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FOREWORD

Dear Colleagues and Esteemed Scholars,

With great pleasure and a sense of accomplishment, we present the proceedings of the 10th International KTUDELL Conference on Language, Literature, and Translation on 29-30 May 2025.

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.

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. Assoc. Prof. Dr. Tuncer YILMAZ, Dr. Hasan SAĞLAM, Dr. Fehmi TURGUT, Dr. Öznur SEMİZ, Dr. Muhammed BAYDERE, Dr. Selçuk ŞENTÜRK, Dr. Özlem ÇAKMAKOĞLU, Res. Asst. Tuncer AYDEMİR, Res. Asst. Mehmet Akif YILDIRIM, and Res. Asst. Rümeyza DÜZ – your leadership, expertise, and collaborative spirit have been the cornerstone of our collective achievement.

We also extend our heartfelt thanks to Prof. Dr. İbrahim YEREBAKAN, Prof. Dr. Recep Şahin ARSLAN, Assoc. Prof. Dr. Adriana Iulia WANIEK, Dr. Hüseyin Atahan İNAN, Sinem ÇOL, and John SILVER 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 10th 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

10th International KTUDELL Conference on Language, Literature, and Translation

10th International KTUDELL Conference: Language, Literature, and Translation
29-30 May 2025, Trabzon, TÜRKİYE

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Exploring the Silent Outcry: “The Family” by Buchi Emecheta

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Abstract

In The Family (1990), Nigerian-British author Buchi Emecheta’s focus is on a Jamaican family, the Brilliantons, and particularly on Gwendolen, whose plight as a poor girl is worsened after her parents move to Britain when she is 7 in the late 1960s as she feels rejected, cheated and lost. In the absence of parental care and guidance, despite her grandmother’s efforts, she is abused, raped, blamed, ostracised, and silenced by her people, and her personal and emotional growth is hindered and delayed. The aim of this paper is to show that Gwendolen’s hopes to heal and to rid of her problems wane when she is finally summoned to ‘Moder Kontry’ as she faces abuse, neglect and incestuous rape again from her parents who are also portrayed to be struggling with the difficulties of living on the fringes of the British society. This paper also seeks to display that the far-reaching effects of colonialism, which are manifest with alienation, dialect differences, cultural differences, and internalisation of racism, procrastinate Gwendolen’s development as a person, who, in the end, manages to make a living with her baby despite familial, class, financial, and social predicaments.

Keywords: Emecheta, Gwendolen, alienation, rape, racism

Buchi Emecheta (1944-2017) wrote many novels mirroring the lives of Nigerian women who suffer from patriarchy, bride price, oppression, domestic violence, civil war, poverty, depravation, racism, discrimination, and similar problems. Some of her novels like *In the Ditch* (1972) and *Second-Class Citizen* (1974) are autobiographical novels which reflect her life in Nigeria and Britain. Her novels also include themes of slavery, exploitation by the Western powers, post-war migration, corruption in Nigeria, and sexist traditions of Nigerian culture. Starting with her first novel, *In the Ditch* (1972), she also created female characters who have to grapple with the difficulties of being single mothers and of living as second-class citizens on the fringes of British society as they have to shoulder the double yoke of being a black African and a woman. However, the women portrayed in her novels do not yield or waver in their struggles, and they grow as strong, resolute and strong-willed persons after a long time. *The Family* (1989) is the American version of the novel *Gwendolen* (1989) in which the story of the female protagonist Gwendolen, with the pet name June-June, is given with glimpses on her childhood, adolescence, her life with her grandmother in Jamaica after her parents move to Britain, her travel to Britain, and finally her growth as a young woman despite her miseries and her suffering. In contrast to her other novels with Nigerian characters with Nigerian, mostly Ibo names, and Nigeria-Britain settings, in the *The Family*, all the main characters are Jamaicans with Christian-British names, which Mathew interprets as “a proof of the influence of westernization of the land” (157). The basic similarity with the other novels is the almost nonexistence of any white British characters in the novel which is populated with Jamaican and African immigrants.

The Brillianton family portrayed in the family came to Britain in the 1960s following the pattern of mass immigration from the Commonwealth countries. The widespread poverty, depravation, lack of amenities, corruption, shortages of food, and unemployment in the former colonies coincided with the need for man-power in the long struggle of Britain to rebuild the war-shattered country. The legal rights of the Commonwealth countries citizens to come, to work and to settle in the ‘mother country’ in the

post-war period hastened the flow. The Brillianton family consisted of the father Wilson working on the ships in Kingston, the mother Sonia sewing and minding other people's children, the seven-year old girl Gwendolen, and her three siblings who were born in Britain. Following the pattern in the post-war period, first Winston went to the 'Moder Kontry' Britain, then two years later Winston sent money for Sonia to join him. This was the beginning of Gwendolen's miseries because she had to stay in Granville with her Grandmother, Granny Naomi, to tend their bee-hives and farm, and to be company to her. Sonia promised Gwendolen to send for her, but she felt that everything would be different and she felt "loss" inside (Emecheta 19). Gwendolen felt sad, "cheated", and "rejected" (Emecheta 18) but she was unable to do anything to oppose or to protest her mother's departure. During her stay in Britain, Sonia wrote just four letters to them, which was evidently upsetting, heart-breaking and disappointing for a young girl who was not allowed to go with her parents to Britain. This was the beginning of her relational trauma which is rooted in "the lack of affection and care during childhood ... a parent being cold or unavailable for the child" (Etherson 145).

In addition to the emotional strain of being left behind, she had to suffer from the sexual assault of her grandmother's friend, Johnny, which harmed her physically and psychologically. Because Uncle John behaved as if he had done nothing wrong, "she began to entertain the irrational fear that everybody would blame her if they knew her secret" (Emecheta 25). She did not know what to do to prevent herself from Johnny. As a physical and emotional reaction to Johnny's rapes and her helplessness, Gwendolen wetted her bed more particularly after rapes. She could not share her grief with anybody because Johnny threatened her to tell other people their "tiny-tiny little secret" (Emecheta 29). The shame inflicted upon her made her feel guilty and kept her silent for a long time, and conversely her shame intensified day by day because she became anxious that people would blame her for keeping silent for so long. As Etherson posits, her experience of "rupture in the interpersonal bridge" due to being the victim of repeated rapes causes her "sense of unlovability, unworthiness, and lack of value, provoking anxiety about being rejected and abandoned" (145) as she had already been left behind and neglected by her parents. She restrained from seeing the local healer, the magic and 'obeah' woman lest she would find out her secret. "The shame sat on her like a perpetual load" (Emecheta 27) so, as an immediate resort of getting rid of the exposure to public shame, she went to the capital to his father's relatives where she was not welcome. She was unable to raise her voice, and she was unable to resist as a small girl without parental care and support during her days in Jamaica.

When she finally revealed what Johnny was doing to her, the women protested and blamed him collectively whereas male neighbours reacted with amusement and showed understanding to Johnny who did not deny the accusations. Instead of Johnny who was supposed to be ashamed and blamed, it was Gwendolen who was hurt because she felt her Granny believed she encouraged Johnny or "the whole thing was her imagination" (Emecheta 42) as she insulted her about her walk and called her a bad girl (Emecheta 37). Besides, even her best friend implicitly blamed her for not shouting as he was raping. Johnny stopped molesting her but she lost her confidence in adults as she saw their hypocritical behaviour despite their appearance of being "God-fearing and church-going" people (Emecheta 25). This is a very painful "secondary victimization" process during which "many victims experience due to the negative reactions of those around them. Of these negative reactions, perhaps the most harmful is the frequent tendency to blame the victim for their assault" (Deshraj 2). As a result of her traumas, she had such low confidence that she was unable to defend herself verbally against her friends. Once more she drifted into silence.

Finally, her mother sent a letter calling her to England because she needed help for her three siblings who were born in Britain and for house chores. She was hopeful that her wounds would heal and "she

was beginning to feel almost fully mended. Before she had felt limp and lethargic like a damaged rag doll. She did not need to be cautious any longer” (Emecheta 43). She also decided not to tell her parents about Johnny lest they, too, would blame her. Again, she chose silence as a strategy in order not to “impose them on her parents. It was her guilt; it was her shame” (Emecheta 44). Her agonising experience caused her “to remain stuck in the cycle of self-blame which re-enforces the perception of being shameful” (Etherson 145), and she assumed that everybody knew what happened to her. As an indication of this self-contempt, she felt very insecure and uncomfortable during the passport control as she imagined her Granny told the officer about Johnny from the officer’s behaviour.

When she came to Britain in October, “Gwendolen’s eyes and mind are struck by strange objects, climactic conditions and people’s attitudes and behaviour” (Pichler 51). Her initial shock due to the cold weather and the unsuitability of her tropical climate dresses intensified with the indifference of white people as she found herself among “a sea of pin faces” (Emecheta 49). Gwendolen observed that Winston was still an alien in Britain because he did not know how to get back to Victoria Station from the airport. Her parents were illiterate, and Winston still escorted his wife to the Barclays Bank for her cheque in his church clothes. When they took her brothers to the school, Gwendolen realized that people were aloof “in their vacant islands, not touching, not talking” (Emecheta 59). They were avoiding eye-contact and pretended to be they were not seeing other people in “this type of solid wall of indifference in which people look past you, or on top of your head, or stare at your shoes, actually look beyond you so as not to look at your face, all of which was to tell you that as far as they were concerned you were not there” (Emecheta 60). However, it was relieving for her to see that her parents were not insulted by the whites who were simply indifferent. Gwendolen was impressed and astonished when the white taxi driver thanked his father because it was the first time in her life that she had seen a ‘whitey’ thanking a black man. When Gwendolen fell a few times and nobody minded or helped her on a cold and snowy day, it dawned on her that this was a different country where she had to recover and fend for herself.

With her family in Britain, Gwendolen initially “felt reborn ... as if she was entering her mother’s womb again” (Emecheta 52) with “domestic sounds of her family” (Emecheta 53). Being with her father and calling him ‘daddy’ “sounded so reassuring” (Emecheta 50). All she had to do was to look after her siblings and help her mother do house chores, which made her feel “a sense of being really needed, a new kind of importance” (Emecheta 67). However, like most other immigrants, upon her arrival in Britain, Gwendolen confronted an unexpected problem as she started feeling uncomfortable with her Jamaican creole, which obviously complicated and delayed her interactions with her classmates. She became self-conscious and as a strategy she decided to speak as little as possible as she witnessed the white people asked her mother to repeat her words. She was intimidated when her father came to school and he was unable to “speak the teacher’s type of English properly” (Emecheta 70). At lunch, nobody knew whether she was free dinner, packed lunch or money dinner, and because of “her inability to understand London English and Winston’s stammer they were automatically regarded as ignorant poor” and recorded as free dinner (Emecheta 74). Although they were able to pay for lunch, it was not part of their culture to oppose a teacher even for this humiliating behaviour. Unlike the other parents, her parents were devoid of “the posh voice” to talk to her teachers (Emecheta 93) and they were very respectful to the teacher, which was a cultural trait in their country. As Pichler suggests, “one of Gwendolen’s survival strategies to find access to British society is through language competency, which she finally manages to achieve by imitating the other children” (52). Initially, she adopted a “new slow English” (Emecheta 82) and started progressing in language. Despite her failure at school, she was glad to be away from home and she started to “dilute [her] Jamaican accent” (Emecheta 94). She attempted to adapt to the society quickly as she opposed her family calling her June-June and “You hear, my name Gwendolen or Gwen, nuh!” (Emecheta 79). She did not mind being called June-June in Jamaica but she

became angry with her parents as they gave her a Christian name they could not pronounce. Her own mother mispronounced Gwendolen's name as 'Grandalee' so, Mr. Aliyu thought it was something completely different as 'Grandalew', which confused Gwen who did not know "which version to use or which was right" (Emecheta 58). So, on her first day at school she decided to learn the correct pronunciation of her name from her white teacher who "would definitely get it right" (Emecheta 70). It was her first reaction to claim her identity and to voice her dissatisfaction with her condition.

Gwendolen hoped to have formal education and schooling in Britain which she believed would give her happiness, new friends and a bright future. Before she went to Britain, the only education she had was some sporadic tutorials with a teacher. When Gwendolen went to school for the first time, she was impressed by the structure, tools and colourful items which were quite different from her experience with her tutor and the school in Granville. However, in contrast to lively and bright colours of their dresses in Jamaica, the girls were wearing dull colours. She realised that "this type of school English was different from her emotional brand" (Emecheta 94). However, she spent most of her time in remedial class because she was unable to read or write. To her dismay, she reasoned that "Her colour, which was in the minority, was not helping her very much" (Emecheta 81). The remedial teacher did not care about her success and the house chores she was responsible for did not allow her much time to study and compensate for her failure. That her parents did not understand the content of the school reports prevented her from more humiliation but caused her not to bother about her lessons. Because of "the way people looked at her family in the church, the way nobody talked to anybody at the laundry, she feared the white children" and she missed her friends in Jamaica (Emecheta 69). As a result, Gwendolen did not befriend the white children, and she felt isolated from her classmates who were not occupied with house chores and who were entitled to question her parents (Emecheta 93). Her failure at school and her inability to form friendship in Britain depressed her even more. However, her shame resurfaced with her failure, her lack of friendship, and her parents' negligence, and Gwendolen soon transformed into a disruptive student who became aggressive to her teachers "in case they discovered her shame and ignorance" (Emecheta 111). Despite her eagerness and willingness to have formal education, the school became a place where she felt ashamed, humiliated, alienated and failed because of her accent, her illiteracy, her colour, her parents' avoidance of parents' meetings and open days.

In the meantime, her relationship with her mother became tense because her mother was unable to treat her with affection and love. At home "her physical needs were mostly satisfied. But on the other hand, she felt reduced as a person" (Emecheta 98) because she was neglected and made to be ashamed by her own mother. When Sonia saw Gwendolen and her father sitting and laughing together, she was cross with them. So, Gwendolen felt offended and hoped not to be blamed for laughing with her father and thought her mother was suspicious. After that day, "slow trust that she had begun to nurture towards Sonia began to waver" and she decided to more careful and cautious about her behaviour (Emecheta 89). She was quite uneasy as she was afraid of being misjudged and not being trusted by her mother like her Granny. As Mrs. Odowis observed, Gwendolen was "absorbing all her surroundings including the culture of this place" (Emecheta 97) and she bitterly realised that her parents were "both isolated in their illiteracy" (Emecheta 140). Her parents had to take shelter in "silence and inconspicuousness" which was "a source of dis-location in and dis-integration into British society for the immigrants" (Pichler 50). Obviously, Gwendolen was upset and disappointed with her parents' isolation from the mainstream, which delayed her forming healthy relationships and which further silenced her.

The ghetto life and the restricted cycle of people Gwendolen found herself in further hindered her integration into the mainstream of the British society. As a far-reaching effect of colonialism, in this new country, she had to live among other immigrants who were living on the fringes of the British

society under difficult circumstances. The immigrants from the (former) colonies gathered and fraternised with the people of the immigrants from the colonies. They were all economic migrants who came to Britain either for work or for education in tandem with the trend in the 1960s, 1970s and 1980s. The immigrants had to live in their insulated ghettos where “a rewarding interaction among non-white immigrants and the white British population is basically non-existent and that the ties to the same or other ethnic groups are reinforced” (Pichler 50). The Brillianton family had Nigerian neighbours, and their landlord was a Nigerian. However, these people were living like they were in their own countries with the same habits, traditions, rituals, relations, manners and behaviour. Their cultural baggage did not include only positive traits but also some discriminatory and cruel habits. Their landlady, Gladys Odowis, was beaten harshly by her husband Tunde and Sonia hid her and three children from Tunde for three days. Gladys was given a council flat because of harsh treatment of her husband. She complained about the family pressures in Nigeria and said bitterly that her people did not mind that she was beaten by her husband as many of them thought she deserved it. When she complained to the social workers and the police, they “stamped [her] as a bad woman” (Emecheta 65). In addition to domestic violence, polygamy was another problem still troubling the immigrant women in Britain. Some men like Nigerian Azu Ilochina had two wives and 12 children although he came to Britain in the late 1950s to study law and to go back to Nigeria as a politician or as a businessman.

The relationships among the immigrants sometimes went sour as they blamed each other for different reasons on different pretexts. Although they were used to being asked humiliating questions based on ignorance and prejudice about Africans, they did not hesitate to resort to the verbal and psychological violence and humiliation the colonisers used for them for each other as they seemed to have internalised these disgraceful and discriminating attitude. As Mathew indicates, “the continental divide between these Africans who could not identify or completely appreciate each other’s values is suggested in the novel” (Mathew 158). Ilochina asked Winston if he could do the same for his woman and Winston protested that he was a Christian and it was something “uncivilized African Muslims” could do (Emecheta 126). In a similar manner, Ilochina believed “Christianity has made us all the softer and maybe more individualistic and wiser” (Emecheta 126) instead of their local and polytheist religions. When Mr. Aliyu finally sent them a letter to evict them in four weeks. For Mr. Ilochina, an Ibo man, he was just an “arrogant Yoruba fool” who was different from nicer Ibo people (Emecheta 123) and for Winston he was just a “tupid African” (Emecheta 123). People from Grenada thought Jamaicans ate monkeys but Ilochina said they were the people who ate monkeys. After Winston’s death, Sonia started seeing a married man, James, who was older than her. When Mrs. Odowis criticised her about her affair, she decided not taking her seriously because she was “an uncivilized African with all her taboos and superstitions” (Emecheta 225). Sonia did not like Iyomide’s name as a Yoruba name, as an “uncivilized African voodoo name” (Emecheta 237). Even the congregation in Brother Simon’s church, which was supposed to welcome and give a proper funeral for their former priest, refused to organise a proper funeral for Winston after his death as they blamed him for allowing Emmanuel to stay in their house and a white man said the prayers during burial. As another proof of the ongoing race issues which were plaguing the people of different colours, Emmanuel’s parents refused to have a black daughter-in-law.

Another internalisation of racist behaviour of the colonizers is manifest with their reaction to the people of dark and very dark skins. That “racism inflicted on the black people was not only from the white ones but also from their own black or coloured peoples” (Chattopadhyay 45) was “another cultural fiasco in the colonial countries” (Mathew 158). Because, the people with darker skins humiliated the half-castes as ‘Jamaica Brown’ or ‘Yellow Nigger’ whereas the latter were proud of their lighter skins like the social worker “who used very available cosmetic to emphasize their whiteness” and who spoke “a beautiful studied Jamaican accent” (Emecheta 169). Gwendolen’s first private teacher, Miss Peters, was described

as a “Yellow Nigger, Jamaica Brown” (Emecheta 26) like Sonia’s boyfriend after Winston’s death. Gwendolen was unable to find peace among her father’s relatives including Granny Elinor, who was paler than them “almost like white people” (Emecheta 30) with whom she felt uneasy because of her dark skin in contrast to their lighter skin colour. Gwendolen felt that if she had been not so dark she would be welcome there. In contrast to her parents, Gwendolen adapted to the British society and she could detect Yellow Niggers “fak[ing] black when the occasion called” and who changed their identity according to circumstances (Emecheta 169). According to Pichler, this is an indication that “the Africans, when they were sold into slavery and transported to the Caribbean islands, ultimately lost touch with their original culture” (48) and “colonial encounter had made a deep breach between men of the same breed such as the West Indian and West African blacks” (Mathew 158).

There was also some sort of hostility and attitude between Africans and the West Indian Blacks towards each other due to the linguistic differences. Although they all thought that they were speaking the same language, their different dialects made their communication difficult. Sonia was unable to understand Gladys’ “BBC Nigerian English” (Emecheta 61) and Sonia mispronounced Mr. Aliyu’s name as Aula. He did not mind white people mispronouncing his name but he could not stand other black people mispronouncing his name as “he learned to regard it as one of the dehumanizing processes of existence you have to go through in a country that is not your own” (Emecheta 57). Mr. Aliyu thought West Indian tenants were speaking funny English whereas the Brilliantons thought he was an uncivilized African man although he was speaking well. Because of his cultural codes, he was the one who told them that the granny was ill rather than telling them she was dead. When Mr. Aliyu told him the truth, Winston became furious and beat the man as he was assured that not being told the truth was stupid. From then on, Mr. Aliyu avoided him thinking that “the gulf which was made by slavery that separated brother from brother was still too wide and too deep to be crossed by a single narrow bridge made of the wooden plank of the English language” (Emecheta 120). Obviously, the formerly colonised people like their colonizers developed some discriminatory and derogatory attitudes to the people of different religions, ethnicities, and dialects. Therefore, for a black immigrant girl, life was still difficult and challenging in Britain. So, despite her initial hope of forgetting all about the rape and finding security, warmth and comfortable life, Gwendolen had to face the drastic conditions of immigrant life which suffocated and alienated her.

Gwendolen was disheartened and disillusioned with the rituals in the church which were supposed to give her consolation or peace of mind she desperately needed as the churches in Britain looked remote and cold to her. Different from the joyful and whole-hearted singing in churches in Jamaica, the Sunday ceremonies in Britain were boring and cold. The only similarity was wearing the best clothes. Because there were no black people in the church, she thought they were “worshipping a white, cold God” (Emecheta 109). Obviously “they needed a livelier God” (Emecheta 109). Africans and the West Indians liked dressing up for church and the church was an ideal place “to praise and thank one’s creator for all the bounties of life” (Emecheta 109). In Jamaica, the congregation prayed for each other and for themselves but in Britain people were saying their prayers individually. Establishment of Brother Simon’s church and its attraction for them were signs of far-reaching colonialism because the church soon became a “warm and colourful” place for them and they sang “the old missionary hymns of their childhood days” (Emecheta 110). The church soon became their meeting place which served their social, entertainment, and spiritual needs. Sonia remembered the songs at the church and enjoyed being part of the “soul-lifting experience” which made “the early Africans f[a]ll for it and thr[o]w away their gods. The gods that demanded inaudible incantations and grunts” (Emecheta 137). The new church attracted other people who were not happy with “the impersonal established Church of England where the Good Lord seemed so distant, for this one where somehow people felt that God would understand their

language the more” (Emecheta 111). Windsor transformed into Brother Brillianton as a good preacher despite his stammer and despite his isolation from the British society. Gwendolen was dissatisfied with the cold and reserved manner of the British churches and she found temporary relief in the new church which was very much like the church in Jamaica.

However, once more she was deprived of consolation and peace as the preacher was her own father who raped Gwendolen during the absence of her mother when she was 16. Despite her incestuous rape, Winston unashamedly scolded her for not being a virgin, and he did not stop preaching about adultery and sinful acts during which she felt nervous and tense as if the other people could understand her shame. Once more Gwendolen was victimised and her wounds started bleeding and giving her pain. Gwendolen still remembered how people reacted when they learned the truth about Uncle Johnny’s rape. Although they were angry with him, they also hated, stigmatized and shunned her for not shouting. After her realisation that she was pregnant, she stopped going to school, she left the house, she slept on a bank, she was taken to a police station, then to a hospital for mentally sick. She knew that when her baby was born, they would understand Emmanuel was not the real father as the baby would not be a yellow one. This was the most crucial moment in her life where she found herself helpless, hopeless and on the verge of a breakdown. Etherson explains the reasons how she came to a mental and psychological collapse:

When the child repeatedly experiences ruptures in connection without repair, the child will feel ongoing threat and severe shame as a result. The child will not be given any information on why they feel threat, so the only attribution that they can make is that they are bad and responsible for the ruptures. This leads to trait shame, meaning the child perceives themselves to be either flawed, bad, or not good enough to be protected from perpetual threat, that this is who they are. (147)

Nevertheless, Gwendolen found stamina and strength to alter the course of her life as she finally screamed “something that had been bottled inside her for so long” in a mixture of patois and “London school cockney” (Emecheta 176) after remaining silent for so long. She loudly protested that she was simply pregnant not insane.

Despite her own problems she was still worried about her father lest he would be jailed. Economic concerns as well as emotional reasons motivated her not to complain about him. She did not say who the father of the baby was but she refused abortion as it was the only thing she had. Gwen stayed in a sheltered home for five months until the delivery. She had some friends but they always kept their distances with “a relationship that did not choke” (Emecheta 208). She was still blaming herself for causing her father’s death and wondering whether her mother was blaming her when an ambulance took her to the hospital for delivery. However, despite numerous problems, “she acquires her freedom and an independent outlook on life” (Mathew 162) in the end. Obviously, “the violent act of rape on her sexuality, although tragic, does not hamper this young character but instead teaches her to grow into a maturity of protecting herself as a woman” (Nadaswaran 149). Ama, a Ghanaian nurse helped her give birth and finding a name for the baby girl, Iyamide, meaning, “my mother, my female friend, my female savior, my anything-nice-you-can-think-of-in-a-woman’s-form, is here” (Emecheta 210). She did not wish to give a name that they could not pronounce. She told Emmanuel that he was not the father and the father of the baby was dead. She explained to him that she decided to save herself. She thanked him for teaching how to read and particularly the novel by a black woman, *A Black Person’s Story*. She was happy that she could read and felt as if her blindness had been miraculously cured. She now had a flat with some basic furniture and she enjoyed her sense of freedom.

In order to understand Gwendolen's growth as a human being as well as her mental and emotional transformation, Sonia's change in her outlook and manners must be analysed. Because loveless mother-daughter relationship sheds light upon Gwendolen's predicament as a daughter who was trapped in her own cell. There were two milestones in Sonia's life which made her see life with different lenses: her return to Jamaica after her mother's death and Winston's death. Previously, she took it for granted that her basic role in her family was the house chores despite the fact that she was also earning money. In their family, "Gender roles [were] organised along the supposedly unchanging categories of husband/father and wife/mother, with each partner being aware of the tasks and functions that [were] relevant to the performance of the requisite role" (Olufunwa, "No Woman's Land" 37). Sonia was a typical woman who was strained by the traditional womanly, wifely and motherly roles she was supposed to behave as she was conditioned to believe that these were her domestic responsibilities. Her traditions stipulated that women must "look after members of their families, to boost the ego of the man in their lives, be the man a father, a husband, or even a son. And they were to nurture and act as agony aunts to their offspring. But to live for themselves was not to be" (Emecheta 135). Therefore, she felt uneasy about how to behave Gwendolen and whether to let her free like the other English girls or curb her actions. She did not mind her authority was challenged by her boys but as a daughter she was supposed to be obedient and "under her ... [who was] growing into a big, big 'oman" (Emecheta 91). Her life in Britain was far from satisfying her as a woman because as a black, immigrant, poor mother and wife she had to cope with "issues of racism, femininity and poverty which are complexly knit into the space that black women hold" (Ebrahimkutty 3) although Sonia was not living the shacks of corrugated iron and beds of bamboo sticks in Jamaica anymore.

Her travel back to Jamaica for two more years upon her mother's death had major impact on her because she realized that it was possible to live without Winston and without her children. She liked this new sense of freedom, but she also feared it because it was contradictory to her life-long learning and presumptions about how good women must behave. She enjoyed her freedom for a while, and it was a time of "self-discovery" (Emecheta 140) for her. However, this newfound feeling of joy soon turned into disillusionment as she discovered that she did not have much to share with her old friends in Jamaica anymore, and it was very difficult to make a decent living in Jamaica. After two years, she returned to London despite its greyness and coldness where "she could make money looking after other people's children, where she could sew endless clothes for her family" (Emecheta 139). She was a different woman who thought that the white people preferred the lower working-class black people in a subordinate position "in picturesque ignorance from which they could be called upon to display their physical agility in sports or to wail their fate in low haunting melodies, for the amusement of all" (Emecheta 160). She felt unable to voice her thoughts "like millions of black women to whom education – the means of communicating their thoughts to another – was denied, her confused and yet exhilarating feelings died in her head" (Emecheta 161). This was a kind of awakening for her and she started seeing her situation with the eye of a conscientious woman who was well aware of her situation.

Sonia's realisation that, like Mrs. Odowis, she belonged to neither Britain nor Jamaica with no particular emotional or psychological attachment was the most distinct sign of her awareness of her hybrid status. They were isolated from their birth places, but they did not feel part of the British society, either. Both of them felt that "even if they had stayed all their lives here, they would be perpetually marginalized and that would always make them suffer a kind of religious, social and political paralysis" (Emecheta 164). So, they came to a conclusion that they had to organise their lives in recognition of this situation. When she came back to Britain, she knew that "She not in Granville nuh. This is Englan', where everybody mind dem business" (Emecheta 162) in contrast to her initial confusion on her first coming. She also decided that she had to rid of stifling stereotypical womanly, wifely and motherly worries as

much as possible. Obviously, after long years of struggle “in stereotyped gender roles that impose certain responsibilities and duties upon them” (Olufunwa, “Earning a Life” 39), Sonia concluded that she had to “satisfy [her] own longings rather than only those of others” (Olufunwa, “Earning a Life” 41) as she said she did not want to carry a lot of burden on her back like a tortoise as a black woman.

Despite her mental change and her being on the verge of emancipation, Sonia denied and turned a blind eye to the obvious fact that her husband raped their own daughter and impregnated her. She wanted to believe that she was pregnant by her Greek boyfriend, Emmanuel. She blamed herself for not helping Winston during his time of depression and blamed Gwendolen for having a relationship with Emmanuel which caused Winston’s misery to ease her pain. Sonia was afraid of gossips and being blamed by the other people because of Gwendolen’s pregnancy and being in a mental hospital. She finally reasoned that something terrible happened and Gods became angry when she was in Jamaica. As soon as she saw the baby she thought she looked like Winston “in miniature” (Emecheta 237) and this was the moment she had to accept that Winston was the father of the baby. Sonia realized she was blind and “everything change so fast in this kontry” (Emecheta 238). In the end, she plunged the knife she had planned to kill Gwendolen with into a dustbin several times, buried the knife in the bin, and said to Gladys that it was Winston she buried. It was her outburst and final outcry to all the troubles and miseries in her life.

To conclude, after Gwendolen was sexually abused by her most trusted male protectors, for a long time, she adopted the strategy of keeping silent about her problems and stifling them in order not be shunned, isolated and blamed by her relatives and by the community as she felt intense shame, anxiety and guilt. Her hopes of healing waned after she confronted the indifferent British society, the language barrier, the cold British weather, the loveless parents, and the ghetto life. All she longed for was a loving father and a compassionate mother who believed her. She lost her dignity, her self-confidence, her hopes, her family and her friends one after another. However, she veered towards self-articulation, emancipation and self-sufficiency particularly with her friendship with Emmanuel who changed her life thoroughly as he helped her to learn reading, through her pregnancy and for her childcare. She suppressed her anguish, she hid her feelings, and she tried to be inconspicuous for a long time. In contrast to her doubts, apprehension and restraint at the beginning, she grew emotionally and psychologically so much that she decided to confront all obstacles of sexist-traditions, patriarchy, domestic violence, and wifely, motherly roles, which were hampering her development. In contrast to her parents and most other immigrants who remained outside the mainstream of the British society, she proved a resolute and courageous girl who wished to integrate into the British society where she hoped to raise her baby. Sonia, on the other hand, changed her life to some extent but due to her age, her mentality, her children and her habitual actions, she would have to struggle more to have a decent life.

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Analysing “The Song of Roland” and “Richard the Lion-Heart” through the Perspectives of Occidentalism and Orientalism

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Abstract

This study explores the representations of Saracens and Western characters in two prominent medieval texts—*The Song of Roland* and *Richard the Lion-Heart*—through the theoretical frameworks of Orientalism and Occidentalism. While Orientalism traditionally interrogates how the West constructs the East through stereotypical and hegemonic narratives (Said, 1978), Occidentalism considers how the West itself is depicted, often through a critical or dehumanizing lens (Margalit & Buruma, 2004). Through a comparative analysis, this paper investigates the binarism, cultural subversions, and potential self-Occidental discourse present in these narratives, arguing that both texts contain layered depictions that transcend simplistic East-West dichotomies.

Keywords: Occidentalism, orientalism, romance, chanson, east, west

1. Introduction

The binary of East and West has long shaped cultural, political, and literary narratives. Rooted in Edward Said's *Orientalism* (1978), critical discourse on the representation of non-Western societies in Western literature has emphasized the depiction of the "Orient" as exotic, irrational, and inferior. Conversely, the concept of Occidentalism, as articulated by Avishai Margalit and Ian Buruma (2004), reflects a reverse gaze—an often-dehumanizing image of the West shaped by anti-Western sentiments and ideological critiques, sometimes originating within the West itself. This study applies these twin theoretical lenses to two medieval European texts: *The Song of Roland*, a French *chanson de geste*, and *Richard the Lion-Heart*, an English romance. Both texts grapple with portrayals of Saracens and Western knights during the age of the Crusades.

2. Research Questions

This research is driven by the following questions: Can a self-Occidental discourse be identified in these Western-authored texts? Do these narratives subvert the typical Orientalist discourse that equates the West with rationality and morality, and the East with barbarism and decadence? What kinds of positive Saracen representations emerge within these works, particularly concerning gender, belief, and cultural expression?

3. Literature Review

The foundational theoretical lens for this review is Orientalism, primarily as articulated by Edward Said in his seminal 1978 work, *Orientalism*. Said argued that the "Orient" is not a neutral geographical entity but rather a "European invention," a discursive construct that has served to define European identity and power dynamics through the systematic exoticization, feminization, and subjugation of the 'East' (Said, 1978). This construction, Said posits, is deeply embedded in Western scholarship, literature, and political discourse, serving to legitimize colonial and imperialistic endeavours. While Said's work primarily focused on the modern period, its implications for understanding historical representations of the 'Other' in pre-modern texts are profound, inviting scholars to examine how similar discursive practices might have operated in earlier centuries.

Following Said's critique, the concept of Occidentalism emerged as a complementary, though less uniformly defined, theoretical framework. While Orientalism examines Western representations of the East, Occidentalism investigates how the 'West' is conceptualized, often by non-Western perspectives, or how internal Western self-perceptions are constructed. Critics such as Ian Buruma and Avishai Margalit (2004) in *Occidentalism: The West in the Eyes of Its Enemies* explore how the West has been caricatured as materialistic, decadent, and spiritually empty, particularly from the perspective of its perceived adversaries. However, Occidentalism can also refer to the internal self-fashioning of Western identity, often in opposition to an imagined or constructed 'East' (Carrier, 1995; Coronil, 1996). For the purpose of this review, both dimensions of Occidentalism – the self-construction of the West and the external portrayal of the West by the East – are relevant when analysing medieval narratives of intercultural conflict.

Early analyses of *Roland* often focused on its historical and literary significance, viewing the portrayal of the Saracens as a reflection of genuine medieval attitudes towards Islam (Payen, 1980). However, with the advent of post-colonial theory and Said's *Orientalism*, a more critical perspective emerged. Scholars began to dissect how the poem constructs the Saracen as an antithesis to Christian Frankish identity, thereby reinforcing and glorifying Christian military and moral superiority. Jane Chance (1990), in *The Medieval Other*, examines how the Saracens are depicted as idolatrous, barbaric, and treacherous, directly contrasting with the valorous and divinely sanctioned Franks. This dehumanization, she argues, serves to legitimize the violence against them. Similarly, William W. Kibler (1990) analyses the theological and ideological underpinnings of the Saracen portrayal, emphasizing how their supposed idolatry and paganism are central to their othering.

More explicit applications of Orientalist theory to *Roland* can be found in the work of critics like Sarah Kay (2007) in *The Chansons de Geste in the Age of Anxiety*, where she discusses the epic's role in shaping a collective European identity through the construction of an external Islamic threat. She illustrates how the Saracen "other" becomes a screen onto which Frankish anxieties and aspirations are projected. Furthermore, scholars have noted the curious, almost paradoxical, instances where Saracens express admiration for Roland's valor or where their conversion is depicted, suggesting a complex, albeit often superficial, engagement with the 'Other' (Cook, 1987). Despite these nuances, the overarching consensus in Orientalist readings is that *The Song of Roland* fundamentally contributes to a discourse that positions the Islamic world as inherently inferior and hostile to the Christian West.

Scholarship on *Richard the Lion-Heart* has often focused on its propagandistic nature, celebrating the English king as a Christian hero and demonizing his Muslim opponent. Robert Allen (1987) examines the poem's construction of Richard as an idealized crusader, embodying chivalric virtues and Christian piety, while simultaneously depicting Saladin as cruel, cunning, and ultimately defeated, thus fulfilling an Occidental self-idealization. The narrative's graphic descriptions of Richard's brutality towards the Saracens, including acts of cannibalism, have particularly drawn critical attention. These shocking elements, as argued by Stephen Knight (1986), serve not merely as entertainment but as a means of emphasizing Richard's extreme commitment to the Christian cause and the absolute barbarity of his enemies, thereby reinforcing the righteousness of the crusading enterprise.

From an Orientalist perspective, the portrayal of Saladin in *Richard the Lion-Heart* is crucial. While often depicted as a worthy adversary in other Western texts, here he is largely reduced to a figure of oriental despotism, characterized by treachery and ultimate defeat. Critics such as Lynn Ramey (2006) analyze how Saladin, despite his historical reputation for chivalry, is consistently undermined in the

poem to elevate Richard's stature. The romance thus perpetuates Orientalist stereotypes of the Muslim leader, even as it implicitly acknowledges his power.

Conversely, the poem also offers avenues for exploring Occidentalism through the self-representation of the English crusaders. The text constructs a specific image of English national and Christian identity forged in opposition to the Saracen. Richard's strength, piety, and ruthless efficiency become idealized markers of English prowess, reflecting a nascent nationalistic Occidentalism. The poem's emphasis on Christian unity against the Islamic threat, despite historical disunity among the crusaders, further reinforces this idealized self-perception (Edgington, 1996).

4. Theoretical Framework: Orientalism and Occidentalism

Edward Said's seminal work, *Orientalism* (1978), posits that the West has historically constructed the East through stereotypical representations that reinforce Western superiority. This Orientalist discourse does not merely reflect cultural misunderstanding but facilitates domination. Conversely, Occidentalism, as theorized by Margalit and Buruma (2004), involves anti-Western stereotypes that depict the West as soulless, materialistic, and morally bankrupt. Importantly, these Occidentalist images are often birthed from within the West itself—by intellectuals critiquing modernity and Enlightenment rationality.

Another perspective on Occidentalism, offered by Couze Venn (2000), understands it as the selective adoption of Western science and institutions while preserving a distinct cultural identity. This dual vision—Occidentalism as critique and as adaptation—provides a flexible framework for interpreting medieval narratives in which Saracens are portrayed with unexpectedly complex identities.

5. Saracens in *The Song of Roland*

The Song of Roland (c. 1100) exemplifies the epic struggle between Christian Franks and Muslim Saracens. At face value, the poem adheres to the typical Orientalist dichotomy: the Frankish knights are noble, valiant, and pious, while the Saracens are idolatrous and deceitful. Yet, as Judith Walker (1961) notes, the Saracen characters often mirror the courtly values and martial prowess of the Christians. They are not depicted as savages but as culturally refined warriors who adhere to chivalric codes. Such portrayal complicates the Orientalist narrative, suggesting a form of admiration or at least recognition of parity in cultural sophistication.

Indeed, Saracen leaders such as Baligant, although ultimately defeated, are described with reverence and awe. His martial strength and leadership qualities rival those of Charlemagne himself. This symmetrical valorization hints at a subversive discourse, where the "Other" is not merely demonized but becomes a reflection—an alter ego—of the Western self. This mirroring potentially constructs a self-Occidental lens, where the Western identity is reinforced not solely through contrast but through uneasy identification with the East.

6. Saracens in *Richard the Lion-Heart*

The English romance *Richard the Lion-Heart*, composed in the 14th century, reflects a more romance-infused and fantastical treatment of the Crusades. Richard I, a historical figure who led the Third Crusade (1189–1192), is mythologized as a heroic Christian king battling the forces of Islam. While many depictions of Saracens remain derogatory, there are notable moments that offer more nuanced portrayals, particularly in the context of gender and inter-religious encounters.

Dada (n.d.) and Ewoldt (n.d.) have both emphasized the role of Saracen women in Middle English romances. In *Richard the Lion-Heart*, Saracen women are occasionally portrayed with agency and moral depth. Their capacity for conversion, romantic union with Christians, and displays of virtue challenge the rigid binarism of West versus East. These moments of cultural and emotional crossover suggest that the text is not merely a vehicle of Orientalist ideology but also a space of intercultural negotiation.

Furthermore, the text occasionally reflects a satirical critique of Western arrogance. Richard's excessive pride, his brutality, and his failure to secure lasting peace in the Holy Land are not always painted in a flattering light. This ambivalence may serve as a form of self-Occidentalism discourse, where the flaws of Western chivalry and religious dogma are exposed, albeit within a narrative framework that ultimately upholds Christian supremacy.

7. Comparative Analysis: Binarism and Subversion

The central dichotomy in both texts—Christian versus Saracen—frequently maps onto a broader symbolic geography: West as rational, moral, and civilized; East as chaotic, idolatrous, and barbaric. However, the sustained admiration for Saracen martial and cultural virtues in both *The Song of Roland* and *Richard the Lion-Heart* problematizes this dichotomy.

As Turner (n.d.) notes, medieval representations of Saracens often serve as sites where race, religion, and gender intersect. The valorisation of Saracen strength and beauty, particularly among noble women, complicates the simplistic equation of West with good and East with evil. Moreover, the texts occasionally reflect anxieties about the Christian self—its vulnerabilities, hypocrisies, and dependencies—which in turn create space for Occidentalism critique.

8. Methodology

Two historical texts i.e. *The Song of Roland* and *Richard the Lion-Heart* are scanned and read according to research questions and certain evidence are given as report in the paper.

Conclusion

Research questions are answered through the paper. This study argues that *The Song of Roland* and *Richard the Lion-Heart* are not monolithic in their representations of Saracens or the West. Instead, they contain complex and sometimes contradictory depictions that reflect both Orientalist and Occidentalism discourses. While these texts certainly engage in cultural othering, they also contain elements of admiration, subversion, and introspection. The Saracen is not merely an enemy; he is a mirror in which the West confronts its ideals and contradictions. Thus, these narratives can be read as early articulations of a discursive tension that continues to shape East-West relations. They invite a reconsideration of medieval literature not only as a site of ideological consolidation but also as a space for cross-cultural reflection and critique.

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Lowering Foreign Language Speaking Anxiety in the Context of Foreign Language Teaching Approaches and Cognitive Behavioural Therapy Techniques' Intersection

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Abstract

Cognitive Behavioral Therapy (CBT) is grounded in the principle that an individual's thoughts, feelings, and behaviors are interconnected and that maladaptive thoughts can be restructured to foster healthier emotional and behavioral outcomes (Beck, 2011). CBT has demonstrated particular efficacy in treating anxiety by identifying and altering negative thought patterns that contribute to feelings of fear and nervousness. In the context of foreign language speaking anxiety (FLSA), language learners often hold irrational beliefs such as "If I make a mistake, I will be humiliated" or "My accent will prevent me from being understood," which exacerbate anxiety and inhibit participation (Woodrow, 2006). Integrating CBT techniques into foreign language teaching (FLT) can help learners challenge these irrational beliefs and develop more constructive thought patterns (Horwitz, 2001). Certain FLT methods, such as task-based language teaching (TBLT) and mindfulness-based language teaching (MBLT), naturally align with CBT principles by creating supportive learning environments, facilitating gradual exposure, and promoting cognitive restructuring. This paper explores the intersection of CBT techniques and FLT approaches in reducing FLSA, highlighting how integrating CBT's principles into language instruction—through cognitive restructuring, gradual exposure, mindfulness, and collaborative learning—can effectively lower learners' anxiety and promote greater participation.

Keywords: Cognitive, behavioural, therapy, foreign language, speaking, anxiety

1. Introduction

Foreign language speaking anxiety (FLSA) is a significant barrier to language learning, often hindering learners' communicative competence and willingness to participate in classroom activities (Horwitz, Horwitz, & Cope, 1986). Cognitive Behavioural Therapy (CBT), which is based on the premise that thoughts, feelings, and behaviours are interconnected, offers a robust framework for addressing anxiety by restructuring maladaptive thoughts (Beck, 2011). This paper examines how integrating CBT techniques with foreign language teaching (FLT) approaches can lower FLSA, creating a more supportive and effective learning environment.

1.1. Research Questions

How can Cognitive Behavioural Therapy (CBT) techniques, such as cognitive restructuring and gradual exposure, be effectively integrated into foreign language teaching (FLT) to reduce foreign language speaking anxiety (FLSA)? What are the perceptions and experiences of language learners regarding the use of CBT-aligned strategies (e.g., positive self-talk, exposure tasks, mindfulness) in reducing FLSA within the language classroom? To what extent does Task-Based Language Teaching (TBLT) align with the principles of CBT, and how does this alignment influence learners' speaking anxiety levels? What is the role of mindfulness-based language teaching (MBLT) in mitigating FLSA, and how does it compare to other CBT-based interventions in terms of effectiveness? How do collaborative learning strategies in FLT settings function as supportive frameworks akin to CBT's safe environment approach for skill development and anxiety reduction? What are the short-term and long-term effects of integrating CBT-based techniques into FLT on learners' communicative competence and speaking

confidence? How do teachers' beliefs and practices regarding mistakes and error correction influence learners' anxiety, and how might CBT's reframing techniques modify these instructional practices? What are the challenges and facilitators in implementing CBT-informed teaching practices in FLT contexts, from both teachers' and learners' perspectives? How do learners' individual differences (e.g., previous language learning experiences, trait anxiety levels) moderate the impact of CBT-based interventions in FLT on speaking anxiety reduction? What are the implications of integrating CBT techniques into FLT for language teachers' professional development and pedagogical practices?

2. Literature Review

Foreign Language Speaking Anxiety (FLSA) has been recognized as a significant affective barrier to language acquisition, impeding learners' willingness to communicate and participate in speaking tasks (Horwitz, Horwitz, & Cope, 1986). Woodrow (2006) identified that learners frequently experience irrational beliefs such as fear of humiliation and concerns over accent intelligibility, which intensify FLSA and inhibit performance. Horwitz (2001) further emphasized that these irrational cognitions often stem from perfectionistic expectations and self-critical evaluations that perpetuate negative affective states. Cognitive Behavioural Therapy (CBT) offers a structured approach to anxiety reduction by addressing the interrelationship between thoughts, emotions, and behaviours (Beck, 2011). CBT operates on the premise that maladaptive thoughts exacerbate anxiety, and by restructuring these thoughts, individuals can achieve healthier emotional and behavioural outcomes. In the context of general anxiety disorders, CBT has consistently demonstrated effectiveness in helping individuals identify and challenge irrational thoughts that contribute to anxiety (Beck, 2011). Techniques such as cognitive restructuring, exposure, and relaxation are particularly relevant to managing anxiety symptoms.

Emerging research suggests that CBT techniques can be adapted to foreign language classrooms to target FLSA (Horwitz, 2001; Woodrow, 2006). Cognitive restructuring—teaching learners to replace negative self-talk with constructive affirmations—helps challenge the irrational beliefs that underlie speaking anxiety (Woodrow, 2006). For example, learners can be guided to reframe thoughts like “I can’t speak properly” into “I am improving with every conversation,” fostering a growth mindset and reducing the fear of mistakes. Additionally, gradual exposure to speaking tasks, a hallmark of CBT, can help desensitize learners to anxiety-provoking situations by progressively increasing the complexity of speaking tasks (Beck, 2011).

Several Foreign Language Teaching (FLT) approaches naturally align with CBT principles. Task-Based Language Teaching (TBLT) emphasizes meaningful communication through real-world tasks rather than focusing exclusively on accuracy (Ellis, 2003). This approach mirrors CBT's emphasis on reducing perfectionism and reframing mistakes as integral to the learning process. TBLT creates opportunities for learners to engage in authentic communication, thereby reducing the evaluative pressure that often triggers FLSA.

Mindfulness-Based Language Teaching (MBLT) is another promising approach that integrates mindfulness practices—non-judgmental awareness of one's thoughts and feelings—into language learning (Shapiro, Astin, Bishop, & Cordova, 2005). Mindfulness helps learners maintain focus and calm during speaking tasks, which aligns with CBT's relaxation strategies. Pattison and Wills (2014) found that mindfulness-based interventions can effectively reduce anxiety and improve performance in high-stress language learning situations.

Collaborative learning strategies, such as pair work and small group discussions, provide learners with supportive, low-pressure environments conducive to practicing speaking (Beck, 2011). These frameworks reflect CBT's emphasis on supportive exposure, where learners can rehearse new skills before applying them in more challenging contexts. Such supportive environments encourage risk-taking and reduce anxiety associated with speaking in front of larger groups.

The intersection of FLT methods and CBT techniques offers a promising avenue for addressing FLSA. By integrating cognitive restructuring, gradual exposure, and mindfulness into language instruction, educators can create classrooms that are both affectively supportive and pedagogically effective. Beck (2011) and Horwitz (2001) highlight the potential of combining CBT with educational practices to challenge irrational beliefs and promote active participation. The alignment between TBLT and CBT's emphasis on communication over perfection, along with MBLT's support for emotional regulation, exemplifies this integrative approach.

3. CBT and FLSA

CBT emphasizes the identification and restructuring of irrational thoughts that fuel anxiety (Beck, 2011). In the case of FLSA, learners may experience thoughts such as "If I make a mistake, I will be humiliated," or "My accent will prevent me from being understood" (Woodrow, 2006). These cognitions contribute to avoidance behaviours and heightened anxiety. By challenging these thoughts and replacing them with more balanced and realistic perspectives, CBT can help learners reduce anxiety and improve their willingness to communicate (Horwitz, 2001).

4. FLT Approaches Aligned with CBT Techniques

TBLT i.e. *Task-Based Language Teaching* encourages learners to engage in meaningful communication through real-world tasks, emphasizing functional communication over accuracy (Ellis, 2003). This mirrors CBT's principle of reducing the focus on perfection and reframing mistakes as part of the learning process. By designing tasks that prioritize communication rather than error correction, teachers help reduce learners' fear of failure, similar to CBT's exposure techniques that gradually desensitize individuals to feared situations (Beck, 2011).

MBLT, i.e., *Mindfulness-Based Language Teaching*, incorporates mindfulness practices into language learning, fostering self-awareness and non-judgmental acceptance of thoughts and feelings (Shapiro, Astin, Bishop, & Cordova, 2005). Mindfulness promotes a state of calm and focus, helping learners manage anxiety during speaking tasks. Research indicates that mindfulness-based interventions can reduce anxiety and enhance performance in high-stress situations, including foreign language speaking (Pattison & Wills, 2014).

Cognitive restructuring, a core component of CBT, can be implemented in FLT through techniques such as positive self-talk and affirmations. Teachers can encourage learners to replace negative thoughts like "I can't speak properly" with affirmations such as "I am improving with every conversation" (Woodrow, 2006). This technique not only challenges negative cognitions but also reinforces a growth mindset, promoting resilience and encouraging learners to view mistakes as opportunities for learning rather than failures.

Collaborative learning strategies, such as pair work or small group discussions, provide learners with a supportive and less judgmental environment to practice speaking. These interactions parallel CBT's emphasis on practicing new skills in a low-pressure, supportive setting before transitioning to more

challenging situations (Beck, 2011). Such environments can reduce anxiety by normalizing mistakes and fostering peer support.

5. Methodology

Cognitive Behavioural Therapy techniques and Foreign Language teaching and learning principles have been compared and contrasted and underlined the intersections through the research.

6. Results and Discussion

The intersection of CBT techniques and FLT approaches offers a promising avenue for addressing FLSA. By integrating CBT principles—cognitive restructuring, gradual exposure, mindfulness, and supportive learning environments—into language instruction, teachers can create conditions that lower anxiety and promote more active participation. TBLT's focus on functional communication and MBLT's emphasis on self-awareness align naturally with CBT's goals of challenging maladaptive thoughts and reducing anxiety. Implementing these strategies can empower learners to overcome their fear of speaking and develop greater communicative competence.

7. Conclusions

Reducing FLSA is critical for fostering effective language learning. By incorporating CBT techniques into FLT, educators can help learners challenge irrational beliefs, reframe mistakes, and build confidence. The synergy between CBT and FLT approaches—through TBLT, MBLT, and cognitive restructuring—provides a comprehensive framework for addressing FLSA. Future research should empirically test these integrations to further refine pedagogical strategies and enhance learner outcomes.

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EFL Students' Ideal L2 Self in Predicting Their Willingness to Communicate

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Abstract

The ideal L2 self describes the linguistic identity that learners hope to develop when they engage in language learning. A learner's ideal L2 self is closely connected to their intention to perform in the language. It serves as a motivational factor, driving learners to achieve their language goals. The aim of this study was to investigate the role of the ideal L2 self in predicting learners' willingness to communicate (WTC) in English. Participants were 85 Turkish secondary school students (ages 10–14, $M = 11.77$). Data were collected using the Ideal L2 Self Scale (Dörnyei & Taguchi, 2009) and the Willingness to Communicate Scale (Peng & Woodrow, 2010), both of which ensured reliable measurement of the variables under study. The data were analysed using SPSS 22.0, a statistical software commonly employed in educational research. Results showed high levels of both ideal L2 self ($M = 4.09$, $SD = .58$) and WTC ($M = 3.66$, $SD = .77$). No significant gender differences were found. However, older students reported lower levels of ideal L2 self and WTC. A significant positive correlation was found between ideal L2 self and WTC ($p < .01$). The implications of this study suggest that teachers can foster students' willingness to communicate by creating a classroom climate that builds self-confidence through encouragement, offering low-stakes opportunities for communication, and promoting language use without fear of making mistakes. Furthermore, students are more likely to participate in communicative activities when they believe they can become the language users they aspire to be. Overall, this study highlights the importance of integrating motivational strategies into language instruction to enhance learners' willingness to communicate in English.

Keywords: Ideal L2 self, willingness to communicate, EFL

1. Introduction

The process of learning a foreign language is complex and is deeply impacted by a variety of external and internal variables. Among these variables, students' ideal selves and communicative willingness have a significant impact on how they learn a language. Designing effective educational programs to improve students' English proficiency and encourage language use in secondary school settings requires an understanding of how these constructs interact.

The phrase 'ideal self' refers to a person's perception of their ideal or desirable self, which includes their desires, objectives, and values (Markus & Nurius, 1986). Students' desired linguistic identity, which acts as a motivating factor for their language learning efforts, is represented by their ideal selves in the context of language acquisition (Dörnyei, 2009). Students are more likely to be motivated and engaged in language learning activities when they believe that their ideal selves and their language skills are positively related (Dörnyei & Ushioda, 2011).

On the other hand, even if learners have confidence in their language skills, sociolinguistic appropriateness, and strategic language use, they may still be reluctant to communicate in certain situations (McCroskey & McCroskey, 1988). According to Yashima, Zenuk-Nishide, and Shimizu (2004), people tend to avoid circumstances in which they believe their language skills are insufficient.

According to MacIntyre et al. (1998), the concept of "willingness to communicate" (WTC) describes the tendency of individuals to initiate and participate in conversations in a foreign language. Students' WTC is a key factor in determining the amount and quality of their language use when learning English as a foreign language (MacIntyre et al., 1998). Increased language practice, greater fluency, and more opportunities for language learning have all been linked to higher WTC levels (Cao & Philp, 2006).

Although these constructs have been examined in earlier studies, further research is needed, particularly among secondary school students learning English as a Foreign Language. The current study, which looks at how the Ideal L2 Self and WTC interact in this specific population, attempts to fill this research gap. Educators can create customized strategies and pedagogical approaches to promote active language usage and improve language-learning outcomes by understanding how students' attitudes and self-perceptions affect their willingness to speak.

The aim of the current study is to better understand the Ideal L2 Self and communicative willingness of secondary school students, particularly in the context of studying English as a foreign language. The goal of the current study was formed by these research questions:

1. What are the levels of EFL students' Ideal L2 Self and their Willingness to Communicate (WTC)?
2. Are there significant differences in students' Ideal L2 Self and Willingness to Communicate (WTC) based on gender?
3. To what extent does the Ideal L2 Self predict EFL students' Willingness to Communicate (WTC)?

2. Literature Review

2.1. Ideal L2 Self

The Ideal L2 Self refers to the image that learners have of themselves as successful second language users in the future. It is a core component of Dörnyei's L2 Motivational Self System (2005), which emphasizes the role of future self-guides in language learning motivation. According to Higgins (1987) and self-discrepancy theory, individuals are motivated to reduce the gap between their actual selves and their ideal selves. In the context of language learning, this means learners strive to become the proficient L2 speakers they envision.

Several factors shape the development of the Ideal L2 Self. External influences such as family, peers, teachers, and cultural norms contribute to how learners imagine their future linguistic identity. Bandura's (1986) social learning theory highlights the importance of modelling and observational learning in acquiring idealized self-images.

The Ideal L2 Self has significant effects on motivation, self-confidence, and persistence in language learning. Learners with a clear and vivid Ideal L2 Self tend to demonstrate higher motivation, increased effort, and better language achievement (Dörnyei & Ushioda, 2011). Moreover, aligning actual language skills with the Ideal L2 Self promotes psychological well-being and a sense of purpose.

2.2. Willingness to Communicate

Willingness to Communicate (WTC) is defined as an individual's readiness to initiate communication in a second language. It includes both the willingness and perceived ability to communicate in various contexts. The Willingness to Communicate Scale (MacIntyre, Clément, Dörnyei, & Noels, 1998) is frequently used to measure this construct.

Multiple internal and external factors influence WTC. Intrinsic motivation, such as the desire for self-expression and social interaction, positively correlates with WTC (MacIntyre, 2007). Environmental factors, including classroom atmosphere, cultural expectations, anxiety levels, and self-confidence, also play crucial roles.

Research shows that higher WTC leads to more frequent and effective language use, fostering language development and intercultural competence (Yashima, Zenuk-Nishide, & Shimizu, 2004). Additionally, studies indicate a positive relationship between the Ideal L2 Self and WTC. When learners visualize themselves as competent L2 users, they are more likely to engage actively in communicative opportunities, enhancing their language proficiency.

3. Methodology

3.1. Participants and Setting

English instruction is mandatory in secondary schools in Türkiye. Fifth and sixth graders attend English classes for three hours per week, while seventh and eighth graders have four hours of English instruction weekly. During the 2022–2023 academic year, 85 secondary school students voluntarily participated in this study. Participants' ages ranged from 10 to 14 years ($M = 11.77$).

Before beginning the data collection process, the volunteers received the necessary instructions regarding the aim and methodology of this study, and parental consent was obtained to ensure confidentiality. The sample was selected in two steps. Initially, secondary school students were invited to participate through a link shared on the researcher's social media accounts. Convenient sampling was applied, targeting students at the secondary school where the researcher teaches English. Participation was entirely voluntary, with the aim of investigating secondary school students' ideal selves and willingness to communicate in the context of English as a foreign language.

Volunteers were asked to join a WhatsApp group via the provided link for communication and information sharing. A total of 85 students joined this group. Before the study commenced, parental consent forms were distributed within the WhatsApp group.

Table 1 presents demographic characteristics of the participants.

Table 1. Demographic Characteristics of Participants

	Frequency	Percentage %
Gender		
Female	55	64,7
Male	30	35,3
Age		
10	7	8,2
11	35	41,2
12	22	25,9

13	12	14,1
14	9	10,6
Class		
5	39	45,9
6	17	20,0
7	18	21,2
8	11	12,9
Total	85	100,0

A total of 85 secondary school students took part in the study. Their ages ranged from 10 to 14, with a mean age of 11.77. The study also included a majority of female participants (64.7%) compared with male participants (35.3%). The age group 11 had the highest representation (41.2%), followed by the age group 12 (25.9%). Class 5 had the highest number of participants (45.9%), followed by Class 7 (21.2%).

3.2. Data Collection Instruments

This study employed a quantitative research methodology. As Dörnyei (2007) noted, quantitative research is systematic, precise, and capable of producing generalizable data. Two online instruments were used to collect data. The use of Turkish versions of the scales enhanced reliability and minimized misunderstanding.

