the condensation strategy for conciseness without losing meaning.

In "*Her*," the translator shortens the question to "Tereddüt mü?" instead of the longer original expression, preserving the tone and effect.

4.6.8. Decimation

Table 10. Evaluation of the decimation strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:23:54,360 --> 00:23:55,805 Hurry up, hurry up. Bring it over here.	00:23:57,644 --> 00:23:59,104 Acele edin. Şuraya getirin.
Her	00:19:43,680 --> 00:19:45,537 Fuck you, shithead fuckface fuckhead!	00:19:48,211 --> 00:19:50,079 Siktir lan bok kafalı!
Interstellar	00:12:51,521 --> 00:12:55,190 But Murph got into a fistfight with several of her classmates over this...	00:12:51,474 --> 00:12:54,740 Ama Murph, sınıf arkadaşlarından birkaçıyla kavga etti.
Mad Max: Fury Road	00:15:08,575 --> 00:15:11,242 Treason, betrayal, an imperator gone rogue.	00:15:08,575 --> 00:15:13,044 - Hainlik! İmparatorlardan biri hainlik yaptı.
The Martian	-	-

In "*Interstellar*," the term "fistfight" is omitted due to rapid scene transitions.

In "*Mad Max: Fury Road*," the translator omits one of the two words, "treason and betrayal," to prevent exceeding character limits on screen and maintain discourse pace.

4.6.9. Deletion

Table 11. Evaluation of the deletion strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	00:25:30,240 --> 00:25:33,244 Zero movement. Alpha detail, clear to proceed. Over.	00:25:33,406 --> 00:25:36,409 Hareket yok. Alfa, devam etmeye müsait. Tamam.
Her	00:24:31,545 --> 00:24:34,226 - Do not worry about it, we'll talk later. - It's about Catherine.	00:24:36,065 --> 00:24:37,967 Sorun değil, sonra konuşuruz.
Interstellar	00:21:50,643 --> 00:21:52,144 Nope. 00:21:54,605 --> 00:21:55,772 Here we go. 00:21:57,358 --> 00:21:58,733 Thirty-three.	00:21:51,000 --> 00:21:52,000 Hayır.
Mad Max: Fury Road	00:28:14,026 --> 00:28:16,326 Come on! Hold it steady!	00:28:14,026 --> 00:28:16,326 Hadi! Tutunun!
The Martian	00:26:00,326 --> 00:26:01,859 Counting on you. 00:26:22,247 --> 00:26:23,213 Whoo!	00:26:00,853 --> 00:26:02,354 Güveniyorum sana.

In "*Her*," Theodore's response, "It's about Catherine," is omitted in the translation.
In "*The Martian*," the expression "whoo!" is not translated and is omitted.

4.6.10. Resignation

Table 12. Evaluation of the resignation strategy with examples in 5 science fiction films

Movie	English	Turkish Subtitle Translation
Arrival	-	-
Her	00:21:16,532 --> 00:21:17,510 Wouldn't you?	00:21:21,070 --> 00:21:22,038 Öpmeyecek misin?
Interstellar	-	-
Mad Max: Fury Road	-	-
The Martian	-	-

In Table 12, the resignation strategy is noted in the science fiction genre, specifically in "*Her*." The translator, considering both the target language structure and cultural nuances, chose not to translate the phrase "Wouldn't you?" and rendered it as "Öpmeyecek misin?" in line with the scene and narrative flow.

4.7. Display of The Movies Analysis Data

Table 13. The Ranking of Henrik Gottlieb's subtitling strategies used in 5 science fiction films

No	Strategy	Number of Occurrence	Percentage
1	Transfer	1220	68.08
2	Paraphrase	200	11.16
3	Dislocation	187	10.44
4	Imitation	74	4.13
5	Deletion	27	1.51
6	Expansion	24	1.34
7	Decimation	23	1.28
8	Condensation	20	1.12
9	Transcription	13	0.73
10	Resignation	4	0.22

Reviewing Table 13 which outlines the frequencies of subtitle strategies in all the examined movies, it becomes evident that Henrik Gottlieb's subtitling strategies are indeed applied in the translation of Turkish-English science fiction film subtitles. The utilization rates of these strategies exhibit variability, with some being more common, others less so, and a few being infrequently employed.