The students' ideal L2 self was assessed using a ten-item scale adapted from Dörnyei and Taguchi (2009). Responses were collected on a 6-point Likert scale. Meanwhile, Turkish secondary school students' willingness to communicate (WTC) in English was measured using a ten-item questionnaire developed by Peng and Woodrow (2010). Peng and Woodrow (2010) identified two components within the WTC scale: four items focus on form-related actions (e.g., searching for a word's meaning), and six items assess meaning-focused activities (e.g., giving a speech in class). Participants rated each item on a 6-point scale ranging from 1 (definitely not willing) to 6 (definitely willing).

Cronbach's alpha was calculated to assess the internal consistency and reliability of the instruments. According to the U.S. Department of Education (1997), reliability values are categorized as: low (0.00–0.49), reliable (0.50–0.79), and highly reliable (0.80–1.00). Fraenkel and Wallen (2003) also consider a reliability coefficient of at least 0.70 as satisfactory.

Reliability coefficients for the Ideal L2 Self and Willingness to Communicate scales were found to be high ($\alpha > 0.80$), indicating strong reliability. Table 2 presents the results:

Table 2. Reliability of the Instruments

Scales	Cronbach's alpha	Number of Items
Ideal L2 Self	,877	10
Willingness to Communicate	,886	10

3.3. Data Analysis

Statistical analyses were conducted using IBM SPSS Statistics 22. Descriptive statistics summarized central tendencies and variability of the main variables: Ideal L2 Self and Willingness to Communicate.

An independent samples t-test was applied to examine gender differences. Finally, simple linear regression was used to determine whether Ideal L2 Self significantly predicts Willingness to Communicate. All tests were performed at a 0.05 significance level.

4. Results

Regarding the data analysis related to the research questions, descriptive statistics were used to examine means, standard deviations, minimum and maximum values. An independent samples t-test was employed to explore differences in students' Ideal L2 Self and Willingness to Communicate (WTC) based on gender. Simple linear regression was conducted to investigate the extent to which Ideal L2 Self predicts EFL students' WTC.

4.1. RQ1. What are the levels of EFL students' Ideal L2 Self and their Willingness to Communicate (WTC)?

Descriptive statistics including mean, standard deviation, minimum, and maximum values were calculated. Table 3 presents the descriptive statistics for the Ideal L2 Self and Willingness to Communicate scores.

Table 3. Descriptive Statistics for Ideal L2 Self and Willingness to Communicate

	N	Min	Max	Mean	SD
Ideal L2 Self	85	1.30	6.00	4.26	0.94
Willingness to Communicate	85	1.20	6.00	4.14	1.03

The mean score for Ideal L2 Self was $M = 4.26$, $SD = 0.94$, indicating a moderately high level of motivational vision among participants. The mean for Willingness to Communicate was slightly lower, $M = 4.14$, $SD = 1.03$, showing greater variability in communication willingness. Both variables were measured on a 6-point scale ranging from 1 to 6.

4.2. RQ2. Are there significant differences in students' Ideal L2 Self and Willingness to Communicate (WTC) based on gender?

An independent samples t-test was conducted to examine whether there were significant differences in Ideal L2 Self and Willingness to Communicate scores between female and male students. Table 4 presents the t-test results comparing the variables by gender.

Table 4. Independent Samples t-Test Comparing Study Variables by Gender

	Gender	N	Mean	SS	T	df	Sig.(2-tailed)
Total ideal self	Female	55	4,36	0,89	1,813	54,558	,075
	Male	29	3,98	0,94			
Total willingness to communicate	Female	55	4,18	1,021	,801	58,013	,428
	Male	29	4,00	1,00			

The analysis showed no statistically significant differences between female and male students in terms of Ideal L2 Self ($t(54.56) = 1.813$, $p = .075$) and Willingness to Communicate ($t(58.01) = 0.801$, $p = .428$). This suggests that gender does not have a significant effect on these variables in the current sample.

4.3. RQ3. To what extent does the Ideal L2 Self predict EFL students' Willingness to Communicate (WTC)?

A simple linear regression analysis was conducted to examine the extent to which the Ideal L2 Self predicts EFL students' Willingness to Communicate. Table 5 presents the results of the regression analysis, showing the predictive relationship between the Ideal L2 Self and the Willingness to Communicate scores.

Table 5. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28,967	1	28,967	40,284	,000 ^b
	Residual	59,682	83	,719		
	Total	88,649	84			

a. Dependent Variable: willtotal

b. Predictors: (Constant), idealtotal

The regression model was statistically significant, $F(1, 83) = 40.28$, $p < .001$, explaining approximately 33% of the variance in WTC ($R^2 = .33$), indicating a moderate effect size. Ideal L2 Self was a significant positive predictor of WTC ($\beta = .57$, $t = 6.35$, $p < .001$). This means that learners who have a stronger vision of their ideal L2 self are more willing to communicate in English. These findings are consistent with Dörnyei's L2 Motivational Self System, supporting the idea that envisioning oneself as a successful language user can have a meaningful impact on communicative behaviors. From a pedagogical perspective, this highlights the importance of nurturing positive L2 self-images in language learners to promote more active and confident communication.

5. Discussion and Conclusion

The present study demonstrated that the Ideal L2 Self is a significant positive predictor of Willingness to Communicate (WTC) among Turkish secondary school EFL learners. The regression analysis revealed that the Ideal L2 Self accounted for approximately 33% of the variance in WTC, confirming the central tenet of Dörnyei's (2009) L2 Motivational Self System: learners who hold a vivid and attainable vision of themselves as competent English speakers are more motivated and more willing to engage in communication.

These findings corroborate previous research indicating a robust association between motivational self-concepts and communicative behaviour (MacIntyre et al., 2016). Learners who perceive themselves as capable language users are more likely to participate actively in communicative activities, thereby reinforcing the role of motivational vision in second language acquisition.

Although no statistically significant gender differences were found, prior studies (e.g., Saito et al., 2018) have reported that female learners often display higher levels of WTC, suggesting that gender-related variations may exist and warrant further investigation. Age- and grade-level differences observed in the current study were consistent with earlier findings that self-perception and communicative willingness tend to stabilize with age, with older students demonstrating lower but more consistent levels of both Ideal L2 Self and WTC (Mercer & Ryan, 2010; Uzun & Güven, 2016).

Taken together, these results underscore the importance of fostering positive L2 self-images to enhance communicative engagement. Pedagogically, educators can support this by creating classroom environments that build learners' confidence, provide low-stakes opportunities for communication, and

integrate activities that link language learning to learners' personal goals and future aspirations. Vision-building exercises, goal-setting, and meaningful communicative tasks can strengthen students' Ideal L2 Selves and, in turn, their willingness to communicate.

Despite these promising findings, the cross-sectional design of the study limits causal interpretations, and the exclusive focus on secondary school students constrains the generalizability of results. Future longitudinal and experimental studies are recommended to explore the developmental trajectories of the Ideal L2 Self and its impact on WTC over time.

In conclusion, the study adds to the growing body of literature on motivational self-concepts in second language learning, highlighting the pivotal role of the Ideal L2 Self in shaping learners' willingness to communicate. Cultivating a clear and attainable vision of themselves as proficient English users may serve as a key mechanism for promoting active and confident language use among EFL learners.

Conclusion

This study aimed to examine the predictive role of the Ideal L2 Self on the Willingness to Communicate among Turkish secondary school students learning English. The results demonstrated a strong positive correlation, with Ideal L2 Self explaining about 33% of the variance in WTC. This indicates that learners' imagined future selves can significantly inspire their language use.

Although no significant gender differences were observed, previous research suggests that gender may influence communication tendencies, indicating a need for further research. Additionally, age and grade level appear to affect both Ideal L2 Self and WTC, with older students showing less variability and lower scores, suggesting developmental changes in self-perception and communication willingness.

These findings support Dörnyei's L2 Motivational Self System, confirming that a clear and attainable Ideal L2 Self enhances motivation and communicative behaviour.

Pedagogically, creating a supportive classroom environment that builds self-esteem and encourages low-pressure communication opportunities can strengthen students' Ideal L2 Selves and promote active language use. Educators can help students imagine themselves as successful English users through personalized projects, vision-building activities, and goal-setting linked to real-life ambitions such as studying abroad or career goals.

Finally, due to the descriptive and cross-sectional nature of the study, causal relationships cannot be confirmed. Future longitudinal and experimental studies are recommended to explore how the Ideal L2 Self develops over time and influences communication.

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How to Improve Intercultural Communication Literacy in Young Learners

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Abstract

Fostering effective interaction with people from different cultural backgrounds, intercultural communication literacy is essential not only for promoting successful language development for educational purposes but also for facilitating effective interaction within multicultural societies. Raising awareness regarding the dynamics of intercultural communication and incorporating purposefully designed practices into language classes can support the development of such literacy. Grounded on a cycle from awareness to production, instructional content and practices for intercultural communication literacy cover major elements such as openness, acceptance, cultural sensitivity, respect, empathy, adaptability and self-reflection. Cyclical steps to prepare, present and practice this comprehensive content in language classes, foreign language classes in particular, require specific consideration of the attributes of learner profiles. Taking particular characteristics of young learners learning English as a foreign language into consideration, teachers should enrich content and practices to equip young learners with knowledge and skills to develop their intercultural communication literacy within the reach of their cognitive, individual and social development. Thus, drawing on theoretical background regarding the characteristics of young learners and specifics of intercultural communication literacy, this paper aims to present useful tips and classroom practices that can be followed and implemented while teaching English to young learners. Each proposed practice highlights which specific dimension of intercultural communication literacy the practice addresses and how the content can be integrated and practiced in language classes. Within this holistic framework, the content aims to offer teachers and material developers an insight into the promotion of intercultural communication literacy in early English language education.

Keywords: Intercultural communication literacy, teaching English to young learners, classroom practices

1. Introduction

Internationalization and globalization have necessitated critical re-consideration and development of new interaction patterns paying attention to individual, social and cultural varieties. Requiring detailed understanding of how communication takes places in various interactive multicultural and multilingual contexts, intercultural communication literacy (ICL) covers knowledge and skills regarding effective ways of establishing and maintaining sound interaction with world citizens (Angelova & Zhao, 2016; McKinley, et al., 2019). Thus, a pure understanding of what this type of literacy entails and how it can be developed is of great significance for successful interaction across cultures.

Intercultural communication literacy has received a number of definitions. Yet, two former definitions can be explanatory in underlining its significance in establishing effective interaction in cross-cultural communication. Meyer (1991) considers ICL as “the ability of a person to behave adequately in a flexible manner when confronted with the actions, the attitudes and the expectations of the representatives of foreign cultures” (p. 138) while Wiseman (2002) defines it as “the knowledge, motivation and skills to interact effectively and appropriately with members of different cultures” (p. 208). These definitions point at the delicacy of ICL in maintaining successful interaction among world

nations that are the representatives of various linguistic, social and cultural backgrounds. ICL covers a wide range of knowledge areas such as critical understanding of social and cultural differences among world nations, varieties in communication styles and direct and indirect rules for communication (Dewitt, et al., 2022; Liaw, 2019). This literacy also encompasses the development and appropriate integration of attitudinal, behavioral, affective and practical strategies that cover openness, cultural sensitivity, respect, empathy, acceptance, adaptability and self-reflection (Özdemir, 2017; Ruan & Medwell, 2020). The first major component of ICL entails the development of openness and cultural sensitivity as regards varieties in different cultures and cultural interactions. Language users should be aware of potential differences across cultures and appreciate uniqueness in each culture, which can lead to an open mindset that is sensitive and respectful towards varieties (Vu, 2020). Sensitivity and respect may naturally lead their way to empathy and acceptance which are critical steps to initiate multicultural interactions. And, sustainability of multicultural interactions depends highly on language users' ability to adapt themselves to differences by reflecting on their individual cultures. This process of self-reflection makes it possible to understand one's own position within a particular society besides understanding their own position within the multicultural environment. The combination of all these steps enables language users to adapt themselves to the requirements of the intercultural interactive settings and develop appropriate patterns of communication as sensitive and respectful members (McKinley, et al., 2019). When the complex and multidimensional nature of intercultural communication literacy is taken into account, one can realize that language education settings are among the most critical contexts where this type of literacy can be developed through careful planning, preparation and practice (Shadiev, et al., 2019; Toscu & Erten, 2020).

1.1 Intercultural Communication Literacy in Early Language Education

Integrating the aforementioned components of intercultural communication literacy into the process of language development is essential since language education contexts serve as unique platforms where learners can both develop their language skills and construct a sense of socialization and adaptation into multicultural settings (López-Deflory & Juan-Garau, 2017; Takkaç Tulgar, 2020). Thus, working on the development of this type of literacy is thought to yield better attainment and outcomes. Yet, one should consider the characteristics of each learner profile while preparing and practicing appropriate content within the reach of their individual, emotional, social, cognitive, meta-cognitive and interactional development. At this point, the particular consideration of young learners as regards their attributes and developmental stages is essential to integrate intercultural communication literacy into early language education.

Covering a significant portion of language learners, young learners are mainly divided into three groups -early young learners, middle young learners and late young learners- depending on their ages. Each age group holds its particular characteristic associated with their personal, emotional, physical, cognitive, meta-cognitive, social and interactional development (Rogiers, et al., 2019). For example, while the early group of young learners can mainly process concrete understanding, late group of young learners can process age-appropriate abstract content (Aslamiah, 2022). Or, while the middle group may experience problems in group work because of egocentricity, the late group can better handle the process and contribute to the practice more effectively (Ashdown & Bernard, 2012). Thus, careful consideration of the characteristics of each young learner group is vital to have effective conduct and management of content and practices to develop intercultural communication literacy.

The development of ICL in early childhood language education is essential with particular considerations of learner profiles. Yet, what is common for all is the necessity to integrate this literacy into young learner language education to facilitate the development of an intercultural eye and encourage

children to adapt themselves to the requirements of successful intercultural communication and adopt its basic components. Though each profile requires variety in practices, the below tips can be commonly followed in young learner classes to stimulate the development of such literacy:

- *Integrate different learning channels and address differences in learning styles:* It can be challenging for young learners to go through different components like openness, respect, empathy, etc. while developing intercultural communication literacy. Therefore, presenting materials with aural, visual and tactile elements and practicing them accordingly can ease learner understanding. Integrating multiple intelligences is expected to promote joyful, clear and meaningful learning (Anggoro, et al., 2024).
- *Concretize the content:* This suggestion is particularly effective when conducting classes with early group of young learners who are not able to process abstract content. Since most of the content in this type of literacy is abstract in nature, presenting content in a concretized version can be helpful for young learners to better comprehend and process the information (Zambrano, et al., 2025).
- *Integrate verbal & non-verbal forms of interaction:* As much of meaning is conveyed through non-verbal signs in face-to-face interaction, materials should cover examples and models of appropriate verbal and non-verbal forms of intercultural interaction. This way of concretizing the content can help young learners process the information and develop adaptation patterns more effectively (Alduais, et al., 2022).
- *Encourage self-awareness & self-reflection:* Developing self-awareness and self-reflection is essential as learners are expected to position themselves within the multicultural society through their interactions (Golubeva, 2023). Yet, due to their abstract and metacognitive nature, self-reflection and self-regulation can be among the challenging steps of developing intercultural communication literacy with young learners. Yet, following the above-mentioned tips like concretization, modelling and referring to different learner styles can help language teachers design and deliver more effective materials and lessons.

Combining the knowledge of the developmental attributes of young learners with specific age-appropriate learning goals is expected to contribute to raise young learners' awareness of intercultural communication and help them develop this literacy through rich modelling and meaningful practice. The below section presents several practices that can be followed in teaching English to young learners to target intercultural communication literacy. Each practice is presented with reference to main dimensions of intercultural communication literacy to be covered, specific aims to be targeted and steps to effectively conduct the process.

Practice 1: Who am I? / Who are we?

Main dimension of intercultural communication literacy		Steps
Openness, cultural sensitivity, respect, self-reflection		- Divide students into groups
		- Assign each group a different culture
		- Ask them to do a mini search about the particular aspect of that culture
Aim		
- Developing a sense of cultural sensitivity		- Ask each group to present their culture

-
- Developing awareness of diversity
 - Developing self-reflection
 - Developing interactive skills
-

Practice 2: Aliens' arrival

Main dimension of intercultural communication literacy	Steps
Self-awareness, discovery, self-reflection, adaptability	- Students imagine aliens arrive in where they live and are asked to introduce their culture.
Aim	- Give students prompting questions and ask them to prepare answers in groups.
- Developing a sense of cultural awareness	- They introduce their culture to the aliens.
- Developing empathy	
- Developing self-reflection	
- Developing interactive skills	

Practice 3: Cultural iceberg / Identify 3-5 differences

Main dimension of intercultural communication literacy	Steps
Openness, awareness, self-reflection, empathy	- Sts are shown photos/given texts about different cultures including theirs
Aim	- They analyze the visual/written content
- Developing a sense of cultural awareness	- They talk/write about the similar/different aspects
- Developing awareness of diversity	
- Developing self-reflection	
- Working on surface/deep culture	
- Developing interactive skills	

Practice 4: Fact or myth / 2 Truths and a lie

Main dimension of intercultural communication literacy	Steps
Openness, awareness, self-reflection, empathy	- Sts are read/given several statements about different cultures including their native culture
Aim	- In groups, they guess whether it is a fact or myth
- Developing a sense of cultural awareness	- They do a mini search for the details about the fact statements & share the info with classmates
- Developing awareness of diversity	
- Developing self-reflection	
- Working on surface/deep culture	
- Developing interactive skills	

Practice 5: Body spelling / Emoji description

Main dimension of intercultural communication literacy	Steps
Openness, awareness, self-reflection, adaptability	- Sts are shown pictures/videos about gestures/body moves from different cultures including theirs
Aim	- They try to guess the meaning of the moves
- Developing awareness of diversity	- They do role-play and act the moves out
- Developing self-reflection	
- Developing adaptability	

-
- Developing interactive skills
 - Focusing on non-verbal communication
-

Practice 6: Last me on earth!

Main dimension of intercultural communication literacy				Steps
Openness, awareness, self-reflection, empathy, adaptability				- Sts are grouped & asked to imagine they are the last members from different nations
Aim				- Each group does a mini search about their assigned nation
- Developing awareness of diversity				- To establish a new community, they try to convince others about their culture
- Developing self-reflection				
- Developing adaptability				
- Developing interactive skills				

Practice 7: Deserted island

Main dimension of intercultural communication literacy		Steps
Openness, awareness, self-reflection, empathy, adaptability		- Sts are paired. One is the owner of the island, the other is the guest. Both choose a particular culture
Aim		- The owner introduces the culture of the island & the guest introduces his/her culture
- Developing awareness of diversity		- The guest tries to convince the owner to host him/her on the island
- Developing self-reflection		
- Developing adaptability		
- Developing interactive skills		
- Focusing on non-verbal communication		

Practice 8: In another life...

Main dimension of intercultural communication literacy		Steps
Openness, awareness, self-reflection, empathy, adaptability		- Sts are grouped & asked to do a mini search about a certain topic/case and how it is done/experienced in a particular culture
Aim		- «In another life in ..., I'd wear/eat//do/feel, etc...»
- Developing awareness of diversity		- They act the assumed character out
- Developing self-reflection		
- Developing adaptability		
- Developing interactive skills		
- Focusing on non-verbal communication		

2. Conclusion

Internationalization of world nations significantly requires the development of intercultural communicative competence, and language learning contexts are among the most effective places this goal can be achieved. With a particular focus on this notion, this paper underlines the significance of integrating ICL, with its fundamental dimensions, into language education in general and early language education in particular.

Integrating ICL into young learner language classes requires careful consideration of the unique characteristics of the profile in relation to their cognitive, metacognitive, social, emotional and

interactional development. Such consideration is indispensable to prepare, present and practice developmentally and pedagogically appropriate content. Thus, the strategies and practices offered in the paper are expected to give some insight into effective ways of developing ICL from the early stages of language education. Following the abovementioned suggestions and practices, language teachers can foster the development of the skills that ICL entails.

While the paper presents a practice-based foundation for the development of ICL in early language education, further research is needed to pedagogically and practically evaluate the effectiveness of such practices. Within this stance, future research may focus on how such practices can be implemented in different age groups and in different educational contexts.

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НОВАЯ СОВЕТСКАЯ ЖЕНЩИНА В КОНТЕКСТЕ ФЕМИНИСТСКОЙ ЛИТЕРАТУРНОЙ КРИТИКИ: «ВИРИНЕЯ» ЛИДИИ СЕЙФУЛЛИНОЙ

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Резюме

Женщина – это индивид, чья подчинённая роль в обществе и ограниченная свобода, определяемая мужским доминированием и социальными нормами, являются устоявшимися явлениями. Вследствие этого, на протяжении всей истории женщина была одной из ключевых фигур борьбы за равноправие. Данное гендерное неравенство, коренящееся в социальных установках, имеет глубокую историю в России, как и во всём мире. До Октябрьской революции 1917 года социальные роли женщин предопределялись гендерными ограничениями, а сфера их деятельности была в значительной степени ограничена домашним хозяйством. Однако с приходом к власти большевиков ситуация изменилась: была поставлена цель активизировать участие женщин в общественной и экономической сферах жизни. Новая социалистическая власть стремилась к формированию образа новой советской женщины, стимулируя женскую независимость и их активное вовлечение в процесс социалистического строительства в экономической, социальной и культурной областях жизни. Повесть «Виринея» Лидии Сейфуллиной, одной из значимых фигур советской литературы послеоктябрьского периода и свидетеля упомянутых процессов, представляет собой важный литературный пример для осмысления роли женщин в революционном процессе и их нового статуса в советском обществе. Виринея олицетворяет собой образ новой женщины, порождённой Октябрьской революцией. Освободившись от пассивности, свойственной традиционному крестьянскому образу, она обретает независимость и силу характера, совмещая в себе роли матери и революционерки. Её выход за рамки традиционных социальных ролей и обретение самостоятельности отражают фигуру новой женщины, формируемой социалистическим обществом.

Данное исследование посвящено анализу повести Лидии Сейфуллиной «Виринея» с точки зрения феминистской литературной критики. В произведении женская репрезентация рассматривается в контексте концепции новой женщины, а также исследуется влияние революционных преобразований на эмансипацию женщин, их положение в социалистическом обществе и трансформацию гендерных ролей. В этом контексте проводится оценка значения произведения для современного читателя, а также его вклада в обсуждение актуальных проблем, связанных с положением женщин. Исследование также нацелено на повышение осведомленности в соответствии с 5-й целью Повестки дня в области устойчивого развития ООН – «Обеспечение гендерного равенства» – и на внесение вклада в литературоведческие и гендерные исследования в данном контексте.

Ключевые слова: Новая советская женщина, Лидия Сейфуллина, «Виринея», Октябрьская революция 1917 года, феминистская литературная критика

Введение

До Октябрьской революции 1917 года женщины в России находились в подчинении в рамках патриархального строя. С приходом большевиков началась трансформация: одной из целей стало вовлечение женщин в общественную жизнь и формирование «нового человека» —

сознательного, трудолюбивого и высокоморального. Революция продвигала идеал «новой женщины», активной и равноправной участницы публичной сферы. В этом направлении Конституция РСФСР 1918 года уравнила женщин и мужчин в правах и обязанностях, что стало важным шагом вперёд в истории человечества. Кроме того, с целью активного вовлечения женщин в революционный процесс при Советах были созданы женские отделы (Женотделы). Инесса Арманд и Александра Коллонтай отождествляли «новую женщину» с революционной борьбой (Амбарцумян и Булыгина 14-23). Согласно Коллонтай, освобождение женщины должно охватывать не только экономическую, но также сексуальную и социальную сферы. Истинный социализм невозможен до тех пор, пока женщины не достигнут равенства с мужчинами во всех областях (Kollontay). Анатолий Луначарский также связывал гендерное равенство с повседневной жизнью:

Если я пришел в квартиру к товарищу и увидел, что мужчина с бородой по пояс качает люльку, потому что жена его пошла на собрание или учиться, что бы я мог сказать? Только пожать ему руку, как честному ленинцу. Такие браки, в которых не делается разницы между мужчиной и женщиной, в которых поровну распределяются обязанности, мы должны признать соответствующими нашему идеалу (Луначарский).

Эта идеологическая трансформация оказала влияние не только на общественную жизнь, но и на литературу. Пока советская мысль стремилась переосмыслить положение женщины, репрезентации женщины в литературе формировались в контексте исторических и культурных реалий эпохи. Представления о женщине в русской литературе складывались под влиянием исторических, социальных и религиозных факторов. Суровые природные условия, в которых жили русские в средневековый период, а также занятия охотой и торговлей мехом способствовали становлению патриархального уклада. Эта структура нашла отражение и в эпохе устной народной словесности, длившейся до XI века; в это время особенно выделялись такие анонимные жанры, как былины, исторические песни, легенды, народные сказания и сказки (Tetik 93). Во второй половине XX века, на фоне социальных потрясений и последствий войн, традиционный образ женщины начинает меняться. Женщины, заменяя мужчин, активно выходят в общественную сферу и становятся «кормильцами» семьи. Новый женский образ связывается с социалистическими ценностями. После войны забота о доме и детях всё чаще ложится на пожилых женщин, тогда как матери становятся главами семей, а роль отца постепенно ослабевает. С началом перестройки материальное и социальное бремя, лежащее на женщинах, ещё более возрастает. Современная литература освещает образ «новой женщины» и изменение гендерных ролей в свете общественных трансформаций (Курчастова 58). Осмысление женского голоса и отход от мужской доминирующей эстетики способствуют формированию более сбалансированного литературного дискурса. Эта трансформация проявляется не только в поэтике текстов, но и в критических стратегиях их интерпретации (Кислова). Критика женской репрезентации находит своё наиболее разработанное выражение в феминистской литературной критике.

Феминистская литературная критика — это теоретический подход, который рассматривает проблему репрезентации женщины в литературе и анализирует нарративные структуры с гендерной перспективы. Противостоя мужскому доминирующему канону, она акцентирует внимание на женском опыте и исследует, как формируются и воспроизводятся гендерные роли в художественных текстах. Положение о том, что гендер не задан биологически, а формируется как культурная и дискурсивная конструкция, составляет теоретическую основу данного подхода.

Такие теоретики, как Симона де Бовуар, Юлия Кристева, Люс Иригаре, Мишель Фуко и Моник Виттиг, подчёркивают, что феминность формируется в контексте социальных и дискурсивных практик. Они утверждают, что феминность не предопределена биологически, а конструируется как социальный и дискурсивный феномен. Они подчёркивают, что не существует стабильного субъекта «женщина», а гендер формируется в рамках властных и языковых практик. Эти подходы показывают, что феминистская литературная критика охватывает не только анализ репрезентации женщин, но и исследование нарративной структуры, позиции рассказчика, языковых стратегий, а также способов конструирования гендерных отношений в литературном дискурсе (Butler 45). Этот критический подход представляет собой мощный инструмент для анализа того, как идеологические и социальные трансформации отражаются в литературе. В этом контексте образ «новой женщины», сформировавшийся в советский период, и его литературные репрезентации могут быть переосмыслены в свете феминистской теории.

Образ «новой женщины», то есть «новой советской женщины», занял центральное место в послереволюционной литературе. Ярким примером этого является повесть «Виринея», принадлежащая перу одной из ведущих советских писательниц — Лидии Сейфуллиной. Повесть отражает новую роль женщины в обществе в условиях революционных преобразований и осмысляет процесс её эмансипации. Отказываясь от традиционной гендерной роли крестьянки, Виринея становится самостоятельным и свободным субъектом — литературным воплощением образа «новой женщины», сконструированного в рамках советского идеологического дискурса. В настоящем исследовании анализируется повесть «Виринея» в контексте феминистской литературной критики, рассматривается процесс конструирования «новой советской женщины» как элемента социалистического проекта. Виринея представляет собой типичный пример этого процесса как с точки зрения литературной репрезентации, так и на уровне личностной трансформации.

Феминистская теория и историческая динамика женских репрезентаций в России

Современное общество воспроизводит бинарную гендерную модель в рамках нормативной гетеросексуальности, охватывающую все сферы жизни. Гендер, сведённый к дихотомии «мужчина — женщина» и поддерживающий мужское доминирование, становится объектом активных теоретических дебатов в последние десятилетия. В контексте этих дискуссий понятие «пол» (sex), обозначающее биологические различия, разграничивается с понятием «гендер» (gender), которое рассматривается как социокультурный конструкт. Эти термины рассматриваются в контексте различных теоретических парадигм. В 1970-х годах британские феминистки ввели в научный оборот понятие «гендер», которое, в отличие от биологических объяснений, ориентируется на культурный контекст, понимается как социопсихологическая категория, охватывающая поведение, социальные роли, образы, ценности и общественные структуры (Васильева 71-75). Одним из самых влиятельных примеров этих теоретических оснований являются взгляды Симоны де Бовуар. Её высказывание из книги «Второй пол» — «Женщиной не рождаются, ею становятся» — указывает на то, что женственность является социальной конструкцией (Beauvoir). По её мнению, женственность — это не биологическая предопределённость, а результат культурных и исторических процессов (Koşar 86). Юлия Кристева, в свою очередь, делает шаг вперёд в этом направлении, утверждая: «Мы рождаемся женщинами, но я становлюсь женщиной». По её мнению, гендер — это не фиксированная категория, а процесс становления, формирующийся через отношения субъекта со своим телом (Kristeva 72). Таким образом, понятие «конструирования» подчёркивает, что гендер представляет собой не биологическую данность, а социальную конструкцию, сформированную в ходе исторических и культурных процессов. Феминистские теоретики утверждают, что гендер

— это не индивидуальная, а реляционная категория, формирующаяся в системе социальных отношений (Butler 55-56). Фраза Симоны де Бовуар «Тело — это ситуация», позволяет сделать вывод, что она рассматривает тело не как естественную данность, а как историческую конструкцию, формируемую через социальные значения. Такой подход формирует основу для представления о гендере как не только биологически, но и культурно и исторически обусловленной конструкции (Beauvoir 38). Бовуар утверждает, что на протяжении истории женщина рассматривалась как «другая» по отношению к универсальному мужскому субъекту: она отождествлялась с телом и была обречена на имманентность (цит. по Butler 58). Люс Иригарей радикализирует экзистенциальный анализ, утверждая необходимость трансформации патриархального языка для создания женского пространства выражения. Её теория, основанная на понятиях «полового различия» и «мимесиса», раскрывает стремление женщины сделать видимым собственный опыт и стать субъектом посредством подрыва мужского дискурса (цит. по Delice 132). В этом контексте, по мнению Иригарей, подобная трансформация представляет собой не только индивидуальный, но также культурный и политический акт. Преобразование языка влечёт за собой переосмысление и реорганизацию общественных отношений (Delice 142). По мнению Юлии Кристевой, вытеснённый телесно-чувственный опыт возвращается посредством поэтического языка. «Семиотическая» сфера подрывает мужской символический порядок, раскрывая материнскую инстинктивную энергию и предлагая альтернативу для выражения женского опыта (Kristeva 132).

Из этого следует, что в феминистской теории субъект «женщина» понимается как исторически и культурно обусловленная, многослойная конструкция. Соответственно, задача феминизма — не выступать от имени женщин, а исследовать механизмы формирования женской идентичности и выявлять, кого они исключают (Butler 43-50). Процесс формирования женской идентичности является одним из центральных вопросов феминистской теории, которая исследует отношения между индивидом и обществом через призму гендера. Феминистская мысль выходит за пределы западного контекста и развивается в разных регионах, включая Россию, где феминизм определяется как борьба женщин за правовое, социальное и культурное равенство. Зарождение феминизма в России относится к 1850-м годам и, в отличие от западной традиции, характеризуется не только борьбой за права женщин, но и акцентом на личные свободы и автономию (Полушина и Карташова 102). Представления о женственности и гендерные роли занимают важное место в истории русской мысли, особенно в её культурном и философском измерениях. В этом контексте концепция «Вечной женственности», разработанная мыслителями Серебряного века, выражает стремление к формированию нового мировоззрения через сакрализацию и идеализацию женского начала. Это представление находит своё выражение как в теологической концепции Софии у Соловьёва, Флоренского и Булгакова, так и в народных образах, таких как «Родина-мать» (Шевченко 211). Несмотря на данный культурно-исторический контекст, образ женщины в русской литературе и культуре на протяжении всей истории формировался под влиянием мощных идеологических и патриархальных установок. Начиная со Средневековья, особенно в таких текстах, как «Домострой» и «Поучение Владимира Мономаха», женщина ограничивалась религиозными, социальными и семейными ролями (Tetik 102). Православная церковь, трактуя женщину как грешницу, вытесняла её из публичной сферы, не одобряла безбрачие и возвеличивала материнство и домашние роли (Kaşoğlu 3 –5). В допетровский период женская роль преимущественно ограничивалась браком и материнством, а образ «добродетельной жены» ассоциировался с трудолюбием, покорностью и смирением (Пашков 85). С реформами Петра I началась трансформация социального статуса женщин: личное согласие при заключении брака приобрело значение, а женщины стали более заметны в публичной сфере (Короткова 43; Пашков, Традиционная семья 203). Во времена правления

Екатерины II женскому образованию стало придаваться особое значение: в 1764 году был основан Смольный институт благородных девиц, а для представителей низших сословий открывались государственные учебные заведения (Dalyan, Bayraktar ve Seyhan 487). Демократическая мысль, развивавшаяся под влиянием Н. Огарёва, Н. Чернышевского, Н. Добролюбова, Н. Некрасова и А. Суловой, нашла своё отражение и в литературе: образ Веры Павловны в романе Чернышевского «Что делать?» стал воплощением нового типа женщины, выходящей за пределы традиционных гендерных ролей (Воронина 106-107). В XIX веке, несмотря на появление медицинского образования для женщин, их права на получение высшего образования и трудовую деятельность оставались ограниченными. Женские организации закрывались, а законодательные меры запрещали женщинам работать в ночное время и в шахтах (Dalyan, Bayraktar, ve Seyhan 484). Несмотря на ликвидацию женских организаций в 1881 году, в период революции 1905–1907 годов был образован Союз за равноправие женщин и организован первый Всероссийский женский съезд (Короткова 44). Под влиянием Французской революции во второй половине XIX века женщины обратились к литературному творчеству, в котором на первый план вышли темы идентичности и свободы. Однако под давлением общественных норм многие писательницы были вынуждены публиковаться под мужскими псевдонимами (Sarıkaaya 4,11). К 20-м годам XX века женское движение претерпело идеологическую трансформацию под влиянием Октябрьской революции 1917 года. Советская власть стремилась создать «свободную советскую женщину» как часть равноправного социалистического общества. Ключевыми аспектами стали вовлечение женщин в производство и политику, пересмотр семейных ролей и идеологическое переосмысление гендера. Женщину ставили в центр формируемого режимом социалистического субъекта (Здравомыслова и Темкина 96-97,103). Эта историко-социальная трансформация представляет собой не только идеологический процесс конструирования, но и часть культурной дискуссии, связанной с репрезентацией женщины. Как отражение общественных изменений, феминистский подход, рассматривающий положение женщин не только сквозь призму культурных образов, но и в контексте борьбы за равенство, предлагает важную теоретическую основу для современных исследований.

Анализ образа новой советской женщины в русской литературе в контексте феминистской теории: «Виринея»

Среди женщин, проявивших себя в общественной и литературной жизни России XX века, особое место занимает Лидия Сейфуллина. Прославившаяся в послереволюционной русской литературе, Сейфуллина привлекла внимание как своим несомненным талантом, так и вызванными ею общественными дискуссиями. Как отмечал Ираклий Андроников, несмотря на неоднозначное восприятие её творчества, в её литературном даровании никто не сомневался (цит. по Филипповой). Дебютировав в литературе в 1922 году, Лидия Сейфуллина быстро привлекла к себе внимание смелым освещением социальных проблем и темами, вдохновлёнными личным опытом — детской судьбой в годы Гражданской войны, деревенской жизнью и классовой борьбой. Через женские образы она обличала социальную несправедливость и стала одной из первых представительниц социалистического реализма, отличаясь прямым и полемичным стилем (Филиппова 228-230). В произведениях «Правонарушители», «Четыре главы», «Перегонной», «Виринея», «Попутчики» и других Сейфуллина изображает деревенскую жизнь без идеализации, с тёплым и человечным взглядом. Её творчество — важный источник для понимания социальных последствий Октябрьской революции и личных трансформаций. Особенно повесть «Виринея» отражает новый статус женщины и её путь к самостоятельности в условиях революции.

Повесть Лидии Сейфуллиной «Виринея» реалистично отражает традиционные гендерные роли и стремление женщин к свободе в условиях дореволюционного деревенского быта. Главная героиня Виринея (Вирка) находится во внебрачных отношениях с Василием (Васька, Вася), к которому поначалу испытывает симпатию, но со временем начинает чувствовать отвращение. Это ставит её в положение «грешницы» в глазах деревенского общества. Несмотря на слабость партнёра, давление со стороны свекрови и сплетни односельчан, Виринея ищет пути к самостоятельности, решительно противостоя традиционной морали и навязанным женским ролям. Она уходит из дома, стремится к финансовой независимости через труд и проходит через глубокую личностную трансформацию. Новый этап её жизни укрепляется участием в революционной борьбе и отношениями с Павлом. Эта трансформация становится не только личной, но и идеологической формой субъектности, превращающей Виринею в символ перемен в формирующемся новом обществе.

Рассматривая повесть «Виринея» в контексте феминистской литературной критики, мы можем увидеть, как в ней отражаются угнетённое положение женщины в патриархальных структурах и её стремление к освобождению, что отсылает к образу новой советской женщины. Анализ ключевых мотивов «Виринеи» позволяет выделить следующие темы: исключение женщины из категории субъекта и её превращение в объект любви; подавление женщины в патриархальном обществе посредством морального и сексуального контроля; определение социальной ценности женщины через её детородную функцию и подавление её сексуальности с помощью норм морали; воспроизводство патриархальных ценностей через самих женщин и подмена солидарности осуждением; женское сопротивление патриархальному порядку и связанный с ним процесс субъективации; а также формирование её политической субъектности. Рассмотрим эти мотивы на конкретных примерах из текста.

В рамках ключевого мотива — исключения женщины из категории субъекта и её превращения в объект любви — в произведении прослеживается, как патриархальная система определяет женщину исключительно через её физический труд, подавляя её эмоциональные и интеллектуальные аспекты. Этот мотив проявляется прежде всего в том, что тело женщины кодируется как «грешное», а отказ в образовании ведёт к её иррационализации. Яркий пример этого можно найти в следующей цитате, где показано, как женщина отчуждается от любви и человеческого достоинства:

...в книжках все такие обходительные. Про жизнь там всякое. Ну, а наши, деревенские, не занимаются. С девками словами не делят, а с бабой своей, так и вовсе разговоров не разговаривают. Корове когда скажут: “Краснушка, Краснушенька”, — да и лошадь с добавкой слова ласкового назовут, а жену — нет. Для работы взята, для пороку, а не для ласковости. И на работе скотину жалеют, а бабу — нет (Сейфуллина 271).

В этом отрывке ярко проявляется мысль о том, что женщина воспринимается исключительно как рабочая сила, тогда как её эмоциональные качества игнорируются. Тот факт, что к животным обращаются с лаской, а к женщине — нет, наглядно демонстрирует степень её обесценивания в патриархальной системе. Этот подход перекликается со взглядами Симоны де Бовуар, согласно которым мужчины вынуждают женщин принять статус Другого (Beauvoir), сводит женщину к противоречивому образу — нелюбимого и отчуждённого, но в то же время необходимого и эксплуатируемого объекта. Один из самых ярких примеров такого угнетения проявляется в отношениях Савелия Малаги с его женой: «-Не верещи поганым бабьим языком! Тише, ты! (...)» -

Погоди, не мешай! Не лезь бабьей плотью вперед, не погань мою молитву. Сичас сам молиться зачну»(Сейфуллина 232). Данный диалог в контексте феминистской литературной критики отражает подавление как телесного, так и речевого присутствия женщины в условиях патриархального порядка. Высказывания Савелия Малаги, такие как «Не верещи поганым бабьим языком!» и «Тише, ты!», символизируют обесценивание и контроль женского голоса. Высказывание «Не лезь бабьей плотью вперед, не погань мою молитву» отражает традиционное патриархальное восприятие женского тела как греховного и оскверняющего. Фраза, прозвучавшая в дальнейшей части произведения — «Молчи, баба! Не твоей мозгой понять!» (Сейфуллина 285) — является ярким выражением патриархального дискурса. В данном высказывании отражается не только стремление заставить женщину замолчать, но также её унижение и иррационализация. Женщина, чьи мыслительные способности отрицаются, предстает как существо, не способное к обучению. Яркое проявление такого взгляда отчётливо прослеживается в следующих словах: «Учить девочку? Да хоть бы мальчика выучил — что толку от девки? Всё равно выйдет замуж, и не своей головой жить будет» (Сейфуллина 327). Эти высказывания отражают предвзятость патриархального общества по отношению к женщинам и показывают, как их доступ к образованию ограничивается по гендерному признаку. Женский голос подавляется и лишается значения, тогда как право на авторитет приписывается исключительно мужскому. Особенно ярко это проявляется в следующей сцене: «Один крикнул: — Не слышать ! Не разбираем ничего. Мужчине отдай!(...)— Ну, знамо дело! Какой у бабы голос! Только визгать может . А ятно, громко где ей выговорить!» (Сейфуллина 332). Цитата наглядно показывает, что женский голос в публичном пространстве отвергается и не признаётся легитимным. Отождествление авторитета с мужским голосом свидетельствует о глубоко укоренившемся патриархальном мышлении. В контексте феминистской теории подобная ситуация означает стирание женского субъекта и подчинение её права на публичное высказывание мужскому контролю. Понятие «Другого» у Симоны де Бовуар, а также концепции подавления женского тела и голоса в трудах Юлии Кристевой и Люс Иригарей предоставляют теоретическую основу для анализа гендерно обусловленного господства, представленного в тексте. Женщина воспринимается как угроза — как своим телом, так и голосом — и именно поэтому подлежит контролю. Этот контроль осуществляется не только через подавление женского голоса, но и посредством регламентации внешности женщины. Женщина трактуется исключительно через физические характеристики: её красота принижается, обесценивается и сводится к внешним признакам. Подобная перспектива лишает женщину субъектности и превращает её в объект, сконструированный в рамках мужского взгляда. Это особенно ярко проявляется в следующем диалоге между инженером и Вириной: «Привыкла я. За красоту мою бабы меня не любят. Чисто мне каждый мужик нужен, а им всех до единого жалко уступать. (...) Вот и в городе: подолгу на местах не жила. Не с того, что без паспорта — это для них выгодней, дешевле. А все из-за завидки бабьей» (Сейфуллина 268-269). В этих словах Вирина отражает мысль о том, что женское тело формируется через мужской взгляд, превращая красоту в угрозу. Определяемая через мужское желание, женщина сталкивается с отчуждением и уязвимостью. Особенно стигматизируются независимые и мыслящие женщины. В этом контексте отношение к Вирке представляет особый интерес: «Вирка не заходила в деревню, и деревенские тоже держались от неё подальше. Она была из тех женщин, от которых лучше держаться подальше (...)А если и встречались, проходили мимо, не сказав ни слова и не поприветствовав» (Сейфуллина 304). Цитата показывает, что женщины, нарушающие патриархальные нормы, вытесняются и стигматизируются. Вирка, как «опасная женщина», воспринимается не как субъект, а как угроза, требующая подавления.

Одним из ключевых мотивов произведения является подавление женщины в патриархальном обществе посредством морального и сексуального контроля. В патриархальной репрезентации, где женщина утрачивает субъектность, маскулинность легитимируется через обладание женщиной, в то время как сама женщина сводится не к субъекту, а к объекту, на котором утверждается власть. В этом контексте такие проявления, как контроль над женской сексуальностью через концепт «чести», определение женского тела как мужской собственности, наказание женского голоса, а также социальное изгнание и подавление, служат выражением данного мотива. В повести моральный контроль над женщиной и механизмы формирования её общественной репутации отчётливо прослеживаются в высказываниях Мокейхи: «Невенчанная. Так держим (...) В городе без закону три года валандались (...) Теперь, может, и обзаконятся, а сейчас от людей нехорошо (...) Отодру не слыхивала, чтобы в семье в нашей такой срам разводился (...) Добрая - то слава лежит, а дурная - то не то бежит, летом летит» (Сейфуллина 242). В этой цитате Вира подвергается моральному осуждению из-за внебрачной связи. Её «незаконный» статус ставит под сомнение репутацию, подчёркивая приоритет общественных норм над личным выбором. Так женщина теряет субъектность и становится объектом патриархальных ожиданий, особенно если не соответствует мужским стандартам: «Уж если и позориться так, могла бы хоть тихой, покладистой быть. А она — нет, никому не подчиняется. Васку загубила. При такой бешеной натуре даже согнутый в дугу мужик изнурит» (Сейфуллина 249). Эти слова показывают, что женщина считается приемлемой лишь тогда, когда она покорна. Сопротивляющаяся женщина воспринимается как «избыточная» и «опасная», а её характер оценивается сквозь призму психологического комфорта мужчины. Аналогично, представление об идеале молчания, формируемое как обществом, так и самими женщинами, вновь отчётливо проявляется в следующей сцене: «Вирка мотнула головой. Потом тихо сказала: — Люди смеяться над тобой будут. Много тут шумели про меня. — А с того, что сама ты того боле шумишь. Поживешь тишком, дак люди к тебе потише будут» (Сейфуллина 328). Этот диалог демонстрирует, что стремление женщины заявить о себе посредством голоса наказывается обществом, тогда как молчание преподносится как путь к спасению. Он также показывает, что патриархальное давление воспроизводится не только мужчинами, но и самими женщинами. Особенно ярко это проявляется в репрессивной риторике внутри семьи — в диалоге между Вириной и её свекровью: «— Ах, застрашала! Ровно сватами выхоженная, сношенька желанная. Сама, чисто сучка, под ворота подбегала» (Сейфуллина 248). Косвенное сравнение с «сучкой» отражает восприятие женского желания как инстинктивного и унижительного. Намёки на добрачное прошлое подрывают репутацию женщины, превращая её тело и биографию в объект морального контроля. С точки зрения феминистской критики, здесь мы видим классический пример патриархального подавления, где женщина лишается воли и превращается в источник вины и стыда. Особенно отчётливо это проявляется в следующей цитате: «— С барином! Паскуда ты, сквернавка! Средь бела дня, как сука! (...) — Не-об чем мне с тобой, сука, говорить! Пришибить тебя надо, погань, распутницу!» (Сейфуллина 291). В этих словах сочетаются сексистское унижение и угроза насилием. Так героиня становится не просто объектом общественного контроля, но и мишенью, на которую проецируется кризис маскулинности. Агрессивная риторика направлена на подавление её субъектности. Коллективный контроль над её телом и поведением отражает глубоко укоренённое гендерное неравенство. Следующий эпизод иллюстрирует эту форму насилия и морального давления: «— Кержачку твою с инженером видал... Вздуть за тебя хотел (...) — Дядя дядя Савелий, дядя! Избей, ей-пра, избей когда-нибудь! Грех от них и обида. Большая обида! (...) Эх, что ж ты сегодня не поучил? Средь бела дня прохлаждаются всем людям напоказ» (Сейфуллина 296). Этот диалог наглядно демонстрирует восприятие женской сексуальности как греха, позора и явления, подлежащего наказанию. Женщина изображается не просто как индивидуум, а как носительница «чести» общества, на

которую одновременно проецируется желание наказания. Насилие и ярость выступают в роли механизмов, легитимирующих патриархальное господство над женским телом.

Одним из заметных мотивов произведения является определение социальной ценности женщины через её детородную функцию и подавление её сексуальности с помощью морального контроля. В этом представлении, где женщина оценивается исключительно через призму деторождения, женщина, не способная родить, воспринимается как «неполноценная» или «зловещая» и подвергается исключению; она рассматривается не как личность, а как репродуктивное тело. Социальный статус, сведённый к материнству, стигматизация, основанная на сексуальном прошлом, унижение желаний, подавление репродуктивной функции посредством религиозного дискурса и принуждение к молчанию под угрозой физического насилия — всё это представляет собой тематические отражения данного мотива. Это особенно ярко проявляется в резкой риторике, направленной на женского персонажа: «Поганому-то брюху и плода бог не дает. Четвертый год с Васькой... Допречь с кем сколь, не знаю, а с этим четвертый год, и дите не родила, и посеячас порожняя» (Сейфуллина 250). Эти слова свидетельствуют о том, что социальная ценность женщины определяется исключительно через призму деторождения, а неспособность иметь детей клеймится как «неполноценность» или «зловещий знак». Намёки на сексуальное прошлое унижают её интимность и демонстрируют, как её репродуктивная функция превращается в объект морального осуждения. Подобная точка зрения особенно отчётливо проявляется в следующих резких высказываниях: «Да я тебе глаза твои бесстыжие выцарапаю, коль ты слово такое еще скажешь! (...) За беспутство твое, за грех за твой бог дитю в утробе быть не дозволяет» (Сейфуллина 252). В данной цитате, иллюстрирующей связь между женской репродуктивностью и моральным наказанием, насилию и подавлению подвергаются как женское тело, так и её голос.

Одним из заметных мотивов произведения становится воспроизводство патриархальных ценностей через самих женщин и подмена солидарности осуждением. В этом представлении, где патриархальная структура воспроизводится не только мужчинами, но и самими женщинами, последние проявляют не поддержку свободы друг друга, а контролирующее и исключаящее поведение. Замена солидарности сплетнями, маркировка индивидуальной видимости как «пятна» и интериоризация утилитарных моральных дискурсов — всё это представляет собой ключевые тематические отражения данного мотива. Одним из ярких примеров, конкретизирующих эту ситуацию, является конфликтный диалог между двумя женскими персонажами:

«— Другие женщины, услышав твоё имя, плюются, а я...— Значит, твоей слюны не хватало! Жалеешь меня, да? Зачем пришла, Аниска? Чтобы посмотреть и потом за спиной судачить? Ну так смотри! Не впервой ведь. Какая есть — такая есть.— Нет, ты изменилась. Стала более измотанной, более раздражённой» (Сейфуллина 305).

Таким образом, через речь персонажа автор показывает, как система, организующая отношения между женщинами не на основе солидарности, а через соперничество и исключение, наказывает индивидуальное сопротивление посредством изоляции и сплетен. В этом конфликте, как видно, ключевую роль играет сплетня.

«В деревне слухи: мол, ты любишь веселье, гулянки. Ну, если так, гуляй с умом, хоть заработай что-нибудь (...). Но у тебя другое дело: и с Василием, и с тем инженером... теперь вот ещё. Хотя ты и не хочешь бросаться в глаза, но всё равно

на виду. Вся деревня знает — ты одна такая, как бельмо на глазу. Раз уж нажила такую славу, что и людям показаться стыдно — хоть бы что-нибудь с этого поимела» (Сейфуллина 306-307).

Фраза свидетельствует о том, что индивидуальная свобода женщин подавляется с помощью сплетен и общественного осуждения. На смену солидарности приходит исключение; патриархальные установки воспроизводятся самими женщинами. Фраза «хоть бы что-нибудь с этого поимела» показывает, насколько глубоко героиня усвоила прагматическое мышление.

Ещё одним важным мотивом произведения выступает женское сопротивление патриархальному порядку и связанный с ним процесс субъективации. Женщина противостоит навязанным патриархальным обществом ролям молчания и повиновения с помощью своего голоса, тела и воли. Преобразуя подавленную идентичность в осознанное сопротивление, она вступает на путь освобождения. В этом контексте внутренняя борьба женщины, её отказ от гендерных ролей, противостояние моральному осуждению и мужскому насилию, а также восстание против классовой и сексуальной эксплуатации представляют собой ключевые тематические проявления данного мотива. Стремление Виринеи к собственной жизни и её голос, поднимающийся в ответ на угнетающую среду, представляют собой одни из наиболее выразительных примеров данного мотива: «Теперь отбатрачила! Будет! Кончилось терпенье мое! (...)А мне уж больше неохота. Часу веселого нету для молодости для моей. Уйду!» (Сейфуллина 253). Слова героини «Теперь отбатрачила!» и «Уйду!» демонстрируют её отказ от навязанной роли терпеливой, покорной и жертвенной женщины, а также стремление отстоять своё право на собственную жизнь. Подобным образом, в этих высказываниях также отчётливо проявляются мотив разрыва и стремление к свободе: «Надо уехать в город или на железную дорогу — работать. Я оторвалась от деревенской жизни, не смогла быть примерной женщиной, значит, мой путь пошёл в другую сторону» (Сейфуллина 255). Эти высказывания показывают, что, отвергая гендерные роли, женщина стремится к самостоятельной самореализации в сфере труда. Более жёсткое выражение этого сопротивления звучит в следующем диалоге: «Што ж, я пойду на какое надо время. Все одно, где прокорм добывать. Только ты меня, баушка, грехом моим с Васькой не замай. А то я и старость твою не уважаю, ухватом садану. Надоела мне ваша про меня колгота» (Сейфуллина 260). Высказывания отражают переломный момент женского сопротивления доминированию над её телом, сексуальностью и трудом, а также стремление к субъективации вопреки социальному контролю. Гневный голос женщины становится мощным вызовом патриархальным структурам. «Кузнец было радостно ощерился, как ее увидал, а теперь попятился. Сроду слуху не бывало, чтобы баба такие слова при людях мужику без опаски говорила! Чтоб страшала так мужика» (Сейфуллина 324) — Эти слова демонстрируют, как сильная и прямо говорящая женщина подрывает патриархальные нормы. Вирка уже не просто объект осуждения, а субъект, который отвечает и сопротивляется с помощью языка. Один из самых выразительных примеров женского гнева против мужского лицемерия и восстания, основанного на классовом сознании, находит выражение в диалоге между Вириней и главным инженером, предложившим ей работу: «Значит, вы мне десятку сверху платите за то, что я — женщина? Ну да, быть женщиной, видите ли, как легко! (...) Ах вы, господа! И грех, и святость — всё вы толкуете по-своему... (...) Сейчас я сотру с твоего умного лица эту ухмылку!» (Сейфуллина 303). Здесь женщина сопротивляется как классовой эксплуатации, так и гендерному лицемерию, используя своё тело и голос. Разоблачая противоречие между мужской моралью и торговлей телом, она предстает не как заглушённая фигура, а как субъект сопротивления, требующий свободы в рамках патриархального порядка.

Ещё одним заметным мотивом в произведении является формирование политической субъектности женщины. Женщина становится субъектом, сопротивляясь навязанным патриархальным установкам молчания и покорности. Борьба за своё место в частной и публичной сферах отражает её переход от подавленной идентичности к политическому акторству. Её внутреннее сопротивление, участие в политике и превращение тела в форму протеста — важнейшие аспекты этой трансформации. Один из таких моментов субъектного становления проявляется в следующей цитате: «Павел горячо за дело взялся. В партию большевиков стал народ приманивать (...) Споры большие между народом пошли. До большой драки даже дело дошло один раз. А раззадорила на ту драку Виринея (...) И с большой страстью, сильным голосом стыдить начала: — Куды лезете? Воевать не надоело?» (Сейфуллина 341). Здесь показана трансформация Виринеи из эмоциональной фигуры в политического субъекта. Её гнев — идеологическая позиция, отражающая верность революции. Подавленный женский голос превращается в голос, способный к организации и сопротивлению. Её классово осознанная идентичность укрепляется стойкостью перед физическим и идеологическим давлением. Это особенно ярко выражено в следующем фрагменте: «Трое наскочили бить. В ярости с необычайной силой от троих мужиков отбилась. Царапалась, кусалась. (...) Павел ругал Виринею, плевался, а потом смеяться начал: - Вот да к оратор! (...) Что ж, что баба, у меня тоже в голове-то теперь не только об домашности дума. И сердце кипит» (Сейфуллина 342). Здесь предпринимается попытка подавления как голоса, так и тела женщины; её мысли принижаются, а сама она становится объектом насильственного замалчивания. Однако Виринея, заявляя: «мой ум занят не только домашними делами», демонстрирует свою политическую осознанность. Женщина уже не та, кого заставляют молчать, а та, кто отвечает — она становится субъектом. Процесс политической субъективации проявляется не только в форме открытого сопротивления, но и через повседневные, пусть и незначительные, но содержательные жесты. Особенно чётко это проявляется в ситуации голосования:

«Бабы к Вирке забежали, чтоб разяснила, какой листок опускать: — Уж скажи, касатка! Как ни то помоги! Сперва было ровно совестно. Куда бабам лезть? А теперь мужики сами заставляют, а што к чему — не рассказывают. — Вирка, какой из этих листков на конец войны? Ну-ка расскажи! — Слышь-ка, мужик велел мне перьвый опускать. Мы, мол, с хорошим достатком, наш номер перьвый. А я к тебе тайком: сын у меня еще не вернулся. Ты мне скажи, какой большековский-то. Я его тишком суну» (Сейфуллина 345).

Данное высказывание свидетельствует о том, что женщина, несмотря на патриархальные структуры, способна формировать собственный выбор и превращаться в скрытого, но действенного политического субъекта. Акт выбора и принятия решений становится символом не только политической видимости, но и осознания. Однако в основе этой видимости лежит тихий, но настойчивый процесс личной трансформации. Молчаливое сопротивление Виринеи, проявляющееся в её внутреннем сомнении и существовании под надзором, представляет собой начальную и наиболее глубокую фазу этого процесса: «Вирку тоже в волость таскали на допрос. Она отвечала сдержанно и покорно, чтоб Павла не подвести. Только глаза прятала (...) Ничего не знаю. Невенчанная ведь жена, так... полюбовница (...) Три дня в холодной при волости отсидела. Потом опять пытали мужики. Уж не про Павла, а про пособников его и про то, кто к большевикам сейчас льнет» (Сейфуллина 357-358). Здесь Виринея выходит из состояния пассивности и начинает проявлять тихое, но решительное сопротивление. Отказ выдать Павла свидетельствует о её стремлении сохранить свободу воли. Это внутреннее сопротивление становится основой для формирования коллективного сознания и нового образа советской женщины. Советская

женщина превращается в активного субъекта социалистического строительства. «А тут еще Павел два наказа в тайности выполнить велел. Один: за десять верст в деревню письмо верному человеку отнести. Другой: мужика одного целую неделю прятать(...)Но дотащила и концы чисто схоронила. Другое было трудней. Но все-таки уберегла в подполье. Даже соседские бабы ничего не унюхал» (Сейфуллина 358). Приведённый отрывок является ключевым звеном в завершении трансформации Виринеи в сознательного революционного субъекта. Теперь она — не просто сопротивляющаяся, а решительная фигура, включённая в организованную борьбу. Её готовность с мужеством и рассудительностью брать на себя опасные задания свидетельствует о проявлении политической преданности и на телесном уровне. Процесс, начавшийся с молчаливого сопротивления, завершается формированием коллективного сознания и активным действием; кульминацией этой трансформации становится момент, когда в ситуации колебания она говорит как лидер:

«Вирка с этой вестью пошла в бараки(...)И, откашлявшись, уж спокойно и ровным голосом рассказала, что Павел передал. Мужики не сразу отозвались. Долго раздумчиво молчали. Первый, белесый и хлипкий, Васька Дергунцов заговорил: Нет, товарищи, нам это дело не сделать. Напуган сейчас народ, не подбьешь(...)Вирка поднялась. Глядя хмуро, исподлобья, спросила: -Это и весь сказ?(...) - Ах вы, собаки! Мне ли, бабе, да ещ какой — дурной бабе, учить вас али там корить? А вот приходится. Словами только блудили, а как до дела час дошел, дак слюни пускаете! Нельзя так, мужики! Нельзя, братцы вы мои, товарищи! (...) - Придет час, вернутся наши. Тогда опять к ним лицом, а не задницей повернетесь? Ну, да к ладно, я одна, баба, вот в тягости, одна пойду дело заводить» (Сейфуллина 358-360).

Данный диалог свидетельствует о том, что Виринея становится не просто политическим субъектом, но и фигурой лидера, бросающего вызов патриархальному дискурсу. Её слова о том, что она, «одна, баба», пойдет «дело заводить», подрывают устоявшиеся гендерные нормы и превращаются в источник символической силы. Таким образом, Виринея предстает как женский субъект, вошедший в историю благодаря переходу от индивидуального сознания к организованному действию. Реакция окружающих на её эмоционально насыщенное высказывание наглядно демонстрирует степень её влияния и процесс формирования образа новой советской женщины: «— Ты, баба, выходит, у нас и за командира, и за попа полкового. Ишь ты, начесала сколь. Целу проповедь высказала!» (Сейфуллина 361). Эти слова свидетельствуют о том, что Виринея превращается не просто в воспринимающую, но в говорящую и направляющую советскую женщину. Она выходит за рамки гендерных ролей и поднимается на позицию, сопряжённую с обретением власти. С признанием её лидерства повествование достигает кульминационного момента сопротивления, тесно переплетённого с мотивом материнства:

«Три ночи дежурили. В четвёртую ночь, после полуночи, в самый тёмный и тихий час, казак с рыжими волосами насторожился в тени, вытянул шею. Из сада двигалась тёмная женская фигура. Она пришла, чтобы накормить или спасти своего ребёнка(...)Казак неловко обернулся, зацепился ногой за ступеньку и упал. Падая, он потянул за собой и Вирку. Вирка снова закричала — остро и мучительно — а затем её голос внезапно оборвался. Она ударилась головой о заострённый железный крюк, прикрепленный к доске у лестницы, которым соскребали грязь. В этот момент из дома послышался плач ребёнка» (Сейфуллина 364-365).

Данное высказывание символизирует финальную борьбу Виринеи, в которой материнство и сопротивление сливаются в едином телесном жесте. Синхронность угасания её взгляда и начала крика ребёнка олицетворяет передачу жизни и борьбы новому поколению. Виринея не умирает — вместе с ней возрождаются голос и дух сопротивления советской женщины.

Заключение

Повесть Лидии Сейфуллиной «Виринея» в контексте феминистской литературной критики предстаёт как глубокое исследование ограничения женщины традиционными ролями, а также подавления её голоса и телесности в условиях патриархального общества. Произведение открывается изображением застойного уклада дореволюционной деревенской жизни, в которой женщины сведены к функциям, связанным исключительно с семьёй и домашним хозяйством. Несмотря на то что персонаж Виринеи на первый взгляд предстает как пассивная фигура, окружённая ролями, навязанными обществом, со временем она вступает в процесс освобождения и субъективации благодаря внутренним конфликтам и сопротивлению. При рассмотрении основных мотивов, определяющих это превращение в повести, особенно выделяются следующие темы: исключение женщины из категории субъекта и её превращение в объект любви; подавление женщины в патриархальном обществе посредством морального и сексуального контроля; определение социальной ценности женщины через её детородную функцию и подавление её сексуальности с помощью норм морали; воспроизводство патриархальных ценностей через самих женщин и подмена солидарности осуждением; женское сопротивление патриархальному порядку и связанный с ним процесс субъективации; а также формирование её политической субъектности женщины. Данная мотивная структура, раскрывая образ Виринеи, делает видимой многослойную борьбу женской идентичности с патриархальным господством, которая с приходом революции приобретает иное измерение. Виринея первоначально формирует внутренний протест против установленного общественного порядка, а затем, в условиях революционных преобразований, сознательно отвергает его и превращается в активного субъекта социальной жизни. Её трансформация наглядно демонстрирует выход женщины из пассивного положения, стремление к самоидентификации и борьбу с социальной несправедливостью. В этом контексте Виринея предстает как литературное воплощение «новой советской женщины», сформировавшейся после Октябрьской революции, одновременно способствуя переосмыслению социального статуса женщины и гендерных ролей в рамках феминистской литературной критики. Трансформация Виринеи в ходе повествования представляет собой многослойный процесс субъективации, выходящий за рамки классических женских ролей и включающий переплетение сопротивления, материнства и политического сознания. В рамках теории субъекта Юлии Кристевой и концепции Симоны де Бовуар «женщиной становятся» Виринея достигает позиционирования субъекта как на дискурсивном, так и на практическом уровнях, приобретая тем самым как речевые (дискурсивные и сознательные), так и практические (социальные действия) аспекты субъективности. Её путь к смерти ради кормления ребёнка — это не просто материнский инстинкт, но и воплощение веры в революцию и жизнь. В финальной сцене, когда её взгляд тускнеет, а ребёнок начинает плакать, символизируется передача сопротивления и жизни следующему поколению. Таким образом, физическая смерть Виринеи оборачивается её символическим рождением — рождением нового исторического типа, новой советской женщины.

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Branding in Turkish: Ledvance Transcreation Case Study

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Abstract

In the globalized world, one of the most important factors triggering translation demands is customers' desire to differentiate themselves from their competitors in terms of quality. This desire for differentiation in the translation journey of brands has triggered the emergence of new terms such as transcreation in both translation studies and the translation industry, too. This article aims to investigate Turkish transcreation practices for the German lighting brand Ledvance by analyzing three specific examples, along with their back translations and accompanying rationales. In this article, the concepts of freedom and fidelity in translation will be examined by analyzing translators' tendencies in translation examples and the influence of clients on these tendencies. The differences between the transcreation process and the translation process will be analyzed in terms of what three different transcreators consider when shaping their translation choices, back translations, and rationales in the transcreation process.

Keywords: Transcreation, back translation, adaptation, creative translation

1. Introduction

Transcreation's popularity has risen in the last decade, and this rise can also be observed in translation industry's expectations from translators. Clients recently named creative translation process as transcreation and expect higher quality, fluency and a more meticulous translation process than the usual translation process. However, this is still a questionable situation in translation studies and the translation industry. Two simple questions may solve the puzzle: "Are the translations made before transcreation named not creative enough? Did translators and translation companies become creative in translation after transcreation was defined?"

Transcreation's historical impact on industry and academia has different time periods. Transcreation has been named as adaptation, creative translation, marketing translation, user-centered translation and, etc. The term transcreation was first introduced by Indian poet and translator P. Lal in the preface to his translation of *Shakuntala*, where he elaborates on the difficulties faced by modern translators when working with ancient texts (Di Giovanni 2008, 34). Rooting its origins back to literary traditions, transcreation has since been adopted in fields such as marketing and advertising, where its primary goal is to craft advertising campaigns tailored to other markets that are sensitive to and influenced by cross-cultural differences. In these areas, the role of the brand and its localization for each market plays a critical role in the transcreation process (Pedersen 2014, 67). Adaptation or transfer (Nord 1991/2005: 28) was first used by Nord and according to Rike (2013:72f) transcreation is an extensive adaptation form of translation. Suojanen, Koskinen and Tuominen (2015:67) define transcreation as user-centered translation. Benetello defines a transcreator as a professional that combines four figures: translator, copywriter, cultural anthropologist and marketer (Benetello 2018:41). Spinzi et al. (2018:14) defined the transcreation process as a retelling, by the translator, in another language with the main aim of reproducing a fluent text completely comprehensible to the target reader. TAUS released a report "TAUS Transcreation Best Practices and Guidelines" and defined transcreation as "*It can be defined as*

a translation that is enhanced by creativity and focus on style, register, and emotive impact, and modified to suit a new audience which can be a group of users, a country, a region, etc.” (TAUS 2019:8). In this paper, I would like to focus on transcreation’s fidelity, flexibility, and creativity aspects and compare three transcreators’ approaches to client’s expectations and briefs.

2. Fidelity or Freedom

In one of the recent studies about transcreation, Chen Du (2023:753) suggests a translation to writing diagram to compare translation and writing distance and position transcreation between them. He pointed out that “the transcreation field develops some criteria, such as: fidelity, flexibility and creativity, and that all the science, social science and humanities subareas in the transcreation field be categorized accordingly. ... A question that may arise is: To what extent should a source text be transcreated?” (Du, 2023:754)

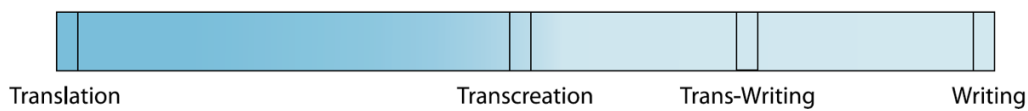


Figure 1: A diagram demonstrating the relationship between translation, writing and transcreation (Du, C. 2023:753)

Du positioned transcreation between translation and trans-writing, and name the trans-writing as the highest level of transcreation. He explained transcreation as: “It indicates that the further transcreation goes from translation to writing on the spectrum, the less fidelity but more flexibility and creativity the transcreation has. This is also true for trans-writing.”

I will use Du’s diagram to position Ledvance’s Turkish transcreation examples. I would also try to enlighten these questions in this paper: Are transcreators close to trans-writing or transcreation? How can we differentiate between translation and transcreation by comparing text quality and closeness to the client’s expectations?

3. Ledvance Case Study

Ledvance, a German lighting company, created a marketing brochure and sent this brochure to its vendors to transcreate in their native languages. This is not a simple translation project, there are some specific instructions and client expectations which have to be followed through the transcreation process. In this paper, I will investigate Ledvance’s brochure’s first image (Figure 2), asked to be transcreated by a Turkish LSP (Language Service Provider). In this figure, there are 1 main header and 1 sub-header represented with an anglerfish. Anglerfish may not be the favorite fish for many people as it has a scary and angry face, but thanks to a distinctive light hanging from its head, this fish can be connected lighting source in deep oceans. Ledvance chooses this fish for transcreation project’s main image with the header “BAD LIGHT MAKES YOU ANGRY?” and a subtitle “WE’VE GOT A SOLUTION FOR THAT.”



Figure 2: Ledvance's transcreation example

For transcreation teams, Ledvance prepared an Excel file with this figure, general background information, and two briefs for main header and sub-header. The first background instruction given by the client is:

"LEDVANCE is launching a new advertising campaign. Please refer to the CREATIVE CONCEPT for more details.

We are now transcreating one of the ads. Please make sure to first look at the visual and make sure to deliver adaptations that work with the image used. The adaptations are supposed to make the audience smile.

When LEDVANCE refers to bad light, please note that we are talking about the quality of light not about the quantity.

Please present 2 adaptations, a 1:1 back translation and in-depth rationales explaining how you came up with your adaptation, associations, etc."

The client briefly expresses what they want from the transcreation team by underlining "CREATIVE CONCEPT" and "adaptation" phrases. Also, the client focuses on the figure and asks for a 1:1 back translation and rationale about the transcreators' choices according to Figure 2. I will investigate 2 translations of the main and sub-header, back translations, and rationales of 3 transcreators and try to explain the way they want to express the client's expectations.

3.1. Transcreation Process

In this part of the paper, transcreation choices will be examined, and comparisons between 3 transcreators will be done. The client's brief about the main header explains every step transcreators should follow. The brief about the transcreation project is *"Please make sure to present adaptations that a) work with the picture of the angry fish and b) are in line with the information to the left (bad light = bad light quality). The German version that LEDVANCE uses back translates as "Bad light, bad mood?" (Schlechtes Licht, schlechte Laune?). Please also suggest line breaks."* The German transcreation version is given as an example to clarify client's expectations.

The first transcreator translated the main header **“BAD LIGHT MAKES YOU ANGRY”** according to the brief as **“KÖTÜ IŞIK KEYFİNİZE GÖLGE Mİ DÜŞÜRÜYOR?”** He back translated the main header as **“IS BAD LIGHT CASTING A SHADOW ON YOUR MOOD? (BAD LIGHT BRINGS YOU DOWN?)”** and his rationale was *“The metaphor of "casting a shadow" cleverly plays with the concept of bad light and connects directly to the negative impact that bad light has on mood. It works well with the image of the angry fish. "Gölge düşürmek" (casting a shadow) is also a common Turkish expression, making it easy for the audience to understand and relate.”* His second transcreation for main header is **“KÖTÜ IŞIK KEYFİNİZİ Mİ KAÇIRIYOR?”** The second back translation was **“BAD LIGHT RUINS YOUR MOOD?”** and his rationale for this second transcreation was *“"Keyfinizi mi kaçırıyor?" (ruins your mood?) is a commonly used Turkish phrase that links bad lighting to a ruined mood, making it relatable. The phrase connects to the fish's frustrated expression, making the message visually and emotionally consistent.”*

The second transcreator translated the main header **“BAD LIGHT MAKES YOU ANGRY”** according to the client's brief as **“KÖTÜ IŞIK SİZİN DE Mİ TADINIZI KAÇIRIYOR?”** He back translated the main header as **“DOES BAD LIGHT DAMPEN YOUR SPIRITS, TOO?”** and his rationale was *“Referring to the fish that is seemingly bursting with anger with "dampening the sprits" adds a bit of sarcasm to the adaptation, which possibly will make the reader smile.”* and his second transcreation is **“KÖTÜ IŞIK CANINIZI MI SIKIYOR?”** The second back translation was **“DOES BAD LIGHT BOTHERS YOU?”** and his rationale was *“In a similar vein, describing the feeling of rage that could be interpreted from the fish's expression as "being bothered" adds the dimension of sarcasm.”*

The third transcreator translated the main header **“BAD LIGHT MAKES YOU ANGRY”** according to the client's brief as **“KÖTÜ IŞIĞA GELEMİYOR MUSUNUZ?”** She back translated the main header as **“CAN'T STAND BAD LIGHT?”** and her rationale was *“It works with the image of fish irritated by the light.”* Her second transcreation is **“KÖTÜ IŞIKTAN BAŞINIZ MI TUTTU?”** She back translated the main header as **“BAD LIGHT GAVE YOU A HEADACHE?”** and her rationale was *“Bad lighting can cause headaches and it works well with the image of a fish disturbed by the light over its head.”*

For the second part, the client gives another brief for transcreators. This brief also explains what steps should be taken in the transcreation process. The brief is given as below:

*“This is the direct solution for the above-mentioned questions. Bad light makes you angry?
Then LEDVANCE is your solution.
Please present adaptations that flow well in combination with the question above! Adaption
2 needs of the sub-header need to work and flow with adaptation 2 above etc. The German
version "Wir haben etwas dagegen" means "We've got a remedy against that / We know
how to solve this". Please also suggest line breaks.”*

The first transcreator translated the sub-header **“WE'VE GOT A SOLUTION FOR THAT.”** according to the brief as **“SİZİN İÇİN PARLAK ÇÖZÜMLERİMİZ VAR.”** He back translated the sub-header as **“WE HAVE BRIGHT SOLUTIONS FOR YOU. (WE HAVE SUCCESSFUL SOLUTIONS FOR YOU.)”** and his rationale was *“The word "parlak" (bright) conveys both literal brightness and good solutions. It reflects LEDVANCE's message clearly. "For you" makes the solution personal, connecting the product directly to the consumer and suggesting that it is tailored to their needs. The phrase is simple and reassuring, indicating an immediate and effective remedy for the bad lighting problem.”* His second transcreation is **“KEYFİNİZİ YERİNE GETİRECEK ÇÖZÜMLERİMİZİ**

KEŞFEDİN.” The second back translation was “**DISCOVER OUR SOLUTIONS THAT WILL RESTORE YOUR MOOD.**” and his rationale for this second transcreation was *"Restore your mood" directly connects to the headline's "ruining your mood," providing a seamless transition from problem to solution. It also shows that the brand can fix the problem, creating a positive feeling. "Discover" invites the audience to learn more about LEDVANCE's solutions, motivating them to act."*

The second transcreator translated the sub-header “**WE'VE GOT A SOLUTION FOR THAT.**” according to the brief as “**DERDİNİZE ÇARE OLABİLİRİZ.**” He back translated the sub-header as “**WE CAN BE THE REMEDY FOR YOUR TROUBLE.**” and his rationale was *"Derdine çare olmak" is both concise and effective in the way that it defines the situation caused by bad light as "trouble" with only one word ("dert") while directly and assertively stating that Ledvance can help."* His second transcreation is “**SİZE YARDIMCI OLABİLİRİZ.**” The second back translation was “**WE CAN HELP YOU.**” and his rationale for this second transcreation was *"Offering help in a simple way like this phrase is generally well received and perceived as sincere by the Turkish audience. Therefore, it can help Ledvance step up with a solution while establishing a connection with the intended audience."* The third transcreator translate the sub-header “**WE'VE GOT A SOLUTION FOR THAT.**” according to the brief as “**ARADIĞINIZ ÇÖZÜM BİZDE.**” She back translated the sub-header as “**WE HAVE THE SOLUTION YOU'RE LOOKING FOR.**” and her rationale was *"It preserves the original meaning, and the tone implies the assurance of the brand."* Her second transcreation is “**ÇARESİ BİZDE.**” The second back translation was “**WE HAVE A CURE.**” and her rationale for this second transcreation was *"Since the headline mentions headaches, I chose the word "çare" meaning cure or remedy, instead of çözüm (solution). I didn't use a line break as the sentence is too short."*

A. Transcreator's Choices

The first transcreator used “casting a shadow (gölge düşürmek)” metaphor to emphasize the bad light theme of the transcreation project and its negative effect on lighting business. Also, Turkish idiom “casting a shadow (gölge düşürmek)” is a domestication example that is acceptable to reach clients native in the target language, Turkish. In the second transcreation suggestion for main header, “Keyfinizi mi kaçırıyor? (Ruins your mood?)” idiom is also a domestication example and transcreator explains why he chooses this idiom as follows: *"The phrase connects to the fish's frustrated expression, making the message visually and emotionally consistent"*. In general, he chooses idioms to make the header sound more native in Turkish. In the sub-header part, transcreator use the word “parlak (bright)” and explains this as follows: *"The word "parlak" (bright) conveys both literal brightness and good solutions. It reflects LEDVANCE's message clearly."* As he describes, “parlak” can be used both for a lamp and a solution. Ledvance, the client, asks for a correlation between the main and sub-header, and the first transcreator explains this correlation as follows: *"Restore your mood" directly connects to the headline's "ruining your mood," providing a seamless transition from problem to solution. It also shows that the brand can fix the problem, creating a positive feeling."*

To sum up, the first transcreator adapted domestication as his transcreation strategy and followed the client's instructions via idioms and puns. He also created a coherence between the main and sub-header as the client requested. Generally, I would like to say that translation of the first transcreator is close to transcreation dynamics according to Du.

The second transcreator adapted the target close to German examples given by the client in the brief. The main header was translated as “**KÖTÜ İŞİK SİZİN DE Mİ TADINIZI KAÇIRIYOR?**” and transcreator's rationale was: *"Referring to the fish that is seemingly bursting with anger with "dampening the sprits" adds a bit of sarcasm to the adaptation"*. Transcreator inspired by the fish in the

image and reflected it with words in target language. In the sub-header part, transcreator built his translation with an idiom like the first translator. He would like to express the “pain” in bad light and choose “*derdine çare olmak* (become a remedy)” to relieve this pain in Turkish translation. His rationale for this translation was as follows: “*“Derdine çare olmak” is both concise and effective in the way that it defines the situation caused by bad light as “trouble” with only one word (“dert”) while directly and assertively stating that Ledvance can help.*” In sum, the second transcreator may try to keep the original meaning but add idioms to empower the meaning in the target language.

To bring this together, the second transcreator also adapted domestication examples and idioms to strengthen his transcreated text. He also created a coherence between the main and sub-header as client requested. Generally, I would like to say that translation of the first transcreator is close to transcreation dynamics according to Du, but a bit far from the first transcreator.

The third transcreator’s main header translations consisted of a pun and an idiom. Both suggestions reflected the client’s expectations, and she explained her rationale as follows for these two suggestions: “*It works with the image of fish irritated by the light.*” and “*Bad lighting can cause headaches and it works well with the image of fish disturbed by the light over its head.*” In both suggestions, transcreator emphasized the fish’s angry and irritated face and how she built her translation accordingly. Her sub-header translation was simple and close to literal translation of the source text. Only in the second suggestion for sub-header, she inserted “*çare* (remedy)” instead of “*çözüm* (solution)” and tried to empower the meaning by skipping the first meaning of solution in target language. Her transcreation choices were slightly closer to translation when compared with the other two transcreators.

In a nutshell, three transcreators followed the creative brief and the transcreated the main header and sub-header translations to meet the client’s expectations. The different word choices and puns show the possible varieties of transcreations. We can say that all transcreators meet the client’s expectations, but of course one of them is better than the two others.

B. Translation versus Transcreation

Translation and transcreation terms were explained in this paper, thus, a comparison is made to compare transcreation and translation distance in this part with another translator. This translator has no idea that it’s a transcreation project for Ledvance. No company information or brief was given to her. Here is the translation she did according to the given limited instructions.

Table 1. Translation of the transcreation text with no brief

BAD LIGHT MAKES YOU ANGRY?	KÖTÜ IŞIK SİZİ SİNİRLENDİRİYOR MU?
WE’VE GOT A SOLUTION FOR THAT.	ÇÖZÜMÜ BİZDE.

Compared to transcreation examples, translation kept the meaning and literally transferred the words to the target language. The translator translated “bad light”, a very important phrase for transcreation project, with its first meaning into Turkish, no creativity process was observed. Again, the sub-header was just literally translated into Turkish.

This comparison shows that brief, client’s expectations, and the assignment type (translation or transcreation) may have an impact on the word choices in translation and expected quality. I would like to express that transcreation and translation difference starts with the clients’ creative brief and expectations. While transcreators had all the data (creative brief, expectations, customers, target audience etc.), translators had only one thing: a text to be translated to the target language.

4. Conclusion

Client expectations and creative briefs shaped translations and evolved them into transcreations. This shift has been widely accepted by translation studies and translation industry recently. This study highlights the fundamental differences between the roles of transcreators and translators. Transcreators adapt texts and visuals into Turkish both semantically and stylistically, follow the brief to apply a transcreation strategy in line with the client's expectations, and use puns with Turkish idioms to enhance the message of the advertisement. Furthermore, they aim to preserve the original meaning through back translation and also their rationales clarify meeting client expectations via their choices and creativity process through this process.

On the other hand, translators focus on directly translating texts with a limited creative approach, remaining faithful to the source text and conveying its meaning to the target text. These distinctions provide significant insights into the functions and contributions of both roles in the translation process. In this context, transcreation plays a critical role in ensuring more effective communication, particularly in creative industries such as advertising and marketing.

In sum, transcreation is a special form of translation shaped by the client's expectations, branding, the transcreator's choices, and target language dynamics. This special form is largely used by marketing translations to push brand limits in the target language.

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Evaluation of Translation Product Examples in Terms of Translation Ethics within the Framework of Pierre Bourdieu's Concepts

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Abstract

Globalization and technology affected the act of translation. Also, the development of trade and communication networks increased the importance of translation. Therefore, a transformation has begun that effected production methods, financial policies, social phenomena and information sharing. This transformation didn't only affect the act of translation but also the ability to sell products in the world market. Elements such as commercial competition and effective marketing products brought Bourdieu's concepts *illusio*, space, field, capital, *doxa* and *habitus*. For instance, today books entering the best seller list can be the main reason for their translations into many languages. This competitive environment directs publishing houses and translators to implement different strategies such as adding, changing, removing from the text, adapting and domesticating, for example, book covers are changed and presented as new translations, page numbers are reduced, textual elements such as prefaces, epigraphs, illustrations and titles are removed from the translated product. Using previous translations of the text causes the same mistakes to be repeated. Elements and indicators belonging to foreign cultures are replaced with target culture indicators and out-of-context elements are added. Information about these additions and abbreviations is often not provided. Invisibility of the translators who applied these strategies is another issue. For what purposes are these applications made and are translation ethics taken into consideration? According to the examples presented in this study, it is seen that this issue is sometimes not taken into consideration and therefore commercial concerns and competition come to the fore. Bourdieu's theory does not only include institutions but also actors such as translators, and readers who shape the translation product. To produce good and ethically compliant translation products, conscious translators, readers and employers are needed.

Keywords: P. Bourdieu, space, *habitus*, capital, translation ethics

1. Introduction

Translation ethics has been an area of interest for translation scholars for many years and books and articles have been published on the subject. Translation ethics, which has not lost its popularity today, has become more popular with the development of electronic translation technologies. In A. Chesterman's work (1997, 147) *Ethics of Translation*, the issues in this context are summarized as the translator's loyalty to everything involved in the translation process, the translator's limitations in interfering with the source text, the translator's visibility and translator rights. In this study, while discussing these topics, Pierre Bourdieu's concepts of *illusio*, capital, field, *doxa*, domination and *habitus* will be discussed with examples to better understand the agent and translator dimension of the subject. Within the scope of the study, translator responsibilities will be presented. To relate the concepts to the field of translation, a limited number of examples of translation publications are given, but there are many other similar examples in the field.

1.1 Research Questions

The research questions should be answered within the scope of the study are as follows:

1. To what extent should the translator make changes in the source text within the framework of translation ethics?
2. Should the translator reflect his/her ideology or the ideology of the publishing house in the translation work?
3. Is it only the translator who makes the decisions in the translation process?
4. What is the role of the employer in the translation process?
5. Should a translator translate in every situation presented to him/her?
6. Is translator aware of his / her own rights?

These questions will be discussed from the perspective of translation ethics with Bourdieu's concepts in the triangle of employer, translator and translation product. Bourdieu, based on the idea that there is no act without a purpose or interest, argues that there is a reason for activities and practices and that the reason is *illusio* (interest) or investment. He argues that there are conditions and agents that direct the translation product through the axis of interest as the background of the act of translation. Therefore, the actions of the actors in this process should also be considered in the evaluation of the end product of the translation process. Bourdieu introduced concepts such as space, game, habitus, capital, domination and *doxa* in order to illuminate this process. Bourdieu's concepts are associated with many fields such as economics, sociology, philosophy and politics. This study relates these concepts to the field of translation and evaluates them from the perspective of translation ethics.

1.2. Space and Translation

Bourdieu's theory is essentially based entirely on the concept of space. Concepts such as habitus, capital, *illusio*, *doxa* revolve around this experiential notion. Each agent has a position in the field with different types of capital (economic, cultural, social or symbolic) (Bourdieu, 1997, 22-23). In the translation sector, the space can be thought of as publishing houses or media environments where translation takes place. Each field has its own interests and habitus. The structure of the space and the position of the owners of capital and the agents that make it up are determined by power relations. In short, it is a field of power and struggle. *Illisio* is linked to the dynamics of the field and agents do this through the habitus and symbolic capital they acquire in this field. (Bourdieu, 1997, 22-23). According to Bourdieu, "No matter how well-intentioned, those who ensure the entry of an author's works into a country have a motive beyond the visible" (cited in Bogenç Demirel, 2014, 412; Bourdieu, 1990, 2-3). The interests of publishing houses may vary depending on whether they are large or small agencies. For instance, a small agency might aim to sell as much product as the amount of capital it has, while a macro agency might aim to become an international name in the industry. Within the field, cultural capitals are also seen as commercial capitals and are shaped by the logic of the market.

It is the economic capital of publishing houses that drives their interests. As example, a publishing house might hire someone without a contract to avoid paying too much and have a native English speaker proofread the translation product instead of an editor. For example, a publishing house might hire someone without a contract to avoid paying too much, have a native English speaker proofread the translation product instead of an editor and then back it up with a good cover and advertising. It is possible for translation norms can be subject to a specific purpose in order to maximize short-term gains.

Participants in the struggle in this space compete to dominate and establish a hierarchy over the form of capital that is effective in the existing space (Bourdieu and Wacquant, 2003, 26). At this point, the

intermediaries that Bourdieu calls games come into play. In order to save paper and make a profit, the translated text can be shortened, the content can be adapted to the target culture, parts that are not appropriate for the target culture can be removed from the translated text, and it can be presented with forewords and advice from famous names. All these actions are game strategies for the circulation and marketing of the product.

Players' strategies are closely related to the concept of habitus. Habitus creates a phenomenon of the reproduction as a productive concept. Habitus reproduces the conditions that produce it (Çeğin et al, 2010, 403). The space needs the habitus to survive and shapes it in line with its own interests. Habitus ensures the existence of the space by ensuring reproduction.

1.3. Habitus and Translation

Habitus is a strategizing principle and a structuring mechanism that operates within agents, enabling them to cope with a wide variety of situations (Bourdieu and Wacquant, 2003:27). Alanın işlemesi için oyunun kurallarını kabul eden ve habitusu olan insanların ve hedeflerin olması gerekir. For the space to work, there need to be people and targets who accept the rules of the game and have a habitus. In the space of translation, one of the actors involved in this game is the translator. The translator's habitus, professional identity, social, cultural and economic capital reflect on the translation process. Every decision the translator makes affects this process. However, it should be mentioned that not only the translator's habitus but also the habitus of the publishing house can shape the translated product. Constraints imposed by the publishing house (economic, political or cultural) may limit the translator's freedom of translation decision. Thus, the translator accepts the interests of the publishing house for his own interests. This situation activates domination and doxa. Bourdieu concept of doxa as a fixed belief in the rules of the game. Doxa are presuppositions that give the participant a sense of belonging to the space and make the functioning of the space seem natural (Bourdieu, 1997, 145). It is the doxa that legitimizes and naturalizes the event. Doxa, is a set of beliefs embedded in the logic of their own practices that individuals are not aware of while doing them (Eagleton, 1996, 221).

1.4. Ethics and Translation

Since the mid-twentieth century, the concept of ethics has begun to be discussed by scientists. One of these scientists is Andrew Chesterman. He put forward a number of views on this issue. One of them is the translator's responsibilities and rights. According to him translator should be impartial. However, this is often not possible due to the ideology of the publishing houses, the lack of economic capital, and the domination. Another aspect is the invisibility of the translator. For reasons such as the ideology of the publishing house or the lack of economic capital, either the name of the translator is not included in the work, or the name of the translator is used by the publishing house without permission. This is generally done by fake literary agencies. They make the translator make decisions in line with the interests of the publishing house or media organization, employing people who don't have enough education about translation and making radical changes in the translated product under the name of correction due to the criteria of the publishing house are some of the other ethical problems to be discussed. It is difficult to answer these questions as there are no specific universal ethical rules. All these actions are legitimized within the framework of the concept of *illusio* and interests bring about these acceptances.

Another ethical issue is copyright law and the translator's copyright, which has been on the agenda recently. This law aims to secure the translation work, which Chesterman (1997, 147) evaluates in terms of intellectual property (as well as cultural capital), and the rights to this work. In other words, a

publishing house cannot request a translation from a translator without a translation contract, and a publishing house cannot publish a translation without paying the royalties.

An integral part of Bourdieu (1997)'s idea of the game includes struggle and competition. In this game social agents employ different strategies and use different mechanisms in order to maintain their positions in the space. The ethical problems may also include attempts by publishing houses to manipulate and prevent to gain power in a field where competition for self-interest is strong. For instance, using a publishing house his economic capital to hire a well-known translator as a translator by offering him a higher salary, defines this field and the fierce competition Bourdieu talks about. The effort to differentiate itself from its competitors can sometimes take the form of changing the translator of the translated product, changing the cover or the name of the product, or improving the quality of the paper. According to Bourdieu, social agents will obey the rules only if their interest in obeying the rule is greater than not obeying the rule, because they are too caught up in the game (Çeğin et al., 2007, 403). In this powerful field, it will be the conscious reader and translator who will direct the competition toward quality and ethical products. According to article 15th of TÜÇEF (International Federation of Translators and Translation Organizations), every translator must be instilled with the ethics of translation and the responsibility for his/her translation. Before buying a translation, the reader should check whether the publishing house includes the translator's information and whether the general appearance of the source text of the translated work (title, preface, epigraphs, page layout and number of pages) matches with the translation product.

In his article *Translation Ethics and Electronic Technologies*, Anthony Pym argues that the increasing use of electronic translation tools will increase ethical problems. In these applications, which involve collective responsibility, translators are no longer directly responsible for the mistakes they have made or may make. According to Pym, the anonymization of texts means the dehumanization of translation (Pym, 2004, 123). This will raise questions such as what will be the contract between the employer and the customer, what will be the expectations and who will be responsible if they are not met? According to the Declaration of Professional and Ethical Principles of the Translation Association (Dated 20.06.2015) if a translator fails to provide a translation of the required type (falsified or inadequate translation), he/she may face professional sanctions upon the application of the parties. Similarly, according to third article of this declaration the translator is obliged to know the subject of his/her translation or to conduct research on the subject and to create a functional translation text that is meaningfully appropriate to the source text. The translation product should be in accordance with the purpose, content and style of the source text (Declaration of Professional and Ethical Principles of the Translation Association, [20. 06. 2015]). There will probably be no one to answer these questions translated by a machine.

2. Evaluation of Translation Works Samples from the Perspective of Bourdieu's Concepts and Ethics of Translation

There are some strategies they use to survive and rank high in the competitive environment in the field. These strategies do not make the translated product any better or worse. Because these strategies alone are not the necessary criteria for a good translation product. The practices and the products put on the market should be evaluated in terms of ethical values, not only for sales reasons, for sales purposes, for ideological reasons or reasons of lack of economic capital. In this context, both readers and publishers should be conscious. Below are some examples of strategies that you can see many similar ones in the publishing field.

For instance, in *Moby Dick* (Appendix 1) from World Classics for Young People series of a publishing house there is a preface that is not included in the source text. It begins with the sentence ‘Hikâyeye Başlamadan Önce Bu Yazıyı Oku!’ (Read This Article Before You Start the Story). This sentence is most likely designed to create curiosity about the storybook and to make a difference. In this section, where extensive information about whales is given, the aim is to create curiosity about the book through the transfer of cultural capital and to encourage people to read the book and therefore to buy it. On the last page of the book, other books of the same series of the publishing house are exhibited. The promotion or advertisement of other titles of publishing houses is also sometimes included in the bookmarks that are given as a gift with the book.

Publishers are also concerned about sales when selecting works to be translated. Bourdieu says that in this process everyone is after an illisuo. The symbolic capital of the publishing house is not only the preface and the cover. There are advertisements, explanations and illustrations reflecting their principles and ideologies. In another example, the back page of the book titled *Balık Çorbası* contains the sentence “This book was read and liked by children, children, child development specialists, teachers and families” as a transfer of capital (Appendix 2).

Many products are put on the market through the shortening and simplification of translated products. This can sometimes take the form of censoring a section, sentence or word in the source text because it is inconsistent with the policy of the publishing house, or removing it from the target text, or changing it and expressing it in different terms in the target language. Sometimes, due to the scarcity of economic capital, it can also be done in order to save on the number of pages, and for this purpose, strategies such as writing in large font or summarizing the text (simplification) are used.

In the work of Oscar Wilde’s *The Picture of Dorian Gray*, the preface of Wilde is a manifesto to understand the art of the period and is important as the message Wilde wants to give in his work. There are also examples (Appendix 3, 4) where the preface appears on the first page of publications of some book houses, while the preface is not included some translated work (Appendix 5)

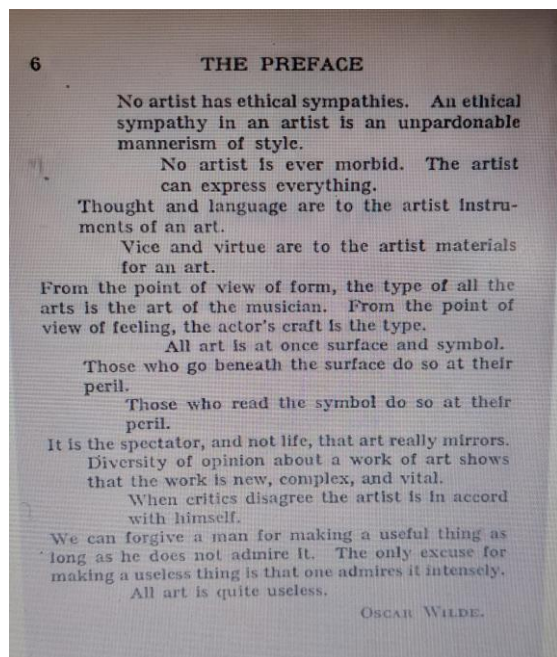
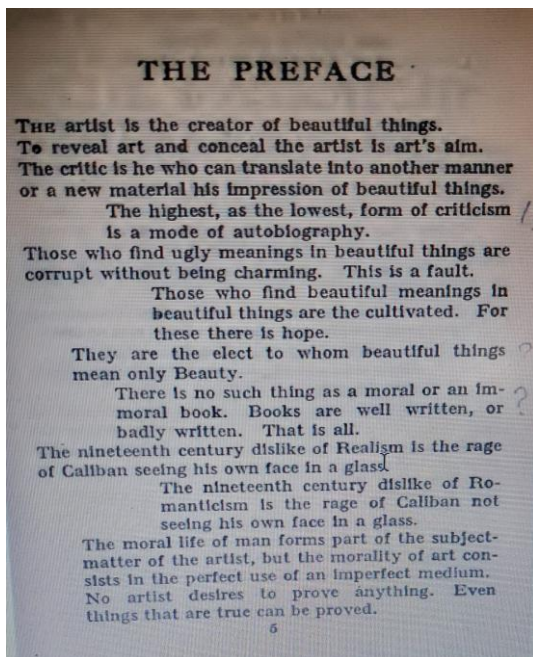


Figure 1. Preface pages from the source text

Capital plays a key role in structuring the space of the agents and agents use their symbolic capital in a form of prestige and recognition (Bourdieu, 1997, 243). Charles Dickens's Christmas Carol, a children's classic, is presented with different strategies in translations from two different publishing houses. As a matter of publishing house policy, the word Christmas is translated as 'Yılbaşı' in Turkish in the translated product (Appendix 6), while it is used as "Noel" in the work of the other publishing house (Appendix 7). These practices reflect the habitus of the translator and the publishing house. The phrase 'unabridged translation from the original language' on the front cover of the book can also be considered as one of the strategies of the publishing house to increase the prestige and capitalize as symbolic capital (Appendix 6).

Another example that needs to be dealt with according to translation ethics is the transfer of information that is different from the source text. In the Turkish translation of Franz Kafka's Letters to Milena, which the publishing house states on the cover page that it is translated from the original, the number of pages is close to the original text and the date information of the letters in the translation is in proportion to the source text (Appendix 8). In the translation from another publishing house, there is no information on whether the work is a translation from the original or not, but the dates of the letters do not match the source text and the text contains fewer pages (Appendix 9).

Another sales and competitive strategy of publishing houses is to re-translate and re-publish works that have already been widely translated and published. For instance Sherlock Holmes series have been published under different titles such as Sherlock Holmes Arsen Lügen Karşı Karşıya, Arsen Lügen Herlock Sholmes'e Karşı, Arsen Lügen Herlock Holmes'e Karşı.

3. Conclusions

Bourdieu states that the act of translation is linked to related fields and social practices. The habitus of translators, publishing houses, agents and agencies, editors are all actors in this translation game. Translation is not a field limited only to translators. The concepts of space, habitus, capital and interest are closely interconnected. It is not possible to explain the others without one of them. Bourdieu's theory includes not only the institution but also its agents. Therefore, when analysing the phenomenon of translation, it is necessary to look at the production process of the text, the product itself and its consumption in the social atmosphere. Knowledge of production conditions is important in terms of translation ethics and translation ethical products. Space is an important element for the translation product. the translation product is shaped by the space. In this study, the field we call publishing house can be digital media for digital translations and media for media translations. The field determines the translator according to its own habitus and this is reflected in the translation product. In this context, the practices and constraints of publishing houses may also restrict the translator or the translated product. Publishers are positioned according to their economic capital and cultural capital, and they fight for a place in the game. They may turn to different strategies out of fear of being out of the game. Therefore, who decides on the product to be translated, which audience the selected product will appeal to, who will make the decisions regarding translation, and whether the decisions taken are in line with the principles of translation ethics will affect the translation product that will be in the market. The translator should be aware of the responsibility of his/her decisions and be aware of his/her rights during and after the translation process. Today, translation ethics is about more than linguistic equivalence. Therefore, the translator should be able to view translation from a universal perspective and from the perspective of professional ethics as a carrier of culture. For an acceptable translation, some norms required by translation ethics must be maintained. With the discovery of translation software, the issue of translation ethics is likely to remain on the agenda, only the questions will change: who makes translation decisions, who are the employers and agents behind the machine and will time and periodicity determine the

decisions to be taken, who is responsible for whether the translation meets the demand or not? As a result, Bourdieu's comprehensive concepts will continue to shed light on translation studies as they have done in many other disciplines.

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Appendix

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Gauging Complexity Phenomena in Learner Academic English

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Abstract

This contribution assesses the options of learners as novice producers of academic texts to self-evaluate and improve their output by understanding the lexico-semantic parameters of their texts. Lexico-semantic complexity is understood as a function of language proficiency which can be measured at the interface of novice writers and academic authors. To support a self-assessment, autonomous strategy, two research corpora and a simple statistical tool will be suggested that can be used as a standalone application in the field of EAP teaching. In one of the corpora, CUJOE, student texts will be problematized as proficiency phenomenon on a lexico-semantic cline, located in between other (non-academic) formal writing and the academic register. As a result, the systematic use of software-enhanced self-evaluation will be suggested.

Keywords: Academic English, EAP, corpus linguistics, lexical semantics, lexical statistics

1. Introduction

Approaches to the teaching of English for academic purposes have been attempted for a considerable time-frame along (and sometimes against) the famous adage that no one, academic or otherwise, is actually a ‘native speaker of academic English’. In the early days of computer-assisted language learning, also known as CALL, these approaches were already supported by smaller and mid-size corpora (see for example Sinclair, 2004) and adjoining programs to highlight collocations and peculiar frequencies (as in Nesselhauf, 2005). In the intermediate period, publications like Braun, Kohn, and Mukherjee, 2005 or Chambers, 2005 and several academic journals like ReCALL (cf. Chambers, 2007) underline this development and at least one bestselling non-fiction title (‘The sense of style’ by Steven Pinker (cf. Pinker, 2015) attest to this trend and its forays into the mainstream. Recent years are marked by solidification and conventionalization of the use of corpora in language learning (see Hunston, 2002, Renouf and Kehoe, 2006 or Haase, 2024). While this has been considered by and large a successful approach that was once spearheaded by Aston, Bernardini, and Stewart, 2001 or Aston, 2002, more recently, larger corpora and obviously, the enhancement of academic writing by artificial intelligence (AI tools), for example, ChatGPT, Grok, Claude, or Gemini, have been added to the toolbox and enriched the playing field, see for example, among many recent publications, Warschauer and Xu, 2024. These AI enhanced strategies, blind to the actual learner status of their users, obviously provide a short-term solution, for example for students who are in need of providing written assignments with a pressing deadline or when they have to finish their allocated essays or theses (BA, MA, even PhD). At the same time, even postgraduate academics with little experience in academic text production who undergo the same time constraints and sometimes procrastination tendencies as students, face a similar conundrum. This is why the results are frequently lacking in quality from different ends – they help the author in the given situation but a) do nothing for the linguistic skill level of the text producer who will, given the same constraints, revert to the same means again; and b) the texts themselves are uninspired, awful and boring to read because they ‘read like AI’ and are borderline fraudulent.

On the side of the applications, it is known that these are very opaque instruments. As users, we have little insight into what their interior functionality actually is and how they generate their results. Coupled with this are what is known as ‘hallucinations’, AI-made-up facts that at first glance seem absolutely realistic and convincing but are in fact imitations of an academic reality that does not exist. It is therefore a revealing fact that one of the first papers on an internal understanding of a large language model (LLM) by tracing attribution graphs, appeared only in March of 2025 (cf. Lindsey, Gurnee, Ameisen et al., 2025). In sum, it is thus impossible or at least very difficult for novice authors to find their way to self-assessment and to a rudimentary ability to self-reflect and critically survey their creations because, essentially, the products are not their creations - an AI created it for them. The following paragraphs illustrate the need for aiding said self-reflection and -assessment and offer suggestions for learners and novice writers.

2. Diversification and approaches to lexical proficiency in the academic register

2.1 Specialized and popular-academic registers

With self-assessment as an essential key for academic skill development, work with texts in the field of English for Academic Purposes (EAP) deserves a look when it comes especially to the field of natural sciences. The following text from the SPACE corpus illustrates the problem.

0076PN A common, recurring theme in domesticated plants is the occurrence of pear-shaped fruit. A major quantitative trait locus (termed ovate) controlling the transition from round to pear-shaped fruit has been cloned from tomato. OVATE is expressed early in flower and fruit development and encodes a previously uncharacterized, hydrophilic protein with a putative bipartite nuclear localization signal, Von Willebrand factor type C domains, and an 70-aaC-terminal domain conserved in tomato, Arabidopsis, and rice. A single mutation, leading to a premature stop codon, causes the transition of tomato fruit from round- to pear-shaped. Moreover, ectopic, transgenic expression of OVATE unevenly reduces the size of floral organs and leaflets, suggesting that OVATE represents a previously uncharacterized class of negative regulatory proteins important in plant development. [...]

SPACE (short for Specialized and Popular Academic Corpus of English) is a long-term research project (cf. Haase, 2013a) monitoring the trickle-down effect of academic language from the natural sciences (especially the physical and the biosciences) into the popular mainstream as exemplified by popular science journals such as the New Scientist. It collects texts in parallel so that the argumentation present in the original science texts can be assessed and made transparent through the lens of popular-science writers who transform these publications into a palatable format that can be processed by an academic, yet non-specialist readership. In the above-quoted corpus sample, a highly compressed syntactic structure can be detected in relative clauses. Lexical material is partly of a general-academic nature (‘putative’, ‘transition’, ‘suggesting that’, interspersed with words and vocabulary of highly specialized nature that, in fact, for non-experts, would be unreadable (‘bipartite nuclear localization signal’, ‘70-aaC-terminal domain’, ‘Arabidopsis’ and the like). This onslaught appears obviously quite early in the paper (in fact, in the abstract). However, with lexical material of academic yet lower specialization, the same content can be expressed for the non-specialist:

0076NS Now we know why pears and some other fruits are the shape they are. Tomatoes with a mutated copy of the OVATE gene turn out pear-shaped instead of round. The researchers think the gene could be responsible for the pear shape of other fruit such as aubergines (eggplants) and squashes, as well as pears themselves. Steven Tanksley at Cornell University in Ithaca and his colleagues infected a pear-shaped strain of tomatoes with bacteria engineered to carry the OVATE gene. The extra gene restored the round fruit shape, confirming that a mutation in OVATE is

responsible (Proceedings of the National Academy of Sciences, DOI: 10.1073/pnas.162485999). Tanksley says the gene controls the shape of the fruit by switching growth genes on and off.

The text from the New Scientist elaborates on direct takeover material from the original (and referenced) publication ('pear-shaped', 'OVATE gene'), even paralleling the findings from 0076PN [...] suggesting that OVATE represents a previously uncharacterized class of negative regulatory proteins important in plant development. [...] with the following proposition in the popular-academic journal: 0076NS [...] The extra gene restored the round fruit shape, confirming that a mutation in OVATE is responsible [...] Thus, in the quoted lexico-semantic examples it becomes clear that the information from the transformed text is essentially unusable for the experts in the field, but it is still a text that informs academically educated readers and amply demonstrates that lexical material in the academic context exists on different levels of lexical as well as semantic specialization, and these levels are drastically divergent.

2.2 Levels of lexical proficiency

In extension of these approaches, it seems obvious that for appropriate self-assessment, a parametrization or gauging of lexical proficiency is a desideratum for the teaching and practicing of EAP. Previous attempts focused on a non-parametrized procedure, based on best-practice examples and lexical drill. Two normative approaches will be mentioned first. Standard word lists were established, for example, the academic wordlist (AWL) by Coxhead, a word list that is frequency-based (Coxhead, 2000) and corpus-backed, assembling samples from almost 600 word families. This however ignores the problem that the keywords that a novice author or student may need in their term papers or theses are simply not frequent. Their significance can be generated by using specialized corpora (due to the science domains in question) and the so-called 'keyness' of these lexical items would be a reliable parameter. In the standard publication (Bondi & Scott, 2010), the editors single out the 'inequality' of lexical items in their distribution – keyness considers the overall frequency of a lexical item and the inverse document frequency. The items are parametrize as such that an overall low-frequency item that appears frequently in a given text or science domain, has high keyness. This keyness is very unevenly distributed, thus underlining the mentioned inequality.

Outside these approaches, corpus studies have provided the underpinnings of other and more diversified methods of parametrization, including the learner's or novice writer's perspective. Two corpora, the aforementioned SPACE and an academic learner corpus, CUJOE, will be described in a later paragraph. To sum up, it leads to the following (and related) problems, elaborated on in the next paragraph:

a) frequent academic words are representative but domain-independent, b) statistically generated (and thus domain-dependent) keywords are not frequent, and c) infrequent keywords are not representative. A suggested 'solution' will be to systematically establish parameters for the lexical proficiency of learners and to enable learners and novice authors to profile (i.e. self-assess) their own lexical output.

3. EAP and the parametrization problem

3.1 Representativity and EAP examples

The problem emerging from the normative approaches in §2 is that frequent but unspecific words from the AWL and the infrequent keywords from the keyness approach is a problem of representativity. Novice writers who self-assess and profess autonomous learning and also educators who teach EAP will have to find a solution for the acquisition (either self or by teaching) of lexical proficiency: To find the appropriate material and how to process it. This idea formed the conceptual background of the

two corpora in the focus of this contribution. The goal has been to enhance methods that can be used by educators at all levels: beginner EAP, but also for advanced student EAP. It thus demonstrates that they can use corpora as a backbone for their teaching methods. In a second step, these corpora can be appended with adjoining computational tools. Apart from the SPACE corpus, the custom-made CUJOE corpus was created to this end (cf. Haase, 2019a). CUJOE stands for Corpus of UJEP students of English, located at its hosting institution, University of J. E. Purkyně (UJEP). Its inauguration and seminal publication in 2019 was inspired by the SPACE corpus, with the difference that SPACE concerns only natural science English. CUJOE collects texts from the social sciences and humanities. All text producers are non-native speakers (mother tongue: Czech) and novice academic writers. Xue and Ge (2021) attempted a similar procedure for computer science students with mother tongue Chinese. The second line of influence and inspiration comes from the ICLE Corpus, the International Corpus of Learner English (cf. Granger et al. 2009). This project has been in development for a substantial amount of time, starting with Granger, 1998. SPACE was precipitated by a strong personal interest of the author in the natural sciences. Both corpora, SPACE and CUJOE, are enhanced by a custom-developed tool for the self-assessment of lexico-semantic complexity, called ComplexAna for complexity analyser, described in §3.2. A number of investigated features can be demonstrated in the corpus sample below.

0082PN GFP expression observed in the gustatory neurons of the labial palps and leg tarsal segments (Fig. 1 C and D) was suppressed by targeted GAL80 expression (data not shown), as expected from the previous observation that the 3.3-kb Cha regulatory DNA directs gene expression in most if not all chemosensory neurons in the peripheral nervous system (23, 41). Concomitant with the further restriction of the GAL4 activity in C309 by the Cha3.3kb-GAL80 construct, the temperature-induced courtship chain formation and head-to-head interactions were suppressed completely [...].

In this example from the SPACE corpus, a number of features are obvious. Academic texts try to impart, in the ideal case, objective information. Lexical material is frequently nominal in nature. The nouns are highly condensed, conflated, and package multiple meanings in one semantic container. In this text from the biosciences, unsurprisingly a construction like ‘leg tarsal segments or 3.3-kb Cha regulatory DNA’ is not unusual. There is a detectable prevalence of the passive voice that leaves little space for subjectivity. On the other hand, as exemplified by the CUJOE corpus which collects student texts in linguistics, objective accounts of what the author wants to say are also desired. This occurs in stereotypically lexicalized forms, for example in the use of modality. Appropriate and conscious use of modality facilitates the imparting of objective but also cautious and preliminary information. The parallel structure of the SPACE corpus with its specialized and popular-academic texts mirrors the application of high and low lexico-semantic complexity. It enables statistical comparison of the texts of high lexical specialization with those of low specialization which are written for the readers of popular-academic texts. This parallelism applies to the comparison of users of English with different levels of proficiency. In this way, CUJOE as an academic learner corpus is an outgrowth of these findings. CUJOE, initiated in 2019, was designed according to the criteria of the International Corpus of Learning English, ICLE in a 1:1 takeover, cf. Table 1.

Table 1. CUJOE criteria and content

Shared features		Variable features	
Age	20-30	Sex	75%F, 25%M
Learning context	Degree in English	Mother tongue	Czech
Level	BA, MA	Region	Northern Bohemia

Medium	<i>Written</i>	Other foreign languages	<i>Diverse</i>
Genre	<i>Linguistics</i>	Practical experience	<i>diverse</i>
Technicality	<i>Digital</i>	Topic	<i>English language</i>
		Task setting	<i>assigned qualification</i>

The ICLE criteria table is identical which is motivated by the fact that the practice of EAP can be considered a social act and academic English is a sociolect, a variety of English (Biber & Grey, 2010, Hardy & Friginal, 2016). All practitioners, native or non-native speakers alike, have to acquire it. The parallelism to the SPACE corpus is represented by the two proficiency levels of Bachelor (BA) and Master's (MA) theses, cf. the tables below.

Table 2. CUJOE components and base parameters (see Haase, 2019 and 2024)

	mean length	minimum	maximum
all	14,429	3,609	49,665
BA	12,035	3,609	24,822
MA	20,414	8,251	49,665

The BA component is larger in size as evidenced by the parameter breakdown in Tables 2 and 3 here it is also shown in the difference in the type-token ratios (TTR).

Table 3. CUJOE types and tokens breakdown (see Haase, 2019 and 2024)

	tokens	types	TTR
all	488,417	24,665	0.0505
BA	297,958	18,978	0.063694
MA	190,459	13,070	0.068624

As can be seen, the TTR for the individual corpus components is very similar while for the entirety of the corpus the TTR is lower because across larger amounts of text, the types repeat and more tokens per type can be attested. Further, the corpora have different sizes. Master's theses are on average longer, and for the texts compiled in the CUJOE corpus, they are longer by about 40%. The lexical complexity can be expected to be different for the more proficient Master's students in comparison with the Bachelor students. Back in Table 2, the drastically different lengths of the theses are evident. While the BA theses are shorter, they are entirely in a more balanced length ratio. Among the MA theses, both, the shorter and the longer end of the spectrum are exhausted with the longest ones amounting up to 50,000 words in the MA component which is twice as long as the longest BA thesis with only about 25,000 words.

3.2 Measuring lexico-semantic complexity

A possible way of comparing and thus parametrizing lexico-semantic complexity by way of assigning statistically plausible values to texts has to start with understanding that complexity in the linguistic case needs to be defined differently to complexity of physical systems or sociological constellations. The former involves the dimension of entropy, thus the degree of disorder of a system. Closer to linguistics is the sociological definition that sets out to explain complexity with the number of interpersonal relations members of a given group enter into. The idea to capture ease of reading by gauging specialization levels of a text is not a new one. The different specialization levels (learner

EAP or otherwise) can be captured statistically by deploying a number of standard complexity and readability indices. To be mentioned here are examples of the following: Flesch-Kincaid readability tests, TAASSC, the Tool for the Automatic Analysis of Syntactic Sophistication and Complexity and T.E.R.A. for Text Ease and Readability Assessment. The oldest of these is likely the Flesch-Kincaid test, based on a battery of tests that dates back to the 1970s (cf. Crossley, Heintz, Choi, et al., 2023) but initiated much earlier (see Flesch, 1948). More modern ones, for example, the TASSC, the Tool for the Automatic Analysis of Syntactic Sophistication and Complexity by Kyle (Kyle and Crossley, 2018 is the standard publication) or also the TERA, the Text Ease and Readability Assessment by Tanner Jackson, Allen, and McNamara (2016) are widely used in L2 language assessment. Survey results generated with VocabProfiler from a study conducted by Kubánková (2014) are displayed in Table 4.

Table 4. VocabProfiler scores for AI-generated texts at B2 and C1 level from Kubánková, 2024

	Target Corpus	Reference Corpus
Tokens	915	1169
Types	425	405
TTR	0.46	0.35
Tokens per type	2.15	2.89
Lexical density	0.65	0.72
Sentences in text	107	86
Average sent. Length (words)	8.4	12.9
Family/Token ratio	0.4	0.29
Singletons	0.6	0.48

This outtake of current research shows that different statistical parameters are used for the teaching and autonomous learning of learner English text production. Comparing results like type-token ratios, lexical density, the number of sentences, the average sentence length, and also the singletons (words that have been used only once in the entire text) help learners to gauge their output.

4. Data Discussion

The argumentation leading up to the introduction of the gauging and self-assessment tool was driven by the fact that the observed similarities between academic and popular-academic texts in their lexico-semantic specialization (cf. the treatment of the SPACE corpus) find a precise analogue in the proficiency difference of novice EAP writers (as exemplified in the CUJOE corpus). This can be studied further in the breakdown for both, CUJOE and SPACE, where TTRs emerge different for the different specialization sections, see Table 5.

Table 5. CUJOE and SPACE word count in types and tokens and type/token ratio

	tokens	types	TTR
CUJOE all	488,417	24,665	0.0505
CUJOE BA	297,958	18,978	0.06369
CUJOE MA	190,459	13,070	0.06862
SPACE all	628,970	35,760	0.056
SPACE Phys	288,861	16,897	0.0624
SPACE Bio	270,669	23,561	0.087

Therefore, the application of the mentioned complexity analyzer tool named ComplexAna will help underlining this measured difference. The tool was initially developed for the natural science texts collected in SPACE where the analogies to expert vs. learner EAP can be seen in Table 6:

Table 6. Clines of specificity in academic and popular-academic texts (SPACE corpus)

Academic text 0014AX	Popular-academic text 0014NS
lateral Casimir force between a sinusoidally corrugated gold coated plate	tiny gold plates
surface separations between 0.2 μm to 0.3 μm	slide [...] past each other
force results from the alteration by the metal	the largest particles can't squeeze into the
boundaries of the zero point electromagnetic energy	gap
adhesion and sticking of moving parts in microelectromechanical systems	threatens to jam up moving parts in micromachines
the actuation of lateral motion in microelectromechanical systems based entirely on the vacuum effects of quantum electrodynamics	virtual particles have been cajoled into doing work in this way

Components of academic English and popular-academic English refer to the exact same state of affairs, however, in each case the academic wording is of a much higher lexical specification ('sinusoidally corrugated gold coated plate' vs. 'tiny gold plates', 'lateral motion in microelectromechanical systems based entirely on the vacuum effects of quantum electrodynamics' vs. 'virtual particles have been cajoled into doing work' and 'adhesion and sticking' becomes 'jam up moving parts'). A clear cline of specificity can be detected.

CUJOE base data show in what way keyness can be used to gauge domain-dependence of the text output – the items with the highest keyness should in any case be clear pointer to the academic domain of the text. For Table 7, keyness was calculated for both, the BA and the MA domain of CUJOE.

Table 7. CUJOE BA (left) and MA (right) items ranked according to keyness

rank	frequency	keyness	item	rank	frequency	keyness	item
1	2431	5.201.256	language	1	1107	2.929.828	English
2	1857	3.886.423	English	2	1249	2.869.323	words
3	1677	3.806.533	a	3	1009	2.530.004	word
4	832	1.888.512	the	4	951	2.510.134	language
5	564	1.280.194	speakers	5	659	1.923.187	idioms
6	657	1.138.001	word	6	637	1.858.984	a
7	735	1.049.175	words	7	623	1.517.137	meaning
8	427	969.225	speaker	8	842	1.183.974	use
9	444	965.202	languages	9	382	1.114.806	verb
10	1348	938.420	p.	10	315	878.413	students

The English-studies-related lexical material is clearly obvious from both sections in the corpus. Outliers are the indefinite determiner *a* (ranks 3 and 6, resp.) and the abbreviation for page *p.* on rank 10 of the BA section. Reference corpus for this data set was the SPACE corpus.

Table 7, finally, breaks down the novice writers' domains in the (simplified) fields of English studies, linguistics and literary and cultural studies from the CUJOE corpus in their low-proficiency (BA) and high-proficiency (MA) variants. It is set here apart from published texts which purportedly are even higher proficiency because they originate from publishing academics, not students.