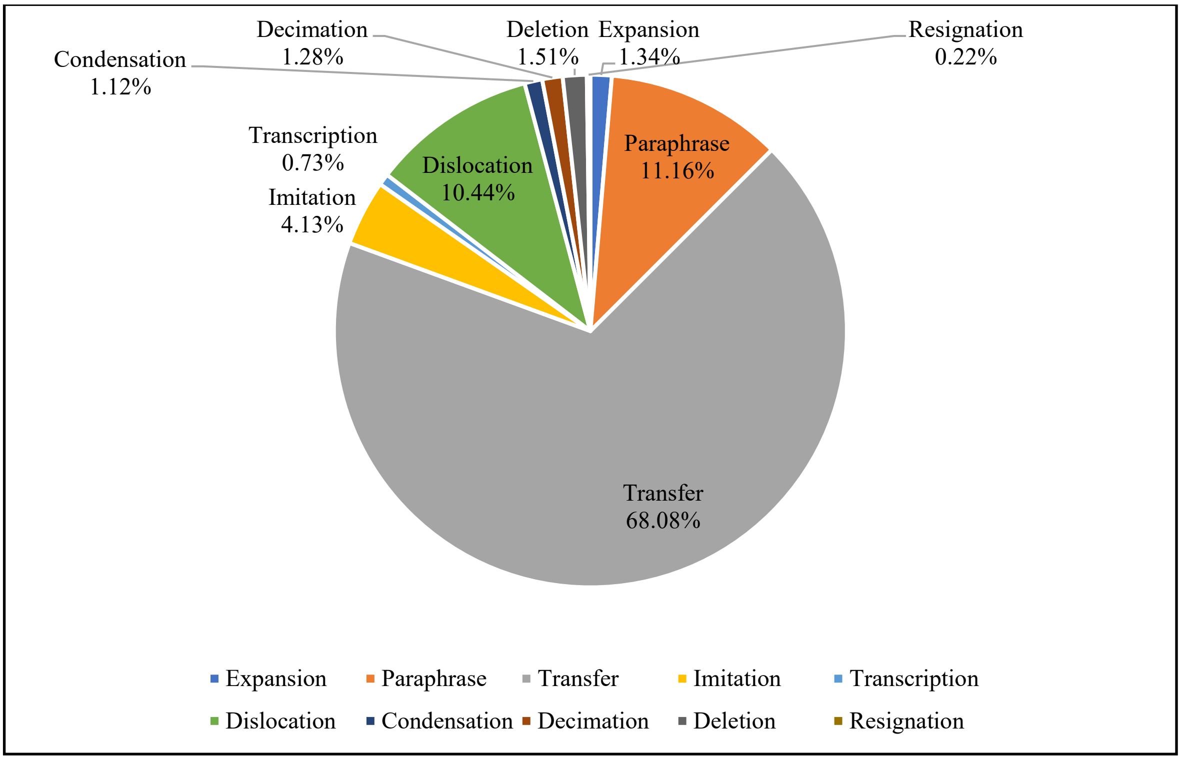

Figure 1. Evaluation of the frequency of Henrik Gottlieb's subtitling strategies used in 5 science fiction films

This study analysed Henrik Gottlieb's subtitle translation strategies in the first 30 minutes of five science fiction films: *Arrival* (336 frames), *Her* (464 frames), *Interstellar* (384 frames), *Mad Max: Fury Road* (247 frames), and *The Martian* (313 frames). The utilization frequencies and percentages are detailed in Table 4.11., and a visual representation is provided in Figure 1. The predominant strategy across these films is the transfer strategy, as revealed by the examination of subtitle translations.

5. Conclusions

This research aims to analyse the translation strategies employed in subtitling science fiction films and the frequency of usage of strategies, focusing on five films: *Arrival, Her, Interstellar, Mad Max: Fury Road,* and *The Martian*. The study explores the application of Henrik Gottlieb's subtitling strategies in the English-Turkish translation of subtitles. Using Gottlieb's model, the analysis covers 1,744 frames from the selected films, identifying a total of 1,792 instances of subtitle strategies. The primary strategy observed is transfer (68.8%), followed by paraphrase (11.16%), dislocation (10.44%), and imitation (4.13%).