Table 7. Gauged lexico-semantic complexity and proficiency in the CUJOE corpus

Type/Domain	low-proficiency	high-proficiency	published
Linguistics	22.37	23.61	26.28
Literary/cultural studies	19.36	19.11	19.79

The scores thus enable the novice writers to self-assess their output and adjust by raising the lexico-semantic complexity levels on condition that they have access to such lexical material.

Conclusion

In conclusion, the demonstrated array of statistical methods for gauging EAP text levels, captured in the denominators of lexico-semantic complexity as a function of proficiency can serve as a helpful addition to the toolbox of educators faced with the challenges of teaching EAP to students. It underlines that corpus tools are effective in second language vocabulary learning, and provide important implications for the design and use of such tools in language teaching and learning contexts and support autonomous approaches in which learners self-assess and improve their own EAP output in an upward spiral evolution. This falls within observations on the assessment side about the potential of using corpus-based approaches to inform language assessment practices, allowing for more valid and reliable measures of language proficiency. Corpora can further contribute best-practice examples with a virtually unlimited supply of data and easy access. Lexical academic use-case resources can have a decisive impact on EAP practitioners' vocabulary application. Its effectiveness can be further enhanced by integrating it into the EAP classroom, as demonstrated. Thus, in terms of implications for teaching and autonomous learning, we would like to conclude that, despite AI applications and their pervasiveness, corpora are valid. Lexical training in EAP is necessary to raise learner proficiency and principles developed within the CALL initiative help. For this contribution, lexico-semantic complexity has been isolated as key while tools such as ComplexAna can lead novice writers to higher proficiency and consequently confidence.

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Exploring AI Integration in K-12 English Classrooms: A Systematic Review

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Abstract

The rapid evolution of educational technologies has established artificial intelligence (AI) as an important factor in reshaping teaching practices within K-12 settings. Although considerable efforts have been made to enhance educators' AI skills, practical strategies for embedding these technologies in daily instruction remain underexplored (Cheah et al., 2025). Therefore, this systematic review investigates how AI is integrated into K-12 education, with a particular focus on English language instruction. The peer-reviewed studies published between 2022 and 2025 will be analyzed to identify key themes and trends surrounding the use of AI in K-12 English classes. Peer-reviewed studies published between 2022 and 2025 will be analyzed through content analysis method to identify key themes and trends in the application of AI in K-12 English classrooms. By synthesizing current research, the study aims to highlight the best practices and potential pitfalls in AI adoption. It is anticipated that AI tools will emerge as significant contributors to creating personalized and engaging learning environments. At the same time, the review is expected to reveal challenges such as inadequate teacher training, accessibility concerns, and ethical issues with AI implementation. As a result, the findings will offer valuable insights for educators, curriculum developers, and instructional designers, and to inform future research and policy development, ultimately guiding effective and ethical incorporation of AI in K-12 English teaching practices.

Keywords: K-12 English classrooms, artificial intelligence, systematic review

1. Introduction

Artificial Intelligence (AI) has impacted and transformed many fields, including education. AI has also profoundly affected English language learning and teaching processes (Özdere, 2025). It has a transformative role in language education as well and it shapes student and teacher interaction (Zafari et al., 2022). Subsequently, AI is gaining significance in K-12 educational settings and schools by reshaping English learning and teaching practices (Wu et al., 2024).

AI provides many advantages for students, teachers and institutions in different aspects. To illustrate, AI promotes personalized learning and task-automation (Zafari et al., 2022) by providing feedback and support for learners. Similarly, Özdere (2025) refers to the benefits of AI such as providing personalized and immediate feedback, improving writing skills, and assessing student performance. In addition, An et al. (2023) remark that AI contributes to teaching quality by enhancing classroom interaction and language acquisition. Lee and Kuwon's (2024) review study also reveals that AI improves learners' critical thinking and problem-solving skills.

There are also numerous barriers to the effective implementation of AI in English classrooms. Firstly, lack of institutional support, educational policies, time, equipment, and professional development programs comes to the fore as external barriers limiting the use of AI in the classrooms (Cheah, et al., 2025). Secondly, the lack of AI ethics and the biases and risks in using AI in K-12 is a major challenge that needs to be taken into consideration (Wu et al., 2024). Thirdly, inconsistent scoring, over-reliance on AI tools, and ethical concerns are other challenges mentioned in Özdere's (2025) study.

The successful implementation of AI in K-12 classrooms depends on several factors. For instance, An et al. (2023) draw attention to the importance of teacher knowledge, perception, and behavioral intention in the effective use of AI in K-12 English contexts. In this regard, teachers' willingness and readiness to use AI tools should be supported by institutions and educational policies. Therefore, developing teachers' and students' AI literacy through educational policies, initiatives, and frameworks is important (Cheah et al., 2025).

Overall, these studies have suggested that there is a need to explore the integration of AI in K-12 English language education. Therefore, this study aims to provide important insights into effective implementation of AI tools and practices in different K-12 educational settings by exploring the instructional purposes, pedagogical strategies, reported benefits and challenges, and implications for further research.

2. Literature Review

A number of studies have investigated the contributions of AI practices in K-12 settings. To begin with the study by An et al. (2023), it revealed that English teachers in China had positive attitudes towards the integration of AI in middle schools. It was also found teachers were willing to use AI tools and practices in their teaching contexts. Likewise, Crompton et al.'s (2024) study indicated that AI tools had positive contributions to student learning and teaching quality. Additionally, Ciampa et al. (2025) stated that AI could facilitate K-12 assessment practices and could reshape formative assessment techniques.

The literature on AI integration into K-12 English classrooms has revealed that there are many challenges and obstacles restricting teachers to use AI in their teaching contexts. According to Crompton et al.'s (2024) study, lack of professional development opportunities, training on use of AI, accessibility issues, and ethical concerns were some of the challenges affecting the use of AI. Additionally, Zhang and Tur's (2024) review study indicated that over-reliance on AI tools, plagiarism issues, and AI's restriction on critical thinking skills were other challenges experienced by the teachers.

Previous literature has also shown that teachers use AI for various professional and personal reasons. For instance, Crompton et al. (2024) found that AI tools were used to design lesson plans, generate feedback, and improve language skills by English teachers, teacher educators, and administrators around the world. Likewise, Kim (2024) revealed that K-12 teachers used AI tools to plan their lesson and to provide individualized learning opportunities for their students. In addition, teachers used AI to grade student tasks, support student-learning, and provide feedback (Ciampa et al., 2025).

However, most of the AI-focused studies focus on higher education rather than K-12 context (An et al., 2023; Crompton et al., 2024; Zafari et al., 2022). Therefore, it could be argued that there is a need to explore the benefits, challenges, and applications of AI in K-12 English learning context. In this vein, this study aims to shed light on the studies conducted on the use of AI tools and practices in K-12 English classrooms. Concerning this gap in the literature, the present study aims to address the following research questions:

1. What types of AI tools are used in K-12 English language instruction, and for what instructional purposes?

2. What pedagogical strategies are adopted in studies involving AI integration in K-12 English classrooms?
3. What are the reported benefits and challenges of using AI in K-12 English education?
4. What implications do the findings have for future research, practice, and policy development in AI-enhanced K-12 English instruction?

3. Methodology

The present study was designed as a systematic review to analyze studies conducted on integration of AI into K-12 English classrooms. The systematic review was adopted since it enables researchers to do rigorous research on studies to select and synthesize the existing literature (Gough et al., 2017). Following the steps of the systematic review studies, the research articles focusing on the implementation of AI tools in English language classrooms were included in the revision process.

Some inclusion and exclusion criteria were specified according to the stages of the systematic review study. Concerning the inclusion criteria, the empirical and peer-reviewed studies published between 2022-2025, employing AI in K-12 English language instruction were included in the present synthesis. As per exclusion, the studies not empirical studies, not peer-reviewed, not focusing on K-12 English instruction were not included in this study. The studies were searched by using the following keywords, “artificial intelligence” OR “AI” AND “K-12” OR “primary education” OR “secondary education” AND “English language” OR “English teaching” OR “language learning.” As a result of the search of databases such as SCOPUS, WOS, ERIC, and Google Scholar, 24 studies were selected for the analysis purposes.

Regarding the analysis of the studies, qualitative content analysis was chosen to identify purposes, pedagogical strategies, benefits, challenges, and implications of AI integration in K-2 English classrooms. The qualitative content analysis steps proposed by Schreier (2012) were followed to analyze the empirical studies and then to present an in-depth exploration of the findings of these studies. Based on this frame, the data was coded to identify the common themes and patterns among the findings of the reviewed studies.

4. Results and Discussion

This section addresses the findings gathered from the results of the review studies based on each research question and then discusses the similarities and differences in the literature in relation to these findings.

4.1. AI Tools and Their Instructional Applications in K–12 English Instruction

The first research question addressed the AI tools in K-12 English education and the instructional purposes based on these tools are included in Table 1 below.

Table 1. AI Tools and Instructional Purposes in K–12 English Language Instruction

Studies	AI Tool Type & Purpose	Instructional Purposes
Fassbender (2024)	Generative AI (e.g., ChatGPT)	Enhancing multimodal composition, creative
Jiang & Lai (2025)		
Riser (2025)	for Writing, Creativity, and	writing, digital storytelling, literacy instruction,
Stornaiuolo et al. (2024)	Literacy Development	lesson planning

Tanksley (2024)		
Ward et al. (2025)		
Jeon (2024)		
Lee & Maeng (2023)		
Lee et al. (2023a)	AI Chatbots for Reading, Writing, and Speaking Practice	Conversation simulation, vocabulary learning, reading comprehension, formative assessment, writing and speaking support
Lee et al. (2024)		
Ni & Cheung (2023)		
Sapan & Uzun (2023)		
Ni & Cheung (2023) Tai & Chen (2024)	Intelligent Tutoring Systems (ITS) for Personalized Support	Adaptive reading support, speaking, vocabulary scaffolding, comprehension monitoring, personalized feedback
Ruan (2022)		
Sanusi & Olaleye (2022)	AI Writing Assistants and Automated Feedback Tools	Grammar correction, automated scoring, stylistic improvement, support for self-revision
Chen et al. (2022)	Speech Recognition and Pronunciation Tools	Pronunciation improvement, speaking fluency, real-time corrective feedback
Chang et al. (2024)		
Zhan et al. (2022)	AI Robots and Embodied Learning Tools	Hands-on collaborative learning, natural language processing, multimodal task engagement
Xu et al. (2023)	AI for Engagement Monitoring and Affective Feedback	Tracking engagement, predicting learner responses during online English tutoring
An et al. (2023)		
Kim (2024)	Teacher-AI Collaboration and Instructional Support Tools	Instructional design, grading support, feedback generation, co-teaching
Hsu et al. (2022)	Computational Thinking Tools with English Integration	Combining coding and conversational English learning through block-based programming
Huertas-Abril & Palacios-Hidalgo (2023)	General-Purpose AI-Assisted Language Learning (AIALL)	General language enhancement (reading, writing, speaking), ethical AI use
Lee et al. (2023b)	Context-Aware Learning Support Systems	Facilitating autonomous learning via learner-generated content and adaptive feedback

As seen in Table 1, the reviewed studies used numerous types of AI tools for different instructional purposes. To begin with, many studies (e.g., Fassbender, 2024; Jiang & Lai, 2025; Riser, 2025; Stornaiuolo et al., 2024; Tanksley, 2024; Ward et al., 2025) implemented generative AI tools such as ChatGPT to improve creativity and literacy skills. In addition, some studies (e.g., Jeon, 2024; Lee & Maeng, 2023; Lee et al., 2023a; Lee et al., 2024; Ni & Cheung, 2023; Sapan & Uzun, 2023) used AI chatbots to support language skills development. Intelligent Tutoring Systems (ITS) were also applied in some studies (e.g., Ni & Cheung, 2023; Tai & Chen, 2024) for personalized feedback and instruction. Further, AI writing assistants and feedback tools like Grammarly were used in some studies (e.g., Ruan, 2022; Sanusi & Olaleye, 2022) to enhance writing and grammatical skills. Along with writing skills, one study (e.g., Chen et al., 2022) focused on improving speaking skills through speech recognition and pronunciation tools. Some studies (e.g., Chang et al., 2024; Zhan et al., 2022)

applied AI-powered robots and VR environments to enhance hands-on experiences and collaborative tasks. Other tools used in the studies were affective feedback systems (e.g., Xu et al., 2023) to track learners' emotional states, teacher AI collaboration tools (e.g., An et al., 2023; Kim, 2024) for instructional support, computational thinking tools (e.g., Hsu et al., 2022) for coding and language instruction, general purpose tools (e.g., Huertas-Abril & Palacios-Hidalgo, 2023) for digital literacy and autonomous learning, and context-aware systems (e.g., Lee et al., 2023b) for learner agency. These findings are in line with the previous studies indicating that AI was used for personalized learning (e.g., Zafari et al., 2022), enhancing writing skills through immediate feedback (e.g., Özdere, 2025), and improving critical thinking skills (e.g., Lee & Kuwon, 2024).

4. 2. Pedagogical Strategies in AI-Integrated K-12 English Classrooms

The second research question focused on the pedagogical strategies utilized in AI integration in K-12 English language education settings. The implemented strategies and their detailed descriptions are given in Table 2 below.

Table 2. Pedagogical Strategies Adopted in AI-Integrated K–12 English Classrooms

Studies	Pedagogical Strategies	Description
Jeon (2024) Tai & Chen (2024)	Adaptive Instruction & Scaffolding	AI tools adapt content difficulty and provide personalized support based on learner needs.
Lee & Maeng (2023) Stornaiuolo et al. (2024) Tanksley (2024)	Dialogic and Collaborative Learning	Students co-construct knowledge with AI or peers via dialogue, emphasizing shared inquiry.
Jiang and Lai (2025) Ni & Cheung (2023) Riser (2025) Ruan (2022) Sanusi & Olaleye (2022)	Process-Based and Genre Writing	AI supports iterative writing through drafting, feedback, and genre scaffolding.
Lee et al., (2023b) Sapan & Uzun (2023) Xu et al. (2023)	Self-Regulated & Autonomous Learning	Learners independently interact with AI tools, fostering autonomy and metacognition.
Chang et al. (2024) Hsu et al. (2022)	Role-Play and Simulation	Chatbots or virtual tools simulate authentic communication contexts for language practice.
Chen et al. (2022) Lee et al. (2024)	Assessment-Driven Instruction	Teachers and AI systems use formative or dynamic assessment to guide instruction.
An et al. (2023) Fassbender (2024) Kim (2024)	Teacher-AI Co-Design	Teachers collaborate with AI to design lesson plans, materials, and manage classrooms.
Huertas-Abril & Palacios-Hidalgo (2023) Stornaiuolo et al. (2024)	Critical AI Literacy and Ethics	Students critically examine AI outputs and reflect on ethical use, bias, and privacy.
Chang et al. (2024) Zhan et al. (2022)	Multimodal and Embodied Learning	Combines language tasks with physical, visual, or VR-based experiences using AI.
Chen et al. (2022)	Pronunciation and	AI tools provide individualized feedback to

Ward et al. (2025)	Speaking Support	enhance oral proficiency and pronunciation.
Sapan & Uzun (2023) Stornaiuolo et al. (2024)	Inquiry-Based and Creative Practices	Students explore language via AI tools in open-ended, creative, or problem-solving tasks.

As inferred from Table 2, different instructional approaches were adopted by the reviewed studies. To begin with, some studies (e.g., Jeon, 2024; Tai & Chen, 2024) used adaptive instruction and scaffolding to provide personalized feedback for the learners, while others (e.g., Lee & Maeng, 202; Stornaiuolo et al., 2024; Tanksley, 2024) used dialogic and dialogue-based learning activities based on collaboration. In addition, process and genre-based writing (e.g., Jiang and Lai, 2025; Ni & Cheung, 2023; Riser, 2025; Ruan, 2022; Sanusi & Olaleye, 2022) and self-regulated learning (e.g., Lee et al., 2023b; Sapan & Uzun, 2023; Xu et al., 2023) other pedagogical strategies adopted in the reviewed studies. Additionally, role play and simulated conversations were used through AI chatbots and VR tools in some studies (e.g., Chang et al., 2024; Hsu et al., 2022; Ni & Cheung, 2023). Teacher-AI co-design was another pedagogical strategy adopted in some studies (e.g., An et al., 2023; Fassbender, 2024; Kim, 2024). Further, some studies (Huertas-Abril & Palacios-Hidalgo, 2023; Stornaiuolo et al., 2024) aimed to raise awareness via critical AI literacy practices. Embodied and multimodal learning with physical robots and VR tools was used in some of the studies (e.g., Chang et al., 2024; Zhan et al., 2022). Lastly, AI-driven speaking support (e.g., Chen et al., 2022; Ward et al., 2025) and inquiry-based practices (e.g., Sapan & Uzun, 2023; Stornaiuolo et al., 2024) were preferred some of the reviewed studies. Accordingly, these findings suggest that AI tools were used for different pedagogical strategies to support adaptive instruction, inquiry-based, self-regulated dialogic and multimodal learning. Similarly, Wu et al. (2024) integrated a large language model to explore K-12 English teachers' classroom practices. Therefore, it could be concluded that AI approaches and practices should be integrated into K-12 English instruction through appropriate models and frameworks. In a similar vein, Cheah et al. (2025) stressed the importance of AI-integration into language education via educational policies, initiatives, and frameworks.

4. 3. Benefits and Challenges of AI Integration in K–12 English Instruction

The third research question dealt with the reported benefits and challenges of AI-integration in K-12 English classrooms and these benefits and challenges were illustrated in Table 3 and Table 4 respectively.

Table 3. Reported Benefits of AI Integration in K–12 English Instruction

Benefits of AI Integration	Studies
Improved Language Proficiency	Chen et al. (2022); Jeon (2024); Lee & Maeng (2023); Ni & Cheung (2023); Riser (2025); Ruan (2022); Tai & Chen (2024); Ward et al. (2025)
Personalized and Adaptive Learning	Fassbender (2024); Riser (2025); Tai & Chen (2024); Xu et al. (2023)
Increased Motivation and Engagement	Chang et al. (2024); Lee et al., (2023a); Lee et al. (2023b); Sapan & Uzun (2023); Zhan et al. (2022)
Creativity and Critical Thinking	Chang et al. (2024); Hsu et al. (2022); Jiang & Lai (2025); Stornaiuolo et al. (2024)
Teacher Support and Professional Development	An et al. (2023); Fassbender (2024); Kim (2024)
Assessment and Feedback	Chen et al. (2022); Lee et al. (2024); Sanusi & Olaleye (2022); Xu et al. (2023)

As shown in Table 3, integrating AI into K–12 English education had several benefits. Firstly, AI tools improved learners’ language proficiency such as speaking, reading, and writing skills with the help of AI writing assistants, speech recognition apps, and chatbots (e.g., Chen et al., 2022; Jeon, 2024; Lee & Maeng, 2023; Ni & Cheung, 2023; Riser, 2025; Ruan, 2022; Tai & Chen, 2024; Ward et al., 2025). In addition, AI tools could provide adaptive learning opportunities based on learners’ needs through personalized feedback as some studies (e.g., Fassbender, 2024; Riser, 2025; Tai & Chen, 2024; Xu et al., 2023) suggested. The findings also revealed that AI tools and applications enhanced students’ motivation and task-engagement levels (e.g., Chang et al., 2024; Lee et al., 2023a; Lee et al., 2023b; Sapan & Uzun, 2023; Zhan et al., 2022). Along with enhanced motivation, AI tools supported developing creativity, critical literacy, and thinking skills (e.g., Chang et al., 2024; Hsu et al., 2022; Jiang & Lai, 2025; Stornaiuolo et al., 2024). Another benefit of AI integration was its contribution to teachers’ professional development by providing feedback and support on instructional designs and lesson planning (e.g., An et al., 2023; Fassbender, 2024; Kim, 2024). Further, AI tools enhanced feedback and assessment mechanisms in K-12 English language education (e.g., Chen et al., 2022; Lee et al., 2024; Sanusi & Olaleye, 2022; Xu et al., 2023). These results corroborate the findings of a great deal of the previous work in terms of revealing the benefits of AI integration into K-12 language learning and teaching setting in terms of lesson planning, personalized learning, and language skills improvement (e.g., Ciampa et al., 2025; Crompton et al., 2024; Özdere, 2025).

Table 4. Challenges of AI Integration in K–12 English Instruction

Challenges of AI Integration	Studies
Technical and Resource Limitations	Chang et al. (2024); Lee et al. (2023b); Lee et al. (2024); Ni & Cheung (2023); Ward et al. (2025); Zhan et al. (2022)
Pedagogical and Integration Challenges	An et al. (2023); Jiang and Lai (2025) ; Kim (2024); Ruan (2022); Tai & Chen (2024); Tanksley (2024)
Ethical and Equity Concerns	Fassbender (2024); Huertas-Abril & Palacios-Hidalgo (2023); Kim (2024); Stornaiuolo et al. (2024); Xu et al. (2023)
Cognitive Overload and Learning Dependence	Chang et al. (2024); Chen et al. (2022); Jeon (2024); Riser (2025); Sanusi & Olaleye (2022); Sapan & Uzun (2023)
Lack of Teacher Training and Support	An et al. (2023); Kim (2024); Lee et al. (2023b); Tanksley (2024)

As illustrated in Table 4, the reviewed studies reported some challenges regarding the integration of AI into K-12 English classrooms. First of all, many studies (e.g., Chang et al., 2024; Lee et al., 2023b; Lee et al., 2024; Ni & Cheung, 2023; Ward et al., 2025; Zhan et al., 2022) referred to the technical limitations and infrastructure-related problems such as internet access or inadequate tools. In addition, some pedagogical challenges such as lack of guidance and misalignments between English curricula and AI tools were reported in some of the studies (e.g., An et al., 2023; Jiang and Lai, 2025; Kim, 2024; Ruan, 2022; Tai & Chen, 2024; Tanksley, 2024). Ethical dilemmas and unequal access to AI resources were the other concerns mentioned in the studies (e.g., Fassbender, 2024; Huertas-Abril & Palacios-Hidalgo, 2023; Kim, 2024; Stornaiuolo et al., 2024; Xu et al., 2023). Over-relying on AI tools and AI feedback was another concern reported in some studies (e.g., Chang et al., 2024; Chen et al., 2022; Jeon, 2024; Riser, 2025; Sanusi & Olaleye, 2022; Sapan & Uzun, 2023), which could result in decreased student autonomy, participation and critical thinking skills. Lastly, some studies (e.g., An et al., 2023; Lee et al., 2024; Kim, 2024; Tanksley, 2024) referred to the lack of teacher training and pedagogical support as a barrier to integrate AI tools into English classrooms. These results are also in line with the previous research indicating the challenges and barriers to the AI integration into K-12

English language education settings such as the lack of AI ethics (Wu et al., 2024), over-reliance on AI tools (Özdere, 2025), and the lack of institutional support and educational policies (Cheah, et al., 2025).

4. 4. Future Directions for AI Integration in K–12 English Language Instruction

The focus of the fourth research question was the implications for further research and the related findings are reported in Table 5. below.

Table 5. Implications of AI Integration for Future Research, Classroom Practice, and Policy Development

Research Implications for AI-Enhanced English Instruction	Studies
AI Tool Effectiveness Across Contexts and Learners	An et al. (2023); Chen et al. (2022); Jiang and Lai (2025); Lee et al. (2023b); Lee et al. (2024); Riser (2025); Tai & Chen (2024); Xu et al. (2023); Zhan et al. (2022)
AI-Enhanced Language Skill Development	Chang et al. (2024); Jeon (2024); Ni & Cheung (2023); Ruan (2022); Sanusi & Olaleye (2022); Ward et al. (2025)
Ethical and Inclusive AI Use in Education	Fassbender (2024); Huertas-Abril & Palacios-Hidalgo (2023); Kim (2024); Stornaiuolo et al. (2024); Xu et al. (2023)
Teacher Professional Development and AI Pedagogical Knowledge	An et al. (2023); Kim (2024); Ruan (2022); Stornaiuolo et al. (2024); Tanksley (2024)
AI Literacy and Critical Thinking	Hsu et al. (2022); Huertas-Abril & Palacios-Hidalgo (2023); Jiang & Lai (2025) ; Stornaiuolo et al. (2024)
Collaboration Models and Co-Design with AI	An et al. (2023); Kim (2024); Tanksley (2024); Xu et al. (2023)
Prompt Engineering and Chatbot Interaction	Lee et al. (2023a); Lee et al. (2024); Ni & Cheung (2023); Sapan & Uzun (2023)

As shown in Table 5, one of the main suggestions of the reviewed studies was to explore the effectiveness of different AI tools in varied learning environments with learners with different age groups (e.g., An et al., 2023; Chen et al., 2022; Jiang and Lai, 2025; Lee et al., 2023b; Lee et al. 2024; Riser, 2025; Tai & Chen, 2024; Xu et al., 2023; Zhan et al., 2022). Another implication was to identify the impact of AI integration on different language skills through various AI tools and systems (e.g., Chang et al., 2024; Jeon, 2024; Ni & Cheung, 2023; Ruan, 2022; Sanusi & Olaleye, 2022; Ward et al., 2025). Further, some studies (e.g., Fassbender, 2024; Huertas-Abril & Palacios-Hidalgo, 2023; Kim, 2024; Stornaiuolo et al., 2024; Xu et al., 2023) suggested to addressing ethical issues about AI integration by developing AI policies and standards for AI integration in K-12 English contexts. Similarly, some studies (e.g., An et al., 2023; Kim, 2024; Ruan, 2022; Stornaiuolo et al., 2024; Tanksley, 2024) proposed to enhance teacher knowledge about AI use with the help of support systems and teacher training programs. Further, enhancing students' and teachers' AI literacy and critical thinking skills regarding the use of AI was suggested by some scholars (e.g., Hsu et al., 2022; Huertas-Abril & Palacios-Hidalgo, 2023; Jiang & Lai, 2025; Stornaiuolo et al., 2024). Another suggestion was to develop collaborative models with the involvement of language teachers, students, and curriculum designers to enhance classroom instruction and language learning engagement (e.g., An et al., 2023; Kim, 2024; Tanksley, 2024; Xu et al., 2023). Finally, some studies (e.g., Lee et al., 2023a; Lee et al., 2024; Ni & Cheung, 2023; Sapan & Uzun, 2023) proposed to focus on how to

design effective prompts to guide AI tools and ensure meaningful student engagement with AI tools. These results are in agreement with previous studies recommending to providing training and support for teachers to use AI in their classrooms by developing policies (e.g., Ciampa et al., 2025; Crompton et al., 2024; Kim, 2024; Lee & Kuwon, 2024; Zhang & Tur, 2024). In this vein, An et al. (2023) suggested to facilitate teachers' AI-related pedagogical knowledge, especially, AI-TPACK through training programs and institutional support. Similarly, Crompton et al. (2024) propose to address academic integrity and student privacy by designing educational policies and guidelines regarding the use of AI. Lastly, Zhang and Tur (2024) claim that further studies should explore parents' and other stakeholders' roles in ethical and equitable use of AI tools in K-12 educational settings to share responsibility in student learning.

5. Conclusion

The present study aimed to present a systematic review of AI integration in K–12 English education. In line with this aim, the studies were reviewed regarding the AI tools, instructional purposes, pedagogical strategies, reported benefits, challenges, and implications for further studies. Concerning the use of AI tools, the study revealed that various tools such as Generative AI tools and robots, intelligent tutoring systems and speech recognition tools were used by the reviewed studies to provide feedback, enhance language proficiency, support differentiated and personalized learning. Accordingly, many pedagogical approaches ranging from adaptive scaffolding to dialogic learning and inquiry-based practices were used to promote learner autonomy, critical literacy, and critical thinking skills. Concerning the benefits, it was found AI integration in K-12 English language education settings contributed to language proficiency improvement, motivation enhancement, adaptive learning opportunities, and teacher professional development. Along with these benefits, the studies referred to some challenges such as technical limitations, ethical concerns, AI overreliance, and lack of teacher training on the effective use of AI tools. Finally, the reviewed studies stressed the need for further studies to address AI-supported language learning and teaching. As a result, it was suggested to develop critical AI literacy, collaborative teacher-AI co-designs, teacher professional development, and ethical use of AI through teacher training programs, language policies based on ethical use of AI, and ongoing support for the educators.

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Literature and Music: Selected Fictions and Analysis

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Abstract

The main research goal of the present proposed project is to analyse selected fiction of both Cruz and Whitehead and the way they contribute to not only American culture, but also to popular culture. I will fulfil the research goal by a qualitative research, through the research method- an analyse. The expected results will contribute to the history of Afro - American literature and to further its development as well as offering suggestions how literature and music can be connected. It hopes to offer solutions how Art can be seen from different perspectives (how speech of Martin Luther King can be used in poetry).

Keywords: Music, literature, rap music, analysis, African culture

1. Introduction

The present article focuses on how music and literature can be connected. It offers a case of study through which to consider how words are significant for not only writers, but for musicians as well. Music is a part of our everyday life, people cannot imagine life without music, whereas literature can be expresses via words which give us emotion and feelings. Ricardo Cortez Cruz is a Professor of English at Illinois State University and the author of two novels and short stories. He is one of the authors of novel, called Five Days of Bleeding. The selected author Colson Whitehead is an American novelist and author of nine novels for which he won Pulitzer Prize for Fiction. In the selected article is to provide context and clarify the authenticity of music via analysis of selected text: Martin Luther King at Zion Hill Speech as a reference from the book of Colson Whitehead fiction, called The Nickel Boys. My objective is to focus on music style and why music relates to literature based on the information from the selected authors. The article is divided in subchapters about Music and authenticity. On the other hand, the main chapter will focus on the selected fiction and analysis.

2. Introduction to Afro - American literature

"American literature has traversed an extended, winding path from pre - colonial days to contemporary times. Society, history, technology all has had telling impact on it (VanSpanckeren 1994, p. 112)."

It has often been said that America has no history. This is an incorrect opinion and should be forgotten. The important things are not wars and major events of this kind, but the process how people built their own society. From the very beginning, Americans have been the most significant actors in American history. It all began when the first American poetry was written by a slave woman. Phyllis Wheatstley, the first Afro - American author was born in Africa and purchased by a tailor. This was considered to be the beginning of the new era of Afro- American literature. Novelists such as Hannah Foster, Susana Rowson and Harriet Wilson started to publish novels in America. They searched for identity and focused on themes of discrimination and the sense of living invisibly. The post- civil war era was successful for Afro-American works. The prominent topics were still slavery, autobiography, protest literature and, sermons. Brooker T. Washington was the most prominent black leader. His work, Up from Slavery, tries to improve the lives of African- Americans. On the other hand, authors such as Charles Chesnutt and

James Johnson wanted to show the strength of the black community and ethical values. The U. S. Constitution had not changed the status of black people. Slavery was ended after the civil war of 1861-5 (VanSpanckeren 1994).

2.1. Black Americans

"About twenty - seven million people, or a little more than one-tenth of all United States citizens, are descended from people brought across the Atlantic from Africa between 150 and 300 years ago as slaves." (Bromhead 1979, p. 34) The colonial population had grown and matured to the point that the arts and other aspects could flourish. The production of architecture, painting, and literature increased even through the lack of support. Authors find the traditional mode ineffective and see potential in popular material. History, jazz and popular culture inspire many African- Americans. Authors take images from popular culture and recreate them. Jazz improvisation and mixed media work influenced many U.S poets as well. The best example is Laurie Anderson who created the international hit- United States. She uses video, music and acoustics. What is more, theatre, music and dance were the centre of cities such as New York and Chicago (VanSpanckeren 1994).

2.1.1. Music

Cities had symphony orchestra and opera houses. The greatest innovations of the era (1960s) were African American musicians in New Orleans. There was introduced jazz for the American public. A form of music that combined African rhythms with western- style instruments and mixed improvisation with a structured band format. The most famous performer, Scott Joplin sold nearly a million copies of his music. From the South of the United States of America, the blues music expressed the pain of the black experience. New genres such as Jazz, Ragtime, and Blues music achieved mainstream popularity. The youth expressed their rebellion against their elders' culture by dancing to jazz music. Jazz as a new genre became a symbol of the new and modern culture of cities around America (Shusterman 1991). Slaves fought through their music. They could express their anger and frustration. Drumming was the most important part. The slaves could keep alive the memory of the freedom through their African rhythm. They did not own the land on which they worked, they owned only music which was exclusively just for them. The slaves were from different tribes. Each tribe had its own traditions, religion or, even art. Listening to music brings people together as a group. Every member of the tribe was able to participate (Schur 2009).

3. Selected fictions

The selected author, Colson Whitehead, won the Pulitzer Prize for fiction *The Nickel Boys* in 2020. The main theme of the fiction is slavery where the protagonist fights for his dignity and redemption. Analysis of selected fiction will show how slavery and music was perceived in the past. A protagonist is the key aspect for literature. In the selected fiction, I will focus on the character Elwood Curtis, a black boy, who was created for a specific purpose. The author tries to show that what you have inside is more important than outside. Whitehead offers a possibility for development in literary history. On the other hand, fiction named as *Five Days of Bleeding* written by Ricardo Cortez Cruz offers the protagonist named as Zu-Zu, a dark homeless woman, who sings various popular songs to keep her spirit alive in New York Central Park. The selected fiction consists of the references to various types of the musical elements in America. The author depicts inhumane conditions of Negro world. Both authors use pairing Afro - American literature with Music. Both selected fictions have a common theme - slavery. The stories identify the existential struggle of African Americans in heroic or tragic terms. Other aspects connected with the themes are racism, war, human rights, friendship, death etc.

4. Analysis of selected reference from Colson Whitehead - *The Nickel Boys*

"Elwood had to admit: From time to time, it appeared that he had no goddamn sense. He couldn't explain it, even to himself, until At Zion Hill gave him a language. *We must believe in our souls that we are somebody, that we are significant, that we are worthwhile, and we must walk the streets of life every day with this sense of dignity and this sense of somebody-ness.* The record went around and around like an argument that always returned to its unassailable premise, and Dr. King's words filled the room of the shotgun house. Elwood bent to a code - Dr. King gave that code shape, articulation, and meaning. There are big forces that want to keep the Negro down, like Jim Crow, and there are small forces that want to keep you down, like other people, and in the face of all those things, the big ones and the smaller ones, you have to stand up straight and maintain your sense of who you are. The encyclopaedias are empty. There are people who trick you and deliver emptiness with a smile, while others rob you of your self-respect. You need to remember who you are (Whitehead 2019, p. 26 and 27)."

Martin Luther King was a leader of the American Civil Rights Movement. He organized several peaceful protests and conferences about Black Americans. In the selected reference at Zion Hill (1963), he tries to explain his daughter's segregation of Black American. In the *Nickel Boys* written by Colson Whitehead, I would like to highlight how speech of Martin Luther King influenced other aspects of Art (the speech creates a rhythmic pattern). Lyrics influence emotions, human action and thoughts of people. Behind the text is still a hidden message. The highlighted text is a central theme of philosophy of Martin Luther King Jr. He gives a value on every person and his message reminds us that belief in oneself is a necessary act in the society. It is not only call to resistance, but also spiritual affirmation. From the point of musicality, we can find *rhythm, tone and style*. Repetition of certain words such as "that we are" creates three cadences, not only in the meaning. This structure is common in jazz section, especially for Black musicians. Moreover, we can find musical crescendo which is created by words such as believe, we are and walk etc. It creates a tension. The final phrase consists of resolution with the example, somebody-ness. Musicality can be found via *Alliteration* (sense, somebody-ness). It gives us a feeling of a spoken verse which is typical for a soul or R&B songs. As for the whole meaning of the selected passage, we can say that his speech is influenced by emotional pacing, and vocal intonation. It is not only text, but also a musical sermon. It leads us to the conclusion that literature and music has a lot of in common.

5. Conclusion

It is a well-known fact that through literature, the authors try to say something significant about human life. The result of the selected article shows that Literature and Music can be connected, and they are inseparable. Popular culture as one of the elements of music industry is closely connected with consumerism, and it touches people in the world. Due to analyses of selected text, we can say that it creates not only the effect for listeners, but also a meaning for the audience. The research goal was completed successfully. The selected text is an invaluable source in analysing. We found similarities in literature through poetic language and text. There are yet many more directions that this line of research could proceed in. Moreover, the analysis of the selected text can inspire authors of literature in their future work. The expected results will contribute to the history of Afro - American literature and to further its development as well as offering suggestions how literature and music can be connected. It hopes to offer solutions how Art can be seen from different perspectives (how speech of Martin Luther King can be used in poetry).

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EFL Teachers' Perceptions on Blended Learning: A Study on Educational Approaches and Classroom Practices

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Abstract

This study investigates the perceptions and experiences of EFL (English as a Foreign Language) teachers who work in primary schools in Trabzon, Türkiye, regarding the use of blended learning in their classrooms. Blended learning, which combines in-person instruction with on-line or digital resources, has gained prominence, especially in the post-Covid 19 educational landscape. Drawing on semi-structured interviews with 12 EFL teachers, the research explores their understanding of blended learning, its perceived benefits and challenges, and the support mechanisms required for its effective implementation. Findings reveal that teachers generally perceive blended learning as a valuable approach to enhance student engagement, accessibility, and learning outcomes. However, they face significant challenges, including technical limitations, inadequate professional development, and varying levels of student readiness. Despite these obstacles, participants highlighted the potential of blended learning to appeal to diverse learning needs and improve language acquisition. The study underscores the importance of addressing barriers such as insufficient infrastructure, limited teacher training, and the need for clearer guidelines to optimize the integration of blended learning in EFL contexts. By providing targeted professional development and improved technical support, educational institutions can empower teachers to effectively implement this model, ultimately enhancing language learning experiences. The research contributes to the growing body of knowledge on blended learning in EFL settings, particularly within the Turkish education system, and offers insights for future studies and policy development.

Keywords: blended learning, teachers' perceptions, ELT, EFL

1. Introduction

In recent years especially after Covid-19 pandemic, the integration of technology into educational environments has significantly changed traditional pedagogical practices and reshaped the ways in which knowledge is presented and received. The blended learning model, which can be defined as combining face-to-face teaching with online learning environments, has been one of the innovations which has attracted more and more attention in the field of education. This approach offers a flexible and student-centred learning experience by balancing the advantages of structured face-to-face interaction with personalised, self-paced learning. In the context of teaching English as a foreign language (EFL), blended learning has the potential to enhance language acquisition because this model provides opportunities for learners to engage with a variety of multimedia tools, resources, and interactive activities beyond the classroom environment.

Despite the fact that the blended learning model is becoming increasingly popular, its successful implementation in English as a foreign language (EFL) classroom largely depends on teachers' perceptions of the model and their ability to effectively integrate technological tools with pedagogical strategies. The effectiveness of blended learning depends on how teachers understand and use the model, their comfort level with digital tools, and their pedagogical beliefs about language teaching. While research on blended learning is quite common in the context of general education, studies on how EFL

teachers perceive and implement this approach in the context of the Turkish education system are more limited. This makes it an important area to examine the topic in more detail.

This study aims to explore EFL teachers' perceptions of blended learning in Türkiye. In particular, the research focuses on the pedagogical effectiveness of the model, the challenges faced by teachers, and their confidence in using digital tools in their teaching. Through semi-structured interviews, this research seeks to provide valuable insights into teachers' experiences and their impact on EFL teaching practices. Specifically, the study addresses the following research questions:

1. How do primary school EFL teachers in Turkey perceive the concept of blended learning?
2. What benefits and challenges do teachers associate with blended learning in EFL contexts?
3. What support mechanisms do teachers need to implement blended learning effectively?

2. Literature Review

2.1. Theoretical Foundations of Blended Learning

Blended learning is based on several important educational theories that emphasise active and student-centred learning. Constructivist learning theories, put forward by scholars such as Vygotsky (1978), emphasise the importance of social interaction and active participation in the learning process. In blended learning environments, students are encouraged to interact with digital content and resources, which supports self-directed learning—a fundamental aspect of constructivist pedagogy. Furthermore, Wenger's (1998) Community of Practice Theory suggests that learning is most effective when learners engage in collaborative activities. This approach is often included in many blended learning models. The Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) offers an important theoretical perspective for studying blended learning in language classrooms. The TPACK framework emphasises that teachers need to combine content knowledge, pedagogical expertise, and technological skills to deliver effective lessons. For EFL teachers, this requires not only understanding the language content but also knowing how to use digital tools to support language acquisition.

2.2. EFL Teachers' Perceptions of Blended Learning

The success of blended learning initiatives largely depends on teachers' perceptions of the effectiveness of this model and their level of willingness to integrate technology into their practice. Research consistently shows that teachers' attitudes towards technology play an important role in the successful adoption of blended learning. Becta (2004) emphasised that teachers who feel at ease using technology have a higher chance of adopting digital tools, which improves students' learning experience. However, Ertmer (2005) noted that teachers' pedagogical beliefs and perceptions of technology can help or reduce the use of blended learning, depending on their level of technological preparation and the support they receive.

In the EFL context, Koehler and Mishra (2009) observed that teachers often have difficulty balancing technology with traditional teaching methods. EFL teachers, in particular, need to integrate digital resources in a way that complements the language learning process but does not overshadow the face-to-face interactions critical for language development (Thorne, 2003). A study by González and Álvarez (2016) showed that teachers with positive attitudes towards technology integrate digital tools into their classrooms more successfully, leading to more interactive and engaging language learning experiences.

2.3. Pedagogical Impact of Blended Learning

Blended learning has shown positive effects, especially in developing four language learning skills (Hockly, 2012). The flexibility offered by blended learning facilitates differentiated learning by allowing students to work at their own pace and addresses a variety of student needs (Horn & Staker, 2015). In addition, multimedia and interactive tools integrated into blended learning environments have been found to increase student engagement and better learning of language content (Zhang, 2017). Blended learning also encourages autonomous learning, which is highly beneficial for language education because it allows students to practice outside the classroom, reinforcing their skills (Benson, 2001). However, although blended learning offers significant pedagogical advantages, its successful implementation requires careful planning and adequate teacher training. Ally (2004) argued that teachers need to not only develop their technological skills but also learn how to use technology to support pedagogy. Without appropriate support and professional development, teachers may struggle to integrate digital tools effectively, which may undermine the benefits offered by the blended learning model.

2.4. Challenges in Implementing Blended Learning

The implementation of blended learning faces several challenges. Research shows that barriers such as technological limitations, inadequate teacher training, and resistance to change make it difficult to adopt this model (Liu, 2016). In Turkey, the Education Information Network (EBA), a government-backed initiative aimed at promoting digital learning, offers a valuable resource for teachers. However, issues such as limited access to devices, inadequate digital literacy, and missing support systems often hinder the effective use of blended learning tools (Demirbilek, 2018). Moreover, time constraints in traditional classroom settings can limit teachers' ability to effectively blend face-to-face instruction with online activities. This problem is particularly pronounced in EFL contexts, where language acquisition requires consistent practice and feedback (Garrison & Kanuka, 2004).

2.5. Support Needs of Teachers in Blended Learning

For the successful implementation of blended learning, teachers need access to continuous professional development programmes and resources that enhance their technological and pedagogical skills. Moore et al. (2011) noted the importance of providing teachers with ongoing training that emphasises not only the technical aspects of technology but also how to integrate these tools pedagogically. In addition to training, it is highly beneficial for teachers to have access to collaborative networks, mentoring opportunities, and resources that support them in implementing blended learning (Tondeur et al., 2017).

Blended learning has great potential for improving language teaching by providing a flexible, personalised, and interactive learning experience, especially in EFL contexts. However, the success of this model depends on teachers' perceptions, their level of preparation, and the level of support they receive. By understanding the factors that favour teachers' adoption and effective use of the blended learning model, educational institutions can provide better support to teachers and ultimately improve students' language learning outcomes.

3. Methodology

3.1. Research Design

This qualitative study aimed to explore the perceptions and experiences of primary school English language teachers regarding the use of blended learning in their classrooms in Trabzon, Türkiye. A purposive sampling approach was employed to select 12 primary school English teachers with diverse teaching experiences and varying levels of familiarity with technology integration in education, ensuring a range of perspectives. The selected sample consisted of 4 male and 8 female participants. Among

them, 4 participants had more than 20 years of professional experience, 4 had between 10 and 20 years of experience, and 4 were in the first decade of their careers.

3.2. Data Collection

Semi-structured interviews were used to collect data, allowing for in-depth exploration of participants' perceptions. The interview protocol was developed based on established frameworks in language education research (e.g., Richards, 2003; Dörnyei, 2007) and included open-ended questions addressing the following themes:

- Teachers' general perceptions of blended learning
- Perceived benefits and challenges of blended learning
- The impact of technology on student engagement and learning outcomes
- Teachers' experiences with blending traditional face-to-face instruction and online tools
- Probing questions were used to elicit detailed responses and explore participants' personal experiences. Each interview lasted 30 to 35 minutes and was conducted in Turkish, the participants' native language, to ensure clarity and comfort. With participants' informed consent, each interview was audio recorded, and the verbatim transcriptions were analysed.

3.3. Data Analysis

A thematic analysis approach was adopted to analyse the data. The process involved:

Coding: Initial codes were generated to identify recurring ideas and patterns in the data.

Categorization: Codes were grouped into categories reflecting broader themes.

Interpretation: Emerging themes were interpreted to address the research questions.

This systematic approach was used to ensure the reliability and validity of the findings while allowing for rich, nuanced insights into teachers' perceptions and experiences with blended learning.

3.4. Teachers' Understanding and Perceptions of Blended Learning

The majority of participants (10 out of 12) demonstrated a general understanding of blended learning, describing it as the integration of digital resources into traditional teaching methods. However, their definitions varied:

Participant 4: *"Blended learning is using online platforms to complement what we do in the classroom. It helps to keep students interested, especially with videos and quizzes."*

Participant 9: *"I think of it as giving students access to materials outside of the lesson, like homework or revision tasks, but using a platform like EBA."*

Table 1. The levels of understanding

Level of Understanding	Number of Teachers	Example Description
Comprehensive Understanding	7	Incorporating both synchronous and asynchronous activities
Basic Understanding	3	Using digital tools for supplementary purposes

Limited Understanding	2	Associating blended learning with technology in general
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Benefits of Blended Learning

Participants identified three key benefits:

Increased Student Engagement:

Participant 2: *"Students are more excited to participate when I use videos or interactive apps like Kahoot during lessons."*

Participant 6: *"Even shy students are more willing to engage when activities involve technology."*

Improved Accessibility and Flexibility:

Participant 8: *"Students can review materials at home. This helps slow learners keep up with the class and get support from their parents if they need."*

Enhanced Learning Outcomes:

Participant 3: *"In my experience, students remember vocabulary more effectively when using multimedia resources, such as videos and interactive apps."*

Table 2. Overview of the reported benefits.

Benefit	Number of Teachers	Example Tools/Methods Used
Increased Engagement	9	Kahoot, educational videos, interactive games
Improved Accessibility	8	Google Classroom, EBA platform
Enhanced Learning Outcomes	7	Multimedia resources (esp. vocabulary games)

Challenges Faced by Teachers

Three main challenges emerged:

Technical Issues:

Participant 1: *"Sometimes the internet doesn't work at school, or students don't have devices at home."*

Participant 10: *"I struggle with using new software. It takes time to learn or find a suitable tool for my students."*

Lack of Training:

Participant 7: *"We need proper workshops or a guidebook on how to integrate technology into language teaching."*

Student Resistance:

Participant 12: *"Some students don't have the discipline for online tasks. They fall behind."*

Table 3. The challenges faced by teachers.

Challenge	Number of Teachers	Details
Technical Issues	8	Connectivity problems, lack of devices

Lack of Training	6	Need for structured professional development
Student Resistance	4	Unequal access, lack of motivation

Support Needed for Effective Implementation

Participants suggested the following support mechanisms:

Technical Support:

Participant 5: *"Schools need to provide better Wi-Fi and devices for students who don't have them."*

Professional Development:

Participant 11: *"Professional training focused on practical tips for EFL teachers would be helpful."*

Clearer Guidelines:

Participant 3: *"We need a structured approach on how to use blended learning in EFL classes."*

Table 4. Overview of the suggested support.

Type of Support	Number of Teachers	Examples
Technical Support	7	Devices for students, better internet
Professional Development	8	Hands-on training workshops
Clearer Guidelines	6	Standardized frameworks for usage

Discussion and Conclusion

The findings from this study indicate that primary school English teachers in Trabzon hold generally positive perceptions of blended learning, recognizing its potential to improve student engagement, accessibility, and learning outcomes. These findings align with existing literature emphasizing the motivational benefits of technology in language learning (Dörnyei, 2007) and its ability to cater to diverse learning styles (Richards, 2003). However, the study also highlights significant barriers to effective implementation, including technical challenges, insufficient professional training, and varying levels of student readiness. These challenges mirror broader trends in developing regions, where infrastructural issues and lack of teacher preparation hinder the adoption of digital learning (Selwyn, 2016; Ertmer & Ottenbreit-Leftwich, 2010). The teachers' responses underscore the importance of addressing these barriers to fully realize the potential of blended learning. Providing reliable internet access, devices, and tailored professional development programs could empower teachers to integrate digital tools more effectively. Clearer guidelines on how to use blended learning in EFL classrooms could also enhance its implementation.

This study contributes to the understanding of blended learning in primary school EFL contexts in Trabzon, shedding light on both its benefits and challenges. Future research should investigate specific strategies to overcome the technical and pedagogical challenges identified and examine the long-term impacts of blended learning on student achievement. Addressing these issues could pave the way for more effective and inclusive integration of blended learning in primary education.

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The Use of Non-Finite Dependent Clauses in Academic Texts Written by Native and Non-Native (Slovak L1) English Speakers

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Abstract

The present research is focused on the employment of a specific type of dependent clause, namely non-finite dependent clause, in written academic texts. The analysis was performed on academic texts produced by native and non-native English-speaking (Slovak L1) writers at different proficiency levels, namely M.A. and PhD. theses. The aim of the research was to determine whether the (non)native English speaker status and the proficiency level of the producers of academic texts have a significant impact on the employment of non-finite dependent clauses in the selected academic text types. The research was performed manually on a small-sized corpus of authentic samples of the selected academic text types, employing the methodology of corpus linguistics. The incidence of non-finite dependent clauses was investigated using quantitative research methodology. The characteristic features of the individual text types were determined via comparative analysis. Statistical tests were used to determine whether the differences between the text types are significant. The research found significant differences in the employment of non-finite dependent clauses in the analysed academic text types depending on the (non)native English speaker status as well as the proficiency level of the producers. The determined characteristics of the individual text types were also compared with the characteristics associated with different stages of academic writing development provided by Biber et al. (2011). The findings have important implications for academic writing instruction at universities.

Keywords: Non-finite dependent clauses, structural complexity, academic text types, academic thesis, native English speakers, non-native English speakers.

1. Introduction

Linguistic research into written language has for an extensive amount of time been focused on academic prose in particular. This might largely be due to the relevance of the text type not only for linguistic researchers but for researchers in general. As is widely known, a competent performance in academic writing is a necessary precondition for having one's research published, regardless of the researcher's discipline. Academic prose thus continuously exhibits a potential for being an object of linguistic research, since the scientific community arguably still needs to master the structural characteristics of its language to become successful.

Academic prose, with its primarily informing function, can be contrasted with narrative text types, such as fiction, which tend to rather revolve around the development of action. While the former may be considered informationally dense, the latter is oftentimes dominated by verbal depiction of action and its circumstances. This difference of focus may be reflected in the different linguistic choices of the authors of the respective text types. In order to effectively deliver information, the writers of academic prose might, on the syntactic level, rely more on non-finite dependent clauses. Finite dependent clauses, which are more elaborate, may, vice versa, be less commonly employed in highly proficient academic writing.

The present research is focused on determining the incidence of non-finite dependent clauses in academic texts of authors with different proficiency levels and L1 backgrounds. It attempts to provide a view of the extent to which academic writers with different L1 backgrounds and on different proficiency levels employ syntactic structures adherent to the predominantly informing function of academic prose. The results of the research might have important implications for the EAP class instruction and training of aspiring future scholars.

1.1 Research Questions

The present research was designed as an attempt to answer the following research questions:

1. Does the (non)native speaker status of the producer have a significant impact on the incidence of non-finite dependent clauses in academic theses, i.e. are there significant differences in the incidence of non-finite dependent clauses between theses produced by native English speakers and theses produced by non-native English speakers (Slovak L1)?

The research was realized on two text types produced by native English speakers and two text types produced by non-native English speakers with Slovak L1 background. The answer to the first research question was, therefore, determined at two levels, i.e. by comparing M.A. theses of native speakers and M.A. theses of non-native speakers, and by comparing PhD. theses of native speakers and PhD. theses of non-native speakers. In order to provide a valid answer to the research question, it was necessary to compare the text types produced by language users with the same proficiency level. The differences in the incidence of non-finite clauses thus reflected solely the impact of the (non)native speaker status of the producers. The (non)native speaker status functioned as the independent variable potentially causing variation within the incidence of non-finite clauses, which functioned as the dependent variable. Performing comparisons at two levels, i.e. comparing the two text types at M.A. level and also the two text types at PhD. level allowed for the verification of whether the significance of the impact of the (non)native speaker status depends on the proficiency level of the producers.

2. Does the proficiency level of the producer have a significant impact on the incidence of non-finite dependent clauses in academic theses, i.e. are there significant differences in the incidence of non-finite dependent clauses between theses produced by M.A. students and theses produced by PhD. students?

Similarly to the previous case, the research was realized on two groups of M.A. theses and two groups of PhD. theses, namely those produced by native English speakers and those produced by non-native English speakers. The answer to this research question was thus also determined on two levels, i.e. by comparing M.A. theses and PhD. theses of native speakers, and by comparing M.A. theses and PhD. theses of non-native speakers. It was necessary to compare the text types produced by language users with an identical (non)native speaker status to provide a valid answer to the research question. Such an arrangement of comparisons secured that the determined differences reflected solely the impact of the proficiency level of the producers. In this case, the proficiency level functioned as the independent variable potentially causing variation within the incidence of non-finite dependent clauses functioning as the dependent variable. Separate comparisons of the two text types of native speakers and the two text types of non-native speakers enabled the determination of whether the significance of the impact of the proficiency level depends on the (non)native speaker status of the producers.

3. What is the structural character of academic prose of Slovak university students based on the comparison with the structural character of academic prose of native English-speaking university

students and the characteristics associated with the individual stages of writing development provided by Biber et al. (2011)?

The comparison of academic text types produced by Slovak students of English with academic text types produced by native English-speaking students of English and with the characteristics typical for the particular stages of writing development suggested by Biber et al. (2011) might have implications for academic writing instruction at universities. The comparisons can be utilized to suggest in which direction the academic writing of the particular groups of university students should be developed in order to increase the quality of their writing and their chances for success in academia.

2. Literature Review

Recent studies of academic discourse tend to stress the significance of investigating its structural complexity on the phrase level, reporting frequent employment of complex noun phrases in this text type (see Biber and Gray, 2010; Biber et al., 2011; Karakaya, 2017; Gardner et al., 2018; Biber et al., 2020). The reported common use of noun phrases in academic prose arguably reflects the aforementioned informational character of the text type. On the clause level, this characteristic might be reflected in frequent employment of non-finite dependent clauses. These clause-level structures may fulfil the same discourse function as complex noun phrases by enabling writers to more densely pack informational content into a single sentence, thus increasing the efficiency of information distribution. By investigating the incidence of non-finite dependent clauses in academic prose, the present research attempts to address this issue and examine the extent to which different groups of writers rely on clause structures that allow for more dense information delivery.

Focusing on professional academic prose, recent studies primarily investigate the structural characteristics of published academic articles (see Seifoori and Fattahi, 2014; Gray, 2015; Khany and Kafshgar, 2016). The studies of student academic prose also tend to focus on rather short academic text types such as academic essays. Much less attention has been dedicated to thesis as an academic text type. Thesis has received considerable amount of attention only from genre analysts, i.e. the researchers who focus on the discourse structure, stylistic features, and rhetorical functions of academic prose (see Bunton, 2005; Samraj, 2008; Curry, 2016; Anderson et al., 2020). These studies, however, consider thesis rather from the viewpoint of its macrostructure, not the structural characteristics of its language. This represents a gap that the present research addresses, as it is focused on the investigation of language characteristics of M.A. and PhD. academic theses. Furthermore, the difference between the language structure of academic prose of Slovak L1 and English L1 students of English, which is analysed in the present research, has not been studied in great detail either. The present research thus has potential to be a contribution to the current state of knowledge in the given research area in several ways.

3. Methodology

Many recent studies of the structural complexity of academic prose are realized on large-scale corpora of texts comprised of millions of words. Researchers often use automated computational software systems that enable them to produce in-depth multi-dimensional textual analyses of structural complexity. The present research was realized on a comparatively smaller-sized corpus of texts, which were manually tagged for the incidence of non-finite dependent clauses. The research reflects the current approaches to examining the linguistic character of academic prose via noun phrases by investigating the occurrence of structures with a parallel discourse function on the clause level, namely non-finite dependent clauses.

The potential to contribute to the ongoing debates on the structural character of academic prose and to address the gap in recent studies by analysing the thesis text type represent the global contributions of the present study to the current state of research in the field. In addition, the study provides a more locally relevant contribution by presenting a profile of the structural character of academic prose of Slovak university students of English.

Proficient academic prose arguably has inherent structural characteristics, the adoption of which in one's writing is essential for the production of high-quality academic texts. "Mastery of academic language is arguably the single most important determinant of academic success for individual students" (Francis et al., 2006, p. 7). Furthermore, academic writing is an essential part of the job of a scholar. Competent performance in academic writing is a necessary condition for becoming a scholar and achieving success on the international level. The results of the present study might have implications for academic writing instruction at universities. Reflecting the present research findings in the process of teaching academic writing at universities may increase the quality of students' academic writing and their chances for a career in academia.

The present research involved the analysis of academic prose of four specific groups of producers, namely native English-speaking students of English at M.A. and PhD. level, and non-native English-speaking students of English at M.A. and PhD. level with Slovak as their first language. Such a research design enabled the determination of the impact of both the (non)native speaker status of the producer and the proficiency level of the producer on the use of non-finite dependent clauses in the analysed academic theses.

The research was realized utilizing the methodologies of corpus linguistics, comparative analysis, and quantitative research. The structural language characteristics of the particular groups of theses were determined based on an analysis of a collection of authentic language samples of the theses. A collection of authentic spoken and written texts is called a corpus (Biber et al., 1999, p. 4). There are several advantages to analysing corpora. "They provide information about meanings which are not available through intuition, and they can be used to study the use of language in different text types; the results are more objective, and the research can be replicated" (Svartvik, 1992, reported in Aijmer and Stenstrom, 2004). The characteristic features of the individual types of theses were contrasted via their mutual comparison. The employment of non-finite dependent clauses in the analysed academic texts was investigated through quantitative measurements of the frequency of occurrence.

3.1. Aims

The aim of the research was twofold. First, the aim was to determine whether the (non)native speaker status of the producer has a significant impact on the employment of non-finite dependent clauses in academic theses. Second, the aim was to determine whether the proficiency level of the producer has a significant impact on the employment of non-finite dependent clauses in academic theses. More specifically, the research was intended to reveal whether there are significant differences between academic theses produced by native and non-native English-speaking (Slovak L1) students of English in terms of the employment of non-finite dependent clauses. Furthermore, the research was intended to reveal whether there are significant differences between lower and higher proficiency academic theses, namely M.A. and PhD. theses, in terms of the employment of the aforementioned type of dependent clauses. In addition to the primary aims, the ELT-related purpose of the study was to generate results that can serve as a basis for the formulation of recommendations for academic writing instruction at universities. The research might thus help prepare students for an academic career and increase their

chances of success. The research also attempted to address a gap in the current literature by investigating the structural characteristics of language of academic theses as a particular academic text type.

3.2. Characteristics of the corpus

The analysed corpus consisted of academic texts comprising approximately 120,000 words in total. It was equally distributed among the four text types listed in Table 1 below, with about 30,000 words from each text type. The individual texts representing these text types were collected from available online sources such as Slovak central register of final theses, central registers of final theses at the UK and US university websites, and open online databases of PhD. dissertations such as ProQuest, or EBSCO. Table 1 below provides an overview of the analysed corpus, including the particular academic text types analysed in the present research, the number of sample texts used for the analysis, and the total number of words within each text type as well as the whole corpus. The corpus was manually analysed for the incidence of non-finite dependent clauses, with the assistance of the text analysis tool called AntConc software (Anthony, 2014). The analysis results were verified using the Mann-Whitney U test to assess whether differences between the text types were statistically significant.

Table 1. Characteristics of the corpus

Text type	Number of texts	Number of words
Slovak L1 M.A. thesis	12	30 008
English L1 M.A. thesis	12	30 007
Slovak L1 PhD. thesis	12	30 011
English L1 PhD. thesis	12	30 015
Total	48	120 041

4. Results and Discussion

The incidence of non-finite dependent clauses is expressed by a single number, on a continuous scale. Therefore, the analysis of the incidence was twofold, i.e. the incidence was calculated at the text type level as well as at the text level. It was necessary to mark the incidence at the text level for the verification of the significance of the differences between the text types. The incidence within the individual texts representing each text type was then added up to reveal the incidence at the text type level. Table 2 below summarizes the incidence of non-finite clauses at the text type and the corpus levels, including the division into the individual functional types of dependent clauses, and also presents the proportional representation of the data. Figure 1 further below illustrates the determined differences in more detail.

Table 2. The distribution of non-finite dependent clauses across the corpus

Text type	Nominal	Relative	Adverbial	Total	%
S L1 M.A.	568	197	186	951	21.64
E L1 M.A.	699	264	308	1271	28.92
S L1 PhD.	607	262	250	1119	25.46
E L1 PhD.	558	281	215	1054	23.98
Total	2432	1004	959	4395	100
Total %	55.34	22.84	21.82	100	

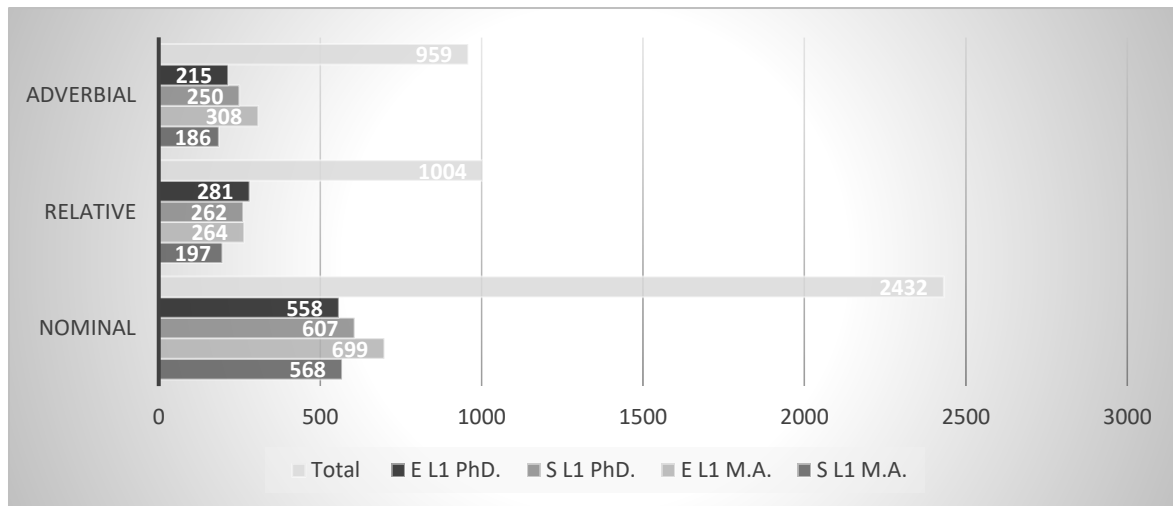


Figure 1. The distribution of non-finite dependent clauses across the corpus

As can be seen in Table 2, 4395 non-finite clauses were identified in the whole corpus, which is arguably a considerable number. This is partly due to the adopted approach to the analysis of non-finite clauses. Structures which may or may not be considered non-finite clauses, e.g. to-infinitives which can be classified either as non-finite infinitive clauses or as main verbs complementing a catenative verb (want, help, seem, etc.), were classified as non-finite clauses. Such an approach was adopted because catenatives are not necessarily followed by a to-infinitive but can also be followed by a noun, adjective, or an adverb phrase. Therefore, the use of to-infinitive after these structures is often a conscious choice on the part of the writer. The adopted approach to the classification of such cases may to some extent explain the considerable number of non-finite clauses identified in the whole corpus.

Focusing on the corpus level, regarding the distribution of the semantic-functional types of non-finite clauses, we can notice a relatively even incidence of two types, namely relative and adverbial clauses. The former were identified 1004 times, which represents 22.84% of all non-finite clauses, while the latter were identified 959 times, which represents 21.82% of all non-finite clauses. There was only a slight difference between the employment of relative and adverbial non-finite clauses in the analysed academic texts. On the other hand, there were 2432 instances of nominal clauses, which represents 55.34% of all non-finite clauses in the corpus. The incidence of nominal clauses was more than twice as frequent as the incidence of relative and adverbial clauses. The research thus found a considerable preference for the use of nominal non-finite clauses in academic theses.

The classification of non-finite clauses into the semantic-functional types in the present research reveals a clear tendency for the use of non-finite structures in nominal positions in the analysed academic text types. Nominalization arguably increases the densely informational style of academic prose and is frequently claimed to be a characteristic feature of academic writing. This is reported to be achieved foremost by frequent employment of noun phrases. However, non-finite clauses, particularly those used in nominal positions (especially considering that they might often be used instead of longer finite dependent clauses), arguably make the structure of sentences more economical while still increasing the information output of the sentences. The frequent employment of non-finite clauses particularly in nominal positions, revealed by the present research, may thus be considered a tendency that is in concord with the reported tendencies to increase the density of information within academic texts. This, in turn, might explain the revealed substantial preference for nominal non-finite clauses in the analysed text types.

Table 2 also provides information about the incidence of non-finite clauses in particular text types. As can be noticed, the differences between the individual text types vary and it is not always clear which differences are significant. In order to answer the research questions, the text types were compared depending on the (non)native speaker status and the proficiency level of the authors, along with the performance of statistical verification. The figures reveal that on M.A. level, the research found what might be a considerable difference between the theses produced by native speakers and non-native speakers. The difference between the M.A. theses of native and non-native speakers is in fact the largest difference among the text types. The M.A. theses of native speakers contained the largest number, namely 1271 (28.92%), while the M.A. theses of non-native speakers contained the smallest number, namely 951 (21.64%), of non-finite clauses in the corpus. The difference of 320 (7.28%) non-finite clauses is arguably a considerable difference that might be found statistically significant.

Comparing the incidence of non-finite clauses in PhD. theses produced by native and non-native English speakers, we can notice that at this level of proficiency the difference is smaller. The PhD. theses written by native English speakers contained 1054 (23.98%), while the PhD. theses written by non-native speakers contained 1119 (25.46%) non-finite clauses, making the difference only 65 (1.48%) non-finite clauses, which is the smallest determined difference. The difference between PhD. theses is almost five times smaller than the difference between M.A. theses. It can be argued that the difference between the text types at this higher proficiency level is likely to be found not significant. The verification of the significance of the differences required calculating the incidence of non-finite clauses at the text level. Table 3 below provides an overview of the incidence in each of the twelve texts representing each text type.

Table 3. The distribution of non-finite dependent clauses across the analyzed texts

Text type	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	Text 9	Text 10	Text 11	Text 12
S L1 M.A.	80	86	75	107	77	85	66	72	78	94	66	65
E L1 M.A.	118	115	125	90	87	118	115	98	84	99	99	123
S L1 PhD.	84	88	90	98	92	98	97	105	101	81	90	95
E L1 PhD.	87	86	82	95	90	94	87	89	98	77	94	75

As the independent variables remain the same and the dependent variable, i.e. the incidence of non-finite clauses, is measured on a continuous scale, the Mann Whitney U test was the statistical test used to verify the significance of the differences between the text types. Two-tailed tests were computed, with the null and the alternate hypothesis formulated in the following manner:

H₀: The incidence of non-finite dependent clauses in the academic texts written by native English speakers and the academic texts written by non-native English speakers IS identical, i.e. there is no significant difference.

H_a: The incidence of non-finite dependent clauses in the academic texts written by native English speakers and the academic texts written by non-native English speakers IS NOT identical, i.e. there is a significant difference.

Table 4 and Table 5 below present the individual values calculated as part of the Mann Whitney U test, including the *p* value, which determines the result of the test, on M.A. level and PhD. level, respectively.

Table 4. Mann-Whitney U test on NF dep. clauses (native vs. non-native; M.A. theses)

Dep. Variable	Rank Sum (E L1 M.A.)	Rank Sum (S L1 M.A.)	U	z	p-value	α (alpha)
Incidence of NF dep. clauses	211	89	11	-3.522	0.00021	0.05

Table 5. Mann-Whitney U test on NF dep. clauses (native vs. non-native; PhD. theses)

Dep. Variable	Rank Sum (E L1 PhD.)	Rank Sum (S L1 PhD.)	U	z	p-value	α (alpha)
Incidence of NF dep. clauses	119.5	180.5	41.5	1.761	0.96087	0.05

As Table 4 shows, the p-value calculated as part of the Mann Whitney U test on the difference in the incidence of non-finite dependent clauses between the theses produced by native English speakers and non-native English speakers on M.A. level is lower than the alpha value ($p < .05$). The p value is in fact much lower than .05, which means the difference is considerably beyond the threshold of significance. This might reflect the difference being the largest determined difference in terms of the incidence of non-finite clauses within the corpus. Based on the result of the statistical test, the null hypothesis can be rejected. The research generated results indicating that there is a significant difference in the incidence of non-finite dependent clauses between the M.A. theses written by native and non-native English speakers. Thus, the research revealed that the (non)native speaker status of the producer does have a significant impact on the incidence of non-finite dependent clauses in academic theses on M.A. level. The initial assumption regarding the potential significance of this difference was confirmed. As the difference was found significant, the research indicates that native English-speaking producers on M.A. level tend to produce theses which contain significantly more non-finite dependent clauses than the theses produced by non-native English speakers with Slovak L1.

Table 5 displays the values revealed by the Mann Whitney U test on the difference between the PhD. theses of native and non-native speakers. As can be seen from the table, the test on the difference between PhD. theses generated a p -value that is higher than the alpha value ($p > .05$). The statistical test on the difference between the PhD. theses of native and non-native speakers thus generated a result that is not in concord with the test result on the difference between M.A. theses. This, however, confirms the aforementioned assumptions, which stemmed from the rather small size of the difference. Based on the result of the test, the difference in the incidence of non-finite clauses between the two PhD. text types is not sufficient to reject the null hypothesis, i.e. the difference was found not significant.

The second type of comparison enabled by the structure of the corpus was the comparison of M.A. and PhD. theses. This comparison allowed us to reveal whether the incidence of non-finite clauses in theses varies significantly depending on the proficiency level of the authors. A separate comparison of the M.A. and PhD. theses of native speakers and the M.A. and PhD. theses of non-native speakers were necessary to secure validity. The figures in Table 2 above show that the analysed M.A. theses of native speakers contained 1271 (28.92%), while their PhD. theses contained 1054 (23.98%) non-finite clauses, which makes a difference of 217 (4.94%) non-finite clauses in favour of M.A. theses. Comparing the incidence in the theses of non-native speakers, we can notice that their M.A. theses contained 951 (21.64%), while PhD. theses contained 1119 (25.46%) non-finite clauses, making a difference of 168 (3.82%) non-finite clauses, however, in favour of PhD. theses. Two-tailed Mann Whitney U tests were computed to verify the significance of the differences, with the null and the alternate hypothesis formulated in the following manner:

H₀: The incidence of non-finite dependent clauses in the academic texts written by the students of English on M.A. proficiency level and the academic texts written by the students of English on PhD. proficiency level IS identical, i.e. there is no significant difference.

H_a: The incidence of non-finite dependent clauses in the academic texts written by the students of English on M.A. proficiency level and the academic texts written by the students of English on PhD. proficiency level IS NOT identical, i.e. there is a significant difference.

Tables 6 and 7 below present the individual values of the Mann Whitney U test on the difference between the two text types of native speakers and the difference between the two text types of non-native speakers, respectively.

Table 6. Mann-Whitney U test on NF dep. clauses (M.A. vs. PhD. theses; native speakers)

Dep. Variable	Rank Sum (E L1 M.A.)	Rank Sum (E L1 PhD.)	U	z	p-value	α (alpha)
Incidence of NF dep. clauses	201	99	21	-2.945	0.001617	0.05

Table 7. Mann-Whitney U test on NF dep. clauses (M.A. vs. PhD. theses; non-native speakers)

Dep. Variable	Rank Sum (S L1 M.A.)	Rank Sum (S L1 PhD.)	U	z	p-value	α (alpha)
Incidence of NF dep. clauses	100	200	22	-2.887	0.001946	0.05

As shown in Table 6, the *p*-value calculated as part of the test on the difference in the incidence of non-finite dependent clauses between the M.A. and PhD. theses produced by native speakers is lower than the alpha value ($p < .05$). The result of the test allows us to reject the null hypothesis. The research generated results indicating that there is a significant difference in the incidence of non-finite dependent clauses between the M.A. and PhD. theses of native speakers. Thus, according to the results, the proficiency level of the producer does have a significant impact on the incidence of non-finite dependent clauses in academic theses of native speakers. The research indicates that native speakers on M.A. level tend to produce theses which contain significantly more non-finite dependent clauses than the theses of native speakers on PhD. level.

Table 7 contains the values obtained from the test on the difference between the M.A. and PhD. theses of non-native speakers. As the table reveals, this test also generated a *p*-value that is lower than the alpha value ($p < .05$). The statistical test on the difference between the M.A. and PhD. theses of non-native speakers thus generated a result that is in concord with the test result on the difference between the theses of native speakers. Even the difference in the incidence of non-finite clauses between the two text types of non-native speakers is large enough to reject the null hypothesis. The difference was found to be significant, which means the research results provide enough evidence to infer that the incidence of non-finite clauses in the M.A. and PhD. theses of non-native speakers is not identical. However, in contrast to native speakers, based on the figures, non-native speakers appear to employ non-finite clauses significantly more frequently on PhD. level compared to M.A. level.

5. Conclusion

The analysis of the incidence of non-finite clauses in academic theses has provided answers to the three research questions formulated before the realization of the research (see 1.1). Returning back to the first research question, a significant difference was found between the M.A. theses of native and non-native

speakers, with the M.A. theses of native speakers containing significantly more non-finite dependent clauses. On PhD. level, the research revealed that the incidence of non-finite clauses in the theses of native and non-native speakers is comparable, with no significant difference found between the two text types. Thus, according to the results, the (non)native speaker status of the producer has a significant impact on the incidence of non-finite dependent clauses in academic theses, but only on M.A. level, which means the significance of the impact of (non)native speaker status is dependent on the proficiency level of the producers.

Regarding the second research question, the present research showed that the proficiency level of the producer significantly affects the incidence of non-finite dependent clauses in academic theses, too. Significant differences were found between the M.A. and PhD. theses of native as well as non-native speakers. The significance of the effect of the proficiency level on the use of non-finite clauses, therefore, does not depend on the (non)native speaker status of the producers of the texts. However, the (non)native speaker status affects the manner in which M.A. and PhD. theses differ in terms of the incidence of non-finite clauses. Whereas the PhD. theses of non-native English speakers with Slovak L1 contained significantly more non-finite clauses than the M.A. theses of non-native English speakers with Slovak L1, in case of the two text types of native speakers it was vice versa. Overall, the M.A. theses of native speakers contained the most and the M.A. theses of non-native speakers the fewest non-finite clauses in the corpus, while their incidence in both PhD. level text types was in between the two extremes.

Concerning the third research question, if we compare the determined structural characteristics of the analysed text types with the structural characteristics typical for the particular stages of development of academic writing presented by Biber et al. (2011), a noteworthy finding arises. The revealed characteristics of each text type point to the non-native English speakers of Slovak origin at M.A. level being in an earlier stage of writing development than native English speakers, despite both groups having the same proficiency level. As Biber et al. (2011, p. 30) suggest, considerable structural complexity based on frequent use of finite dependent clauses and frequent use of non-finite dependent clauses is characteristic for the intermediate stage of development of academic writing. The found significant difference between the theses of native and non-native speakers at M.A. level, with native speakers incorporating non-finite clauses significantly more frequently (and also more frequently than any other investigated group), suggests that they are in the intermediate stage of development. On the other hand, non-native speakers, incorporating non-finite clauses significantly less frequently (and also less frequently than any other investigated group), in turn appear to be in the early stage of development of academic writing.

Regarding PhD. level writers, the analysis showed their theses to be comparable with no significant difference between the PhD. theses of native and non-native speakers. At the same time, the PhD. theses of native speakers contained a significantly smaller number of non-finite clauses than the M.A. theses of native speakers at one extreme, while the PhD. theses of non-native speakers contained a significantly larger number of the clauses than the M.A. theses of non-native speakers at the other extreme, placing both groups of PhD. theses in-between. Biber et al. (2011) claim that the later stages of development of academic writing are characteristic for a move from an extensive use of different types of finite and non-finite clauses to a more extensive use of phrasal complexity features and phrasal embedding. The comparison of the determined characteristics with the characteristics of the individual stages of writing development (ibid, 2011), therefore, might suggest both PhD. level writer groups to be in the late stage of development of academic writing.

The aforementioned findings might have important implications for academic writing instruction especially at Slovak universities. The present research showed that despite being at the same proficiency level, Slovak university students of English at M.A. level are in an earlier stage of development of academic writing in comparison with native English-speaking students of English at M.A. level studying at universities in English-speaking countries. In order to increase the level of academic writing of Slovak students, the research results suggest a need for academic writing instruction to focus on their use of non-finite dependent clauses. Based on Biber et al. (2011), their writing should eventually move away from the extensive use of finite and non-finite dependent clauses, towards complexification at the phrase level. However, an increased use of non-finite dependent clauses is suggested as the natural intermediate stage, at which native English speakers at M.A. level already appear to be according to the present research.

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Lexical Contours of the Mind and Experience: A Computational History of Psychological Categories in Fiction¹

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Abstract

This study explores the historical trajectories of higher-order semantic categories—Cognition, Perception, and Affect—as lexical constellations shaping narrative fiction’s psychological depth from the 19th to 21st centuries. These categories comprise curated lists of words: Cognition encompasses terms tied to thought and reasoning (e.g. ‘know,’ ‘think’), Perception includes sensory and observational lexicon (e.g. ‘see,’ ‘hear’), and Affect captures emotional states (e.g. ‘feel,’ ‘love’). Integral to fiction’s articulation of mental and emotional experience, they inform character interiority and reflect broader literary dynamics, such as historical periodization. Employing a literary-historical distant reading approach, this research analyzes a corpus exceeding 10,000 novels from the HathiTrust Digital Library, spanning four centuries. Computational tools—BookNLP for semantic word extraction and the LIWC dictionary for psycholinguistic exploration—facilitate the identification and quantification of these category-specific terms across the corpus. This methodology reveals longitudinal patterns in their usage, tracing shifts in prevalence and configuration. The findings are significant, affirming prior insights into period-specific narrative trends in English language fiction while uncovering novel lexical arrangements that enrich our understanding of these categories’ roles. By charting their evolution, the study elucidates how psychological vocabulary interweaves with cultural context to define fiction’s aesthetic and experiential contours. This investigation thus reframes narrative fiction’s engagement with the phenomenology of mind and emotion, offering fresh perspectives on its historical development and reinforcing the value of computational analysis in literary scholarship.

Keywords: Literary history, distant reading, psychology, narrative fiction, distant reading

1. Introduction

Narrative has long served as a cultural laboratory for rehearsing what it means **to** feel, think, and sense. Where classical rhetoric distinguished *pathos*, *logos*, and *enargeia*, contemporary criticism tracks the same functions under the rubrics of affect, cognition, and perception—three interlocking dimensions that organise both story-worlds and reader response (Mar et al.; Oatley). Yet scholarship often treats them in isolation: *affective narratology* charts the “emotional arcs” that drive empathy (Reagan et al.); *cognitive literary studies* models fiction as a simulator for theory-of-mind (Tamir et al.); and the *sensory turn* analyses how techniques such as represented perception immerse readers in quasi-embodied seeing and hearing (Shigematsu). The result is a fragmented view of how texts coordinate the full ecology of mind and body. Within narratology, cognition, emotion, and perception designate both thematic content and formal technique. Genette’s focalisation schema asks “who perceives?” and thereby shows how viewpoint structures sensory and cognitive access to events. Modes of presenting inner life range from direct interior monologue and free indirect discourse to narrator summary, each

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balancing “showing” and “telling” in distinct ways (Cohn). Modern fiction typically privileges showing—immersive, detail-rich renderings of consciousness—as a mark of artistic sophistication. Cognitive critics extend this formal account by stressing the reader’s role in constructing minds. Zunshine argues that narratives undertell mental states, prompting audiences to supply missing motivations (159), while Palmer highlights “social minds,” showing how Victorian novels externalise thought through dialogue and collective opinion (4, 16, 26). Such work shifts attention from solitary interiority to intermental cognition distributed across characters and readers alike (Grethlein). The affective turn further widens the lens. Distinguishing conscious *emotion* from pre-conscious *affect*, scholars now examine how texts evoke subtle or “ugly” feelings—irritation, envy, boredom—that complicate the grand passions of earlier genres (Ngai). Because many genres are keyed to specific emotions—fear in horror, hope in romance—tracing affect helps explain both generic conventions and their historical mutations (Frye). Finally, perception operates doubly: it names characters’ sensory experience and the narrative mediation of that experience. Fludernik’s (12) concept of *experientiality* links narrativity itself to “the quasi-mimetic evocation” of embodied perception, temporal flow, and evaluative feeling. Whether experientiality is a textual property or a readerly effect remains contested, but most theorists agree that fiction’s distinctive power lies in simulating consciousness in motion. As seen, the deployment of these categories in literary criticism substantially shapes our understanding of both literary language and its broader landscape. Although a substantial body of scholarship investigates each category in isolation, the field still lacks a systematic account of how they function collectively within narrative fiction and, in turn, reshape our conception of narrative genres and literary periods. This gap invites deeper study of the roles that affect, cognition, and perception play across literary history, and of the ways in which these roles clarify narrative complexity, genre development, and the evolution of literary epochs.

Although literary scholars have long suspected that affective, cognitive, and perceptual vocabularies co-evolve across genres and historical periods, an integrated longitudinal account has remained elusive because the textual scale required to detect centuries-long trends lay far beyond the reach of close reading and, until recently, natural-language-processing pipelines suitable for nineteenth- and early-twentieth-century fiction were lacking. The large-scale digitisation undertaken by the HathiTrust consortium—encompassing millions of public-domain volumes and feature-extracted datasets for works still under copyright—combined with the emergence of robust computational tools such as BookNLP, nltk, spaCy, and psycholinguistic resources like LIWC 2022 (Boyd et al.), now removes these methodological barriers. Leveraging these advances, the present study traces the rise, decline, and interaction of lexical markers of emotion, thought, and perception in English-language fiction from 1800 to 2020, addressing three interlocking questions: (1) how normalised frequencies in each domain vary across centuries; (2) whether shifts in one domain precede, follow, or mutually reinforce shifts in the others; and (3) which genre formations—such as the Gothic, high modernism, or post-1970 metafiction—coincide with inflection points in the psychological orientation of the literary field. By converting impressionistic period labels (“the age of sentiment,” “the subjective turn”) into measurable trajectories, the project promises an empirical payoff, while theoretically testing whether affect, cognition, and perception operate autonomously or as a tightly coupled system.

2. Literature Review

Recent narratology shows that affect, cognition, and perception work together to build narrative worlds, steer reader engagement, and generate meaning. Emotions such as shame, love, and jealousy propel plots and secure identification, while authors amplify these feelings through non-verbal cues—gestures, vocal nuances, physiological signs. Reading, in turn, demands cognitive labour: readers model characters’ intentions, assemble fragmented details, and may gain empathy and social-cognitive skills.

Perceptual cues guide what readers “see” and “hear,” blending immersion with reflective distance. Because cognitive and perceptual operations shape how emotions are processed—and vice versa—fiction offers a controlled arena for mood regulation, emotional insight, and catharsis. Together, affective narratology and cognitive literary theory clarify how stories evoke, represent, and transform feeling, thought, and sensory imagination. Accordingly, these categories constitute fundamental elements of literary genre and, in the case of English-language fiction, serve as powerful predictors for interpreting the broader literary field.

2.1. The Rise of Affective Turn

From the eighteenth-century English novel’s discourses of sensibility to the data-driven criticism of the twenty-first century, the literary representation of affect has continually evolved in step with changing genres, narrative techniques, and social contexts. Early formal innovations such as the epistolary mode—and, later, free indirect discourse—staged emotion in a near-present tense, intensifying readers’ vicarious feeling (Sodano). Gothic fiction appropriated these strategies, making the mind’s fears, projections, and uncanny reflections a central affective device and foregrounding the reciprocity between cognitive framing and emotional impact (Li). Romantic literature then privileged subjective interiority and the sublime, while nineteenth-century realism diversified the emotional palette that readers were invited to inhabit. Modernism, by contrast, rendered feeling through fragmented, psychologically nuanced perspectives that mirrored social alienation. Across these historical seams, genre continued to function as an emotional ‘carrier wave’: anger tends to dominate mystery, whereas fear pervades adventure and romance as Kim et. al states that “genres can be linked to the development of predominant emotions over the course of the text” (17).

Children’s and young-adult fiction amplified this didactic potential—an “affective turn” that foregrounds empathy, moral formation, and reader alignment (Bullen et al.). Digital-humanities methods have since mapped such patterns at scale, revealing how wars, revolutions, and other sociopolitical ruptures recalibrate the emotional lexicon of literature (Buechel et al.; Öhman and Rossi). Computational analyses even isolate six basic emotional arcs that underlie plot structure, providing templates on which more elaborate affective trajectories are built (Reagan et al.). These findings complement psychological work showing that fiction offers a low-stakes arena in which readers practise recognising and modulating feelings that are structurally homologous to real-world emotions, differing chiefly in truth-value and salience (Schwering et al.; Song). Gender, too, shapes this imaginative terrain: as Lettieri et al. claim, “women more than men have written about affect, [but] starting from 2000, this difference has diminished substantially” (776). Yet during such temporal and cultural shifts, emotion remains a universal narrative force; both as a marker of literary periodisation and a means of transmitting social norms and fostering empathy (Keen).

2.2. Cognition as Narrative Simulation

Since 1800, literary culture has moved from implicit, introspective treatments of consciousness to explicit, interdisciplinary explorations of how minds work. Early-nineteenth-century Romantic and proto-Modernist writers framed cognition in terms of imagination, morality, and subjectivity, but contemporary cognitive-literary studies now cast narrative itself as a cognitive artefact; an evolved tool for modelling and rehearsing mental life. Thus, as Tucan asserts “literature exists because both writers and readers bring to the text our ordinary linguistic skills and conceptual structures in order to construct meaning” (40). Genre, in turn, becomes a repertoire of mental prototypes that depend on reader recognition and memory, and this in turn explains the simultaneous persistence and reinvention of literary forms (Steen and Gavins). Evolutionary critics extend this argument; they propose that storytelling is biologically adaptive and emerged to enhance social cognition and cooperation in

ancestral environments (Bietti et al.). Together, these perspectives show that cognition now functions not only as a theme but also as a structural and interpretive framework; and shapes literary movements from realism to postmodern metafiction since “some of the most promising lines of research in cognitive literary studies [...] appear to give up interpretation as the main focus of research” (Caracciolo 195).

These theoretical shifts converge on the idea of narrative as simulation. Mid-twentieth-century science fiction—exemplified by Samuel R. Delany’s *Babel-17* (1966)—drew on contemporary psychology to depict the mind as a finite information processor and to test how language sculpts reality. Today’s “fictions of cognition” push further, “stag[ing] the competing perspectives on consciousness that are developed in narrative fiction and cognitive science, respectively,” and engaging with “the representation of (un)consciousness and cognitive science in fiction” itself as objects of narrative inquiry (Pirlet 1–2).

For readers, such texts operate as immersive training grounds: vivid description, shifting perspectives, and layered characterisation recruit the neural circuits underlying theory of mind, empathy, and flexible perspective-taking (Jacobs and Willems; Tamir et al.). Even adolescent language learners show gains in creative cognition and empathic mimicry when they inhabit fictional viewpoints (Kokkola and Rydström). Such effects arise because texts organise knowledge not only through propositional content but through “concept profiles, identified based on the correlation of lexeme meanings in the textual context” (Tairova 6). In short, modern criticism recognises literature as both a record and an engine of human cognition—an ever-evolving laboratory in which authors and readers collaboratively probe the architecture of the mind.

2.3. The Sensory Turn: Perception and Multimodality

From the early nineteenth century to the present, the literary treatment of perception has shifted from a primarily sensory, character-bound faculty to a culturally and ideologically mediated operation that shapes how readers and critics organise texts into genres. In Romantic poetry, perception appeared as an intensely private, emotional apprehension of nature and the sublime. Modern theory emphasises that what we “perceive” in literature is filtered through linguistic and cultural frames, as “language is not only seen as separable codes and systems spoken or written by a different group of people, but it entails a wider range of communicative repertoires including embodied meaning-making, objects and the environment where the written or spoken signs are placed” (Wang et al. 7). Because “because our minds construct cognitive prototypes”, genre is not a fixed taxonomy but a set of evolving mental prototypes whose stability depends on collective acts of recognition and memory (Drout 449).

Narrative technique has evolved in tandem. Classic realist fiction often reported what characters saw or heard from an external vantage point. Twentieth- and twenty-first-century prose tends instead to represent perception. They suppress overtly perceptual verbs so that the fictional world seems to unfold immediately through a character’s senses (Shigematsu). Present-tense narration further erodes the gap between narrated moment and act of reading, creating an effect of unmediated immediacy (Shigematsu). As such, as Frank observes in her analysis of Joyce’s *Ulysses*, “The synchronisation of both [visual and auditory modalities] is Joyce’s objective in the ‘Sirens’ chapter. Thus, the experiments in ‘Sirens’ hint at readers’ capability of parallel processing of events and conversations in the Ormond Hotel bar” (Frank 4). Genre inflects these perceptual experiments. French detective fiction, for example, institutionalises a stance of visual scrutiny and inferential seeing that has migrated into mainstream narrative technique (Kemp). Cinema radicalises the project by rendering perception audiovisually through metaphor and metonymy (Coëgnarts and Kravanja). Taken together, these developments show how perception has

moved from being a phenomenological trait of fictional characters to a metatextual tool that organises narrative, ideology, and genre across literary history.

2.4. Convergent Trajectories

Taken together, these developments reveal a mutual reinforcement: the intensification of affective expression heightens the stakes of cognitive simulation, which in turn depends on ever more immediate sensory rendering to immerse readers in complex mental worlds. Gothic interiority shows how cognitive framing directs emotional suspense, while polymodal perception supplies the raw material through which those emotions are felt. Conversely, recurrent emotional arcs provide narrative scaffolding within which cognitive and perceptual experimentation can unfold. Fiction, then, functions as an integrated laboratory for modelling human psychology—progressively refining how feeling, thinking, and sensing intertwine—and invites future narratological research to treat these dimensions not as parallel themes but as dynamically co-evolving systems that drive literary history forward. Recent advances in Natural Language Processing (NLP) have turned affect, cognition, and perception into quantifiable features of literary study, and this enables scholars to trace psychological patterns across genres, periods, and reader communities at scales once impossible. Far from being mere technical add-ons, these tools constitute an epistemological shift: they model mental life directly in and through language, creating a new interface between literary criticism and cognitive science.

Sentiment analysis and emotion-lexicon approaches now map “emotional arcs” over entire corpora. It is now possible to compare the affective signatures of, say, romance and mystery with statistical rigour (Kim, Pado, et al.; Kim, Padó, et al.). Yet such models must move beyond crude positive/negative labels. Affective grids, dynamic trajectory models, and transformer-based classifiers now reveal how historical events, genre conventions, and reader expectations jointly shape the emotional textures of narrative. Computational techniques also simulate the mind’s work while reading and writing. Dynamic computational phenotyping captures fluctuations in cognitive processes like attention and decision-making over time and provides insights into individual cognitive variability (Schurr et al.). Machine-learning models detect theory-of-mind cues, counterfactual reasoning, and world-building density—features especially prominent in science fiction—thereby correlating cognitive complexity with genre. Such tools treat narrative as a process of mental modelling and allow critics to measure how stories externalise thought itself. Where classic phenomenology treated perception as a character’s inner experience, NLP reconceives it as language-grounded representation. WordNet-based semantic fields and Latent Semantic Analysis can illuminate how different periods encode the sensory imagery, while perception mining might be used to extract causal and emotional correlates from large text sets. These methods show, for instance, how Victorian realism privileges visual detail whereas postmodern metafiction foregrounds the instability of seeing and knowing. By tracing which sensory verbs, modifiers, and metaphors cluster together, scholars can quantify how discourse outlines what characters and readers are able (or allowed) to perceive.

Taken together, these innovations reveal hidden regularities in literary evolution and genre transformation. Affect models expose long-term shifts in emotional style; cognitive simulations chart the changing architectures of fictional minds; perception mining uncovers ideological lenses embedded in narrative description. In doing so, computational criticism augments and reframes traditional close reading by offering scalable evidence of how literature orchestrates human emotion, thought, and sensation. Computational tools thus emerge as critical bridges between the humanities and the psychological sciences.

3. Methodology

3.1. Construction of the Psycholinguistic Dictionary

To operationalise the constructs *cognition*, *affect*, and *perception* we built a bespoke lexical resource that blended data-driven extraction with expert-curated categories. For the aim, the following procedures were utilized:

1. **BookNLP supersense harvest** – Randomly chosen supersense frequency files (v.2023-01) available through the HathiTrust Research Center were downloaded. Tokens whose supersense tags contained *-cognition*, *-feeling*, and *-perception* were isolated.
2. **Cleaning and de-duplication** – Tokens were lower-cased, stripped of punctuation, and lemmatised; proper names and OCR artefacts were removed.
3. **Integration with LIWC 2022** – The LIWC 2022 dictionary categories *Cognition*, *Affect*, and *Percepti* served as the reference standard. All BookNLP candidates already present in the corresponding LIWC category were retained; where a candidate in the resulting list overlapped with LIWC categories, the LIWC assignment was accepted as ground truth. Remaining BookNLP types were manually inspected and appended to the LIWC file if semantically congruent.
4. **Final lexicon** – The merged resource comprises 2,022 cognition terms, 2,880 affect terms, and 1,754 perception terms. The complete list, version-controlled in plain-text, is available in the project repository for replication.

3.2. Corpus Compilation

Two balanced sub-corpora were randomly sampled from the full-text holdings of the HathiTrust Digital Library:

- **Fiction** – 10,190 English-language fiction titles published between 1800 and 2010.
- **Non-fiction** – 10,169 English-language non-fiction titles published in the same period.

Sampling was stratified by century (19th, 20th, and 21st to 2010) so that each stratum contributed approximately one-third of the titles, thereby controlling for diachronic shifts in literary period prevalence. Metadata confirmed no visible, significant bias between the two strata.

Page-level *Extracted Features (EF)* files supplied by HTRC include token counts for both public-domain and in-copyright volumes. For the titles, EF token counts were computationally re-inserted into empty placeholder pages, restoring a pseudo-text that preserves token frequency while remaining compliant with access restrictions. All books were then concatenated page-wise to obtain volume-level token counts.

3.3. Operationalisation of Category Use

For a given text, each word is compared against the dictionary list, and the percentage of total words that fall into each dictionary category is calculated with LIWC software.

3.4. Reliability Assessment

The extent to which the words in each category reflect a common, unified construct was evaluated with Cronbach's α , treating individual books as items and page-level percentages as observations; an α of 0.70 or higher signified acceptable lexical cohesion.

3.5. Statistical Procedures

All analyses were executed in R 4.2.2 and Python 3.13.2.

- **Genre comparison** – Because the distribution of category percentages violated normality (Shapiro–Wilk, $p < .001$), differences between Fiction and Non-Fiction were tested with the two-tailed Wilcoxon rank-sum test.
- **Diachronic trend analysis** – To estimate directional change over literary history, ordinary least-squares regression was fitted for each category in LIWC fiction corpus.

3.6. Reproducibility

All scripts, cleaned data tables, and the final dictionary are published under an MIT licence at <https://github.com/epeksoy/HathiTrust-Psychological-Lexicon-Analysis>.

4. Results and Discussion

4.1. Lexical reliability

Table 1 shows the internal-consistency analyses which confirmed that the three custom dictionary categories capture coherent psycholinguistic constructs.

Table 1. Cronbach alpha values for internal consistency analysis of the dictionaries

	Cronbach Alpha								
	raw_alpha	std.alpha	G6(smc)	average_r	S/N	ase	mean	sd	median_r
Affect	0,96	0,96	0,95	0,83	24	0,0014	5,6	1,2	0,83
Cognition	0,95	0,95	0,94	0,79	18	0,0018	13	1,9	0,8
Perception	0,95	0,95	0,95	0,81	21	0,0016	10	1,8	0,81

Cronbach’s α was $\geq .95$ for every category (Affect = .96, Cognition = .95, Perception = .95), with average inter-item correlations ranging from .79 to .83 and very high signal-to-noise ratios (18 – 24). These values comfortably exceed the conventional .70 threshold, attesting to good lexical cohesion of the merged BookNLP + LIWC dictionary in question.

4.2. Genre comparison (Fiction vs. Non-fiction)

Across the 20,289 volumes, the relative frequency of each psycholinguistic category differed systematically by genre. The Mann–Whitney U tests presented in Table 2 reveal significant lexical differences between fiction and non-fiction texts across three key psychological categories measured by LIWC: Affect, Cognition, and Perception.

Table 2. Mann–Whitney U tests comparing fiction and non-fiction LIWC scores

Category	Fiction Median (IQR)	Non-fiction Median (IQR)	U	z	p	r	p (Bonf.)
Affect	4.94 (1.41)	3.05 (2.55)	20,953,723	-73.59	<.001** *	0.52	<.001** *
Cognition	12.37 (2.41)	12.18 (4.41)	49,885,482	-4.59	<.001** *	0.03	<.001** *
Perception	10.66 (2.33)	7.78 (2.63)	16,405,048	-84.44	<.001** *	0.59	<.001** *

Notes. U = Mann–Whitney statistic; z = normal approximation; r = effect size ($|z| / \sqrt{N}$), interpreted as .10 = small, .30 = medium, .50 = large; p values are two-tailed. Bonferroni correction applied across three tests. ***p < .001

The most pronounced differences occur in the categories of Perception and Affect. For Perception, fiction texts demonstrate a substantially higher median score (10.66, IQR = 2.33) compared to non-fiction texts (7.78, IQR = 2.63), with a very large effect size ($r = 0.59$). This suggests that fiction consistently incorporates richer perceptual language. Similarly, in the Affect category, fiction texts (median = 4.94, IQR = 1.41) significantly outperform non-fiction texts (median = 3.05, IQR = 2.55), again with a large effect size ($r = 0.52$). These findings highlight fiction's deeper engagement with emotional and sensory content. It can be assumed that narrative conventions emphasize character interiority and sensory immersion. In contrast, the difference in Cognition between fiction (median = 12.37, IQR = 2.41) and non-fiction (median = 12.18, IQR = 4.41) is minimal, as indicated by the very small effect size ($r = 0.03$). Although this difference is statistically significant ($z = -4.59$, $p < .001$), it bears little practical relevance. From this we can conclude that both genres similarly engage cognitive vocabulary reflective of thinking, reasoning, and understanding. After applying the conservative Bonferroni correction for multiple comparisons, all differences remain robustly significant ($p < .001$), which proves the reliability of these insights. Collectively, the data suggest that while both fiction and non-fiction employ cognitive vocabulary similarly, fiction notably distinguishes itself through heightened use of affective and perceptual language. Fiction thus contains significantly more affective, cognitive, and perceptual language than non-fiction, although the absolute differences are modest (0.05 – 0.13 percentage points). As a result, we can safely assume that these categories are salient and distinguishing features of language of fiction.

4.3. Diachronic trends (1800 – 2010)

Table 3 and Figures 1–3 summarise the decade-level regressions of Affect, Cognition, and Perception word-rates in the fiction corpus. For each dependent variable (DV) a simple linear model (Decade \rightarrow Category-mean) was fitted to 21 observations (decades 1800–2010).

Table 3. Linear Regression model

DV	β (per decade)	SE	95% CI	t	p	R ²	F	df
Affect	-0.0118	0.00069	[-0.01324, -0.01036]	-17.08	< .001	0.936	291.7	(1, 20)
Cognition	-0.0087	0.00126	[-0.01132, -0.00608]	-6.92	< .001	0.706	47.93	(1, 20)
Perception	0.01382	0.00105	[0.01162, 0.01602]	13.12	< .001	0.896	172.1	(1, 20)

Figure 1 plots the mean proportion of affective vocabulary per decade (orange \times markers) with the best-fitting regression line and its 95 % confidence band (shaded). The steep negative slope ($\beta = -0.0118$) and very high explanatory power ($R^2 = .94$) show a strong, continuous decline in overt emotional language from the Romantic era to the early twenty-first century. Each decade is associated with a mean decrease of 0.012 percentage points, amounting to roughly a 2-point drop over the 210-year span.

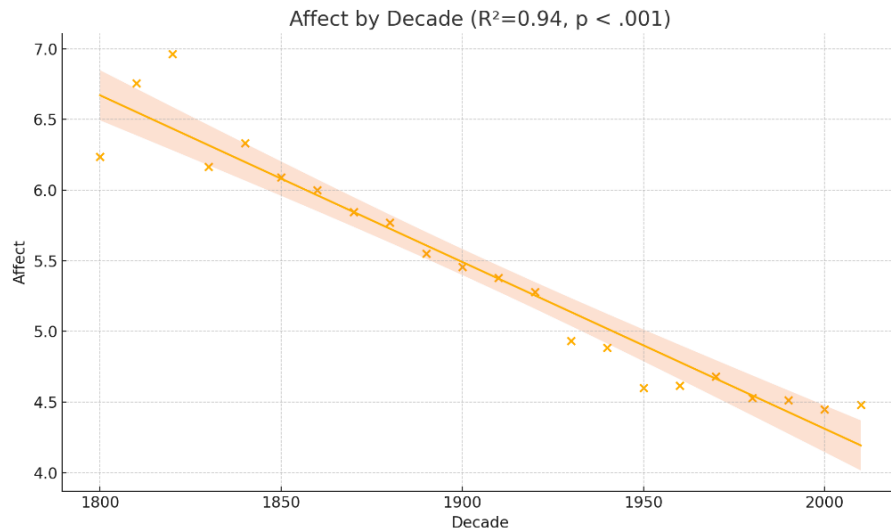


Figure 1. Linear regression model fitted for Affect category.

Figure 2 presents a similar scatter-with-fit for cognitive vocabulary. Although the regression is highly significant ($p < .001$), the slope is shallower ($\beta = -0.0087$) and the model explains less variance ($R^2 = .71$) than Affect. The plot shows a moderate downward trend. This means that words denoting thinking and reasoning become gradually less frequent, particularly after the fin-de-siècle. The wider confidence ribbon reflects greater dispersion across decades.

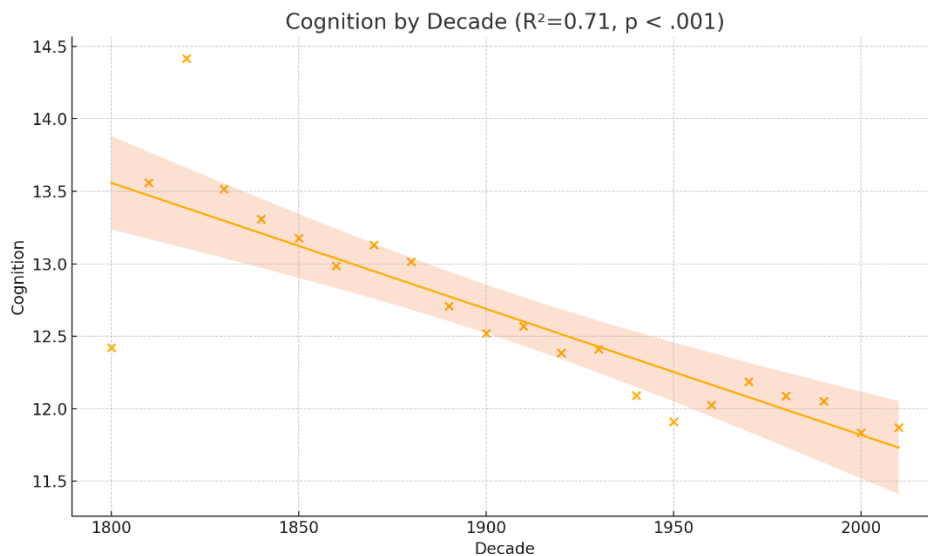


Figure 2. Linear regression model fitted for Cognition category.

Figure 3 displays an opposite trajectory: perceptual lexis rises markedly across the period ($\beta = +0.0138$, $R^2 = .90$). The strongly positive slope indicates that sensory and observational terms gain roughly 0.014 percentage points each decade and provides a net increase of about 2.9 points from 1800 to 2010. The tight confidence band and clustering of points around the line underscore the stability of this growth.

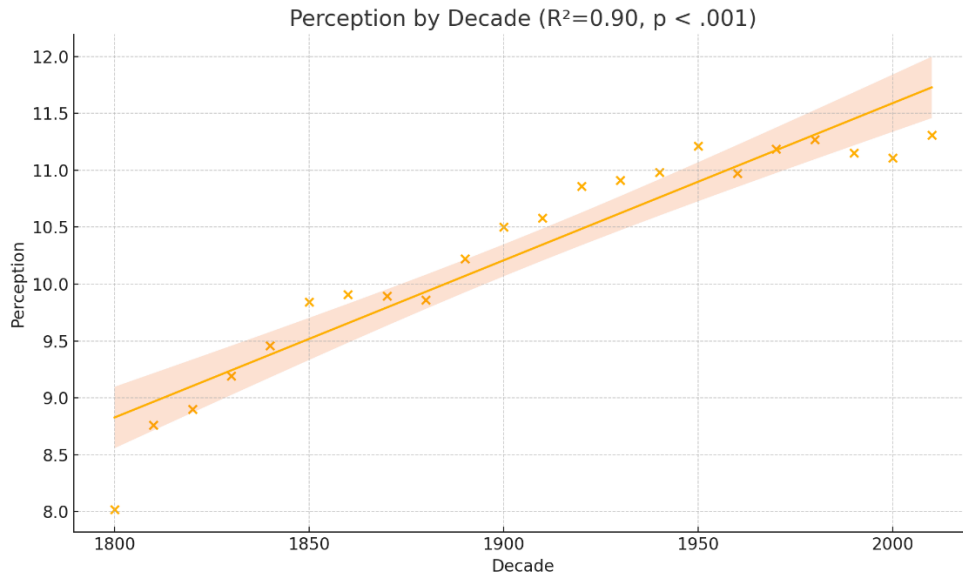


Figure 3. Linear regression model fitted for Perception category.

Taken together, the regressions reveal a lexical rebalancing in anglophone fiction over two centuries: (a) a significant decline in emotive diction, (b) a moderate decline in cognitive diction, and (c) a substantial rise in sensory diction. These shifts are statistically robust (all $p < .001$) and account for large proportions of inter-decadal variance. Following section consider how these trajectories intersect with changing genre formations and literary-historical movements.

5. Conclusion

The findings clearly demonstrate significant historical shifts in the representation of psychological categories in question in English-language fiction from 1800 to 2010. These lexical trends provide nuanced insights into how literary periods and evolving genres correspond with changing narrative strategies, thematic concerns, and broader cultural attitudes. Affect terms, strongly prevalent during the early 19th century, reflect the period's preference toward sentimentalism and romanticism. During this era, emotional expression and moral sentiment were central, as exemplified by genres such as the Sentimental Novel and Romantic fiction. As Silverman argues, “[n]ineteenth-century sentimental novels highlight affective connections. They expose the crucial role that emotional attachments play in the development of the self” (5). However, as Realism and subsequently Modernism gained prominence in the late 19th and early 20th centuries, a pronounced decline in affective language emerged. This shift is consistent with literary movements characterized by increased irony, psychological complexity, and scepticism towards overt sentimentality. Instead of direct emotional expression, authors favoured subtler forms of representation and embedded emotional depth within subtext and formal experimentation. This evolution aligns with the observed downward trend of Affect lexicon, emphasizing a cultural and aesthetic shift toward understatement and emotional detachment.

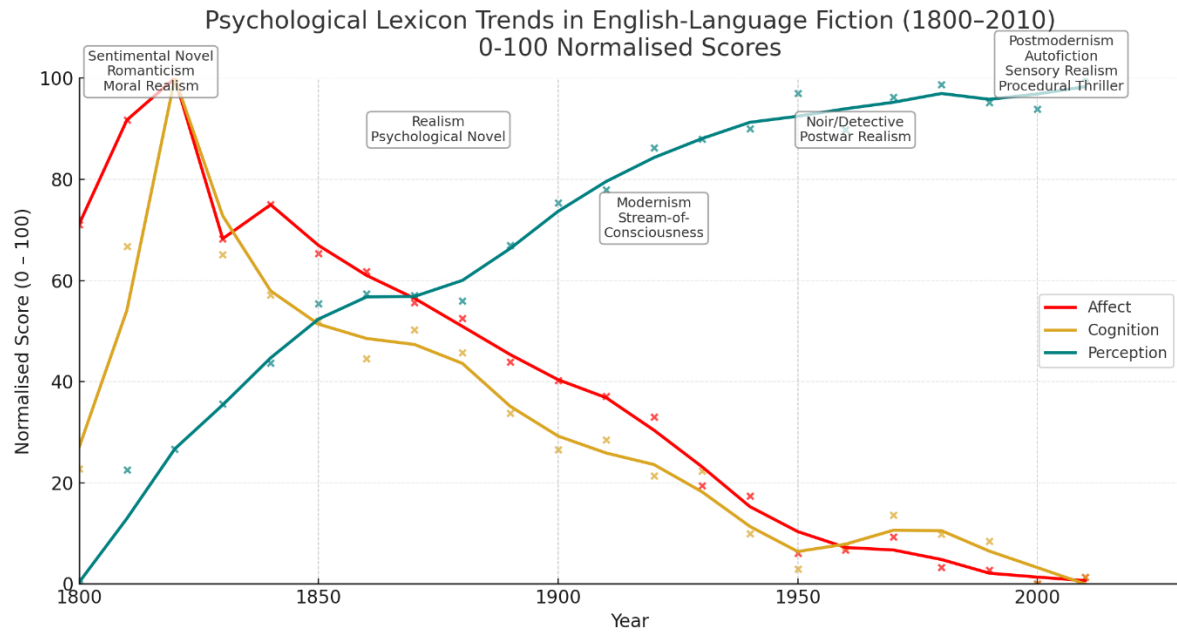


Figure 4. Categorical trends aligned with major literary events after 1800.

Similarly, the Cognition category shows a significant decline from 1800 to 2010. Early fiction, particularly in genres like *Bildungsroman* and philosophical novels, heavily emphasized explicit reasoning, self-reflection, and knowledge acquisition as represented with Enlightenment ideals. Over time, Modernism and Postmodernism brought about increased scepticism towards traditional narratives of self-knowledge and rational transparency. Cognitive certainty gave way to fragmented, ambiguous depictions of consciousness, which was evident in narrative techniques such as stream-of-consciousness and free indirect discourse. These methods blur cognitive boundaries, and this, in turn, diminishes the frequency of explicit cognitive terminology in favour of representing thought as uncertain, fractured, and contextually embedded.

Conversely, Perception terms notably increase across the same historical trajectory, marking an inverse pattern compared to Affect and Cognition. This upward trend corresponds closely with the emergence of Modernism, where writers prioritized sensory impressions and external details over internal cognitive processes and emotional states. Influenced by contemporary developments in psychology and visual arts—particularly phenomenology, behaviourism, Impressionism, and Cubism—early 20th-century fiction favoured sensory immediacy and observational clarity. In subsequent decades, especially in postwar literature, genres such as detective fiction, science fiction, and autofiction continued to foreground perception, surveillance, and fragmented visual experience. This is in line with broader cultural shifts toward empirical observation and visual media. This trend highlights literature's evolving engagement with perceptual reliability, surface details, and embodied experience.

The combined normalized trends visualization reinforces these interpretations. The graphical convergence and divergence of psychological lexicons offer a correlation between historical literary periods and their dominant genres. Notably, the early prominence of Affect and Cognition coincides with Sentimental, Romantic, and Realist periods, while their subsequent decline aligns with Modernist scepticism and Postmodern narrative complexity. Meanwhile, the rise of Perception lexicon mirrors the transition toward sensory realism, autofiction, procedural thrillers, and other contemporary genres that privilege empirical and phenomenological dimensions of narrative experience.

In conclusion, the study's quantitative analysis of lexical trends illustrates how shifting patterns of Affect, Cognition, and Perception categories are deeply intertwined with literary history's evolving genres and narrative strategies. These patterns underline literature's responsiveness to broader epistemological and cultural transformations and highlight the ongoing dynamic relationship between psychological representation and literary expression.

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The Perceptions of English Language Teachers regarding Drama Integrated Language Lessons

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Abstract

This study aims to examine the perceptions of tertiary-level teachers regarding drama integration and to explore pedagogical implications based on these teachers' perceptions. In a state university, the study was conducted with 11 tertiary-level language teachers with a qualitative research design. The data was gathered through the semi-structured interviews. Conducting content analysis of the data, it was revealed that the teachers were positive toward the drama integration, although only some of them implemented it more effectively than others due to some challenges, such as syllabus, coursebook, or educational background. They were aware of its benefits for the language learning process. As a result, it was found that the teachers lacked knowledge related to drama integration and needed in-service training to broaden their knowledge.

Keywords: *Drama integration, drama activities, teachers' perceptions, language learning*

1. Introduction

Drama is defined as "a wide range of oral activities that have an element of creativity present" in the broadest terms (Hubbard et al., 1986: 317). In education, drama is acknowledged as a set of different techniques that are used to widen the horizons of the teaching and learning atmosphere. Susan Holden depicted drama as putting oneself in a fantastic world; "In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (Holden 1982: 1). There are other references for drama, such as *drama activities, creative drama, drama techniques, educational drama, story drama, process drama, creative dramatics, child drama, and children's theatre*, but in Türkiye, it is referred to as "drama in education" (YÖK, 2018) (Baykal et al., 2019). Guliyeva (2011) elaborates that "drama in education" describes the use of theatrical methods for objectives that extend beyond simply entertaining viewers, and education and entertainment have always been closely connected. She also contends that since ancient times, theatre has served as a medium to convey news, preserve history, and inform people about what happens beyond their own people. Previously, what Plato said about drama, "...let your children's lessons take the form of play. You will learn more about their natural abilities that way." (Plato, 380BC) highlights the importance of drama and how well it affects learning. Norris (2000) claims that drama education brings valuable insights into education research through their extensive experience with drama as both a process for creating meaning and a medium for presentation and representation.

Drama has had a high significance for a few decades in terms of language teaching and learning, indicating that it is a new approach to language learning methodology. Over the past 15 years, an

increasing number of educational subjects have incorporated drama into their curricula, with a remarkable rise in its use in teaching foreign languages (Baykal et al., 2019). When the basic objectives of the English language learning process are considered specifically, communication, meaningful learning, and interaction take precedence over, which are the essential elements of drama. Kuzmenkova and Erykina (2017) state that in the framework of the Communicative Approach, which has been the most common approach used in language classrooms, interaction is central as both a method and a goal of language learning. Drama techniques engage students in collaborative activities that promote meaningful and contextually appropriate language use, which supports the Communicative Approach. Besides, these techniques prepare EFL teachers to move beyond traditional classroom routines, turning their lessons into dynamic experiences. They discuss that drama techniques both reduce monotony and prepare students to manage real-world situations as fluent and confident English speakers. Uştuk and Inan (2017) review many ideas related to language learning and conclude that integrating Drama in Education (DIE) into the English Language Teaching (ELT) process, as highlighted in prior research, addresses various linguistic skills in the target language. Additionally, it promotes the active use of communicative skills in real-life situations, fostering meaningful interactions. Drama has proven to play a significant role in enhancing students' language development (Aldavero, 2008; Demircioğlu, 2010; Dönük, 2018; Gill, 2013; Heathcote, 1984b; Kılıç & Tuncel, 2009; Köylüoğlu, 2010; Karamanoğlu, 1999; Miccoli, 2003; Paley, 1978, 1990; O'Gara, 2008; O'Neill & Kao, 1998; Soyer, 2016; Şimşek, 2016; Ulas, 2008; Tokmakçioğlu, 1990). Additionally, Zafeiriadou (2009) points out the relationship between drama and Vygotsky's social interaction theories and supports the idea that drama motivates students via its engaging and enjoyable nature and involves them in meaningful activities, as well as fostering active, learner-centered cooperation. Drama integration brings out collaboration, self-esteem, and self-efficacy in education.

Thinking about all the aforementioned bright sides of drama combined with innumerable unremarked reviews and ideas, it might be assumed that it is inevitable for the leading actors of the language learning process, like policymakers, administrators, and unquestionably teachers, to incorporate drama into the learning process and create drama-integrated language lessons. However, this fairly novel approach to learning languages has not been integrated into lessons as much as it has been assumed. Research indicates that integrating drama into language learning curricula remains relatively rare despite its potential benefits (Stinson & Winston, 2011) and is uncommon in traditional classrooms. Although its potential to enhance language skills and foster collaborative learning is known, drama is often overlooked in favor of more conventional teaching methods (İkinci, 2019; Goodnight et al., 2023). To illustrate, studies show that although many teachers acknowledge the benefits of drama, they hesitate to implement it because of inadequate preparation and support (Bsharat, 2015; Dal, 2017). Insufficient teacher training, time limitations, and a lack of understanding of its pedagogical benefits are considered barriers to drama-integrated lessons.

Zafeiriadou (2009) specifically outlines some of the challenges of drama in language teaching. Although drama is effective in engaging and motivating participants, its effectiveness can sometimes fail, particularly in second-language teaching. These outcomes may not always inspire students, especially when their language proficiency limits their ability to fully engage with the material. Incorporating drama can introduce an element of uncertainty, fostering flexibility and adaptability in learning or working processes since this process entails stepping away from familiar and secure routines and embracing methods that are more open-ended and unpredictable.

1.1. Research Questions

Being aware of the explicit assets and possible challenges, and based on the existing reviews done for researching drama for the language classrooms, this study has set forth to stand in teachers' shoes for drama-integrated language learning. The main objective was to explore teachers' viewpoints regarding drama-integrated lessons to reach some implications regarding what needs to be done concerning this issue. It aims to provide significant insights into the literature on both drama and language learning, first, it puts teachers at the centre of the research in terms of drama education, and second, it takes place in the context of higher education, which is not very common in the drama-integrated language learning literature. Therefore, this study aims to answer the following research questions:

1. What are the perceptions of tertiary-level language teachers in terms of drama-integrated language classrooms?
2. What are the implications of tertiary-level language teachers' perceptions of integrating drama into language classrooms?