It is also aimed to provide the potential reasons for using these strategies in the specific context of subtitling for science fiction movies. It is suggested that translators prioritize accurately conveying expressions and maintaining coherence in the translated version. Factors such as film dialogues, actor speech pace, and thematic elements influence strategy preferences. Notably, strategies like deletion, expansion, decimation, condensation, transcription, and resignation are used less frequently due to considerations of space, time constraints, and the desire to convey the source material faithfully. The findings contribute insights into the dynamics of subtitle translation in science fiction films and provide a basis for future studies in Turkish-English comparative analyses.

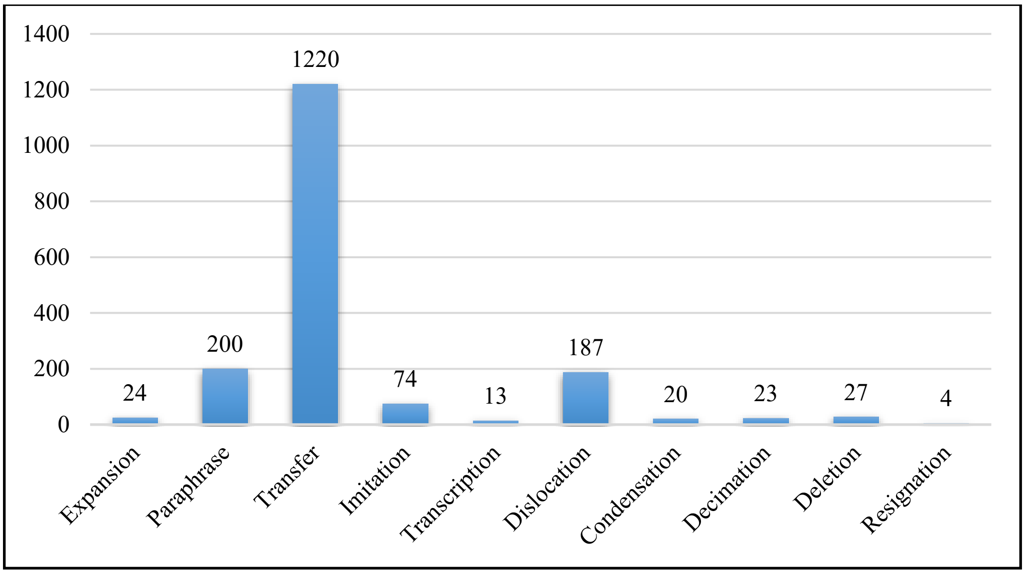

Figure 2. Evaluation of Henrik Gottlieb's subtitling strategies used in 5 science fiction films

The realms of science fiction and audiovisual translation are intricately linked, demanding translators to navigate intricate elements in tandem. Translating science fiction involves conveying complex world-building, futuristic concepts, and ensuring a seamless viewer experience. Ultimately, translators play a vital role in the global exchange of science fiction elements across cultures.

This study on Turkish-English subtitles in science fiction films, using Gottlieb's strategies, aims to contribute valuable insights for improving audiovisual translation practices in the science fiction genre. It identifies translation approaches and preferences to address challenges, offering a fresh perspective on science fiction subtitle translations.

The study's findings reveal that science fiction subtitle translators utilize diverse strategies to effectively convey the original content's meaning and impact to the audience. The varied use of strategies underscores the challenges in translating science fiction materials, known for specialized terminology, cultural references, and creative language. Additionally, the presence of approaches like deletion, expansion, decimation, condensation, transcription, and resignation illustrates the range of methods in subtitle translations. Each strategy has a specific purpose, addressing constraints such as time limitations and visual considerations. Overall, the findings illuminate the dynamics of science fiction movie subtitle translation, showcasing the translator's interpretative process, aiming to balance fidelity and an enjoyable viewing experience. The study also aims to exemplify subtitle translation strategies, demonstrate their frequency, and create a comparative database for future Turkish-English studies, offering insights for enhancing science fiction subtitle translations.

Future studies can extend the analysis to various film genres in Turkish-English, exploring subtitles in comedy, horror, biography, and drama, mirroring this study's approach. Alternatively, researchers can compare subtitles of movies within the same genre across different language combinations. These comparative analyses can offer valuable insights into translation practices within diverse film genres and contribute to the existing literature.

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