2. Literature Review

There has been a remarkable increase in interest in the use of drama in language learning, with numerous studies focusing on its many advantages in recent years. In addition to improving language proficiency, drama has created a more dynamic and comprehensive learning environment. Using drama techniques can improve oral fluency, comprehension, and general language skills significantly in second languages (Altweissi, 2022). One of the most studied gains of drama-integrated learning is for speaking skills. To illustrate, Astiandani and Mustofa (2021) reviewed the literature and revealed drama's effectiveness in fostering speaking abilities. Mirza (2019) also suggests that drama techniques enhance learners' engagement and interaction, which helps build the communicative approach in the classroom. Furthermore, by conducting a study on project-based learning linked with drama integration, Amarullah and Rachmawaty (2020) concluded that drama turns the classroom into a more enjoyable, more autonomous atmosphere where there is an effective and better communication experience.

Drama not only improves communication and interaction but also creates meaningful learning environments. Drama allows students to engage with language in a context that depicts real-life situations and thus promotes a more profound understanding and retention of the language being learned (Holman, 2022; Jordan, 2015). Additionally, while promoting speaking skills and increasing student engagement, drama allows learners to collaborate and create meaningful content (Amarullah & Rachmawaty, 2020).

Affective skills are among the important aspects of students' development, and these skills include values, attitudes, and many more, which will increase their ability to interact with other people (Sumekto 2018). Among the effects of drama concerning affection, it is important to highlight the reduction in speaking anxiety, which prevents foreign language communication. For example, students express themselves freely and comfortably in drama-integrated language classrooms, which can create a conducive environment for the students (Farrah et al., 2021; Reyes, 2022), thus enhancing their willingness to communicate. Similarly, Chen (2019) highlighted that drama fosters a sense of community among learners, which can further reduce anxiety and enhance motivation.

Starting with a significant shift from teacher-centered to learner-centered education and then going on with experiential learning, the educational curriculum has included drama more (Topaloğlu, 2015). These changes are significant, in particular in higher education, where students have difficulty engaging

in learning via traditional methods contrary to expectations. Specifically in higher education, drama integration is an approach that needs careful consideration, as it has both benefits and drawbacks.

Başaran (2024) conducted a study to explore how well and successfully drama techniques in English instruction need to be applied in a higher education setting. The study found that drama instruction has benefits for both students in terms of providing an engaging and successful learning environment and also for teachers in terms of enhancing professional knowledge and job satisfaction. Although the results of the study reveal several benefits, they also reveal challenges. It was found that instructional drama requires careful planning, design, execution, and evaluation. In addition, it necessitates collaboration, guidance, and expertise from specialists in drama and language education to ensure its effectiveness. Another study done at the higher education level by Çelik (2019) also gave more or less similar results in terms of the benefits of drama, such as providing fun and improvement in language learning. In terms of challenges, planning, material choices, and the organizational role of the teacher are touched briefly, which need time and careful consideration. On the other hand, Giacetti (2021) came up with a different conclusion in terms of drama's challenges. She links Content and Language Integrated Learning (CLIL) and Drama in Education (DIE) and integrates them into language learning, which results in positive outcomes for both concepts. What is distinctive about this study is that the results show that DIE can be used to promote and foster CLIL use. Unlike the previous studies mentioned, in this study, drama acts as a facilitator, which engages, encourages, and provides collaboration with the students and thus eases the application of the CLIL method.

Despite not being conducted in higher education, the study done by Shehata et al. (2020) provides an important perspective on the research but is also slightly paradoxical. This is significant as it depicts the views of teachers on drama. The outcomes of the study indicate that although teachers believe that drama and games promote English teaching, they rarely use them and regard them as challenging to apply to the lessons. Similarly, in a primary school context, Bsharat (2021) explored the role of drama in improving students' English from the teachers' perspective. Like the results from the majority of the studies done on drama in language learning, teachers believe that drama significantly enhances students' critical thinking abilities, boosts their self-confidence, and plays a key role in developing their overall personality, as well as improving their English. However, the teachers did not touch upon any challenges related to drama integration.

Baykal et al. (2019) conducted a qualitative study to obtain pre-service English teachers' views on using drama in their English courses. This study also revealed participants' positive attitudes toward integrating drama into language learning. However, the challenges of drama integration are mentioned and uttered by some participants as; *"drama may cause classroom management problems" (16), 'drama may be inappropriate for using with all learner types' (15), 'drama may be time-consuming' (6), 'Drama may require long teacher preparation' (5), and 'drama may require small class size'".* Baykal et al. assumed the reasons for these comments to be a lack of knowledge and experience, their viewpoints, and expectations regarding teaching.

On the other hand, drama integration into language learning classes may pose challenges for both students and teachers. Despite having a rich history as a concept, it is not an old-established term for educational studies. Therefore, teachers are not accustomed to integrating it into their teaching practices. Sunar et al. (2024) supported this with an example of Nepal's education system, which follows mostly traditional educational methods. Lama et al. (2024) explored early-grade school teachers' perceptions regarding drama pedagogy. They found out that teachers considered themselves not educated enough regarding drama and thereby underqualified in applying drama in their lessons. Similarly, the lack of

adequate training was considered the second biggest obstacle to the implementation of drama by teachers in a primary school (Midgley, 2022).

Another common challenge is to allocate time for drama integration. The participant teachers of Midgley (2022) agreed that the most common factor against using drama was the time constraints. They claimed the underlying reason behind this was the curriculum designed by the Department of Education. In addition, it can be challenging for both students and teachers at the same time. To illustrate, a STEAM education study integrating drama revealed that drama integration did not engage all the students in the classroom and was challenging, demanding, and arduous for some students (Kasbary & Novak, 2024), which seemed to be a problem for students, but also challenging to manage for the teachers as well. In terms of the challenges drama integration presents, Toivanen et al. (2012) provided a different perspective, stating that whether drama lessons were successful or failed depended on three factors: the teacher's actions, group structural factors, and external factors. Teachers' lack of training, lack of management skills, the group dynamics of the classroom, the classroom shape, and lack of time were revealed as the challenges of drama. Another study by Irugalbandara and Campbell (2020) also outlined the challenges in teaching the drama process, which were teacher-related problems, institution-based problems, curriculum-based problems, and logistical problems. As for teacher-based problems specifically, teachers' lack of knowledge and their habit of using traditional educational methods came forward. Besides, their lack of creativity, lack of flexibility, and time management responsibilities were challenging in this process. Based on all these, it can be inferred that teachers have great responsibilities in this regard, and thus, their perceptions regarding drama are of greater importance.

Overall, drama-integrated language learning is a sound approach used in education. In this study, language teachers were interviewed regarding their viewpoints related to drama, drama techniques, and drama integration, as they have a great role in integrating drama successfully into language learning. The benefits and drawbacks of drama-integrated language learning are emphasized as the participants of this study are expected to further explore these issues regarding drama.

3. Methodology

3.1. Research Design

Among the research design methods, when the main objective of the study is to understand people's views, experiences, attitudes, behaviour, and relationships, the use of qualitative methods is the best choice, and it contributes a different perspective to the research different from quantitative methods, which rely on measurement and numeric (Pathak et al.; 2013). This study aims to explore the perceptions of tertiary-level language teachers in terms of drama-integrated language classrooms; thus qualitative research design was employed. To answer the research questions of this study, in other words; finding out what the tertiary level teachers thought of drama integration, how they included it in their lessons, or if they didn't what their reasons were, etc. needed to be answered in-depth by the teachers to get more reliable and more valid results.

3.2. Context and Participants

This study was carried out in the 2024-2025 spring term at the School of Foreign Languages, which serves as the professional setting of the researcher. It provided relevant and accessible context for data collection. Besides, the motivation to conduct this study was due to the observations made in this school context, which showed that drama integration into lessons was not frequently done. The participant teachers were also selected through convenience sampling from this school context, ensuring they were more familiar with the study's aims. In this school, students attended preparatory classes either obligatorily or voluntarily. The obligatory group comprised English Language Teaching and English

Language and Literature department students, whereas the volunteer group comprised Engineering Faculty students. The teachers of the volunteer group students were excluded, as these students were mostly A1 and A2 level students. Among 18 teachers who were teaching English to preparatory class students, 11 teachers were chosen who were convenient and accessible. Four of these teachers were male, while seven were female. Of these teachers, two were English Translation and Interpreting graduates, one was an English Language and Literature graduate, and eight were graduates of English Language Teaching departments. The range of their teaching experiences was between 8-14 years, and none of the teachers were novices.

3.3. Instruments

The data for this study were collected through semi-structured interviews. Semi-structured interviews include a mixture of the features of both structured and unstructured interviews. Therefore, they include fixed questions that make room for delving into new issues from the participants' answers and allow comparison of the interviews (George, 2023). The interviews were conducted with predefined questions and took 25 minutes on average. They were recorded using a smartphone with their consent. The interview questions focused on what the teachers knew about drama and drama integration, whether they employed it or not, what experiences they and their students got out of it, and what they needed or wanted to learn about drama integration.

3.4. Data Analysis

The interviews were analysed via content analysis. The first step of the data analysis was to transcribe the recorded interviews. They were transcribed and filed separately. Then, they were analysed based on the questions. For each question, the recurring themes were categorized and written down. The themes that were unique in transcripts were also written down to provide a different perspective for the study. The themes were analysed to see the perception of teachers in terms of drama integration. To answer the second research question, inferences were made based on these themes.

3.5. Trustworthiness

To ensure the trustworthiness of the study, criteria such as credibility, dependability, confirmability, and transferability were considered (Lincoln & Guba, 1985). Involvement with the data and systematic thematic analysis provided the credibility of the study. Managing the coding process transparently provided the dependability of the study. Dependability was provided through the subjective reflections of the participants and by discussing the data collection and coding process with some colleagues. Interview questions were also prepared with the assistance of two colleagues. Lastly, including how the research took place contextually and the experiences of the participants supported transferability.

3.6. Ethical Consideration

At the beginning of the research process, official consent was obtained from the Rectorship of Firat University and the School of Foreign Languages. Participating teachers were informed about the study and asked to provide written consent. They were assured that their identities would remain confidential and that their names would not appear in the research.

4. Findings

The data gathered through semi-structured interviews (Appendix A) were transcribed and divided into categories under eight headings based on the interview questions (Table 1).

Table 1. Categories and codes for the interviews

Categories	Knowledge about Drama	
	Background Information	
	Classroom Practices	
	Contributions	
	Disadvantages	
	Challenges	
	Student's reactions	Negative
		Positive
	Effectiveness of Drama	
	Further Knowledge about Drama	

For the first category, *knowledge about drama*, teachers, in general, knew only role-play activities as a kind of drama activity. T3 added short theatre plays as an example. Only T4 gave more examples like improvisation games, script playing, and hot seating.

In terms of background information, they all talked about their university education, and they had a drama-based course, except for three teachers. T3, T5, and T9 did not have a drama-based course at university as they did not study English Language Teaching (ELT) department. The other teachers all had a drama course, but they thought that these courses were not adequate for integrating drama into their teaching. T6 shared that *“We had a course called drama. And there, actually, we performed a play that we created something on our own. Then we performed it on the stage, and we got some feedback from our professor. I think it was a great chance for me to understand drama. I mean, what was it like in reality? But I think when it comes to integration into language learning, it was not comprehensive to cover everything.”* The others pointed out that they did not remember learning useful things or anything enough to use in their teaching. Moreover, an ELT graduate teacher said, *“Our teachers from our department didn't offer that course. It was a teacher from a different department, probably preschool teaching, I'm not sure. She was a professor. It was in Turkish; it wasn't an English lesson.”*

For the classroom practices, according to their knowledge about drama, teachers used only role-play activities in their classes, except for T4. T10 pointed out that he did role-play activities only if it was in the syllabus; otherwise, he did not prefer integrating drama into his lessons. When teachers were asked about the frequency of these activities, it was seen that they mostly did them when it was a necessity of the book or the syllabus. T4 and T5 said they were doing drama activities almost every lesson and whenever they had time. Although most of the teachers did the same activities from the coursebook they used, they differed in terms of how they did these activities. Some of them just did what the book or the syllabus said and let the students do role-play, while some of them made them write scripts and do role-play. Also, some made the students perform in front of the class, while some just asked them to read the sentences from their books or notebooks, sitting in their chairs. T1, T7, and T10 did the activities by making the students read the dialogues and sometimes swapping the roles between students. T2 and T10 preferred not to do role-play activities if it was possible. T3, T6, T8, and T9 did the role-play activities in the book, and when they had time and appropriate context, they diversified the activities by either asking students to write the dialogues, asking them to act out in the class, or swapping the roles. Unlike the others, T4 and T5 utilized artificial intelligence (AI) for prompts or for preparing different conversations, then their students did role-play activities with the help of technology.

When they were asked about what the contributions of drama activities were to their teaching, they all agreed that it was beneficial for their teaching and their students, even the ones who were hesitant to integrate drama-based activities. They all agreed that drama-based activities improved speaking skills and pronunciation. They thought they made the learning environment more enjoyable and kept students more creative and engaged. T5 believed that *“it's kind of a boost for motivation and then maybe to learn pragmatics, different contexts. And I think it's useful for all the skills.”* T11 pointed out the authenticity of role-play activities, saying, *“Role plays are really authentic. So they will have a chance to feel like they are in a supermarket or a different context. So it would be really easy for them to practice in more like a real-life situation.”* T3 supported that *“As a teacher, you see that they apply the things that you've taught. So it's kind of a good moment. You're proud of your students. But when you look from the students' perspective, they also see that they are doing something. Instead of just reading and studying grammar, they do something they produce.”* T10 focused on their benefits for students; *“they are improving their sense of empathy because they are thinking themselves as a different person and talking from this person's mouth to express themselves.”* T2 proposed an ideal classroom practice; *“if it is not teacher-oriented but student-oriented, I mean if we do not give them some certain dialogues, if we want them just to create the dialogues, of course it can improve their vocabulary and grammar. And they can fill themselves more comfortably, especially while they are playing a different role, a different character. So they don't need to feel shy. It can help them to improve their personalities and lots of language skills.”*

Along with the benefits, the teachers were also asked if drama integration had any disadvantages or not. One of the disadvantages mentioned was by T1, who said that these activities were mechanical to some extent and required memorizing, so they were not useful all the time. T10 described himself as not interested in drama integration, so he thought it might be a disadvantage for him to do drama-based activities. Agreeing with T10, T2 also felt herself not enthusiastic about the integration of drama, thus she thought she might affect the views of students as well. According to T4, drama integration could cause noise. Thus, it might sometimes be difficult to manage the class and tiring for the teacher. T11 emphasized the importance of choosing a suitable activity; otherwise, it could be a disadvantage for students. T5 and T6 considered drama-based activities, time-consuming as they required a lot of time, and follow a fixed syllabus. T7 believed the drama activities in the book were not authentic, so they did not prepare learners for real-life situations. However, T3, T4, and T8 considered drama-based activity as not having any disadvantages.

Time management, the syllabus and coursebook, and students' reactions were cited as the main challenges drama integration posed for the teachers. First, as aforementioned, drama integration was seen as time-consuming by some teachers. T3 presented the problem as *“To plan it, you need time. Of course, you need to think about the activity. Is it suitable for students? Is it attractive for them? Will they like it or not? You should think about all these questions. Is the number of students enough? Is there enough time? So you should think about lots of things at the same time. So it's not an easy process.”* T6 also commented, *“I think I would particularly focus more on this issue about such an activity type because, you know, drama activities might take so much time. So we have to plan it very carefully so as not to exceed the time required for such an activity.”* T10 also supported this: *“You have to prepare the activities and the process before the classroom. This is a time-consuming thing. And this is also the case with the classroom. It takes time management. You have to give the instructions clearly. You need to think about whether this is a suitable activity, if I'm going to manage the process correctly, and whether my students will like it. You have to take into consideration so many things.”*

Next, the coursebook and syllabus used in these classes were considered a barrier by most of the teachers. T1, T7, and T10 were not entirely dissatisfied with the coursebook; however, they supported

an improvement in the content and teachers' books. The others considered the book partly adequate in terms of drama activities, and some teachers reflected that the book needed more ideas and orientation for better drama activities. T6 claimed that *"The coursebook needs to present creative, interesting, and motivating activities for students. But these are just simplistic things. They are just simple, superficial activities."* T9 revealed that *"It (the coursebook) does not provide any supporting training or information; how to do it, how to do it efficiently, what to expect at the very end, and how to get maximum benefit from those drama activities."* T2 pointed out, *"I really don't think it gives us sufficient information about role plays, and I don't think it encourages us to do this more in the lessons. Maybe our teacher's book can motivate us to do this differently, but we are always searching for it on the internet to find some really creative ideas."* T8 added, *"It doesn't teach students how to build a dialogue with a stranger or in a social context, but it gives prompts, enough prompts to do that at least once in every unit we can come across."* T5 recommended, *"Maybe the word sufficient cannot be the right word. But, I think there are a lot of exercises we can do as drama. We can turn them into drama. I think they are adaptable, and we can be mediators. We can adapt them."* The teachers spoke with a single voice in terms of the syllabus, as it was seen as a bigger challenge for teachers. They all agreed that the defined syllabus did not give them space for integrating drama or diversifying drama activities.

Students' reactions were a twofold issue uttered by teachers; in some cases, demotivating, and in some cases, encouraging. First, the teachers talked about shy students who did not want to attend these kinds of activities that required active attendance and performance. Every teacher had a different way of dealing with them. T4 expressed her experience as *"Of course, I don't force them. I excluded them, unfortunately, because I tried to force, but it didn't work. So, I excluded them. I feel that they get bored, but there's nothing to do with them. It's their own responsibility, and I do the activities with the eager ones."* T1 and T7 asked their students to do role-play activities mostly in their seats instead of being in front of the class, not to increase their affective filter. However, T8 preferred to force them even if they were not eager and did not get negative reactions. T2 proposed, *"They feel so bored. Even when they are doing role-play activities, when they are speaking to each other, they tell me, < Teacher, this is not useful because we want you to correct our mistakes, and we do not want to go on this conversation like this.> For example, while doing such role-play activities, they don't make any mistakes. Because, as I said before, all the things are similar. All the things are the same, they find them really boring. Instead of them, they prefer other speaking activities like discussion."* T4 compared her current students with the students of the previous year and indicated that, because of the majority of shy students, she hesitated and even skipped doing drama-based activities this year. Sharing the same class, T3 also gave up doing drama-based activities due to the shyness and mood of the students. On the contrary, T9 shared her drama integration experience with her students, lasting one school year. Her students were fairly hesitant in the beginning, especially shy students. She designed the activities based on students' individual differences.

In time, they got used to their friends and doing drama-based activities every week, and they showed positive reactions afterward. T5 also shared how she did these activities to express her students' reactions, *"For the first weeks, they just read and act, not memorize or perform them, so most of them like it. I use these activities as an icebreaker. I use them to make them know their partners because they do almost all the exercises with their partners. But if I ask them to perform in front of the class or memorize, I can see very unhappy faces and panic. Literally, I can see the panic. However, when they try more, they get used to them. If I start to adapt the short ones and just one or two-sentence dialogues, they get more and more engaged."* Similarly, T6 stated, *"Most of them, I think, have liked those activities. Maybe in the beginning, they were reluctant to do something about that. But while they were performing their dialogues or role plays, I saw they were having fun. Because sometimes we got really into funny*

stories, and they laughed at each other. I saw how they worked together; they laughed at how hilarious they were and how entertaining things they were coming up with.” T11 also claimed that students liked these activities, and these activities were good chances for them to practice in real-life situations. Lastly, T8 revealed, “I haven't had any negative experiences, even with the students who are less eager to do that activity because they can see that nobody is better than the other in the class. The level is almost the same. Some students have really nice pronunciation or a wide range of vocabulary, and they can use it. But this doesn't demoralize the other students because they can comment on each other's speech, and mostly they have fun.”

In terms of students' reactions, the teachers were also asked about what factors affected the drama integration: age, proficiency of students, or personality of students. It appeared that a consensus existed among teachers regarding the most effective factor for drama integration, and it was the personality of students. They reported that when they were shy, not eager, or introverted, it was very difficult sometimes to encourage them. T2 stated personality and proficiency were equally effective: *“Almost equal because, as I said, shy students do not want to do this. But if their level is really low, if they can't speak fluently, then they will feel really shy, and they will be afraid of making mistakes. Thus, they won't want to perform.”* T4 considered personality as the most effective factor and proficiency level as the second most effective factor. On the other hand, they did not think that age was a factor, probably because the age range of the students is relatively narrow, generally between 17 and 21 years old.

Lastly, the teachers were asked what they would like to learn about drama and drama integration. When they were asked about their knowledge of drama in the beginning, they reported that it was limited to role-play activities to a great extent. Thus, they expressed their willingness to be informed more about drama activities. In particular, they were willing to learn activities directly aimed at fostering language learning. T3 wished to learn how she could use drama activities in language learning. T6 would like to learn drama activities specifically to motivate shy and introverted students. She explained, *“They hesitate to express their feelings easily. They have difficulty expressing their ideas. I think drama activities give them some sort of a new identity, and they take roles and imagine themselves within a different situation. I think this new identity will help the students to overcome their fear of making mistakes, their fear of speaking in front of others, or their fear of sharing ideas with others.”* T7 wanted to learn what drama activities contributed to both students and teachers. T11 would prefer to be informed about what drama activities would help improve the human mind. However, T1 was hesitant as he thought it would be difficult to utilize more drama activities depending on the context, syllabus, and the students. T10 was also impartial for more knowledge about drama, as he considered himself not capable of drama and acting.

5. Discussion

This study aimed to explore teachers' perceptions of using drama activities in language teaching and to draw implications based on these perceptions. Primarily, it was hypothesized that in this context, drama-based activities were not being done or rarely done; however, based on the interviews with the teachers, it was seen that the application of drama-based activities was in a considerable amount. While some teachers seemed impartial in integrating drama into their classes, some were quite willing and in avid interest toward the idea. Overall, the teachers' perceptions were positive toward drama and drama integration, in line with the literature research (Bsharat, 2021; Dal, 2017; Güler and Kandemir, 2015; Tajareh and Oroji, 2017; Uştuk and İnan, 2017; Uyumaz, 2020; Kalkan, 2024).

Looking at the classroom procedures conducted by these teachers, there was a diversity, depending on the teacher, the students, and the syllabus. Some teachers preferred a traditional passive attendance of

students in which students just read some dialogues in their seats, while some teachers asked them to perform the dialogues in front of the class. Besides, some teachers asked their students to write the dialogues themselves, which entailed productivity and creativity. Moreover, some teachers used more than role-play activities, such as short plays, acting out the story books, improvisation, spontaneous dialogue acting, and hot seating. What differed between them in terms of these procedures would be difficult to deduce by only analyzing their interviews; thus, their background and personalities might be important factors in their choices of teaching methods. To show the importance of teachers' identities, Varghese et al. (2005) pointed out that understanding language education requires insight into teachers themselves, including the professional, cultural, political, and individual identities they embrace or that society attributes to them. To illustrate, T4, who used drama-based activities the most in that school, who uttered different drama-based activities the most, and who put on two short plays on stage in that school, explained her interest in drama with her personality and background while talking about the planning of a drama activity *"It is not difficult, I can create an activity, a role-play activity. When I see some topics in the book, I don't need any preparation before, I don't need them. This is based on the personality of a teacher. Then yes, maybe I love fun. I love fun activities. If I get bored, then my students will get bored."* On the other hand, T11 claimed that drama was not "his cup of tea," explaining why he was impartial toward drama integration. T8 asked all her students to actively participate in these activities without any objection, while T4 and T6 let them do so in the way they felt comfortable. It is evident that teachers' personalities affected their way of teaching.

Teachers' educational background also affected their drama integration. Teachers with training and educational background related to drama tend to integrate drama in their teaching more and more eagerly (Sanchez et al., 2022). Also, teachers who have formal training in drama are better equipped to use drama activities effectively, resulting in improved student participation and learning achievements (Lee et al., 2020). Ali's (2024) study revealed that teachers faced challenges in gaining a solid understanding of drama theory and applying drama techniques, which suggests that university drama courses in pre-service teacher education may not have fully met their needs. In line with this result, teachers mostly reported having a drama course at university; however, they reported that the lessons were not effective and practical, but rather more theoretical. They would like to be informed more about drama activities to be used specifically in language classes.

Philips (2003) contended that the integration of drama and drama activities into the language-learning process had fruitful results and was remarkably effective in speaking and communication. Accordingly, in terms of gains of drama integration, the participant teachers were all on the same page, supporting that it enhanced language learning, as Zyoud (2010) proposed that utilizing drama techniques in the classroom allows foreign language learners to actively engage with the language in meaningful and contextualized ways. Sirisrimangkorn (2018) found that project-based learning through drama enhances speaking skills by increasing practice opportunities, providing a functional context, and boosting motivation and confidence. In agreement with this, nearly all the teachers supported that drama activities fostered speaking skills and communication. Another gain of drama was creating an enjoyable classroom atmosphere for students, as supported by Hu (2011), who described drama-based activities as fun and entertaining.

On the other hand, contrary to their comments on drama integration and their awareness of its benefits, it was seen that some teachers limited themselves to the only activity presented by the coursebook, role-play activities. Apart from three teachers out of the participants, some teachers confined themselves to the activities presented by the coursebook, which could be seen once in two units. Besides, the drama-based activities in the book, which were role-play activities, required reading, performing the dialogues,

and changing the roles instead of creating new dialogues. The book enabled changing some minor details in the conversations without changing or adding the basic forms; thus, it did not make room for creativity and production but rather just imitation. Richards and Rodgers (2001) described the audio-lingual method as entailed dialogues containing contextualized structures and repetition, and the procedure of drama-based activities was mostly not different from this. Despite being confined to this activity, teachers were dissatisfied with this limitation of the book. In Hahl and Keinanen (2021), the coursebook was also considered to be constrained, and thus, the need to include more and various activities for different levels of students was emphasized for the benefit of teachers. Another factor affecting their confinement to a specific activity was the syllabus, which did not make much room for extra drama-based activities. The teachers also found drama activities time-consuming and needed preparation based on their busy syllabi. Correspondingly, the participants of Baykal et al. (2019) outlined some drawbacks of drama, and being time-consuming and requiring long teacher preparation were among them.

In terms of students, teachers had both positive and negative reactions to integrating drama into their lessons. The biggest problem was the students' personalities, in particular, they were shy or introverted (Gaurdart, 1990). Ali (2024) indicated that shy students could have difficulty in expressing themselves; however, thanks to drama activities, they could be more confident, less afraid of making mistakes, and better in communication skills. Reinforcing this idea, some teachers reported that their students felt better and less anxious in these activities as they got used to them. One of the participants from Ali's (2024) study expressed, *"The biggest problem is that they are shy because they think their peers will make negative comments on their use of language. That is a problem even for adults. We are afraid of being judged by others when using the language. When students do role-play, however, they are more motivated to speak. I guess they believe that the one that makes mistakes is the character, not themselves"* (p. 40), which directly aligned with what the participant teachers shared in the interviews. Consistent with this, Ataş (2015) concluded that drama activities helped students feel less shy, less anxious, and more comfortable.

Based on the negative and positive reactions of the students, as mentioned earlier, and the research cited, it is inferred that teachers have a big responsibility to encourage and engage students in these activities, which can be associated with the last part of the interview, where the teachers were asked about what to do further regarding drama integration. As proposed by Kalkan (2024), English language teachers need to be encouraged to explore and incorporate drama techniques into their teaching methods to enhance students' foreign language learning process. In a similar vein, İkinci (2019) suggested that in-service training programs by the Ministry of National Education should prioritize drama techniques, allowing teaching staff to periodically enhance their practical experience and reinforce their existing knowledge. The participant teachers reflected on their lack of knowledge related to drama and drama integration and their desire to learn more activities specifically for fostering language learning. Hahl and Keinanen (2021) exemplified the Finnish National Agency for Education, which emphasized that regular in-service training is essential for language teachers to refine their skills and integrate creative methods into advanced teaching tasks. The effectiveness of drama education relies on teachers' skills, group trust, and engagement, as previous experiences shape future expectations, influencing both students' and teachers' perceptions (Toivanen et al., 2012). Although it may sound challenging for teachers, drama integration effectively encourages every student to take a more active role in learning the language process (Hu, 2011). Setting forth to outline a drama-integrated syllabus for teachers, Ali (2024) concluded that the syllabus needed to cover key areas such as theoretical knowledge of drama techniques, their application in ELT, classroom management strategies, and effective planning and implementation of drama-integrated lessons, which corroborated what the participant teachers needed for a better drama integration into language learning.

6. Pedagogical Implications

The findings of this study highlight some important pedagogical implications for integrating drama activities into language teaching. To begin with, it is evident that teachers need training in terms of what drama integration is, what kind of activities need to be integrated, and how the syllabus needs to be adapted for the integration of drama. For the current teachers, workshops or teacher training focused on drama integration or drama pedagogy need to be utilized. This is further validated by Ali (2024), who came up with the idea of in-service training, in which teachers would be equipped with techniques and methods for planning and implementing drama activities, to maintain their professional growth and widen their understanding.

Furthermore, the primary focus needs to be on pre-service teachers' education. As reflected by the participant teachers, the existing drama courses at universities are not effective and practical for raising pre-service teachers' awareness and expanding their knowledge regarding drama integration and drama activities. Therefore, the curriculum and the content need to be improved so as to equip them with the required knowledge and prepare them for their future students. The content of the course in the curriculum needs to include a variety of different drama activities specific to language learning, how to encourage students, how to plan a drama activity, how to present and implement the activity, how to diversify the activity and its procedure, how to manage time and the students, and how to make students think creatively and critically.

The current study aspired to provide a different perspective on the issue of drama integration from the eyes of language teachers. As a qualitative study, its purpose was to open a wider window into the ideas and experiences of teachers and to show the big picture comprehensively, both to the language research field and to the teachers themselves. This study matters as it puts forward for language teachers a very effective method serving the aim that they set their heart to: enhancing the language learning process.

7. Conclusion

Setting forth with a hypothesis that the tertiary-level language teachers did not utilize drama-based activities adequately in the language learning process in this context, the current study sought to explore the perceptions of tertiary-level language teachers regarding drama integration. The secondary objective was to explore some implications based on these perceptions. Being a qualitative research study, the study was based on the interviews conducted with tertiary-level language teachers. The results showed that the teachers had positive ideas regarding drama integration as they considered it promoted language learning, and the implementation of drama activities was more than anticipated. However, in practice, the drama integration into learning was limited to role-play activities mostly. Still, some teachers were trying to perform various or more creative activities. The teachers reported that their students mostly or gradually had positive attitudes toward drama activities, although some students were reluctant to participate. Students' personalities, the coursebook, the syllabus, time management, and their educational backgrounds were considered to pose an obstacle to effective drama integration. Being aware of their limited knowledge regarding drama and drama integration, they expressed their desire to be informed more about drama activities that would enhance language learning.

8. Limitations and Suggestions

This study is limited to one group of teachers, comprised of eleven participants working for a state university, and focuses on tertiary-level students. Therefore, future research may include more teachers and more contexts to reach a more generalized result. Furthermore, exploring students' perceptions could enhance the understanding of drama integration by adding a learner-centered perspective and by enriching the analysis of drama integration.

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Appendix

Interview Questions

- 1) What drama activities (role-plays, improvisations, storytelling, etc.) do you know that can be used in language learning classes?
- 2) What contributions can drama activities make to your teaching/classes?
- 3) Do you think integrating drama activities into your classes may be a disadvantage for language learning? / Do you think there are possible disadvantages to integrating drama activities into your classes?
- 4) Based on your educational background, do you feel that you have received adequate training or coursework to effectively integrate drama into your teaching?
- 5) Do you think your syllabus or coursebook provides you with sufficient information or activities regarding drama activities?
- 6) What drama activities do you use in your classes?
- 7) How often do you use drama activities in your classes?
- 8) How would you describe the process of preparing a drama activity? Do you think that the process of preparing a drama activity is difficult?
 - a. If yes, what are the difficulties?
 - b. What makes it easy?
- 9) How do you manage time for drama activities in your classes?
 - a. If you allocate enough time, what strategies do you use to achieve this?
 - b. If not, what challenges or barriers prevent you from integrating drama into your lessons?
- 10) What are the reactions of your students when you present a drama-based activity in your classes? (What would be the reactions of your students if you presented a drama-based activity in your classes?)
- 11) What factors (e.g., age, proficiency level, or personality of students) influence the effectiveness of drama activities? Could you explain why?
- 12) Do your students' reactions toward drama activities affect your view of integrating drama into your classes? If yes, how are you affected?
- 13) What kind of drama activities would you like to integrate into your classes?
- 14) As a teacher, what aspects of drama would you like to learn more about or explore further?

Opinions of the Highschool ELT Teachers about Using Poetry in English Lessons

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Abstract

Using literary works in ELT lessons has been debated for years. It has positive effects on students. Moreover, literary works, such as short story, poems, songs, novels, articles and plays can affect students emotions and critical thinking so, learning becomes permanent. Especially, poetry is a good material for students thanks to its rhyme and rhythm in it. This study aims to see the opinions of the high school ELT teachers about using poetry. For the purpose of the study, a four-questioned interview was made with seven teachers working in the high schools in Alaçam, Samsun.

Keywords: Literary works, poetry, ELT lesson

1. Introduction

Although there are lots of advantages, poetry is not used in ELT classes effectively. Its reasons can be shown as burden on teachers, lack of enough time, students levels, interests and motivation. As a general term, there are research and studies about using literature in ELT lessons. These studies indicate that teachers and students have positive attitudes about using literature in teaching and learning English. However, it has seen that teachers don't use poetry in their lessons. Moreover, in the course books poetry doesn't take part as an authentic material. The aim of this study was to find answers for these questions:

1. What do teachers think about using poetry in their lessons?
2. Do they use the poems in the course books?
3. Are the students willing to participate in the lessons if there is poetry?

2. Literature review

For years the use of literature was ignored. Generally, teaching and learning grammar were important for teachers and learners. However, using literary works has gained importance thanks to communicative approaches and other students centred approaches such as collaborative learning, problem-based learning and project-based learning. The most important thing in language learning has become communicating and expressing oneself confidently. For an effective lesson, students must be active in lessons. Teachers must have useful and appealing activities for students. Poetry, like other literary devices, is an effective tool to be used in activities. As a literary genre, poetry can be applied in language classes because of ensuring as an important instrument for learners to express their own opinions and feelings (Hayırsöz, 2015).

ELT teachers know that using authentic materials in classes is important. Poems are good authentic materials. Poetry develops imaginative thinking and encourages students to employ certain interpretive skills while reading, such as guessing on the symbolic significance of certain words rather than concentrating on their literal meaning (Seis, 2023). According to Hess (2003) poetry generates students' interest and their participation which no other text can produce. Poetry fosters personal involvement (Heath, 1996) since it provides an unfathomable reservoir of materials that offer students

opportunities to identify and assimilate their personal feelings with universal themes of human concerns and express them spontaneously (VK & Savaedi, 2014).

Using poetry in language classes has a lot of advantages. It is useful for teaching culture. We can see a nation's culture through reading its literature. Poetry can help to enrich language. It fosters students' grammar and four language skills. Also, another important effect of poetry in language classes is its enrichment creativity and enjoyment.

Culture: poems provide a cross-cultural awareness which in turn assists learners to acquire fluency in target language (Lazar, 1996). Language enrichment: Saraç (2003) explains that educational benefits of poetry are a) Providing readers with a different viewpoint towards language use by going beyond the uses and rules of grammar and syntax. b) Stimulating unmotivated readers to speak out owing to being so open to explanations and interpretations. c) Making students familiar with figures of speech. Meaningful context helps students learn, use and remember the vocabulary more effectively (Lazar, 1996). Enjoyment and creativity: poetry can promote creativity and a more positive learning environment (Khansir, 2012).

According to McKay (1982), unlike the typical classroom topics, poems encourage students in developing their creativity and also, he pointed out that poetry serves as a good model for creative writing or at least it can help learners enjoy ELT classrooms. Poetry could be used as a rich source to teach creative language in use, vocabulary in a context, syntax, pronunciation, figures of speech, stress, intonation, and rhythm (Aydinoğlu, 2013; Hişmanoğlu, 2005). According to Saraç (2003), poetry offers various pedagogical benefits, including introducing students to figures of speech (like metaphor, simile, personification, irony, and imagery). It also offers readers with a fresh perspective on the use of language, reaching beyond the familiar use and rules of vocabulary, grammar, and syntax (Saraç, 2003). Poetry could help unmotivated learners to explore different interpretations and encourage personal involvement by evoking feelings and thoughts (Hişmanoğlu, 2005).

3. Methodology

Seven ELT teachers working in the high schools in Alaçam took part in the study. A four questioned interview was used with the permission taken from Ozan Deniz Yalçınkaya who developed this interview about using literary works. Again, with his permission, the interview was changed, and the questions were asked as poetry not literary works.

Interview Questions

1. Do you think using poetry in EFL classes improve students' four skills? If yes, how?
2. What are the strengths of using poetry in EFL classes for your students' English learning?
3. What is the weakness of using poetry in EFL classes for your students' English learning?
4. How is your students' motivation in English classes in terms of using poetry?

In addition to these questions, some sub-questions were asked; gender, age, the university department they graduated from and their service years in MEB.

4. Results and Discussion

In the light of the teachers' opinions about using poetry in English lessons, they all have a positive attitude to use poetry in ELT no matter what department they had graduated. They think that it is an effective material to use in lessons since it motivates students to think critically and to be creative. Also, the students have fun in their lessons. Most of the teachers answering the interview questions

think poetry has much more advantages than disadvantages. They generally agree with each other on the subject that the weakness can be students' level, interest and motivation in order to use poems in lessons. On the other hand, some teachers having the experience of using poetry in classes said that their students really had fun without any problem in understanding the poem or in writing a poem. On the contrary, the students were said to be good at criticize and evaluate the poems of their own and their friends'.

According to the information taken from interview, poetry is seen useful and efficient material for English lessons since it can easily catch the students attention and can broaden their minds so they can look from different point of views. They expressed that the students could develop their cultural knowledge both in their mother tongue and target language. Another advantage of using poetry mentioned by the teachers is that the effect on their grammar knowledge and their language skills. It was stated by the teacher that students can learn new words with their pronunciation, new grammar structures in the poems. Also, they can write the true spelling of the words. Poetry is mentioned as a perfect way by the teachers to make the students think critically and create new poetry examples or other literature genres. The teachers talked about the negative experiences they had while using poetry such as students' level and lack of knowledge on their own mother tongue. However, these obstacles can be dealt by picking up suitable poetry samples for the students' level and understanding.

5. Conclusions

As parallel with other studies and research, this study shows that ELT teachers have positive attitudes about using poetry in ELT lessons. They think that poetry fosters students' language skills, creativity, cultural competence, emotional intelligence both on the target language and their mother tongue. Thus, students can overcome the shyness they have while using English when they get the power of able to talk about a poem and to create their own poems. With that point of view, it can be said that the book used in the lessons can have more poems. And the teacher can be given the chance to get the experience about how they can use poems in their classes.

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An Examination of the 10 Core Values from the Turkish Ministry of National Education's Values Education Framework in the 2024 Edition of the 10th Grade English Coursebook and Workbook

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Abstract

This study evaluates the integration of the Ministry of National Education's (MoNE) ten core values—justice, friendship, honesty, self-discipline, patience, respect, love, responsibility, patriotism, and altruism—within the 10th-grade English coursebook and workbook 2024 edition. Using qualitative document analysis, the findings reveal that while values such as Respect, Responsibility, and Patriotism are prominently featured across the units, others like Justice, Love, and Patience are less emphasized. The analysis highlights the effective use of cultural, historical, and contemporary contexts to align the content with MoNE's Values Education Framework. However, the distribution and depth of value integration are uneven, echoing critiques in previous studies of values-based education in Turkish curricula. Comparisons with prior research underscore the need for more comprehensive and reflective approaches to fostering students' understanding and internalization of values. Recommendations are provided to enhance the holistic representation of core values in future curriculum development, emphasizing interactive activities and collaborative learning strategies. This study contributes to ongoing discussions on values education in EFL materials, highlighting its potential to support both academic and personal development in secondary education.

Keywords: Values education, Ministry of National Education (MoNE), cultural and historical contexts, core values

1. Introduction

Values education is viewed as essential for cultivating both personal development and social cohesion. Values function as guiding principles that shape individual emotions, thoughts, and actions in relation to oneself and others, thus supporting moral and virtuous personality development. Furthermore, values guide individuals in their interactions with their communities, fostering a harmonious relationship with their social and physical environments, ultimately contributing to "Peaceful Family and Society" and "Peaceful Individuals in a Livable Environment" as overarching societal goals.

In line with this model, values are embedded in a cumulative and developmental manner within the curriculum, enabling students to internalize them throughout their educational journey. This holistic approach facilitates students' active engagement with values, supporting their development as well-rounded individuals who are prepared to contribute positively to their communities (MoNE, 2024).

Integrating Core Values into Turkish Education: An Overview of the MoNE Values Education

The Turkish national education system aims to equip individuals, central to the educational mission, with essential skills for current and future societal benefit, emphasizing values that promote not only personal growth but also societal harmony. This educational approach encourages scientific inquiry, cultural awareness, aesthetic sensitivity, and ethical behaviour, grounded in universal values and guiding principles that foster balanced and culturally enriched lives (MoNE, 2022). These principles help individuals make sound decisions and embody high-level ideals that promote both personal and social well-being.

The role of education extends beyond knowledge acquisition to nurturing individuals who embody and practice these values in daily life, thereby becoming good citizens and contributing positively to society. Schools are viewed not only as academic institutions but as microcosms of society, where students internalize national and universal values in a real-world context (MoNE, 2022). This experiential learning process in schools enables students to mirror societal structures and expectations, reinforcing values through direct interaction with the educational environment.

The curriculum aims to help students transform the values, skills, and knowledge they acquire into behaviours that serve both personal and societal purposes. By encouraging a sense of responsibility and community awareness, students learn to make positive contributions to themselves, their families, and society at large. Core values identified in the curriculum include justice, friendship, honesty, self-discipline, patience, respect, love, responsibility, patriotism, and altruism, each serving as foundational pillars that guide students' development into conscientious citizens (MoNE, 2022).

Values Education in Language Teaching

Values education has become an increasingly important component in language teaching as educators recognize the need to foster moral and social development alongside linguistic skills. Language classrooms provide an ideal setting for values education because language is deeply intertwined with cultural beliefs, social norms, and ethical considerations. By integrating values into language instruction, educators can help students understand and navigate diverse social contexts while promoting positive character traits and responsible citizenship (Yusof & Hashim, 2022).

In the context of language learning, values education can enhance students' cultural awareness and empathy. Byram (1997) suggests that intercultural competence, an essential goal in language education, involves both understanding and respecting others' values, fostering attitudes such as tolerance and open-mindedness. Teaching language through texts and activities that emphasize values such as respect, empathy, and responsibility allows students to connect with the target language culture on a deeper level, promoting not only linguistic proficiency but also ethical understanding and intercultural sensitivity (Liddicoat & Scarino, 2013).

The integration of values education in language teaching is also essential for developing students' social and emotional skills, which play a significant role in successful communication. Social-emotional skills such as cooperation, patience, and responsibility support both language acquisition and personal development, as students learn to engage thoughtfully with their peers and the broader community.

In Türkiye, the Ministry of National Education (MoNE) has emphasized values education within the language curriculum, recognizing its potential to support holistic student development. Values such as respect, responsibility, and integrity are infused into language coursebooks and activities, aimed at developing students who are not only proficient in English but also morally and socially aware (MoNE,

2022). Language educators are encouraged to integrate these values into lesson plans and assessments, providing students with practical ways to apply values in real-world contexts, thereby fostering skills that extend beyond language proficiency to character development and intercultural competence.

In summary, the inclusion of values education in language teaching enhances students' intercultural understanding, personal development, and social-emotional skills, ultimately creating a more rounded and empathetic language learner. By recognizing the integral role that values play in language education, educators can contribute to students' growth as both communicators and compassionate individuals.

10 CORE VALUES according to MoNE's Values Education Framework:

- 1. Justice:** Justice refers to fairness and moral equity, where individuals are treated according to their rights and responsibilities. In education, teaching justice involves encouraging students to respect fairness in their interactions and decisions, fostering an understanding of equality and impartiality (Rawls, 2001).
- 2. Friendship:** Friendship is defined as a mutual and voluntary bond of affection, trust, and support between individuals. In the classroom, friendship promotes cooperation and emotional support among students, contributing to a positive and inclusive learning environment (Hartup & Stevens, 1997).
- 3. Honesty:** Honesty involves truthfulness, integrity, and transparency in one's actions and words. Educators promote honesty by encouraging students to take responsibility for their actions and be truthful, which helps in building trust within the learning community (Smetana, 1999).
- 4. Self-discipline:** Self-discipline is the ability to regulate one's own behaviour, emotions, and impulses in pursuit of goals. In educational settings, self-discipline is essential for managing tasks, maintaining focus, and achieving personal and academic objectives (Duckworth & Seligman, 2005).
- 5. Patience:** Patience is the capacity to accept or tolerate delays, challenges, or suffering without frustration. In a learning environment, patience is vital for perseverance in the face of academic or personal obstacles, helping students to maintain motivation and resilience (Schnitker & Emmons, 2007).
- 6. Respect:** Respect involves recognizing the inherent worth of others and treating them with consideration and regard. Teaching respect in education fosters a respectful classroom culture, where students appreciate diversity and maintain positive relationships (Schaefer et al. 2021).
- 7. Love:** Love, in the educational context, refers to empathy, care, and kindness for others. When encouraged in classrooms, love helps students develop a sense of community, emotional support, and concern for the well-being of others (Ghiasvand & Sharifpour, 2024).
- 8. Responsibility:** Responsibility is about being aware of and accepting one's duties, making decisions, and fulfilling duties to oneself and others (Kuhlmann, 2022).
- 9. Patriotism:** Patriotism is a sense of pride and loyalty toward one's country, coupled with a desire to contribute to the common good. In education, patriotism encourages students to understand civic responsibilities and respect their national heritage (Malkoç & Öztürk, 2021).
- 10. Altruism:** Altruism is selfless concern for the well-being of others. In classrooms, promoting altruism can help students develop empathy and a habit of supporting peers and contributing positively to society (Batson, 2011).

2. Literature Review

Values education is a central focus in Turkish educational policy, and recent studies have examined its integration across a variety of subjects and educational levels. These studies provide insights into how values are addressed and embedded in different educational settings and materials yet highlight both successes and areas in need of further development.

Several researchers have emphasized the need to critically analyze EFL coursebooks for the values and cultural messages they convey. For example, Toprak and Aksoyalp (2015) examined the representation of culture in English language teaching materials. Similarly, Ulum and Bada (2016) conducted a content analysis of EFL coursebooks to evaluate the presence of cultural elements, emphasizing the role of educational materials in shaping learners' worldview. Building on these studies, the present research employs a qualitative content analysis approach to examine how the 10th-grade English coursebook reflects the ten core values outlined by the Turkish Ministry of National Education in 2024. This study contributes to the growing body of literature that explores not only linguistic but also sociocultural and ethical dimensions of language education.

In examining values-based education in English as a foreign language (EFL) coursebooks, (Ertürk, 2020) conducted a study to deepen the understanding of how values are incorporated into secondary-grade EFL materials in Türkiye. Using a qualitative approach and document analysis, Ertürk scrutinized four secondary-level EFL coursebooks, revealing that the distribution of values is uneven, with emphasis primarily on raising superficial awareness among students rather than fostering a profound internalization and comprehension of these values. The study suggests that current curriculum frameworks, as updated by the Turkish Ministry of Education (MoNE) in 2018 and implemented in textbooks in 2019, could benefit from a more detailed and balanced integration of values into the content of EFL coursebooks.

This research highlights a growing interest in values integration within language teaching curricula and points to a need for curriculum developers, coursebook authors, and educators to create more comprehensive approaches that engage students in meaningful reflection and discussions about values. Despite the advancements made by the 2018 curriculum revisions, a gap remains in fostering students' deeper understanding and critical engagement with values, signalling a broader need for studies focusing on values education.

Kılıç and Kemiksiz (2024) analyse Turkish as a Foreign Language (TFL) coursebooks, revealing the frequency and distribution of core values such as altruism, honesty, and self-control within reading texts at B1 and B2 levels. Through content analysis, they identify 723 core value instances across three major coursebook series, with altruism, honesty, and self-control being most prevalent. Their findings underscore the effective representation of values but also suggest a varying emphasis across value categories, which may affect the holistic integration of values in language education.

Kılınç (2022) evaluates the preschool education program in Türkiye, focusing on values education practices from teachers' perspectives. Findings indicate that values like love, respect, responsibility, and honesty are readily taught, often through visual materials and active engagement with family and community. Teachers advocate for a collaborative approach to values education, emphasizing in-service training and the inclusion of extra-curricular activities to reinforce values learning.

Alaca (2022) explores the historical and current inclusion of values in the Turkish social studies curriculum. Originally introduced in 1968, values education became more systematic and explicit with the adoption of a constructivist approach in 2005. Alaca's descriptive analysis reveals how values enter each learning area within the curriculum, making social studies a vital subject for values transfer. The study's overview of curriculum revisions reflects an ongoing commitment to values integration, though further alignment with evolving social needs is recommended.

In the scope of arts education, Terzioğlu (2022) investigated values in Turkish folk songs included in elementary school music textbooks. Through content analysis of 44 folk songs, he finds that values such as love, patriotism, and courage are most common. This study illustrated how music education in Türkiye serves as a medium for values education, presenting cultural and ethical concepts within a traditional framework.

Aktepe (2021) focuses on the role of cartoons in imparting values to preschool children. Analyzing six popular cartoons, he identifies frequent themes of love, cooperation, kindness, and altruism. Aktepe's findings highlight the importance of visual media in supporting values education, especially for young learners. However, the study notes an uneven emphasis across values, with self-respect and patriotism notably absent, suggesting that more intentional selection of content could enhance the scope of values covered.

Yenen and Ulucan (2021) compare values education practices between preschool programs in Türkiye and the United States. Through a cross-cultural case study, they reveal notable differences in national values and teaching approaches. Turkish teachers experience more challenges in values education, often lacking the diverse assessment methods available to their American counterparts. This comparison underscores the complexities of values education as a multi-faceted process, indicating a need for adaptable approaches that align with cultural contexts.

Görgüt (2018) examines the integration of values education within physical education programs in Türkiye. Recognizing the impact of technological and social changes on moral values, he advocates for a more explicit incorporation of values in physical education, which could foster holistic personal development. His findings suggest that while theoretical progress has been made, practical application of values education within physical activities remains limited.

Together, these studies illustrate the breadth of values education practices across various subjects and age groups in Türkiye, from language and social studies to music and physical education. They underscore the Turkish educational system's dedication to fostering core values, yet they also reveal inconsistencies in value representation and practical application.

Despite the extensive research on values education in multiple subjects, there is a notable gap in the literature regarding the analysis of values education within English language 2024 coursebooks at the high school level in Türkiye, specifically for 10th-grade students. This research in this area could provide valuable insights into how values are represented and integrated in English language learning, helping to establish a more comprehensive understanding of values education within Türkiye's language curriculum.

3. Methodology

This section outlines the methodological approach adopted to investigate how values education is embedded within the 10th-grade English coursebook (2024 Edition) published by the Turkish Ministry of National Education. It begins by describing the research design and rationale for using qualitative content analysis, followed by an explanation of the coding framework based on MoNE's ten core values. The section also details the data collection and analysis process, including how the coursebook was reviewed and coded using predefined categories. The aim is to provide a clear and systematic account of how the study was conducted to ensure transparency and replicability.

3.1. Research Questions

Despite the emphasis on values education within the Turkish Ministry of National Education's curriculum, there remains a gap in the literature regarding how these values are specifically incorporated into the 10th Grade English coursebook 2024 edition. Given the importance of understanding how educational materials reflect core values, it is essential to address questions surrounding the selection, distribution, and representation of values in this widely used coursebook. This study, therefore, aims to explore these aspects by addressing the following research questions.

1. What are the core values presented in the 10th Grade English coursebook and workbook 2024 edition according to the Turkish Ministry of National Education's Values Education Framework?
2. How equally are the core values from the Values Education Framework distributed throughout the coursebook and workbook?
3. In what ways are the core values from the Values Education Framework integrated within the content and activities of the coursebook and workbook in terms of presence, frequency, context and dept?

3.2. Research Purpose and Objectives

The purpose of this study is to examine the integration and representation of values-based education within the 10th Grade English coursebook and workbook 2024 edition, as guided by the Turkish Ministry of National Education's (MoNE) Values Education Framework. Specifically, this research aims to identify the core values presented in the coursebook, assess the distribution of these values throughout the content, and analyse how these values are incorporated into the coursebook's language learning activities. The choice of the coursebook for this analysis is particularly significant because, to date, no studies have been identified that evaluate its content in relation to MoNE's ten core values, highlighting a gap in literature. Additionally, the 2024 edition is widely available in schools and accessible through the Education Informatics Network (EBA), making it a common resource for educators and students. This study seeks to determine whether the coursebook effectively reflects the values prioritized in the MoNE framework and provides reasonable opportunities for students to engage with these values in meaningful ways, offering insights for curriculum designers, educators, and policymakers to enhance values integration in EFL materials.

3.3. Research Design

This study employs a qualitative content analysis design to examine the incorporation of values education into the 10th-grade English coursebook 2024 Edition. Content analysis was chosen as it allows for the systematic interpretation of text and visual elements, focusing on identifying the explicit and implicit representations of the Turkish Ministry of National Education's (MoNE) ten core values framework.

The research is descriptive in nature, as it aims to explore and document how the coursebook integrates values education without manipulating any variables. A deductive content analysis approach (Mayring, 2014) was used to examine the coursebook data where predefined categories based on the ten core values were used to analyse the coursebook. Textual, visual, and task-based elements of the book were reviewed for their alignment with these values. The values were examined in terms of presence, frequency, context and dept.

Based on the MoNE Values Education Framework, the researcher developed four coding categories: presence, frequency, context, and depth. These categories guided the systematic coding and interpretation of the content. This coding aligns with methods described in qualitative content analysis literature (Mayring, 2014).

The taxonomy used to evaluate each core value—Presence, Frequency, Context, and Depth—was developed by the researcher based on principles of deductive content analysis (Mayring, 2014; Elo & Kyngäs, 2008). While there is no universally fixed scale for measuring these four dimensions, they were informed by existing approaches in values education research and qualitative content analysis literature.

The coding labels (e.g., *evident*, *implied*, *minimal*, *frequent*, *occasional*) were defined using clear operational thresholds to ensure consistency. For example: Presence was labelled as:

Evident: when the value was clearly and explicitly stated in the unit.

Implied: when the value was suggested but not directly mentioned.

Minimal: when the value was weakly or indirectly present.

Frequency was defined as:

Rare: once or twice across the unit.

Occasional: 3–4 mentions.

Frequent: 5 or more references.

Dominant: if the value was a central theme of the unit.

Context and Depth were assessed based on where the value appeared (e.g., text, visuals, instructions) and how meaningfully it was integrated:

Depth was categorized as High when the value was embedded in discussion-based, project-based, or critical thinking activities, and Minimal when only briefly mentioned without elaboration.

This classification system, though developed for this specific study, is consistent with similar frameworks used in coursebook evaluations (Ulum & Bada, 2016; Ertürk, 2020; Toprak & Aksoyalp, 2015) and qualitative content analysis of educational materials.

To evaluate the integration of values in each unit of the coursebook, the researcher developed a taxonomy consisting of four dimensions: Presence, Frequency, Context, and Depth. This taxonomy was guided by principles of deductive content analysis (Mayring, 2014; Elo & Kyngäs, 2008) and shaped by previous studies in values education. Although there is no universally fixed scale for measuring these specific categories, operational definitions were established to ensure consistency and transparency in coding. Presence was categorized as *evident* when the value was explicitly stated, *implied* when suggested indirectly, and *minimal* when weakly or briefly referenced. Frequency was defined based on the number of references within the unit: *rare* (1–2 instances), *occasional* (3–4), *frequent* (5+), and *dominant* when the value was central to the unit theme. Context referred to the type of task or activity in which the value appeared (e.g., dialogues, reading texts, visual prompts), while Depth indicated how meaningfully the value was addressed, ranging from *minimal* (surface mention) to *very high* (deep integration in reflective or project-based tasks). This coding approach, while tailored to the study's aims, reflects established practices in qualitative textbook analysis and values education research.

Table 1. Coding Criteria Used in the Analysis

Dimension	Category	Operational Definition
Presence	Evident	The value is clearly and explicitly stated in the unit.
	Implied	The value is indirectly suggested or hinted at through tasks or language use.

	Minimal	The value is weakly present or briefly mentioned without meaningful elaboration.
Frequency	Rare	The value appears only once or twice in the unit.
	Occasional	The value appears 3–4 times across the unit.
	Frequent	The value appears 5 or more times in the unit.
	Dominant	The value is central to the unit’s theme and appears repeatedly in multiple activity types.
Context	—	Describes the activity or textual setting where the value appears (e.g., dialogues, visuals, reading passages, instructions).
Depth	Minimal	Value is briefly or superficially mentioned, with no additional elaboration.
	Moderate	Value is present with some contextual support (e.g., through tasks or questions).
	High	Value is integrated in meaningful, activity-driven ways (e.g., role-plays, projects).
	Very High	Value is central to the theme, deeply embedded in activities promoting critical thinking or reflection.

The rationale for selecting the 10th grade English coursebook as the focus is due to the literature gap mentioned above and that the 10th grade is particularly significant as it marks the year when students choose their fields of study, shaping their future decisions regarding university programs and career paths. Additionally, the researcher selected this specific book for analysis because it was provided to her school by the Ministry of Education, and it was available to all students on the MoNE’s EBA platform".

3.4. Data Collection Process

The data for this study was collected through several structured steps. First, the 10th-grade English coursebook (2024 Edition), published by the Turkish Ministry of National Education and distributed to schools, was selected for analysis. This coursebook was chosen because it aligns closely with the Ministry’s educational framework and was readily accessible in the researcher’s school. Following the selection, the researcher adopted the Ministry of National Education’s (MoNE) Values Education Framework as the primary tool for analysis, since this framework defines ten core values that served as criteria for evaluating the coursebook’s content. Finally, the coursebook was systematically examined to identify and classify sections, exercises, and texts that either explicitly or implicitly address these core values. During this process, qualitative notes and observations were taken to support the analysis.

4. Data Analysis

The following analyses highlight the **presence**, **frequency**, **context**, and **depth** of the 10 core values identified in the Values Education Framework of the Turkish Ministry of National Education:

4.1. Analysis of Unit 1: School Life

Unit 1 focuses on fostering basic communication skills and social interactions, with the key functions exchanging personal information and taking part in conversations.

Justice

Presence: Implied. Justice is indirectly referenced in dialogues and writing exercises emphasizing fairness within family and friend relationships.

Frequency: Occasional. Students engage in scenarios requiring fair treatment and understanding of others.

Context: Promoted through activities that encourage students to reflect on fairness in their lives.

Depth: Moderate. While fairness is an underlying theme, it is not deeply explored as a standalone value.

Friendship

Presence: Strong. Activities focus heavily on building social bonds, particularly through dialogues and exercises where students exchange personal information.

Frequency: Frequent. Friendship is consistently encouraged in pair and group activities.

Context: Explicit in interactive tasks where students share information about themselves and learn about others.

Depth: Moderate. The value is well-integrated but not analysed critically.

Honesty

Presence: Implied. Honesty is subtly encouraged as part of meaningful personal exchanges and self-description tasks.

Frequency: Occasional. Honesty surfaces indirectly in tasks emphasizing truthful communication.

Context: Embedded in activities that require students to introduce themselves and share personal details.

Depth: Minimal. The value is present but not explicitly discussed.

Self-Discipline

Presence: Evident. Several tasks require students to be organized and disciplined in describing personal routines and habits.

Frequency: Recurring. The importance of self-discipline is emphasized in tasks like diagramming personal schedules and habits.

Context: Highlighted through scenarios that encourage students to reflect on personal planning and life balance.

Depth: Moderate. While self-discipline is consistently promoted, it is not critically analysed.

Patience

Presence: Implied. Activities requiring group discussions and turn-taking suggest the importance of patience.

Frequency: Infrequent. Patience is not a prominent theme but arises indirectly during collaborative tasks.

Context: Present in tasks requiring students to listen and wait during dialogues.

Depth: Minimal. Patience is implicit rather than explicit focus.

Respect

Presence: Strong. Respect is a recurring theme in activities emphasizing interaction with others and family relationships.

Frequency: Frequent. Students engage in dialogues and exercises that foster mutual respect.

Context: Explicitly encouraged through tasks promoting respect for peers, parents, and other family members.

Depth: High. Respect is integral to the unit's objectives and is modelled in interactive scenarios.

Love

Presence: Evident. Love is reflected in activities that emphasize positive feelings towards school and family.

Frequency: Moderate. The theme arises in self-descriptive tasks and discussions about daily life.

Context: Promoted through activities encouraging appreciation for family and community.

Depth: Moderate. Love is explored as a general positive value but not deeply analysed.

Responsibility

Presence: Strong. The unit encourages responsibility both as a student and as a family member.

Frequency: Frequent. Tasks involve planning, organizing information, and fulfilling individual roles in group settings.

Context: Explicit in dialogues and writing tasks focused on responsible behaviour in daily routines.

Depth: High. Responsibility is a key value in the unit, consistently emphasized through both content and structure.

Altruism

Presence: Minimal. Altruism is indirectly implied in group activities requiring collaboration and mutual support.

Frequency: Rare. The value does not feature prominently in the unit.

Context: Suggested in group work that encourages helping peers.

Depth: Low. Altruism is present only in a general sense.

Summary of Findings for Unit 1

Unit 1 successfully integrates several core values, particularly **Friendship, Respect, Responsibility, and Self-Discipline**, through interactive and reflective activities. Other values, such as **Justice** and **Love**, are present but less prominent. This analysis demonstrates that the unit aligns with the Values Education Framework by promoting values central to personal and social development, although some areas could benefit from greater emphasis.

Table 2. Values presented in Unit 1

Core Value	Presence	Frequency	Context	Depth
Justice	Implied	Occasional	Reflected in activities promoting fairness in relationships	Moderate
Friendship	Strong	Frequent	Promoted through dialogues and exchanges of personal information	Moderate
Honesty	Implied	Occasional	Subtly encouraged in tasks requiring truthful communication	Minimal
Self-Discipline	Evident	Recurring	Emphasized in tasks requiring organization and planning	Moderate
Patience	Implied	Infrequent	Present in tasks requiring group discussions and turn-taking	Minimal
Respect	Strong	Frequent	Central to activities promoting mutual respect and family relationships	High
Love	Evident	Moderate	Reflected in tasks promoting positive feelings towards school and family	Moderate
Responsibility	Strong	Frequent	Highlighted through tasks about planning and fulfilling roles	High
Altruism	Minimal	Rare	Indirectly implied in group activities requiring collaboration	Low

4.2. Analysis of Unit 2: Plans

Unit 2 focuses on communication skills related to future and arrangements, fostering both planned and spontaneous expression. The functions describe plans and arrangements.

Friendship

Presence: Strong. Friendship is emphasized in dialogues and readings about helping one another in times of need.

Frequency: Frequent. The value is highlighted in scenarios where students discuss supporting friends in everyday situations.

Context: Explicit in activities such as asking for help from friends or engaging in collaborative discussions.

Depth: Moderate. Friendship is encouraged but not critically explored.

Honesty

Presence: Evident. Honesty is reflected in dialogues about truth-telling among friends.

Frequency: Occasional. This value surfaces in personal communication and sharing exercises.

Context: Embedded in situations requiring students to express truthful opinions or thoughts about their plans.

Depth: Moderate. While honesty is present, it is not explored in great detail.

Self-Discipline

Presence: Strong. Self-discipline is a recurring theme in tasks emphasizing organization, time management, and responsibility.

Frequency: Frequent. Activities include tidying up, being on time, and studying for exams.

Context: Explicit in readings about self-discipline and proverbs reinforcing this value.

Depth: High. The unit integrates self-discipline through both contextual activities and reflective materials.

Patience

Presence: Moderate. Patience is promoted through readings and discussions about perseverance and not delaying tasks.

Frequency: Occasional. The value is discussed indirectly in tasks emphasizing responsibility and initiative.

Context: Highlighted in passages about overcoming challenges and fulfilling responsibilities without procrastination.

Depth: Moderate. While patience is included, it is not deeply analysed.

Respect

Presence: Strong. Respect is emphasized in discussions about family elders, gatherings, and reunions.

Frequency: Frequent. Respect is a central theme in family-related scenarios and cultural practices.

Context: Explicitly highlighted in readings and group discussions.

Depth: High. The value is well-integrated into the unit through multiple contexts.

Love

Presence: Evident. Love is reflected in activities focusing on family unity and connections, such as songs about familial bonds.

Frequency: Moderate. The theme arises in discussions and media elements related to family relationships.

Context: Promoted through tasks that encourage appreciation for family members and unity.

Depth: Moderate. Love is expressed but not critically explored.

Responsibility

Presence: Strong. Responsibility is a recurring theme, particularly in tasks about studying hard, being organized, and taking responsibility for one's future.

Frequency: Frequent. Integrated into readings and exercises about planning and hard work.

Context: Explicitly included in scenarios encouraging responsibility in both personal and academic contexts.

Depth: High. Responsibility is a core theme in the unit and is explored in various dimensions.

Altruism

Presence: Evident. Altruism is integrated through examples of helping friends in need, such as when ill or in the hospital.

Frequency: Moderate. Cooperation and helpfulness are recurring themes in readings and activities.

Context: Promoted in tasks encouraging collaboration, sharing expenses, and supporting friends.

Depth: Moderate. Altruism is included in meaningful contexts but not deeply analysed.

Summary of Findings for Unit 2

Unit 2 integrates several core values effectively, including **Friendship**, **Self-Discipline**, **Responsibility**, and **Respect**. These values are reinforced through interactive and reflective activities that encourage social and personal development. While **Patience**, **Love**, and **Altruism** are present to a lesser extent. This analysis demonstrates the unit's alignment with values that support both academic and personal growth.

Table 3. Values presented in Unit 2

Core Value	Presence	Frequency	Context	Depth
Friendship	Strong	Frequent	Emphasized in dialogues about helping friends in need and collaborative discussions	Moderate
Honesty	Evident	Occasional	Reflected in dialogues about truth-telling among friends and expressing opinions about plans	Moderate
Self-Discipline	Strong	Frequent	Highlighted through tasks on organization, time management, and responsibility	High
Patience	Moderate	Occasional	Discussed in relation to overcoming challenges and not procrastinating	Moderate
Respect	Strong	Frequent	Emphasized in family-related scenarios and cultural practices	High
Love	Evident	Moderate	Reflected in family unity and appreciation for familial bonds	Moderate
Responsibility	Strong	Frequent	Focused on responsibility in academic and personal contexts	High
Altruism	Evident	Moderate	Integrated through helping friends in need and supporting others	Moderate

4.3. Analysis of Unit 3: Legendary Figures

Unit 3 focuses on communication skills related to past events, fostering storytelling and descriptive abilities. The primary functions of this unit include describing past activities and events, talking about sequential actions, describing characters and settings in past events.

Justice

Presence: Strong. Justice is portrayed through historical and legendary figures.

Frequency: Frequent. Figures like Nene Hatun, Süleyman the Magnificent portrayed as a fair sultan, and Fatma Seher Erden (Erzurumlu Fatma) who fought bravely during the Turkish War of Independence, exemplify justice through their fair and selfless actions and contributions to the nation.

Context: Embedded in stories about their contributions to the nation and their commitment to equality and fairness.

Depth: High. Justice is explored through significant examples, including gender equality, such as women fighting in wars, and anecdotes about fairness, such as the stories of Nasreddin Hodja.

Patience

Presence: Strong. Patience is reflected in the perseverance of legendary figures.

Frequency: Frequent. Figures such as Nene Hatun, Fatma Seher Erden, and others exemplify patience in their steadfast dedication to their country.

Context: Implicit in the stories of endurance and bravery during difficult times.

Depth: Moderate. While patience is evident, it is not analysed or discussed in depth.

Respect

Presence: Strong. Respect is emphasized through narratives about Mustafa Kemal Atatürk's respect for nature and the environment.

Frequency: Frequent. Examples include Atatürk's story of the "Walking Mansion" and his care for trees.

Context: Integrated into passages about Atatürk's actions and beliefs.

Depth: High. Respect is explored through relatable and inspirational examples.

Love

Presence: Strong. Love for the nation and Mustafa Kemal Atatürk is a recurring theme.

Frequency: Frequent. Stories like Atatürk's environmental contributions and familial love are included.

Context: Integrated into readings and discussions about patriotism and national pride.

Depth: High. Love is well-developed through emotional and significant examples.

Responsibility

Presence: Strong. Responsibility is highlighted through the actions of legendary figures who take ownership of their roles in history.

Frequency: Frequent. Examples include individuals like Nene Hatun, Süleyman the Magnificent, and others fulfilling their duties for the nation.

Context: Explicitly demonstrated stories about these figures' responsibilities toward their people and country.

Depth: High. Responsibility is an important theme of this unit.

Patriotism

Presence: Very Strong. Patriotism is the cornerstone of this unit, celebrated through legendary figures and their contributions to Türkiye.

Frequency: Dominant. Figures such as Mustafa Kemal Atatürk and his love and sacrifices for The Turkish Republic, Yörük Ali Efe, Fatih Sultan Mehmet, Halide Edip Adıvar, Şerife Bacı and their achievements to our nation, are showcased for their patriotism. Locations like Çanakkale and their historical significance are also emphasized. Also, Süleyman the Magnificent fighting for his people and land. Koca Yusuf (1856 - 1898) Wrestler World Oil Wrestling Champion representing our nation in the international arena.

Context: Explicitly integrated into readings, activities, and discussions.

Depth: Very High. Patriotism is explored in multiple contexts, providing depth and meaning.

Altruism

Presence: Strong. Altruism is showcased through acts of selflessness by figures such as Nene Hatun and Seyit Onbaşı, who sacrificed for their nation. Mustafa Kemal Atatürk and his love and sacrifices for The Turkish Republic. Love for one's country is evident in the reading passage about Seyit Onbaşı when he lifted the cannon for his country. Altruism is portrayed in a reading passage about King Uther to save his land, also portrayed with the legendary figure Nene Hatun and her sacrificing her children for the country. Atatürk donating the Walking Mansion to the Turkish nation.

Frequency: Frequent. Stories about Atatürk's donations to the Turkish nation and Seyit Onbaşı's heroic actions illustrate altruism.

Context: Highlighted in narratives and discussions about sacrifices made for the greater good.

Depth: High. Altruism is deeply integrated into the unit through powerful examples.

Summary of Findings for Unit 3

Unit 3 integrates core values effectively, especially **Patriotism**, **Altruism**, **Respect**, and **Responsibility**, which are dominant throughout the unit. **Justice** and **Love** are also well-represented, providing meaningful connections for students. The presence of values is enriched using legendary figures and historical events, offering students an engaging way to connect these values to their own lives and cultural heritage.

Table 4. Values presented in Unit 3

Core Value	Presence	Frequency	Context	Depth
Justice	Strong	Frequent	Represented by figures like Nene Hatun, Süleyman the Magnificent, and Fatma Seher Erden through their fair and selfless actions	High
Patience	Strong	Frequent	Reflected in the perseverance of figures like Nene Hatun and Fatma Seher Erden	Moderate
Respect	Strong	Frequent	Emphasized through Atatürk's respect for nature and the environment, especially in stories like the "Walking Mansion"	High
Love	Strong	Frequent	Themes of love for the nation and Mustafa Kemal Atatürk, shown through his contributions and familial love	High
Responsibility	Strong	Frequent	Demonstrated by figures like Nene Hatun, Süleyman the Magnificent, and Atatürk through their actions for their country	High
Patriotism	Very Strong	Dominant	Celebrated through legendary figures' sacrifices for Türkiye, including Atatürk, Yörük Ali Efe, and Şerife Bacı	Very High
Altruism	Strong	Frequent	Showcased through sacrifices made by figures like Nene Hatun, Seyit Onbaşı, and Atatürk for the nation	High

4.4. Analysis of Unit 4: Traditions

Unit 4 emphasizes communication skills related to past routines and habits, incorporating cultural and historical perspectives to enrich students' understanding. The functions of this unit are, describing habits and routines in the past, making oral presentations on specific topics.

Justice

Presence: Moderate. Justice is reflected in discussions about gender equality and increased opportunities for women in the present day compared to the past.

Frequency: Occasional. Gender equality and fairness are mentioned in narratives, though not consistently emphasized.

Context: Integrated into discussions about cultural and social changes, particularly in gender roles.

Depth: Moderate. Justice is addressed briefly but meaningfully, offering insights into societal progress.

Friendship

Presence: Strong. Friendship is portrayed through Turkish traditions, such as visiting friends during holidays, which highlights the value of maintaining personal relationships.

Frequency: Frequent. Friendship is an underlying theme in cultural discussions.

Context: Embedded in traditions and customs, showing how Turkish culture values interpersonal connections.

Depth: High. Friendship is well-integrated, providing students with a culturally relevant perspective.

Honesty

Presence: Strong, exemplified by Ahî Evran, who emphasized honesty in business practices.

Frequency: Frequent. The teachings of Ahî Evran are explicitly discussed.

Context: Highlighted in the context of ethical behaviour in commerce and daily life.

Depth: High. Honesty is explored through meaningful examples, encouraging ethical awareness among students.

Respect

Presence: Strong. Respect is emphasized in Turkish traditions, such as visiting the elderly, taking off shoes inside the house, and honouring the wisdom of older generations.

Frequency: Frequent. Respect is a recurring theme in cultural practices.

Context: Embedded in discussions of traditions and customs that foster intergenerational respect.

Depth: High. Respect is explored in-depth, encouraging cultural appreciation and interpersonal respect.

Love

Presence: Moderate. Love is portrayed through themes of family love and cultural awareness.

Frequency: Occasional. Examples of love for family and traditions are present but not extensively discussed.

Context: Integrated into discussions about familial and cultural connections.

Depth: Moderate. Love is explored in a culturally relevant but limited context.

Responsibility

Presence: Moderate. Responsibility is addressed through cultural awareness and understanding the importance of traditions.

Frequency: Occasional. Responsibility is implicitly emphasized in discussions about maintaining traditions and cultural heritage.

Context: Highlighted in activities that encourage students to reflect on their role in preserving cultural values.

Depth: Moderate. Responsibility is addressed meaningfully but not extensively.

Patriotism

Presence: Very Strong, evident in discussions about Turkish traditions, historical figures, and cultural practices.

Frequency: Frequent. Examples include Orta Oyunu, Karagöz & Hacivat, and legendary figures like Pîrî Reis and İbni Sina.

Context: Integrated into narratives about Turkish culture, history, and achievements. Other examples include, Meddah the Turkish storyteller, Jeree sport, Ottoman geographer Muhyiddin Piri Reis. Turkish philosopher İbni Sina who wrote the best medicine book of the time.

Depth: Very High. Patriotism is explored in detail, fostering pride in cultural heritage and historical achievements.

Altruism

Presence: Strong. Altruism is prominently featured through the story of Ahi Evran and his principles of charity and community support.

Frequency: Frequent. Examples include the teachings of Ahi Evran and other cultural practices promoting altruism.

Context: Highlighted in discussions about charitable actions and support for the community.

Depth: High. Altruism is explored in depth, providing students with actionable and relatable examples.

Summary of Findings for Unit 4

Unit 4 successfully integrates core values, particularly **Patriotism, Honesty, Respect, Friendship,** and **Altruism**, which are prominently featured in cultural and historical contexts. Justice and Responsibility are present but less emphasized. The use of culturally relevant stories and traditions enriches the learning experience, allowing students to connect these values to their personal and national identity.

Table 5. Values presented in Unit 4

Core Value	Presence	Frequency	Context	Depth
Justice	Moderate	Occasional	Reflected in gender equality and changes in women's roles over time	Moderate
Friendship	Strong	Frequent	Highlighted in traditions like visiting friends during holidays	High
Honesty	Strong	Frequent	Exemplified through the teachings of Ahi Evran on honesty in business and daily life	High
Respect	Strong	Frequent	Emphasized in traditions such as honoring elders and cultural practices like removing shoes indoors	High
Love	Moderate	Occasional	Portrayed through themes of familial and cultural love	Moderate
Responsibility	Moderate	Occasional	Implicitly addressed through discussions on preserving traditions	Moderate
Patriotism	Very Strong	Frequent	Explored through Turkish traditions, historical figures, and cultural practices	Very High
Altruism	Strong	Frequent	Prominently featured in the teachings of Ahi Evran, emphasizing charity and community support	High

4.5. Analysis of Unit 5: Travel

Unit 5 focuses on discussing past and present experiences, making bookings, exchanging ideas, and seeking approvals or confirmations. It incorporates elements of cultural heritage and historical landmarks, particularly emphasizing Türkiye's rich cultural and natural heritage.

Friendship

Presence: Minimal. There are opportunities for discussions on exchanging ideas, but friendship as a value is not directly highlighted.

Frequency: Rare.

Context: Indirectly present in interactive activities like exchanging plans.

Depth: Low. Friendship is not the focus of this unit.

Respect

Presence: Moderate. Respect for historical and cultural landmarks is implied, fostering appreciation for national heritage.

Frequency: Occasional.

Context: Mentioned in activities and discussions around historical sites like the Hagia Sophia, Topkapı Palace, and Gallipoli Battlefields.

Depth: Moderate. Respect is encouraged through cultural awareness but not deeply explored.

Responsibility

Presence: Minimal. Responsibility towards preserving historical and cultural landmarks is hinted at but not directly emphasized.

Frequency: Rare.

Context: Indirectly present in discussions about cultural preservation.

Depth: Low. Responsibility is not a primary focus.

Patriotism

Presence: Very Strong. Patriotism is prominently featured, focusing on Türkiye's rich historical and natural heritage.

Frequency: Frequent. Numerous references to landmarks such as Anıtkabir, Blue Mosque, Pamukkale, Gallipoli Battlefields, Temple of Artemis, and others.

Context: Integrated into activities that foster cultural awareness and pride.

Depth: High. Patriotism is deeply explored through detailed discussions of historical and cultural sites, fostering a strong sense of national identity.

Some examples are:

Anıtkabir, the Mausoleum of Atatürk, Blue Mosque, the Hagia Sophia Grand Mosque, Topkapı Palace and the Hippodrome, Bosphorus, Cappadocia Pamukkale, Ephesus, Troy, Çanakkale Gallipoli Battlefields, cemeteries, memorials, the war museum.

Summary of Findings for Unit 5

Unit 5 prominently features **Patriotism** as its core value, with a focus on Türkiye's historical and cultural landmarks. Other values such as **Respect** and **Responsibility** are present but not extensively explored. The unit effectively fosters cultural pride and awareness.

Table 6. Values presented in Unit 5

Core Value	Presence	Frequency	Context	Depth
Friendship	Minimal	Rare	Indirectly present in activities like exchanging plans	Low
Respect	Moderate	Occasional	Mentioned in activities and discussions around historical sites like Hagia Sophia, Topkapı Palace, Gallipoli Battlefields	Moderate
Responsibility	Minimal	Rare	Indirectly present in discussions about cultural preservation	Low
Patriotism	Very Strong	Frequent	Integrated into activities fostering cultural awareness and pride, with numerous references to landmarks like Anıtkabir, Blue Mosque, Pamukkale	High

4.6. Analysis of Unit 6: Helpful Tips

Unit 6 focuses on giving and receiving advice, talking about rules and regulations, and discussing consequences. The unit incorporates values related to school rules, responsibilities, and social behaviours, some core values are implied rather than explicitly stated.

Friendship:

Presence: Moderate. Friendship is implied through suggestions to help others without expecting anything in return, especially the elderly.

Frequency: Occasional.

Context: Highlighted in discussions around treating everyone, especially the elderly, with respect.

Depth: Moderate. The concept of helping others and fostering kindness is discussed but not deeply explored.

Self-Discipline

Presence: Strong. Self-discipline is a central theme, particularly in the context of school success and adhering to rules and regulations, being polite to staff, to each other and to visitors, being punctual for school, wearing a school uniform, arriving on time, obeying rules and helping parents with housework are strongly emphasized.

Frequency: Frequent.

Context: Emphasized through guidelines such as being polite, punctual, wearing a uniform, and helping with housework.

Depth: High. Self-discipline is clearly linked to personal success and social behaviour, making it a well-developed value in the unit.

Respect

Presence: Strong. Respect is highlighted in various contexts, including respecting elders, staff, classmates, and visitors.

Frequency: Frequent.

Context: Shown through behavioural rules such as being polite, giving up seats on buses for elders, and obeying school regulations.

Depth: High. Respect is emphasized as a foundational value for social harmony and success.

Responsibility

Presence: Strong. Responsibility is a key theme in the unit, particularly in the context of fulfilling school and home obligations, being punctual.

Frequency: Frequent.

Context: Reflected in tasks such as helping parents with housework, adhering to school rules, and respecting others.

Depth: High. Responsibility is integrated into practical actions and social behaviours.

Altruism

Presence: Moderate. Altruism is discussed in terms of helping others without expecting anything in return.

Frequency: Occasional.

Context: Shown in examples of treating others, especially the elderly, with respect.

Depth: Moderate. Altruism is presented as an important value but not deeply studied.

Summary of Findings for Unit 6

Unit 6 emphasizes **Self-Discipline**, **Respect**, and **Responsibility**, aligning these values with behaviours necessary for school success and positive social interactions. **Friendship** and **Altruism** are also moderately present, though less deeply explored. The unit effectively ties its core messages to practical behaviours and societal norms, though it could integrate a broader range of values for a more comprehensive educational experience.

Table 7. Values presented in Unit 6

Core Value	Presence	Frequency	Context	Depth
Friendship	Moderate	Occasional	Implied through suggestions to help others, especially the elderly	Moderate
Self-Discipline	Strong	Frequent	Emphasized in school success, adhering to rules, being polite, punctual, wearing a uniform, helping with housework	High
Respect	Strong	Frequent	Highlighted through respect for elders, staff, classmates, visitors, and behavioral rules	High
Responsibility	Strong	Frequent	Reflected in fulfilling school and home obligations, being punctual, respecting others	High
Altruism	Moderate	Occasional	Discussed in terms of helping others without expecting anything in return	Moderate

4.7. Analysis of Unit 7: Food and Festivals

Unit 7 focuses on talking about national and international festivals and describing actions and processes. The content integrates several core values through the exploration of festivals and traditions, particularly those relevant to Turkish culture.

Friendship

Presence: Moderate. Friendship is highlighted through the communal nature of festivals like Ramadan Feast (Eid al-Fitr) and Sacrifice Feast (Eid al-Adha), where people come together to celebrate and share.

Frequency: Occasional.

Context: Friendship is presented in the context of social gatherings and community bonds during religious festivals.

Depth: Moderate. Friendship is portrayed but not elaborated beyond its role in festival traditions.

Respect

Presence: Strong. Respect is emphasized in the observance of Ramadan Feast and Sacrifice Feast, particularly in honoring traditions and treating others with kindness during festivals.

Frequency: Frequent.

Context: Respect for customs, elders, and community is evident in the description of these festivals.

Depth: High. Respect is well-integrated into the cultural content of the unit.

Responsibility

Presence: Moderate. Responsibility is implied through the organizational aspects of festivals and cultural practices, such as preparing for National Sovereignty and Children's Day and distributing meat during the Sacrifice Feast.

Frequency: Occasional.

Context: Responsibility is connected to cultural preservation and fulfilling traditions.

Depth: Moderate.

Patriotism

Presence: Strong. Patriotism is central to this unit, particularly through the celebration of National Sovereignty and Children's Day (April 23) and the Istanbul Tulip Festival, which highlights national pride and cultural heritage. Ramadan Feast (Eid al Fitr) and Sacrifice Feast (Eid al Adha), holding official and local ceremonies – inviting children from different countries / staying with Turkish families – performing folk dances – singing songs.

Frequency: Frequent.

Context: Patriotism is reflected in the acknowledgment of Türkiye's historical and cultural identity, including the tulip as a national symbol.

Depth: High. Patriotism is deeply embedded in the unit's exploration of national traditions.

Altruism

Presence: Strong. Altruism is demonstrated in practices such as giving pocket money to children during religious festivals and sharing sacrificial meat with the poor during Sacrifice Feast.

Frequency: Frequent.

Context: Altruism is linked to acts of kindness and charity during festivals.

Depth: High. Altruism is portrayed as a significant cultural value.

Summary of Findings for Unit 7

Unit 7 effectively incorporates **Respect**, **Patriotism**, and **Altruism**, using national and international festivals as vehicles to convey these values. **Friendship** and **Responsibility** are moderately present. The unit provides a rich cultural and historical context that highlights the importance of community, national pride, and generosity.

Table 8. Values presented in Unit 7

Core Value	Presence	Frequency	Context	Depth
Friendship	Moderate	Occasional	Highlighted in the communal nature of festivals like Ramadan Feast and Sacrifice Feast, where people gather to celebrate and share	Moderate
Respect	Strong	Frequent	Emphasized in observing festivals like Ramadan Feast and Sacrifice Feast, honoring traditions and treating others kindly	High
Responsibility	Moderate	Occasional	Implied in the organizational aspects of festivals, such as preparing for National Sovereignty and Children's Day and distributing meat during Sacrifice Feast	Moderate
Patriotism	Strong	Frequent	Central to the unit, particularly through National Sovereignty and Children's Day, and the Istanbul Tulip Festival, highlighting national pride and cultural heritage	High
Altruism	Strong	Frequent	Demonstrated in practices such as giving pocket money to children and sharing sacrificial meat with the poor during festivals	High

4.8. Analysis of Unit 8: Digital Era

Unit 8 revolves around stating personal opinions in everyday conversations, stating preferences, stating causes and effects, and giving extended descriptions and detailed information about people, places, and events. Several core values are embedded within the unit's emphasis on interpersonal communication, online etiquette, and social responsibility.

Friendship

Presence: Moderate. Friendship is highlighted through online interactions, where individuals upload photos, songs, and poems, and engage with others by making new friends and commenting on their lives.

Frequency: Occasional.

Context: Friendship is portrayed in the context of digital and social media interactions.

Depth: Moderate. Friendship is recognized but not deeply explored beyond online dynamics.

Self-Discipline

Presence: Minimal. While not explicitly covered, self-discipline can be inferred as a necessary quality for adhering to Netiquette guidelines.

Frequency: Rare.

Context: Implied through the responsible use of the internet and following etiquette rules.

Depth: Low.

Respect

Presence: Strong. Respect is a central theme in this unit, particularly through the emphasis on Netiquette (Internet Etiquette). Examples include respecting others' privacy, avoiding bad language, and being polite when interacting online for example always saying "Please." and "Thank you."

Frequency: Frequent.

Context: Respect is contextualized through guidelines for polite and considerate online behaviour.

Depth: High. Respect is thoroughly integrated into the communication-focused activities.

Responsibility

Presence: Strong. Responsibility is reinforced through Netiquette rules, which promote accountable and respectful online behaviour, for example avoiding hurting someone's feelings, avoiding using bad language, avoiding online arguments respecting other's privacy. * Respecting other people's online rights.

Frequency: Frequent.

Context: Responsibility is linked to maintaining a positive online presence and following proper conduct.

Depth: High. Responsibility is well-emphasized in the digital context.

Altruism

Presence: Strong. Altruism is presented through discussions on helping disabled friends, with suggestions like buying wheelchairs to support them.

Frequency: Occasional.

Context: Altruism is framed within acts of kindness and collective effort to improve the lives of others.

Depth: High. Altruism is strongly conveyed as a meaningful and actionable value.

Summary of Findings for Unit 8

Unit 8 effectively incorporates **Respect**, **Responsibility**, and **Altruism** through its focus on Netiquette and promoting positive social behaviours both online and offline. **Friendship** is moderately present in the context of digital interactions. The unit provides a strong framework for teaching interpersonal and digital communication skills with a value-oriented perspective.

Table 9. Values presented in Unit 8

Core Value	Presence	Frequency	Context	Depth
Friendship	Moderate	Occasional	Highlighted in online interactions, such as uploading photos, songs, and making new friends	Moderate
Self-Discipline	Minimal	Rare	Implied through adherence to Netiquette guidelines and responsible internet use	Low
Respect	Strong	Frequent	Central theme, emphasized through Netiquette, such as respecting privacy and using polite language online	High
Responsibility	Strong	Frequent	Reinforced through Netiquette rules promoting respectful and accountable online behavior	High
Altruism	Strong	Occasional	Presented through helping disabled friends and engaging in acts of kindness	High

4.9. Analysis of Unit 9: Modern Heroes and Heroines

Unit 9 revolves around talking about imaginary situations, expressing wishes, and guessing meanings from context. The values embedded in this unit primarily focus on character building and drawing inspiration from historical and modern heroes. These include themes such as working hard, achieving success, and embodying national pride.

Self-Discipline

Presence: High. Self-discipline is emphasized in multiple contexts, particularly through the importance of hard work, patience, and persistence.

Frequency: Frequent.

Context: Success stories of individuals like scientists, athletes, and artists reinforce the message that self-discipline is critical for achievement.

Depth: High. Students are encouraged to work hard and persevere to achieve their goals, portraying self-discipline as a key to success.

Patience

Presence: High. Patience is highlighted as essential for success, often paired with hard work and goodness.

Frequency: Frequent.

Context: Legendary and modern figures' achievements are used as examples of how patience contributes to success.

Depth: High. The unit deeply integrates patience as a virtue in achieving greatness.

Respect

Presence: Moderate. Respect is subtly mentioned in the context of societal values and appreciation for achievements.

Frequency: Occasional.

Context: Respect is implied in recognizing and valuing the contributions of significant figures like scientists, athletes, and artists.

Depth: Moderate. Respect is not a primary focus but is an underlying theme.

Responsibility

Presence: High. Responsibility is portrayed as a key trait of individuals who have contributed significantly to their fields and society.

Frequency: Frequent.

Context: The lives of figures like Mimar Sinan, Aziz Sancar, and Naim Süleymanoğlu, Mete Gazoz, showcase responsibility toward one's field and community.

Depth: High. Responsibility is a core takeaway for students, linking effort and duty to success.

Patriotism

Presence: Very High. Patriotism is central to this unit, with an emphasis on Turkish national heroes, their achievements, for example Uğur Şahin, Özlem Türeci, Aziz Sancar, Canan Dağdeviren, and cultural icons like Nasreddin Hodja, Rafadan Tayfa, and historical sites.

Frequency: Very frequent.

Context: The unit ties patriotism to pride in Türkiye's accomplishments in science, arts, sports, and history, inspiring students to emulate these role models.

Depth: Very High. Patriotism is intricately woven into the text, making it a significant theme.

Summary of Findings for Unit 9

Unit 9 effectively integrates **Patriotism**, **Self-Discipline**, and **Responsibility** as prominent values. Patience is also well-emphasized, aligning with the message that success comes from perseverance and dedication. While values like Justice, Friendship, Honesty, Love, and Altruism are present, they are less prominent in terms of frequency and depth. The unit serves as a motivational tool, encouraging students to emulate the qualities of notable national and international figures while fostering a strong sense of cultural pride and responsibility.

Table 10. Values presented in Unit 9

Core Value	Presence	Frequency	Context	Depth
Self-Discipline	High	Frequent	Emphasized through success stories of figures like scientists, athletes, and artists	High
Patience	High	Frequent	Paired with hard work, patience is shown as key to success through historical and modern examples	High
Respect	Moderate	Occasional	Implied through the recognition of achievements of important figures	Moderate
Responsibility	High	Frequent	Demonstrated by figures like Mimar Sinan, Aziz Sancar, and Naim Süleymanoğlu, who show responsibility to their fields and society	High
Patriotism	Very High	Very frequent	Strongly tied to pride in Türkiye's national heroes and cultural icons, such as Uğur Şahin, Aziz Sancar, and Nasreddin Hodja	Very High

4.10. Analysis of Core Values in Unit 10: Shopping

This unit focuses on making comparisons, discussing various types of clothing and shopping, and describing objects and people.

Justice:

Presence: Limited, implied in fair comparisons between different items or choices.

Frequency: Rarely mentioned explicitly.

Context: Students compare different clothing styles or shopping options, suggesting a subtle nod to fairness in choices.

Depth: Superficial; the value of justice is more contextual than explicit.

Friendship:

Presence: Recognizable in dialogues where students discuss shopping with friends.

Frequency: Occasionally emphasized in collaborative activities.

Context: Group discussions or role-playing shopping scenarios strengthen social bonds and communication skills.

Depth: Moderately addressed, focusing on teamwork and friendly collaboration.

Honesty:

Presence: Reflected in examples of truthful interactions during shopping, e.g., honestly describing preferences or giving feedback.

Frequency: Rarely emphasized directly.

Context: Integrated into speaking tasks requiring authentic communication.

Depth: Minimal, as the value is embedded implicitly in exercises rather than explicitly discussed.

Self-Discipline:

Presence: Strongly emphasized in themes of financial responsibility.

Frequency: Repeated in multiple tasks.

Context: Activities such as budgeting for shopping, saving money, and practicing window shopping underline the importance of wise spending.

Depth: Deeply explored through discussions, reflective tasks, and practical applications, encouraging students to exercise control over spending habits.

Patience:

Presence: Implied in scenarios requiring waiting or comparison shopping.

Frequency: Occasionally noted.

Context: Dialogues and tasks indirectly reinforce patience, such as taking time to compare items or choosing wisely.

Depth: Briefly touched upon, with potential for greater integration into reflective activities.

Respect:

Presence: Highlighted in discussions on appreciating cultural clothing styles.

Frequency: Explicit in one or two activities.

Context: Students learn to respect diverse clothing traditions, fostering cultural awareness.

Dept: Adequate but could benefit from more contextual examples of interpersonal respect.

Love:

Presence: Implicit in topics promoting appreciation for traditional attire and personal preferences.

Frequency: Infrequent and indirectly mentioned.

Context: Students express fondness for certain styles or traditions.

Depth: Minimal; more explicit connections to emotional or cultural love could enhance understanding.

Responsibility:

Presence: Prominent, tied closely to financial literacy and ethical consumption.

Frequency: Frequently highlighted through recurring tasks.

Context: Tasks emphasize responsible behaviours like saving money and not overspending.

Depth: Well-developed through scenarios that encourage both self-discipline and economic responsibility.

Patriotism:

Presence: Evident in discussions about Turkish traditional costumes.

Frequency: Occasionally reinforced through cultural references.

Context: Activities discussing national heritage and attire promote pride in Turkish culture.

Depth: Explored moderately, with tasks encouraging awareness and appreciation for national traditions.

Altruism:

Presence: Implicit discussions about sharing and helping others in group activities.

Frequency: Rarely stated overtly.

Context: Group scenarios and cooperative tasks suggest the importance of selflessness.

Depth: Lightly addressed, with room for more explicit integration into the content.

Summary of Findings for Unit 10

Unit 10 incorporates the 10 core values—**justice, friendship, honesty, self-discipline, patience, respect, love, responsibility, patriotism, and altruism**—through activities and contexts aligned with the unit's functions of making comparisons, discussing clothing and shopping, and describing objects and people.

Self-discipline and **responsibility** are the most prominent values, deeply integrated into tasks emphasizing financial literacy, wise spending, and economic behaviours.

Patriotism and respect are moderately addressed, particularly in the context of appreciating Turkish traditional costumes and fostering cultural awareness.

Other values, such as friendship, honesty, and altruism, are present but less explicitly emphasized, often emerging indirectly through collaborative activities and discussions.

While most values are addressed, the depth and frequency vary, with some (e.g., justice, patience, and altruism) requiring further integration to fully align with the educational goals of the values education framework.

Table 11. Values presented in Unit 10

Core Value	Presence	Frequency	Context	Depth
Self-Discipline	Strong	Frequent	Budgeting tasks, discussions on spending and saving	High
Responsibility	Prominent	Frequent	Ethical consumption, money-saving habits	High
Patriotism	Evident	Occasional	Focus on traditional Turkish clothing and national pride	Moderate
Respect	Highlighted	Occasional	Cultural appreciation of global and Turkish attire	Moderate
Friendship	Recognizable	Occasional	Dialogue and group work scenarios, collaborative shopping activities	Moderate
Honesty	Reflected	Rare	Expressing true preferences in shopping tasks	Minimal
Justice	Implied	Rare	Subtle fairness in item comparisons	Superficial
Patience	Implied	Occasional	Waiting, comparison shopping, decision-making	Minimal
Love	Implicit	Rare	Appreciation of personal or cultural clothing preferences	Minimal
Altruism	Implicit	Rare	Group tasks encouraging sharing and mutual help	Minimal

5. General Findings

The analysis of the 10th Grade English coursebook and workbook demonstrates a worthy integration of the ten core values outlined in the Ministry of National Education’s Values Education Framework. Each unit incorporates these values to varying degrees, reflecting a deliberate effort to promote personal and social development alongside language acquisition.

Across the units, **Respect**, **Responsibility**, and **Patriotism** emerge as the most consistently emphasized values, often reinforced through interactive activities, cultural references, and reflective tasks. These values are effectively tied to both the academic content and the broader goals of fostering social and cultural awareness. Units frequently highlight **Friendship**, **Self-Discipline**, and **Altruism**, supporting the development of interpersonal skills and community-oriented attitudes, albeit with varying depth and focus.

Values such as **Love**, **Justice**, **Patience**, and **Honesty** are present but tend to be less prominent in many units. They are often addressed indirectly or appear as secondary themes within collaborative exercises and discussions. However, units focusing on cultural and historical contexts—such as Units 3, 4, 5, and 9—offer stronger integration of these values, using legendary figures, historical events, and traditions to create meaningful connections for students.

Notable strengths include the use of culturally relevant materials to promote **Patriotism** and **Respect** and the alignment of values such as **Self-Discipline** and **Responsibility** with practical behaviours necessary for academic and personal success. Units addressing modern contexts, such as digital communication in Unit 8, provide valuable frameworks for applying these values to contemporary challenges.

While the coursebook and workbook effectively incorporate most core values, there is room for improvement in ensuring a more balanced representation and deeper exploration of less emphasized values. Strengthening these areas could enhance the overall alignment with the Values Education Framework and provide a more comprehensive value-oriented learning experience.

6. Discussion

The findings of this study align with and expand upon the observations made in previous research on values-based education within Turkish curricula. Similar to Ertürk's (2020) findings, this study highlights that while the 10th-grade English coursebook integrates core values, the distribution and emphasis across these values remain uneven. For instance, values like Respect, Responsibility, and Patriotism are consistently prominent, while others, such as Justice, Love, and Patience, are less emphasized.

Kılıç and Kemiksiz (2024) similarly identified disparities in value representation in Turkish as a Foreign Language (TFL) coursebooks, noting that certain values like altruism and honesty dominate while others receive limited attention. This parallels the findings of this study, where the overemphasis on specific values, such as Patriotism, potentially limits the holistic integration of all ten core values in EFL materials.

The contextualization of values in this study aligns with other subject-specific analyses. For example, the cultural and historical contexts used in Units 3, 4, and 5 resonate with Terzioğlu's (2022) findings in music education, where Turkish folk songs were utilized to teach values such as Patriotism and Love. Similarly, the emphasis on digital communication in Unit 8 reflects efforts to adapt values education to contemporary contexts, as seen in Aktepe's (2021) research on cartoons for preschool children. However, this study also reveals a need for deeper engagement with values through more interactive and reflective tasks, an area identified as lacking in both Ertürk's and Görgüt's (2018) studies.

A notable difference emerges when comparing the findings of this study with those from preschool education (Kılınç, 2022) and social studies curricula (Alaca, 2022). In these contexts, values education benefits from active engagement with families and communities, as well as a more systematic approach to values integration. By contrast, the 10th-grade English coursebook, while commendable in its alignment with MoNE's Values Education Framework, could benefit from incorporating a similar collaborative approach to enrich students' values comprehension.

7. Conclusion

This study underscores the strengths and limitations of the 10th-grade English coursebook in integrating the ten core values of the Ministry of National Education. While Respect, Responsibility, and Patriotism are consistently emphasized, other values like Justice, Love, and Patience require greater focus for a more balanced representation. The coursebook effectively ties values to cultural, historical, and contemporary contexts, promoting personal and social development. However, like the observations made in the broader literature, the coursebook often falls short of fostering a deeper, more critical engagement with values, which is essential for their meaningful internalization.

Future curriculum development should aim for a more equitable distribution of core values and incorporate strategies that actively involve students in reflective discussions and practical applications of these values. By drawing on best practices from other disciplines, such as the collaborative and systematic approaches seen in social studies and preschool education, EFL materials can further enhance their role in values education. Addressing these areas will better align the materials with the evolving needs of students and the overarching goals of values-based education in Türkiye.

8. Implications for Future Research

Considering these findings, future research should focus on comparative analyses of values integration across grade levels, the impact of values education on student outcomes, and the role of teacher implementation in fostering meaningful engagement with core values. Additionally, exploring innovative pedagogical strategies and ensuring a more balanced representation of all ten core values could further enhance the effectiveness of values education in EFL coursebooks. Such studies would contribute to a deeper understanding of how values education can be systematically embedded in language learning materials, supporting both academic and personal development goals.

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The Binary of the Self and the Other: Third Space Theory in Ayad Akhtar's "The Who & The What"

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Abstract

Third Space Theory, initially formulated by Homi K. Bhabha, delineates a hybrid, liminal area that arises when two or more distinct cultural or social viewpoints converge. It is not merely a mixture of the existing spaces; instead, it represents a novel, emergent realm where established norms and identities are scrutinized, reinterpreted, and possibly transformed. Within this "third space," meaning is negotiated, allowing individuals to create new understandings and modes of existence that surpass the constraints of their original cultural or social standings, thereby promoting innovation and questioning conventional binaries. Through blending of many concepts and connections, the third space is a hub for creative and multicultural discourse where new and creative ways of understanding are developed. Globalization and hybridity theories are related to the third space issue. Increased cultural hybridization and the ensuing effects of globalization are two of the main causes behind the emergence of the third space. Ayad Akhtar's *The Who & The What* raises questions about assimilation into mainstream American culture versus the preservation of cultural heritage. This study aims to analyse how characters negotiate these tensions and the impact on their sense of self and community. The study also analyses some other related issues like interpersonal relationships, identity and belonging, religion and secularism, gender roles and family dynamics, and Islam and modernity as starting points. The study contends that these issues either legitimize assimilation or undermine cultural preservation.

Keywords: Third space theory, American drama, Ayad Akhtar, The Who & The What, American culture

1. Introduction

The "Third Space" theory put out by Homi Bhabha is a significant addition to postcolonial theory, providing a sophisticated perspective on cultural identity, hybridity, and the intricate negotiations that take place after colonization. Bhabha expands on previous ideas of hybridity by proposing the Third Space as an interstitial space—a liminal, ambivalent, and transforming location where new cultural meanings, identities, and practices emerge—rather than just a mashup of two different cultures (Bhabha, 199-201). This place is where current cultural borders are dissolved, questioned, and rearranged; it is frequently experienced by subaltern or diasporic individuals. This "in-between" region exposes the impossibility of stable, pure, or true cultural identities and upends binary oppositions (such as colonizer/colonized and native/foreign). At times, the Third Space emerges as a location of ambivalence, where mimicry and resistance are interwoven, allowing the colonized individual to seize and reinterpret the language and symbols of the colonizer in manners that challenge colonial power and foster new avenues of agency (Bhabha, 207-221). Rather than representing a seamless amalgamation, the Third Space frequently serves as a fraught, contested, and fruitful arena for negotiation, innovation, and the continuous development of new, hybrid forms of cultural expression and political defiance.

2. Third Space Theory and *The Who & The What*

Ayad Akhtar, an American-Pakistani writer who writes about the American-Muslim experience, racism, religion, immigration and identity, touches on these issues in *The Who & The What*. In this two-act play, Akhtar states that his inspiration was Shakespeare's *The Taming of the Shrew*. Akhtar referred to *The Who & The What* as "a comedy about two sisters and their father very loosely inspired by Taming of the Shrew,". In his author's note to *The Who & The What*, he explains his inspiration for this work as follows "I started this play as a dialogue with another comedy. The Bard's *Taming of the Shrew* had always beguiled me, driven by a tension that seemed obsolete to the plights of modern men and women but speaking eloquently to my own experience of gender relations as a Pakistani American." (Akhtar 6). The play focuses on Zarina, a rebellious, radical decision-maker with existential anxiety, and her relationship with her family (father and sister). Zarina, who became more radicalized after her mother's death, stands out with her American style rather than her Pakistani-Muslim identity. Zarina's approach to the religion of Islam and her rather striking work about the Prophet makes her a divergent character. Zarina's relationship with her father Afzal, her sister Mahwish and her husband Eli, and her perspective on life, Islam and America, leads to the emergence of the third space theory in the play. Afzal's firm fixation on his Muslim Pakistani identity, Mahwish's attempt to modernize with a similar identity but caught in the middle, Eli's newly acquired modern Muslim identity and Zarina's rejection of her Muslim Pakistani identity present the third space theory in the play.

Ayad Akhtar's plays are autobiographical. He is a second-generation Pakistani Muslim born in America and his plays reflect this in every aspect. In his *Muslim Identity in 21st century America Ayad Akhtar's Works as Autobiography* Saljooq Asif states that

A well-established actor, writer, and playwright, Akhtar prefers to see himself as a "narrative artist" whose literary works are ex-tensions of his existence, his own narrative. "It's often a deformed version of autobiography," he insisted in the same interview, "but everything I write is drawn from per-sonal experience, whether it's observed or lived." (2)

The similarly timeless American conflict between the individual and society is explored in Akhtar's plays. Two communities are addressed in Akhtar's writings: the Ummah, or community of the Muslim faithful, whose customs predate the other in both Akhtar's own experience and global history, and a predominantly white, Euro-derived, capitalist America organized by Western analysis. In presenting people with these two different views and structures, he gives a very radical identity to highlight some people with a Muslim identity that is, these people are not people who think positively about Islam, but they are almost anti-Islamist characters with very deconstructive ideas. On the other hand, Akhtar portrays the American characters he creates not as sharply anti-Islamic, but as more mild-minded characters. So much so that the characters in his works who appear to be Muslim or ummahist show the opposite, while the American ones try to soften these characters. *The Who & The What* includes such radical Islamists, moderate Islamists (American converts to Islam) and radical Muslims. These characters' relationships with each other, their approach to Islam and their adaptation to American society create a new hybrid cultural space. This new hybrid cultural space can be explained by Homi Bhabha's third space theory.

Homi Bhabha created the theory of "Third Space" to characterize the hybrid cultural identity that results from the blending of many cultural influences. According to Nagendra Bahadur Bhandari

Bhabha (1994) conceptualizes the third space of enunciation in coloniality and postcoloniality in a political discourse of in-betweenness and hybridity. He scrutinizes a formation of hybrid cultural identity of colonized people in their cultural encounter in colonial domination and inequality (2)

Homi Bhabha's third space theory is an important idea that focuses on the relationship between colonizer/colonized that is central to postcolonial literature. The relationship between colonizer/colonized creates a new idea of cultural identity and this cultural identity is created through the process of continuous negotiations. By dismantling essentialist identities and the binary antagonism of the colonizer and colonized, or the East and the West, this kind of culture subverts colonial domination. Christina Tatham defines the third space as "The Third Space is an in-between space (Bhabha 1990, 1994) where 'cultural boundaries meet and blur' (Smith 2008, 8) allowing people to synthesise elements of different identities and create new, hybrid identities and knowledge." (Tatham 2). This intermediate space creates new cultural identities while creating new identities and cultural shifts and sometimes there is a feeling of in-betweenness, of not belonging or vice versa. However, as a natural consequence of third space theory, while creating hybridity, it simultaneously creates the karma of otherness. Anyone who is perceived as culturally or racially distinct from people in the West is considered the Other. For the third space theory Fiona Covarr points out

Bhabha's (1994, 2) concept of an 'in-between' space, what he calls the 'third space', is also central to his overall theory of culture and identity. Bhabha (1994, 2) refers to this third space in terms of 'interstices': 'It is in the emergence of the interstices – the overlap and displacement of domains of difference – that the intersubjective and collective experiences of ... cultural value are negotiated. How... subjects [are] formed "in-between"'. (3)

The colonized are able to "hybridize," or adopt different cultural elements of their surroundings, by navigating different "spaces" in their separate contexts and adopting or rejecting particular cultural values and differences. As a result, they gain strength and adaptability, which eventually allows them to "outwit" their oppressors. Naglaa Abou-Agag declares for the third space theory as

It looks at colonized/colonizer relations within the paradigm devised by Homi Bhabha in *The Location of Culture* (1994), where Third Space is the terrain hosting the continuous process of creating and recreating identity and where reaching "the beyond" is the goal which former colonies should set themselves (2)

This continuous process of identity creation generates terms such as the other, identity crisis, new cultural identity. With a different approach, perhaps third space theory can be thought to cause cultural assimilation because the in-between situation can lead to choosing the other. For cultural assimilation Rajashree Dasgupta states that

Assimilation assumes that a relatively-tenuous culture gets to be united to one unified culture. That process happens by contact and accommodation between each culture. The current definition of assimilation is usually used to refer to immigrants, but in multiculturalism, cultural assimilation can happen all over the world and within varying social contexts and is not limited to specific areas (1,2)

In this context, Zarina's view of Islam may be an in-betweenness in terms of third space, but in terms of cultural assimilation, it may be cultural assimilation. Muhammad Iqbal et al. However, make an point that

Homi K. Bhabha states that identity is an intricate and complex issue which remains alive between the dominant and the dominated. Cultural identities which include tradition, civilization, norms and many cultural and religious activities cannot be marred or sabotaged. They cannot be alienated easily (Iqbal et al. 3)

In this context, in Zarina's case, for all her Islamic and cultural radicalism, she still cannot shake off Islam and the culture of her country of origin. At some point Zarina creates a defense mechanism for herself in the new culture (America) or by adapting more to the new culture because the other half, the identity, the Pakistani side, worried that it will not be accepted in this other world (America), develops a defense mechanism to make itself accepted. Within the defense mechanism, it creates a lot of opposition to the Muslim Pakistani identity. For defence mechanism Marcus Olofsson asserts that

We use psychological defense mechanisms to protect ourselves from harmful feelings. The mind can use different defense mechanisms to avoid feelings and thoughts that might be painful. Sometimes our defense break down, and we feel anxiety. That means the defense has not protected us from feeling hurt (Olofsson 10)

For Zarina, the harmful feelings come from two sides. The first is that she is a Muslim Pakistani woman and there are many challenges that come with that. The second is the fear of not being accepted in America with that identity. In addition, the death of her mother, her father's refusal to allow her to marry her non-Muslim lover and his opening a profile for her on a matrimonial website and arranging a suitor for her, her sister's refusal to marry before her sister in accordance with tradition and her pushing herself to live in the Muslim mold are the main hurtful emotions that affect Zarina. However, in any case, Zarina, her father Afzal, and her sister Mahwish stress about being or becoming Muslim Americans. Zarina Mahwish in particular, represents the new generation, the more moderate. According to Marwa Mohammed and Enas Jawad

Accordingly, developing an Islamic identity is a challenge for Muslim Americans, particularly for second generation of Muslim Americans, those who were born and live in non-Muslim environments. The challenge creates a kind of trauma between integrity in the American society as its citizens and the presentation of the values related to their culture and religion (Kaplan, 2007,2) (Mohammed & Enas 2)

Maybe at some point, Zarina's whole demeanor, even her father Afzal's soft demeanor when he first immigrated to the U.S., may be due to mimicry. Mimicry, especially Zarina's, stems from a second-generation sense of finding a place in American culture because Zarina's mimicry is a way of saying 'I am one of you'. Muhammed Latif Busyeiri and Atikah Ruslianti describe mimicry as "Mimicry may be described as the desire of individuals from the East to be treated equally to people from the West (Bhabha, 1994)." (Busyeiri & Ruslianti 5). Even Ryan, whose father did not allow him to marry because he was not a Muslim for this reason, is a form of the desire for belonging brought about by mimicry. Therefore, what puts Zarina at the centre, or what brings her to the forefront, is not only her personality but also her approach to her faith. Houaria Chaal describes her as

Thus, the curiosity and willingness of Zarina push her to know what's behind the life of the prophet and what the others don't know. Zarina's book is asking some big questions about the prophet Muhammad. Is the Quran really the word of God? Is Allah a woman? But this over excitement and this curiosity put her in troubles with her faith and her conservative family. The play is an imagining of thoughts emotions, desires and doubt about the prophet that might have experienced around the time of one of his marriage with "Zineb Bent Jahch" (2)

When evaluated on the basis of all characters, especially Zarina, because there are so many myths and misunderstandings about Muslims in America, the play is crucial to understanding what it means to be a Muslim in this country. It serves as an illustration of the contemporary Muslim community in America. It is also beneficial to present several points of view about the American scene. It goes beyond clichés to illustrate the challenges faced by the legacy of contemporary culture in contemporary living. One could see it as a genuine challenge from those Muslims to identify as Muslims or not, to demonstrate their identity, to adjust, and to become a part of them. Thus, it breaks down expectations and presumptions while also providing a voice and vitality to end marginalization.

Each character in the play reveals his or her own identity, but the main point of conflict is, for example, the contrasting characters of the two sisters or Zarina's views on women and Islam. In fact, at the center of the whole play are the themes of being a woman, being an immigrant, belonging, identity, new generation, cultural assimilation, marginalization, cultural change, and hybridity that arise from the problems arising from the woman-Islam conflict. Therefore, each term in the previous sentence is presented by four different characters in the play. The Prophet Muhammad, who put Zarina at the center, and his thoughts on the necessity of the hijab. Zarina claims that the purpose of her writing is to illustrate the Prophet's many influences—both positive and negative—and how the Quran discloses all of the human experiences that he had. She believes that accepting Muhammad as the primary author of the Quran instead of God would make more sense in many aspects. She thinks it especially absurd that millions of Muslims have been affected by the tale of Muhammad's marriage to Zaynab, his son's ex-wife. About her novel she clarifies that she is worried about the bad, human qualities of the Prophet that people always attempt to hide. She believes that his inconsistencies simply serve to highlight his remarkable humanity. She claims that the Prophet is struggling with his feelings for his son's wife and the fact that he saw her in her undies at the start of her book. Zarina thinks it absurd that centuries of Muslim women have covered their faces with the hijab due to Muhammad's basic need for privacy. Her questioning of the Prophet is expressed in the play as follows

ZARINA: I feel like I'm not letting myself...

I have this sense of Muhammad, of who he was. We know all these things about the Prophet. Or think we do, details: he was an Arab, Aisha was his favorite wife, he had a gap between his teeth, whatever. And all the stories we hear, that have gotten told for hundreds of years, don't point to a real person. It's all like this monument to what we have made of him. But who he really was? We don't know.

(Beat)

That's what I'm calling it. *The Who and the What*. (Act One: Scene Four, p.39)

Zarina is most comfortable discussing these ideas with her husband Eli, who is a white American convert to Islam. Eli's mother is a white Anglo-Saxon Protestant immigrant from England and his father is an Anglo-Saxon man who grew up in the South, but who is interested in black culture, so Eli is interested in black culture, and he is like the sum total of all the founding fathers of America. Akhtar may also be

making a reference to radical Islam by constructing Eli in this way because no Muslim of Muslim origin in the play would listen to Zarina's ideas and accept them.

Zarina's sister Mahwish is her foil character because she adheres to all the rules of morality and culture that a Muslim woman should have. She does not want to marry before her sister because that is the rule where she comes from. She does not have sexual relations without marriage, she is very loyal to her father and his rules. Mahwish is attempting to talk her sister into finding a spouse. Mahwish finds this particularly significant because, in Islamic tradition, the younger sister cannot be married until the older sister has. Their father insists on abiding by Islamic law and follows it scrupulously. Zarina informs Mahwish that they do not reside in Pakistan and that she is free to be married whenever she wants. Zarina's refusal to marry, in Mahwish's opinion, is simply another way that she is disobeying their father. Afzal, Zarina's father, is a typical Pakistani Muslim. He is very devoted to the rules of Islam and sees himself as the head of the household. He wants his daughters to follow his rules and the rules of Islam, so he doesn't want Zarina to marry Ryan, who is not Muslim, and he doesn't want Mahwish to marry before his sister because of Mahwish's traditions. So he helps her get married by creating a profile on a matrimonial website and pretending to be Zarina, because in their culture, the father knows the prospective groom before the daughter and approves the marriage. More than her sister's attitudes, it is her father's unmodernized thinking that further enrages Zarina and radicalizes her. Zarina becomes so perverted in her thoughts that she is excommunicated by the family when a fictional erotic writing card she wrote for her sister and father in addition to her writings about Prophet is caught by her father and sister, but she never shies away from what she writes. This leads to further crises. When Zarina's anti-Islamic views are exposed and Eli supports her, her father Afzal disowns Zarina and they part, never to meet again, because both of them are firmly committed to their views and will not give them up. These situations also put Zarina in a third space. So she is neither a Pakistani Muslim, nor a second generation American Muslim, nor an American, and that is exactly the point of the play. In the epilogue of the play, two years later, Zarina comes to see her father in a park, and Mahwish arranges the meeting, but her father still cannot forgive Zarina for what she did. Zarina announces that she and Eli are moving to Oregon and she is never forgiving or lenient, and then she breaks the news of her pregnancy. Here again Akhtar plays an interesting game, Afzal hopes the baby will be a boy, but Zarina defiantly says it will be a girl. This is depicted in the play as

AFZAL (CONT'D): Dear sweet *Allahmia*, please bless that child. Give it a long, healthy, happy life. And please give that child a strong love for you. Whatever anger you have with Zarina, *ya Allah*, please don't make that child suffer for what she did. If you can't forgive her, just don't take it out on him.

(Beat)

Inshallah, please let it be a boy.

Beat.

ZARINA (*With sass, defiance*): Dad.

Afzal turns to see her.

ZARINA (CONT'D): It's a girl. (Epilogue, p.85)

So neither Zarina nor Afzal give up their identities, their customs and traditions, or even their ideas.

3. Conclusions

In Ayad Akhtar's play *The Who & The What* the exploration of identity, cultural assimilation, and the formation of a hybrid cultural space is profoundly articulated through the characters' complex negotiations of their Muslim-American identities. The play vividly illustrates the tensions between

preserving cultural heritage and assimilating into mainstream American culture, themes that resonate deeply in contemporary discussions of multiculturalism and belonging. Invoking Homi K. Bhabha's concept of the "Third Space," Akhtar navigates the complexities of cultural identity in a postcolonial environment through Zarina's radical questioning of Islam and her father Afzal's steadfast allegiance to traditional norms. This theoretical framework clarifies how people like Zarina live in a transitional environment where cultural boundaries are hazy and new hybrid identities are created. Zarina's disobedience and curiosity question not just her family's expectations but also generalized preconceptions held by society toward Muslim women. Her journey of faith, family, and personal liberty, replete with tensions, illustrates the challenges of juggling multiple identities in a heterogeneous culture. Afzal's steadfast adherence to Islamic customs, meantime, is indicative of a fight to preserve cultural continuity in the face of rapidly changing cultural environments. In the end, *The Who & The What* is a gripping story that questions essentialist ideas about identity while honouring the flexibility and adaptation that come with being a cultural hybrid. In her portrayal of characters struggling with their Muslim-American identities, Akhtar poignantly captures the realities of modern life, in which people must choose between tradition and modernity, heritage and assimilation, in order to find a sense of self and belonging. In addition to deepening our knowledge of the nuances of cultural identity, Akhtar's examination of these subjects demonstrates the ongoing value of Homi K. Bhabha's Third Space theory in shedding light on the processes of cultural negotiation and adaptation in a globalized society. By looking at *The Who & The What* readers are encouraged to consider how people and groups negotiate the opportunities and difficulties presented by cultural variety while claiming their own sense of identity and place in the world.

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Innovative Technologies of Teaching English to Engineering Students

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Abstract

This article highlights several ways to effectively teach English to future engineering students, as well as modern and innovative educational technologies used in the language and its learning and improve engineering students' English instruction, including the opportunities and difficulties that come with preparing them for a globalized workforce. It draws attention to important problems, such as students' low motivation, their limited exposure to English, and the difficulty of specialist engineering terminology.

Keywords: Language, distance education, communicative, cognitive, educational technologies, project, activity, interactive methods.

1. Introduction

Today, the main focus is on the training of qualified, knowledgeable, mature engineering students in technical and polytechnic higher educational institutions. This was highlighted at a video selector meeting on June 20, under the chairmanship of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, on the issues of training personnel in engineering fields and further improving the activities of higher educational institutions. In this regard, a modern, innovative approach to language teaching and learning is required from foreign language teachers of higher education institutions.

In recent years, the issue of using new information technologies in higher education institutions has been increasingly raised. It is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of engineering students, to teach them to learn a foreign language in practice.

2. Literature Analysis and Methods

Innovative technological methods of teaching and learning English and Internet resources were used in the research process. Distance learning system, working with platforms, online tests and exercises were used for students to master a foreign language and use it communicatively and cognitively.

3. Discussion and Results

Today, the biggest task of the teacher is to create conditions for each student to learn the language in practice, to be able to use it without difficulty in reading, listening, writing and speaking, and to choose such teaching methods that allow them to show their activity and creativity. Another main task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages.

Modern pedagogical technologies such as collaborative learning, project methodology, use of new information technologies, Internet resources, distance education help to implement a person-oriented approach in the educational process, provide individualization and differentiation of teaching, taking into account the individual abilities of students, their level of learning. Forms of working with computer training programs in foreign language classes include: learning terms and vocabulary related

to the field of engineering; practice pronunciation; teaching dialogic and monologic speech; teaching reading, listening comprehension, writing and speaking; use without grammatical interference.

Moreover, one of the most useful advantages of the Internet is that students and teachers located anywhere in the world can get any information they need: political, social information, news in the life of young people, articles from newspapers and magazines, etc. During the lesson, a number of didactic problems can be solved using the Internet in English: formation of reading skills and qualifications using global network materials; development of writing skills of engineering students; increase students' vocabulary; formation of students' motivation to learn English.

In addition, students can take part in online tests, quizzes, contests, Olympiads, correspond with their peers in other countries, chat, participate in video conferences, etc. Students can get information about the problem currently working on the project. The main goal of learning English in higher education institutions is the formation of communicative competence, all other goals (education, training, development) are implemented in the process of implementing this main goal.

The communicative approach involves teaching communication and building the ability to establish intercultural relations, which are the basis of Internet activity. Currently, priority is given to issues of intercultural communication, interactivity, authenticity of communication, language learning in cultural conditions. These principles allow the development of intercultural competence as a component of communicative competence. Communicative approach is a strategy that simulates communication aimed at conscious understanding of the material and methods of working with it, creating psychological and linguistic preparation for communication. It is not difficult for students who learn English independently to implement a communicative approach on the Internet. A communicative task is offered to students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows distinguishing the communicative approach from other types of educational activity is that students independently choose a source for forming their thoughts.

In the communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology.

Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." Interactivity not only creates real situations from life but also forces students to give appropriate answers to them in a foreign language.

Another technology that provides field-oriented education to future engineering students is the project method as a way to develop creativity, knowledge activity, and independence. There are different types of projects. Projects can be divided into mono-projects, collective, oral, concrete, written and Internet projects. The project method helps to develop active independent thinking of students and directs them to joint research work. The use of project methods teaches students to cooperate, and learning to cooperate educates moral values such as mutual aid and the ability to cooperate, forms creativity and activates students.

In general, the inseparability of teaching and education is observed in the process of teaching the project. Students expand their knowledge of the language, gain experience in its practical use, learn to listen and hear English speech, understand each other when defending projects. The student searches

for a solution to the problem independently or in collaboration, for this he needs not only to know the language, but also to have creative, communicative and intellectual skills. In the process of teaching English, the project method can be used on almost any subject. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

4. Conclusions and Suggestions

The introduction of innovative technologies into the educational process in teaching foreign languages to engineering students in higher educational institutions has a good effect. Thanks to the computer, the Internet and multimedia, a unique opportunity was created for students to absorb a large amount of information with further analysis and sorting. The priority direction of these technologies is to direct the educational process from the teacher to the student. Innovative, communicative technologies lead to the gradual formation of students' skills of independent assimilation of information.

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Was Gaslighting Born Yesterday?: A Feminist Narratological Analysis of Psychological Manipulation in *Jane Eyre*

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Abstract

Are manipulation tactics such as gaslighting, love-bombing, or ghosting unique to the 21st century? While these terms are modern, manipulative techniques themselves are as old as life on Earth. In nature, animals, insects, and even plants use deception as a survival strategy. When it comes to human relations, manipulation goes beyond mere survival, shaping power dynamics and social structures. Gendered psychological manipulation, the theme of madness, in particular, has been a central theme in feminist literary criticism, especially in examining the portrayal of women's agency in literature. In this study, I intend to shed light on how Charlotte Brontë's infamous novel *Jane Eyre* (1847) employs gendered manipulation as a narrative device to create tension, enhance the mystery, and reflect power imbalances in relationships in 19th-century Victorian society. Through a feminist narratological approach, drawing from Susan Lanser's article "Towards a Feminist Narratology", this study analyses the ways in which Rochester exerts psychological control over Jane, shaping both her personal journey and the novel's narrative structure. By focusing on Jane's shifting agency within the text, this study highlights how Brontë's narrative techniques expose the constraints imposed on women in Victorian society. Ultimately, this research foregrounds the role of literature in delineating the power dynamics between genders and suggesting insights into manipulation that remain relevant in contemporary discussions on relationships and autonomy.

Keywords: gaslighting, psychological manipulation, manipulative tactics, manipulation, gender, feminist narratology

The main concern of this paper is to examine the concept of gendered psychological manipulation through a feminist narratological perspective, in light of Susan Lanser's article "Towards a Feminist Narratology", in Charlotte Brontë's infamous novel *Jane Eyre* (1847) to foreground the power dynamics between genders in 19th-century Victorian Society, drawing insights into contemporary relationships. The manipulation tactics of love-bombing, ghosting and especially gaslighting are recent additions to our vocabulary; however, the manipulation as a psychological structure has long been reflected in literary studies. *Jane Eyre* displays and critiques the gendered manipulation through character psychology and narrative voice, exploring power dynamics not only in relationships but in the structure of storytelling, which resonates with the human relations in contemporary society. *Jane Eyre* was first published under the pseudonym Currer Bell, in the Victorian Era, a period marked by rigid gender roles, which caused female writers to be rarely considered worthy of reading. The period also reinforced the stereotypes of women as either 'angel in the house' or 'monster' as represented through the characters Jane Eyre and Bertha Mason. *The Madwoman in the Attic* (1979), named after the character Bertha, Sandra Gilbert and Susan Gubar's book of feminist literary criticism that deals with the Victorian women writers. In this sense, English literature classic *Jane Eyre* is revisited to illustrate that manipulation is exerted through patriarchal moral authority, while the period also witnesses the anxiety about increasing female autonomy. In this context, the character Jane portrays a Victorian character with her high morality while reflecting the assertive female voice, which paves the way a step forward from governess tales. By creating a strong female protagonist, Brontë assists Jane in resisting the manipulative

tactics of the authoritative figures in her life from her childhood onwards, aligning with the conventions of bildungsroman, which enables following Jane's character development as well.

The act of manipulation is basically defined as "any intentional attempt by an agent (A) to cause another agent (B) to will/prefer/intend/act other than what A takes B's will, preference or intention to be, where A does so utilizing methods that obscure and render deniable A's intentions vis à vis B" (Whitfield 4). Manipulation is a communication act which, in essence, has two sides with a norm of two-straightforwardness. However, when it comes to psychological manipulation, the communication turns into an act of one-way straightforward communication activity. As John Flynn explains in "Behaviour Modification: Communication and Psychological Manipulation", drawing from Skinnerian therapy, "psychological manipulation clearly involves a deviation from the norm of two-way straightforwardness which is the presupposition of the communication activity" (90). Thus, agent A's communication is manipulative of agent B when B implicitly trusts (assumes, believes, expects) that the conditions of straightforward communication are being fulfilled, and B is wrong about an X condition (Flynn 92). In this sense, psychological manipulation includes techniques such as deception, beliefs, desires or emotions (Whitfield 5).

Gaslighting as a term referring to a psychological manipulation technique arises from British novelist and playwright Patrick Hamilton's play *Gaslight*, staged in 1938. The play tells the story of a husband's manipulation of his wife, illustrated through the gaslight. Jack, the husband, dims the light of the gas lamp every night. Bella, the wife, notices this change and tells Jack that the light illuminates less and less every passing day. Jack denies this fact and blames Bella for dreaming to the point of saying that she is mentally ill. As a B party of the evaluation provided above, Bella's "beliefs, desires or emotions have been altered" and she doubts herself and question her reality, memory, thoughts, mental health and perception because of the manipulator husband's discourse and actions, which result in the manipulated wife's questioning of her judgments first and then believing in this after a while (Whitfield 5). In this deception technique, the manipulator gains authority from the position of being relied on, loved or respected, which, in turn, causes the manipulated party to fall victim easily. In this regard, gaslighting has evolved as a psychological manipulation technique, as an effort to control the other party in communication by raising the feeling of humiliation, weakness, guilt and self-doubt for the other party's sake or benefit. At this point, the manipulator's narrative controls the story, which functions as a governing mechanism connecting this analysis to the narratology.

Narratology, defined briefly as the science of narratives, scrutinises narratives, as Gerard Genette's terms about voice, level and focalization contribute to distinguishing 'who sees' from 'who speaks', providing different dimensions to story levels and voice. Departing from Genette's contributions to narratology, Susan Lanser brings forth discussions regarding the narrative level, voice and context new to classical narratology. Within this concept, Lanser asserts that the present narratological analysis is applied to texts either produced by male authors or by male analysts. Hence, she reformulates the theories on the basis of women's text, looking afresh at the question of gender. Regarding the female writers and voice, she asserts in "Towards a Feminist Narratology" as such:

Beneath the "feminine" voice of self-effacement and emotionality... lies the "masculine" voice of authority that the writer cannot inscribe openly. The subtext also exposes the surface text, and hence the surface voice, as a subterfuge, revealing the "feminine style" to be a caricature donned to mask a surer voice in the process of communicating to a woman under the watchful eyes of a man. But this also means that the powerless form called

"women's language" is revealed as a potentially subversive-hence powerful-tool. (Lanser 349)

The surface voice Lanser refers to here connects to what Gilbert and Gubar evaluate as the 'palimpsestic' text; "the palimpsestic discourse feminist criticism frequently describes in which 'surface designs' act simply as a cover to 'conceal or obscure deeper, less accessible (and less socially acceptable) levels of meaning'" (Gilbert and Gubar qtd. in Lanser 350). In this regard, women's voice which goes beyond being simply "a vehicle for constructing a more legitimate (masculine, powerful) voice" through which "the more global judgment of patriarchal practices is exercised" functions as a powerful tool to reveal the genuine women's voice as a resisting mechanism (Lanser 350). Lanser also refers to Dale Spencer's evaluation of the distinction between public and private concern not only in terms of "general context of textual production but its gender context as well: that is, writing publicly becomes synonymous with writing for and to men" (Lanser 352).

The dichotomy of male/female, public/private is maintained by permitting women to write ... for themselves (for example, diaries) and for each other in the form of letters, 'accomplished' pieces, moral treatises, articles of interest for other women-particularly in the domestic area-and even novels for women...There is no contradiction in patriarchal order while women write for women and therefore remain within the limits of the private sphere; the contradiction arises only when women write for men. (Spencer 192)

As Spenser comments on the limits of women's writing in appealing to the so-called proper narratee, "women's public discourse may be contaminated by internal or external censorship" (Lanser 352). On the matter of censorship, in *Fictions of Authority*, Lanser refers to the governess tales, a form observed in novels of early nineteenth-century England which synthesises the courtship novel and autobiography into a story of a dependent woman's progress to spiritual and material happiness. Governess tale "adopts a grammatically female voice, however, each also limits the narrator's personal authority by appealing to (masculine) authorities outside the self" (Lanser 177). However, *Jane Eyre* which is possible thanks to governess tales as it is also one, is told through the mature Jane, "makes it unique, for Jane will challenge these limits on female. Authority in her attempt to create an "egoistic" if not "Byronic" narrative subject engaging with uncommon insistence a public narratee" (*Fictions* 177). Brontë employs a governess tale to question the ideological foundations of female silence in fiction rather than reinforcing the already existing norms regarding women's voice and conventional fiction. She invites the reader to distinguish conventionality from morality, which are regarded as the representatives of one another. Brontë writes in the preface of the novel as follows:

Conventionality is not morality. Self-righteousness is not religion. To attack the first is not to assail the last...These things and deeds are diametrically opposed: they are as distinct as is vice from virtue. Men too often confound them: they should not be confounded: appearance should not be mistaken for truth; ...There is—I repeat it—a difference; and it is a good, and not a bad action to mark broadly and clearly the line of separation between them.

Following this premise, Brontë creates a heroine who is beyond the conventional understanding of a heroine of her age. Jane is beyond the 'angel in the house' with "her lack of the requisite beauty of such a heroine is stressed continually. She is puny, her features irregular, and her unpromising physical attributes never fail to be remarked upon by everyone she encounters, and by herself...she is threateningly intelligent, forthright to the point of bluntness...unsubmissiveness, her independence is

her social fault” (Bell 263). These characteristics, though, appoints Jane as the representative of the quest for independence of women of her age, which also functions as a resistance against the manipulative acts of the patriarchal figures in her life from childhood to adulthood.

Laura Mulvey writes in “Visual Pleasure and Narrative Cinema” as such: “Sadism demands a story, depends on making something happen, forcing a change in another person, a battle of will and strength, victory/defeat, all occurring in a linear time with a beginning and an end” (205). In *Jane Eyre*, the male protagonist, the master, Rochester, also creates his narrative in the novel to exert his manipulative acts on Jane, from their first encounter until Jane leaves Thornfield upon discovering Rochester’s deception about a bigamous marriage. Rochester’s three main calculated acts of manipulation, his changeable mood, feigned interest in Miss Ingram and concealment of Bertha Mason are central to this analysis in a deconstructive manner of Brontë’s implementation of narrative strategies to preserve Jane’s autonomy and subjectivity. On their first encounter in Hay Lane, the horse accident, for instance, Rochester asks Jane questions that he already knows, concealing his true identity; “whose house is it?”, “He is not resident, then”, “Can you tell me where he is?” (Brontë 97). In the following pages, Rochester’s ambiguous behaviours that are sometimes cold and distant, sometimes frank and intimate, puzzling calculated actions prepare the ground for his following plans to successfully manipulate his victim. As Jane observes, he “sometimes passes me haughtily and coldly, just acknowledging my presence by a distant nod or a cool glance, and sometimes bow and smile with gentlemanlike affability” (109). Jane is cautious against Rochester’s waxing treatment as she says, “His changes of mood did not offend me” at first (109). However, as their relationship evolves, Jane lowers her guard and falls for Rochester since she is “so young and so little acquainted with men” as Mrs Fairfax also warns her to “put her on guard” (223). He complements her, telling her she has “a peculiar mind: it is a unique one... The more you and I converse, the better; for while I cannot blight you, you may refresh me” (122) “recall what pleases” (113). When he disguises himself as a gypsy, which is another scene that displays the manipulative actions of Rochester, he says to Jane, “I wish I were in a quiet island with only you, and trouble, and danger, and hideous recollections removed from me” (171). Rochester’s manipulative tactics are reminiscent of what is called love-bombing in contemporary relationships, as Jane explains her feelings: “the friendly frankness, as correct as cordial, with which he treated me, drew me to him. I felt at times as if he were my relation rather than my master” (124). However, when she hears about Rochester returning home from Millcote with a group of young ladies, especially the name Miss Ingram, she feels as if she is a fool. Brontë’s implication of first-person point of view as a narrative strategy helps reveal Jane’s emotions: “That a greater fool than Jane Eyre... that a more fantastic idiot had never surfeited herself on sweet lies, and swallowed poison as if it were nectar” (135). Mature Jane’s use of free indirect speech as the narrator of the novel assists in reaching Jane’s inner workings. As the narrator says: “‘You,’ I said, ‘a favourite with Mr. Rochester? You gifted with the power of pleasing him? You of importance to him in any way? Go! You folly sickness me’” (135). Through this narrative strategy, which is not directly told by the governess, the mature and married women’s perspective as in the conventional governess tales, regarded as the representation of dominant ideological understanding in the society, Brontë’s narrative talent illustrates how patriarchal systems, constraint women writers in Victorian Society, indirectly embedding it in the layers of storytelling. Moreover, the imbalance in the pace of the storyline is supported by the manipulation, which extends beyond operating as a mere theme in the novel and functions as a narrative device to create tension, arousing the reader’s curiosity about forthcoming events in the novel.

Rochester openly flirts with Miss Ingram in front of Jane’s eyes as if nothing had happened between the two, ignoring her, as if she does not exist. Jane thinks, “what had occurred since, calculated to change his and my positions?... how distant, how far estranged... without looking at me, he took a seat on the

other side of the room” (148). “He never turned his eyes” to look at her (149), which corresponds to the contemporary term of ghosting. Jane observes Rochester socialising with his guests, outcasted, aloof at the corner of the drawing room, resisting her instincts to gaze at him, as she comments, “beauty is in the eye of the gazer” (Brontë 147): “He made me love him without looking at me” (148). Furthermore, Jane expects Miss Ingram and Rochester to “enter into the holy estate of matrimony—to take Miss Ingram to [his] bosom” (211). After speaking to Mrs Fairfax about their relationship, she comments, “I saw he was going to marry her” (157). Rochester himself also speaks of marrying Miss Ingram, saying: “In about a month, I hope to be a bridegroom... in the interim, I shall look out for employment and an asylum for you” (211). She believes she must leave for Ireland, as he is to marry Miss Ingram. As she develops strong affection for him, the idea that she must leave “strikes me with terror and anguish,” as she says: “to feel absolutely must be torn from you forever... the necessity of departure... is like looking on the necessity of death” (213). Following Jane’s confession of her feelings, Rochester proposes marriage to Jane, which shocks her as she waits to leave rather than stay after all the conversation. However, he later denies the talks about marrying Miss Ingram, stating: “My bride! What bride? I have no Bride!” (213). Rochester then accuses Jane of overreacting, saying, “you are over-excited” (214). Rochester reveals himself as a master manipulator of Jane’s feelings. When Jane asks, “Why did you take such pains to make me believe you wished to marry Miss Ingram?” he confesses that he “fainted courtship of Miss Ingram” just because he “wished to render [her] as madly in love with [him]” (221). Rochester’s behaviour exemplifies manipulation, as he gaslights Jane, playing with her psychology, and perceptions. Moreover, Jane, aware of her Victorian station, internally reasons that Miss Ingram might be better suited for Rochester “for family, perhaps political reasons; had not because her rank and connections suited him” (157). The class divide between her as the governess and Rochester as the owner of the house was a rarity in Victorian society. Rochester’s manipulative actions and the societal norms of the time instigate feelings of inferiority in Jane. She also deems herself unworthy of Rochester’s attention due to her lower status and fortune—factors deemed essential in Victorian marriage, as Mrs Fairfax advises Jane: “Equity of position and fortune is often advisable in such cases” (Brontë 223). This reflects how psychological manipulation, as seen with Jane, symbolises the plight of women of her era and the relational power dynamics, with “play[ing] a vital part in the exercising of male power,” which “is essential to the batterer’s arsenal of power and control tactics” (Haaken 787). However, as Millicent Bell argues: “Her creator desires her heroine’s achievement of the Utopian ideal of union in which men and women, rich and poor, are no longer categories separated by iron barriers” (268). Jane states: “Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong!—I have as much soul as you,—and full as much heart!.... I am not talking to you now through the medium of custom, conventionalities, nor even of mortal flesh;—it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood at God’s feet, equal,—as we are!” (Brontë 213). In this way, the narrator highlights gender power imbalances, which are reflected through gendered manipulation.

Bertha Mason, the woman in the attic and the legal wife, serves as a narrative device to heighten the mystery and also functions as a theme of manipulation in Rochester’s story. Although Jane observes more than what is expected of her to believe, she chooses to submit entirely to her master and beloved. She questions Grace Poole after Bertha sets fire to Rochester’s room, initially trying to solve the mystery. Jane finds Grace Poole’s answers contradictory and is frustrated by the awkward events unfolding at Thornfield each day. However, she remains under Rochester’s manipulation and cannot break free until the truth is revealed. Rochester proposes that Jane move to a place he has “in the South of France: a whitewashed villa on the shores of the Mediterranean” where she “shall live a happy, and guarded” life (Brontë 256). Conversely, Jane chooses to leave Thornfield penniless, enduring great hardship and lowering herself to the status of a beggar rather than becoming a mistress. In this regard,

Jane's strong character becomes Brontë's true blessing in conveying her message to a wider audience. Interestingly, Rochester's excuse for deceiving Jane into a bigamous marriage, as he admits saying "I have deceived you" with a reason — a typical trait of a manipulator — is expressed when he tells her: "I feared a stubbornness that exists in your character" (Brontë 265). No matter how much Rochester tries to persuade or blame her for his own actions, Jane rejects his assumption that she is "helpless, a bird in the fowler's net" when she discovers his deception regarding his earlier marriage (Bell 263). She states, "I am no bird; and no net ensnares me; I am a free human being with an independent will; which I now exert to leave you" (Brontë 214).

All in all, the narrative voice of both mature Jane and subversive young Jane remains consistent, contrasting with the governess' tales. Jane's assertive and resilient voice is present throughout the novel. It is not censored by the narrator Jane in a way that, as Lanser states, "notions of both plot and character are strained by such a structure in which the actant is really a recipient" (*Toward* 355). The narrative levels of young Jane's story are interwoven so that, although the character remains the same, the polyphony is preserved, with actants and recipients also intertwined, enabling young Jane to communicate a public message rather than an inert or closed narratee. As a female character, she functions both as the agent and the recipient of the outcomes of her actions. While mature Jane, as the storyteller, governs the boundaries of the story; however, she does not directly intervene in Jane's speeches but instead quotes her or recounts her thoughts. As Jane addresses to public audience: "Who blames me? Many, no doubt; and I shall be called discontented. I could not help it: the restlessness was in my nature; it agitated me to pain sometimes... it is in vain to say human being ought to be satisfied with tranquillity: they must have action... women feel just as men feel" (Brontë 93). In this quote, Jane's discourse appears to blend past and present, evoking the experience of narrating and being the self simultaneously, which transforms the actant into a receiver. Furthermore, "Brontë wants to see this transcendence take place, though she knows the unlikelihood of its realisation in the real social world in which she had herself grown up" (Bell 268). Brontë delineates the role of women's quest in this novel while employing effective narrative strategies to convey this message to women of her period, a message that still resonates with the circumstances of women in patriarchal societies today.

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Perceptions of Tertiary Level Teachers towards Multimodal Writing

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Abstract

In the communication world, there has been a move from traditional print media to digital platforms, including the Internet, email, and multimedia presentations. Such a move has resulted in a proliferation of modern tools and multimodal approaches which are increasingly integrated into writing pedagogy. However, the extent to which EFL instructors embrace multimodality in writing remains relatively underexplored. This study seeks to address this gap by examining EFL instructors' perspectives on multimodality, which is defined as the use of multiple communication modes—written, oral, nonverbal, and visual—to convey meaning. Tertiary-level instructors' perspectives on the essential applications of second language (L2) writing environments include an examination of multimodal writing, its importance for both foreign language educators and learners, its key advantages, and the challenges both anticipated and encountered. To this end, the perspectives of 17 instructors who were chosen through convenience sampling from three state universities in the Black Sea Region were elicited. This was accomplished by conducting structured interviews with ten questions intended to explore how tertiary-level teachers use and perceive multimodal writing. According to the results, multimodal writing has several advantages, particularly in terms of its usefulness and divergence from conventional techniques. Additionally, the teachers stressed how well they engaged students' senses, which led to longer-lasting learning. These results lead to several conclusions that warrant further exploration.

Keywords: Multimodal writing, multimodality, EFL writing, instructor perspectives

*“This new world is a multimodal world.
Language is one mode; images, actions,
sounds, and physical manipulation are other
modes”*

(Gee, 2014)

1. Introduction

With the growth and changes in technology and the diversity of language teaching and environments, writing, which is considered to be the hardest skill to learn in a foreign language changes as well. In other words, the styles or the methods to implement while teaching writing, especially academic writing, undergo up-to-date means and devices. With the development of technology and young learners' active participation in the use of the modern technologies, as Selfe (2009) argues, it is expected that technology researchers focused on electronic, multimedia, and multimodal composition have supplied part of the motivation for a new move toward aurality. Gee (2014) states that

“Multimodality is the rage today and the ‘new new thing’. But, it seems new only because we linguists have done such a poor job analyzing language. We treat language as words

and grammar. But language has never been unimodal. Language-in-use is a performance. We string words together with tone, pitch, and stress of the voice, with gestures and actions, and embodied interactions with others” (p. xi).

The quotation above can provide a basic definition of multimodality which says language is not merely made up of words but anything we encounter in our daily lives. Teachers merely focus on grammar and vocabulary, because they think those elements are the most vital ones; however, language is not made only of grammatical structures and words, yet, they consist of sounds, images, actions, etc. The author argues that language teachers should step beyond teaching grammar and words, yet, they should sail into the novel parts of the sea which need discovery.

Over the last 20 years or more, digital technology has brought considerable changes to writing. Words are nearly often accompanied by images, diagrams, or drawings in common print-based communications such as newspapers, information booklets, or advertisements, and the print is improved by a variety of font sizes and shapes (Bearne & Wolstencroft, 2007). As Bowen and Whithaus (2013) put forward, the emergence of a diverse range of information and communication technologies in college writing classes over the last two decades has paved the way for new potentials for the types of compositions that students can generate.

In content area classrooms, second language learners are increasingly expected to complete writing assignments involving different modalities aside from language and learners make use of both linguistic and non-linguistics modes in order to communicate (Grapin & Llosa, 2020; Jiang, 2018). Many commonplace texts are now multimodal, mixing words with moving images, sound, color, and a variety of photographic, hand-drawn, or digitally produced visuals.

Reading and writing are not always the primary modes of representation in textbooks; we use online resources and teacher-created materials. Writing's purposes and formats have drastically changed over the past few decades, which requires a social, educational, and semiotic explanation. The practices of language and communication have changed as a result of recent advancements in digital technologies (Bezemer and Kress, 2008). Multimodal composing, which extends beyond conventional written forms to encompass various forms of expression, is one strategy that has arisen in L2 writing to accommodate new forms of representation in digital media. Digital media does provide some distinctive affordances for multimodal composition, particularly the capacity to interact with a large, public audience through the internet. Multimodal texts may include pages, blogs, wikis, podcasts, different kinds of videos, video games, infographics, posters, brochures (Hafner & Miller, 2011; Hafner and Ho, 2020). Additionally, as Selfe asserts, composition writers have continued to experiment with assignments that encouraged students to create meaning in and through audio compositions, focusing assignments on “podcasting, mashups, voicemail compositions and sound poems, radio essays, audio documentaries and interviews, audio ethnographies, as well as video, multimedia, and other forms of multimodal composition” (2009, p. 640) over the last decades.

The New London Group uses the term multimodal to describe the variety of modalities - printed words, still and moving images, sound, speech, and music, color authors integrate when designing texts. Images that are still (as well as moving) are used more frequently to convey meaning. A number of scholars working in the field of New Literacy Studies first proposed the concept of multimodal composing as a way to implement a multiliteracy pedagogy in schools to prepare students for the changing nature of representation, boosting linguistic and cultural diversity, and the variety of textual practices linked with digital technologies (as cited in Cazden et al, 1996).

With all these in mind, it would be practical to clearly define what multimodality is; it is the use of several means of communication and persuasion, including as written, oral, nonverbal, and visual aids. As for Bowen and Whithaus (2013), multimodality can be realized with the help of films, video games, speeches, photos and visual graphics as well as written works. Additionally, Bearne and Wolstencroft (2007, p. 2) state that multimodal texts may include elements of

- gesture, movement, posture, facial expression
- images: moving and still, real or drawn
- sound: spoken words, sound effects and music
- writing, including font and typography

1.1. Why Do We Need Multimodal Writing?

Time, world and technology change. Therefore “In the modern world, print literacy is not enough. People need to be literate in a great variety of different semiotic domains” (Gee, 2003, p. 19) because language is not made merely of words, but it includes anything related to communication. The author puts forward that if these domains entail print, people will frequently require the print pieces. Besides, the tools and technology we use to communicate are inextricably linked to their social and historical contexts throughout time and location (Wysocki, 2005). Students frequently write on Instagram, Facebook, Twitter and other social websites and this means they characterize themselves in texts; which also leads to the conclusion that students are always in act of writing although it does not have to be printed paper. This may mean that writing will always survive; because as Beane and Wolstencroft (2007) argue, it is possible that blogging, emails, and texting have already improved people's daily writing experiences. In addition, although handwriting will still be used in classrooms, there will be a significant increase in on-screen writing. Besides, it is possible that writing and screen-based presentations will both be included in the process of creating, editing, and amending.

However, the vast majority of domains use semiotic (symbolic, representational) resources in addition to print, and others do not use print at all (Gee, 2003). He also argues that people must be able to acquire literacy in new semiotic domains throughout their lives. If our modern, global, high-tech, and science-driven world does anything, it is to give rise to new semiotic domains while also transforming old ones at an increasing rate.

1.2. Literacy in Today's World

For Bowen and Whithaus (2013), what it means to be literate in today's society is evolving, and that the shapes and forms of academic knowledge inside undergraduate writing are undergoing modifications made possible by the ICT revolution. Even in more established disciplines like scholarly writing, new and creative text formats are proliferating: publications using video techniques in the life sciences (Hafner, 2018). Many text types contain novel multimodal representational techniques and are created for larger, more "diversified" online audiences, many of whom are interactive. There have long been requests for language and literacy educators to adapt their curricula to include new forms of representation and communication in digital media as a result of these kinds of advances (Cazden et al, 1996; Hafner et al, 2015).

1.3. Advantages of Multimodal Writing

Multimodality opens a new path for students in writing; “it’s reshaping genre boundaries and changing what counts as academic knowledge” (Bowen and Whithaus, 2013, p. 4). Responding to these new forms of literacy, faculty, students, and writing program administrators are producing in them, writing in them,

and stretching conceptions and practices of what is possible to do and produce in a college writing course. Cooper (2005) believes that modern day's students are born into the Internet world; therefore, they never experienced life without the Internet. It is natural for them to move between the virtual and the real world; because they are raised in a multimodal environment. Bearne and Wolstencroft (2007) state that students are always surrounded with screen and papers, pictures and sounds. Therefore, they are accustomed to reading print or on screen.

Today's world in which our students have the access to almost any kind of technological communication devices could be an appropriate environment to utilize multimodal writing means; they can easily reach pictures, images, any kind of visual aids, animation, videos or sounds related to their topic. Therefore, with the help of the aforementioned aids, modern day's people have the opportunity to process information by listening, speaking, reading, writing, and visual representation, and they can demonstrate their expertise through oral presentations and movies. They have the chance to make use of texts, images, sounds and videos with the purpose of making their arguments stronger. When their arguments become stronger, the students can participate in the classroom discussions with more robust confidence. Additionally, as Bearne and Wolstencroft (2007) put forward, students will more readily regard themselves as authors with the duty to proofread and develop their work if texts are produced on screens, which is one benefit. With the use of interactive whiteboards, it is considerably simpler for a group of students to read a piece of work and collectively debate editing enhancements. Then the next step is to quickly analyze their own writing with a critical eye, analyzing their language, writing style, and sentence structure. Children writing on screens may easily edit their work, thus composition benefits from collaborative help and computer facilities.

Bowen and Whithaus (2013) are of the opinion that multimodal writing encourages teachers to move forward by creating digital videos for YouTube, by forming profile pictures and structures within some specific programs, or even utilizing PowerPoint slides to present and interpretation of a poem. We, as teachers of English as a Foreign Language (EFL), have the chance in our environments to pave the way for our students to make use of any kind of modalities in order to let them create quality works and therefore let them be more confident in the area which challenges them the most.

Hafner (2014) believes that multimodal strategies may encourage learner autonomy, strengthen student voice, and heighten genre awareness, engage students into L2 writing, voice-enhancing, among other advantages. In addition to the aforementioned benefits, multimodal compositions can help teachers keep an eye on the writing process, ensure that every student benefits from writing, and encourage students to produce more (Norris & Ortega, 2000).

1.4. Disadvantages of Multimodal Writing

Apart from the advantages multimodal tasks hold, they can bear some difficulties and risks in them as well; therefore, they may not always end up successfully. Because, as Bowen and Whithaus (2013) argue, when writing program administrators (WPAs) attempt to incorporate multimodal composing into a university-wide program, the dangers are heightened. As technology advancements are incorporated into writing lessons, it is becoming more frequent in many school curricula; and administrators and teachers are struggling to bring in-class and out-of-class communications together. Vandommele et al (2017) put forward a disadvantage for multimodality, they argue that there are various challenges in integrating multimodal composition in (task-based) educational settings which can be listed as educators who struggle to comprehend and use modern technology, lack of technological devices or internet access. Sometimes, even school administrations may not feel the potential benefits of multimodality and therefore may prevent it from being applied in the classrooms.

In addition, as Hawisher et al (2010) argue, people who have grown up with and excelled at print communication may find it difficult to admit that multimodal literacy is rapidly surpassing traditional print literacy. She also believes that “in the twenty-first century many of us cling to the familiar educational tools of the immediate past and continue to teach the rhetorical means to manipulate limited alphabetic representations of reality” (p. 57).

2. Literature Review

Almost every student has the opportunity to go online, and to reach any kind of aid to form writing works making use of any kind of online aids. Besides, when students are given the chance to write online and make use of what they want, they may feel more creative and therefore prepare more quality works. Selfe (2009) conducted a case study which examined how aural composing modalities (speech, music, sound) were perceived and utilized in English language writing classrooms and displayed that multimodal writing was of high benefit in English composition classes. Additionally, as she argues that international students from different cultural and linguistic backgrounds can be reached in any means more easily. In addition to the benefits mentioned above, multimodal environments can encourage teachers of writing to “rediscover aurality as a valuable modality of expression” (Selfe, 2009, p. 619). As for Bowen and Whithaus (2013), multimodality means leading students to categorize their experiences and relating them to others in a certain social setting through established norms in addition to satisfying students' real-world demands in a world of digital media, Hafner and Ho (2020) carried out a case study with teachers of English in Hong Kong; they interviewed the teachers about their perceptions of multimodal writing and found that multimodality bears the capability of creating harmony in writing papers no matter which areas they are written in. Additionally, writing with the help of multimodal tasks can help increase autonomy of learners, raise their voices and most importantly, they can assist students to be more into writing in the target language.

Swain and Lapkin's (1995) study carried out by providing writing tasks to 18 students from a grade 8 early French immersion class of 21 students. The writing tasks were asked to be completed with the think-aloud procedures of students; the students knew that the researchers were interested in learning what the students thought while they were creating their pieces of writing. The results of the study put forward that, during out-loud thinking students could notice problems in their writings and therefore they can be pushed to amend their works. Therefore, it would be wise to argue that the findings of Swain and Lapkin are of the opinion that multimodality can encourage autonomy, awareness and engagement in writing in the target language.

Wilson et al (2012) implemented a study in which they created a five-month unit of writing. One of the authors, who was especially interested in teacher research, worked with eighth-grade students enrolled in her English Language Development course. The five-month unit concluded with “student-generated podcasts, digital compilations of audio and visual files, that responded to unit questions, such as “Who am I? Where do I come from? Who do I want to be? What do I value? How can I represent answers to these questions in powerful and effective ways?” (p. 374). The findings of the research revealed that the podcasts let students support their identities in relation to their “family members, places, items they liked, activities, popular culture, or life events” (p. 379). Besides, to structure their podcasts and demonstrate that these areas of their lives were important to them, students consciously used a variety of expressive approaches. Additionally, with the help of this task, students were able to use the English language in situations where they felt challenged while still communicating in ways they felt comfortable with. Therefore, it can be argued that multimodal compositions can assist teachers in

monitoring the writing process, guaranteeing that each student gains something from writing, and motivating pupils to generate more.

Jiang (2018) implemented a research study in university-based EFL curriculum in China with the purpose of investigation into how students' interest in and use of English writing have changed throughout the digital multimodal composing (DMC). 22 participants, who were chosen from the classes of the five teachers, provided a variety of data since they agreed to send the researcher their videos for research when he first spoke with the students. The results of the study illustrated three patterns of change with three focal cases using information acquired through observation, interview, and student-authored multimodal texts. The research concludes that the learner “repositioned himself from a resistant writer to an active composer, while in the second, the student evolved from an exam oriented writer and textbook-decoder to a multimodal designer during digital multimodal composing” (p. 60).

Jiang and Luk's (2016) study presents findings from an investigation of the opinions and experiences of 21 students and 5 teachers who took part in a year-long study that involved students in the multimodal creation of video essays as part of a Chinese undergraduate English curriculum. To study learners' and teachers' opinions on what makes English learning with multimodal composing (MC) engaging and motivating, data for this paper was collected through in-depth semi-structured interviews and written reflections. The findings reveal that students were motivated as a result of multimodal compositions.

Balaman's (2018) research conducted in Turkey 43 EFL English-major-students revealed that students who underwent multimodal writing instruction were more successful than the control group which did not receive any digital aids. There researcher divided the participants into two groups since it was an experimental study; the groups were experimental and control groups. Experimental group was provided digital storytelling integrated writing instruction whereas the control group was exposed to traditional writing instruction. The research took 14 weeks to end. Having obtained the results of this experimental research, the author argues that an explanation of the reason why DS is better than conventional writing assignments is that DS-integrated instruction reinforces the process writing steps of drafting, editing, revising, and sharing the finished product by requiring students to switch back and forth between these steps in order to create an artifact that will be presented to the audience. Besides, the motivation and involvement of the students in the experimental group may have been impacted by having a more substantial and real audience. They were able to convey their messages in a far more vivid, realistic, and impactful manner. The researcher believes that by allowing them to incorporate images and music into the narrative process, DS enables students to use a variety of media to convey the desired message, increasing the realism of the story for both the author and the reader.

Vandommele et al's (2017) research conducted with 82 students found that regardless of the precise environment in which the writing occurs, multimodal composition can encourage beginner L2 learners to write. The study also highlighted the significance of employing several metrics and assignments to assess writers' progress. They also believe that adolescents' participation in multimodal writing exercises can aid in the growth of their L2 writing abilities. Additionally, they found that the online community's real-world audience and the awareness that writing will be read (by a person other than the teacher) may not only inspire authors more, but also produce writing that is of a higher quality. The authors also argue that in multimodal writing, there are multiple opportunities for interaction between students and a range of helpful interlocutors. Online compositions make it simple for individuals to collaborate, split work, build on the work of a previous composer, and get feedback from real audiences. Furthermore, typical power relations do not necessarily hold true when working together in online spaces. Age, for instance, does not always indicate authority, although digital skills may.

3. Methodology

3.1. Participants

The researcher made use of convenience sampling for the present study. The participants of the study were those whom the researcher knew beforehand at the universities she worked. The participants were seventeen tertiary level teachers of English from three different state universities in the Black Sea Region. Of the seventeen instructors, two were males. The youngest of the instructors was a 34-year-old female with 11 years of teaching experience. The oldest of the participants were two 53-year-old females with 29 and 33 years of experience of teaching. The mean age of the participating instructors was 41,8. The mean of the years of experience in teaching was 18 years. One of the instructors had only three years of teaching experience in tertiary level as she worked in an institution unrelated to education. The instructors included writing skill exercises in their classes even though not all of them had writing classroom. They are aware that writing is one of the vital skills in language learning; therefore, they tried their best to insert writing exercises into their classes.

3.2. Data Collection

Structured interviews were used to gather the data for this study, and they were distributed to the participants via WhatsApp. The participants' consents were taken before delivering the interview questions. They received guarantees that the information they provided would be kept private and that pseudonyms rather than their real names would be used. They were asked to respond freely in whichever language they chose to the questions. However, all of the participants replied in English. Therefore, the researcher did not feel the need to translate or transcribe any data.

3.3. Data Analysis

In order to prevent any type of publicity of the interviewees, the interview responses were gathered and assigned numbers. The papers were printed out, reviewed, and thoroughly examined. Following is a list of the common themes and codes that were identified in the responses.

Several measures were taken during the research in order to provide reliability and validity of the data analysis; consistency among the participants was ensured with the structured interview format. Participants were numbered instead of their real names, it also helped minimizing bias during the data analysis procedure. Recurring codes and themes were identified by thematic analysis, printed interview transcripts were carefully cross checked with the purpose of providing accuracy of interpretation. All of the participants replied the questions in English; therefore, the researchers did not need to translate and so it eliminated the risk of misinterpretation. These actions were taken in order to contribute to the trustworthiness of the findings by providing credibility and confirmability to the qualitative nature of the present study.

4. Findings

The first question of the interview seems to be the one holding diverse responses: some instructors already know what multimodality is; some-as they mention in their answers-learned after a little bit of Google search; and some did not know what it is and did not show any effort to learn about it. Additionally, a few participants stated that they inferred what multimodality means by dividing the word into parts; multi and modal. Then they could guess what it is.

The question was "*How do you define multimodality/multimodal writing/multimodal texts? What arises in your mind when you think of multimodality?*". Two participants did not hold ideas about what the term meant. Participant 2 said "*I don't know the term, multimodality*" as well as the participant 8 who stated that "*I have never seen, read, or heard about multimodality before. Sorry ☺*". However, the

former participant puts forward that “*I always use videos, figures, images, sound, tables, etc. all the time*” which can lead to the conclusion that the instructor inserts multimodality in their writing classes even though they are not familiar with the term ‘multimodality’.

Freeing the teacher

Participant 15, when asked if they know about multimodality, provided a striking response: “*It is a way of freeing the teacher to use a technique that strengthens her hand and apply the target activity on her students to get the most of it*”. Being aware of the implementation, the participant seems to insert multimodality efficiently and effectively as they make use of uncommon applications into their writing classes.

How Multimodality Helps in EFL Classroom

All of the participants, whether they know the term multimodality or not, stated that they utilize tools such as videos, audios, images, gestures, animations, presentations, discussions, graphics, podcasts, websites, bar charts, cartoons, memes, figures, tables, and hyperlinks in their writing classes. However, the outstanding tool seems to be videos; all of the instructors state that they make use of videos in their classes.

They list some reasons for utilizing aforementioned tools in their classes. Below are the most common codes, here reasons, obtained in the interview replies of the participants.

Table 1. Common codes of the interviews

Triggering sensory channels	(n=6)
Untraditional	(n=5)
Multimodal assignments	(n=11)
Assessment of product and process	(n=11)
Practical in online settings	(n=2)

Triggering Sensory Channels (n=6)

Learners hold different sensory types; some can be visual learners while some are auditory or kinesthetic learners. Six EFL instructors of this present research study argue that multimodality preserves the possibility of triggering different sensory channels and therefore assisting learners be more open to learning and participating. As it is stated above, all of the participants stated that they make use of videos in their classes. Participant 11 argued that “*I think that visual mode is the most effective one*” among the modality types; and added that “*information that remains in the visual memory is more permanent*” when compared to other learner types. Therefore, they utilize videos frequently in their writing classes. As a supporting argument to the aforementioned characteristic of multimodality, participant 1 exemplified texts including “*visual aids like bar charts, photos, cartoons and such*” and argued that

“integrating such things into our teaching triggers remembering and motivates students to take part in writing activity more effectively. Because, generating ideas depending on a photo or anything-visual makes students feel more secure. This process does not require them to understand a written text; it is a lot easier”.

When learners are more secure in their learning environments, learning takes place more easily and therefore the learners feel free to write as much as they like and want. Participant 7 provided reasons for integrating multimodality in their classes as “*I incorporate multimodal aspects into my classes to*

enhance students' learning experiences and motivation" because they believe learning is more permanent with the help of visual aids. The instructor stated that

"I prefer using videos, sounds, and images. I ask students to write summary of a text with tables or graphs or to create a story with pictures, photos, or cartoons. I set up a class blog where students can write their tasks and enhance their written entries with relevant sounds, videos, cartoons, figures, or hyperlinks. I also prefer using visual note-taking including sketch notes, webbing, and mind maps and combining words, colors, symbols, and pictures".

One instructor (participant 16) put forward an interesting idea; they stated that they make use of visual aids because of intrinsic reasons. The participant argued that *"Actually, as I am a visual learner, I tend to do that for internally motivational reasons"*. Therefore, they insert figures, images and icons into their PowerPoint presentations.

Untraditional (n=5)

Five of the seventeen tertiary level EFL teachers argued that multimodality paves the way for writing classes to be untraditional which may mean revolutionary and unconventional for many of the present EFL classrooms around Turkey. Participant 7 put forward a reasonable explanation of how being untraditional helps triggering effective learning environments; the instructor argued that

"multimodal writing goes beyond traditional text-based writing by incorporating elements such as images, diagrams, videos, hyperlinks, and other multimedia elements to promote more engaging and effective learner experiences".

In addition, participant 4 argued that what they did in their classes, although they did not know about the term multimodality, let their classes be more than *"just using language in written form like texts or sentences"*. Here, the instructor tries to put forward that language classes should be more than just course books and notebooks; they should step away from the traditional and go into the path of untraditional with multi modes of classes.

Another supporting argument for the untraditional assistance of multimodality is summarized with a very simple sentence by participant 9 who said *"I know that the more different ways students learn something, the better they will learn and remember"*. When learners come across with unusual teaching styles and unconventional learning environments, they seem to retain knowledge better and longer. With all those being stated, it can be argued that whereas the traditional English language learning environments seem to be solely working with a textbook and papers to write on, utilizing multi modes assist learning be more effective and efficient when compared to traditional settings.

Assessment of Product and Process (n=11)

When asked *"When assessing your students' multimodal assignments, do you grade only the final product/output, only the process, or both?"*, eleven of the seventeen participants stated that they assess 'both'. Participant 5 put forward that *"In my assessment of multimodal tasks both the process and outcome are important as the process means much about the effort of the student"* which is supported by participant 16 who stated that *"I am a process- rather than a product-oriented practitioner, ... I also grade their experiences during the process as well as their final outcomes"*. Additionally, participant 9 argued that *"I try to assess both because not only the product but also the process is significant for me"*

which all lead to the conclusion that the final product is not of importance only by itself; the journey which bears all the difficulties is also taken into serious consideration.

Multimodal assignments (n=11)

Of the seventeen instructors, eleven stated that they assign homework on digital platforms which make the assignments multimodal. Two of the participants especially focused on WhatsApp groups assignments; they told that students are crazy about them and enjoying the process a lot. Participant 16 assigns their students to design posters or create QR codes for their audio or visual homework. That is to say, students are intensely involved in creating multi modes. Participant 13 put forward that *“I assign them voice-message homework to talk about their ideas about a topic”* before or after the classroom sessions. Additionally, participant 1 feels excited to hear what their students write about a picture when they are assigned to write *“an end to a picture story”*.

Video recordings or dialogue creations also seem to be a part of assignments, as participant 3 argued their students are required to *“shoot their own videos and create their own conversations often during a term”* which can stand for multimodality in assignments. Additionally, participant 15 argued that when their students are asked to

“fill a clustered chart, they do it easily and eagerly. In fact, it feels much quicker and easier to produce and they don’t need to consider much about the coherence and unity as they do when writing a paragraph”.

Today’s youth loves digital content, and they can spend hours on social web sites just reading and laughing at memes. Participant 10 seems to be aware of this situation, they said that *“I ask my students to add photos and videos to their writings. Personally I like memes and think they could be integrated to classes”*. In addition to the aforementioned tools, participant 7 stated that *“I assign digital storytelling, online class blog, preparing posters or brochures, creating visual schema for texts using online tools such as Jamboard, and video discussion via Flipgrid”* with knowing that students are more into digital tools than the traditional textbook and paper setting.

Practical in online settings (n=2)

Two EFL instructors argued that inserting multi modes into writing classes for assessment are easier when distance education is in progress. Participant 11 stated that

“This term, for summative assessment (mid-term exam), we gave video assignment to our students in which they were supposed to make dialogues. The students were paired and write their scripts. Then, they made role-plays. However, I believe that such multimodal assignments can be used much efficiently for formative assessment”.

Here, the participant meant 2022-2023 academic year, spring term because the terrible earthquake which killed more than 50 thousand people caused all universities in Turkey to go into distance education. The instructor made use of video assignments during distance education.

In addition, participant 16 stated that they made frequent use of multimodality *“during hybrid education due to the earthquake and Covid-19 epidemic 2 years ago”*. Although pandemic and earthquake caused devastations, it created advantages for teaching. Teachers had to be more into technology and they could utilize digital tools much more than ever.

5. Discussion and Conclusion

Freeing the teacher is one result and advantage of multimodality. This result of this study corroborates with Selfe (2009) in freeing the teacher; Selfe argues that multimodality assists teachers to be original and freer in expressions.

In addition to creating a freer environment, multimodality can be considered to be a meets-needing tool; young generation likes and is into digital media, therefore digitalization of tools is of great help when drawing students' attention into classes. Therefore, this advantage of multimodality can overlap with Bowen and Whithaus's (2013) study which concludes that students' demands can be met with the help of multimodality integration into writing classes.

As for the untraditional feature of multimodality, it can be argued that multi modes in classes pave for the classes to be more appealing and attractive for students; therefore, it can lead to permanent learning. These results support Grapin and Llosa's (2020); Balaman's (2018) and Jiang's (2018) studies.

This current study reached to one distinct conclusion which is "triggering sensory channels"; the learners are stimulated with the help of provoking senses. Learners can hold different types of sensory channels, and multi modes in classes bear the possibility of evoking the senses and therefore letting learners be more alert and creating permanent learning.

As a result of the Covid-19 pandemic and 6th February earthquake in Turkey, which led distance education take place for a long time, multimodality was of assistance in teaching environments. Tertiary level EFL teachers of this study told that they utilized multi modes in their teaching settings. This present research study reaches to the conclusion that multimodality in writing classes do not hold any disadvantages; on the contrary, it has advantages and it is gradually becoming a need for the upcoming generations of learners.

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Research on the Academic Satisfaction and Self-Efficacy among Pre-Service English Language Teachers

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Abstract

This study investigates prospective English teachers' interpretation of their teaching self-efficacy, academic satisfaction, the link between the two variants, and the impact of gender role on these factors. The research emphasizes the significance of the academic satisfaction and self-efficacy in shaping the development of future English teachers. The results emphasized that prospective English teachers generally show high self-efficacy levels, with varying opinions on their academic satisfaction. A slight positive connection was observed between self-efficacy and satisfaction was discovered, while no significant gender differences were observed in these areas. These results underscore the importance of teacher education programs that foster both self-efficacy and academic satisfaction. The study, conducted with 64 fourth- year English Language Teaching students at Ondokuz Mayıs University, suggests that future research could benefit from expanding the sample size, using broader measurement tools, and incorporating multiple data collection methods for a more in- depth and comprehensive analysis.

Keywords: Prospective English teachers, teaching self-efficacy, academic satisfaction, pre-service teacher preparation, English Language Teaching (ELT).

1. Introduction

Teachers have a key role in the education system, serving as the cornerstone for achieving quality education. The effectiveness of education depends heavily on having well-qualified teachers who possess a deep understanding of the language they teach, strong knowledge within their field, and high levels of motivation. To cultivate such qualified professionals, pre-service teacher education systems must emphasize these essential qualities. Within pre-service teacher education, two critical factors stand out: students' academic satisfaction and their beliefs regarding self-efficacy. Lent et al. (2007) defined academic satisfaction as "the enjoyment of one's role or experiences as a student" (p.87). Academic satisfaction encompasses various aspects, including students' experiences of campus life, the quality of their adaptation to the academic environment, satisfaction with courses, interactions with peers, and overall well-being (Chen & Lo, 2012). Kuh et al. (2006) states that schools providing academic support, opportunities for intellectual development contribute to greater levels of satisfaction. Academic satisfaction encompasses various aspects, including students' experiences of campus life, the quality of their adaptation to the academic environment, satisfaction with courses, interactions with peers, and overall well-being.

Similarly, self-efficacy has a vital part in shaping prospective teachers' readiness for their future careers. Self-efficacy described by Bandura (1982) as the one's belief in their potential to successfully

perform tasks and complete them to achieve the desired results. The comprehension of the contrast between self-efficacy and self-esteem is vital as these two terms are frequently mistaken for one another. Self-efficacy can be described as one's confidence in their own potential of completing the task with the desired outcome; whereas, self-esteem is all about one's perception of their own worth (Yıldız, 2024). Numerous factors shape an individual's self-efficacy, including past personal experiences, observations of others, and environmental influences. In the teaching context self-efficacy can be illustrated as the ability to set realistic objectives and obtaining the desired effect successfully even in challenging situations. (Tschannen-Moran & Woolfolk Hoy, 2001). Bandura (1986) stated that self-efficacy affects behaviors as well as thoughts and feelings. Therefore, self-efficacy affects the teachers' psychological well-being. Emotions and cognition's can alter teaching self-efficacy beliefs and in turn, affect the classroom environment and student performance (Goddard et al., 2004). Previous research indicates a deep connection between academic satisfaction and self-efficacy. These factors are interlinked, as they play a crucial part in setting the standards for the quality of teachers in their field. The comprehension of the interaction between self-efficacy and academic satisfaction can shed light on the improvement of teacher education and establish new standards for future educators.

1.1. Research Questions

The main focus of this study is to investigate efficacy and student satisfaction with academic experience, contributing to a deeper understanding of how self-efficacy influences academic satisfaction among future language educators. Particularly, the goal of this study is to address these questions:

1. What are the perceptions of prospective teachers regarding their self-efficacy?
2. What are the academic satisfaction levels of prospective teachers?
3. Is there a link between academic satisfaction and self-efficacy?
4. Does gender influence academic satisfaction and self-efficacy?

2. Literature Review

One of the vital components for the effectiveness of a teacher is self-efficacy. Teacher efficacy is “the confidence teachers hold about their individual and collective capability to influence student learning” (Klassen et al., 2010). Numerous studies have explored the various elements that shape teachers' self-efficacy, including educational background, field knowledge, personality, and attitudes. Research by Üstüner et al. (2009) found that teachers, both male and female, exhibited a "moderate" level of self-efficacy, suggesting that while teachers may have objective self-assessments of their abilities, there may also be deficiencies in teacher preparation programs. It was also found that there's a significant link between gender roles and self-efficacy levels. Conversely, Klassen and Chiu (2010) discovered that teachers' performance, personality, students' achievements shape the self-efficacy perceptions of teachers. They noted that female participants reported less confidence in classroom management compared to their male counterparts. Similarly, Butucha (2013) highlighted gender disparities, with male participants showing higher self-efficacy levels, particularly in classroom management. These findings point to potential effect of gender on self-efficacy perceptions between educators and highlight an unexplored area in the literature on how gender affects self-efficacy perceptions.

There are various strategies to enhance teachers' self-efficacy. One effective approach is encouraging the development of a growth mindset, which can increase their motivation to expand their professional expertise (Dweck, 2006). Additionally, strong support from colleagues and supervisors contributes significantly to teachers' sense of empowerment. Furthermore, micro-teaching plays a crucial role, as

it offers opportunities for feedback and collaboration, highlighting the importance of practice-based approaches in teacher development (Arsal, 2014).

Academic satisfaction is a key factor influencing the effectiveness of prospective teachers. It refers to students' overall experiences within their academic institution, including satisfaction with courses, interpersonal relationships, and campus life. Research suggests that academic satisfaction enhances students' self-belief, which in turn contributes to better academic performance and a more fulfilling learning experience (Zapko et al., 2018). Aitken (1982) suggested that academic satisfaction is primarily shaped by factors such as GPA and satisfaction with one's major, while feelings of isolation tend to diminish satisfaction. Additionally, research by Pinugu (2013) emphasized that academic stress and self-efficacy play a significant role in shaping students' academic satisfaction, highlighting the complex interaction between personal and academic factors. While Malik et al. (2023) found that neither faculty type nor gender significantly affected academic satisfaction, Balkıs and Duru (2017) noted that the influence of gender remains inconclusive. Furthermore, Li and Tien (2024) demonstrated that academic satisfaction mediates the relationship between personal development and career adaptability among Chinese students. These findings highlight the potential of academic satisfaction to foster both personal and professional growth among pre-service teachers, thereby enhancing the overall quality of education. Although meeting students' expectations regarding academic satisfaction can be challenging, it is essential, as it significantly impacts their psychological well-being (Franzen et al., 2021). Moreover, academic satisfaction has been positively linked to both career adaptability and academic persistence (Wilkins-Yel et al., 2018), underscoring its vital role in shaping students' success in their academic programs and future careers.

The relationship between academic satisfaction and self-efficacy has been widely explored, though findings remain mixed. While some studies have found no significant correlation between the two (Madonna & Philpot, 2013; Wilcox & Nordstokke, 2019), others have observed a positive connection (Ojeda et al., 2011; Nguyen et al., 2024). Research suggests that academic satisfaction mediates the link between academic success and perceptions of self-efficacy, underscoring its role in shaping academic outcomes (Han, 2013). Furthermore, self-efficacy has been found to precede academic satisfaction, with confidence serving as a foundation for positive academic experiences (Shehadeh et al., 2020). Mental health is another important factor, influencing both academic satisfaction and self-efficacy (Yang, 2017). Studies have shown that higher self-efficacy is generally associated with greater academic satisfaction (Quynh et al., 2024). Talsma et al. (2018) found that students with higher GPAs tend to experience greater satisfaction, driven by increased confidence, while those with lower GPAs may struggle with dissatisfaction due to self-doubt. However, Jarada and Ajlouni (2020) highlighted that even students with high GPAs can feel dissatisfied if their self-efficacy is low. Conversely, students with high self-efficacy often maintain satisfaction, even when their GPAs are lower, as they believe in their ability to improve. Lastly, Tian et al. (2024) confirmed that self-efficacy not only correlates with academic performance and satisfaction but also mediates the relationship between them.

In summary, existing research suggests that self-efficacy enhances self-confidence, fostering greater academic satisfaction. Increased satisfaction, in turn, promotes motivation, psychological well-being, and personal growth, bringing attention to impact self-efficacy and academic satisfaction in academic experiences and outcomes. Despite these insights, gaps remain in literature.

3. Methodology

This study utilizes a quantitative approach to explore prospective English teachers' self-efficacy levels and their academic satisfaction, as well as to investigate whether a connection exists between self-efficacy and academic satisfaction. Data was collected and analyzed using validated instruments and statistical methods to address the research objectives.

3.1. Data Collection Instruments

Two Likert-type scales will be used for the collection of quantitative data. Teacher Sense of Efficacy Scale Short Form developed by Tschannen-moran, this scale measures teachers' self-efficacy levels. The scale included items rated on a 9-point Likert scale (1= none at all and 9= a great deal). The scale consists of 12 items. Academic Life Satisfaction Scale (Akademik Yaşam Doyum Ölçeği) developed by Kaya. This scale evaluates academic satisfaction. The scale included items rated on a 5-point Likert scale (1= completely disagree and 5= completely agree). The scale consists of 8 items. In order to collect the necessary data online survey distributed via Google Forms is used. This method is used in order to provide a more convenient access to the survey. Fourth-year prospective English teachers in Ondokuz Mayıs University were participants in this study. Only students enrolled in the teaching practicum course were selected, as it was assumed that students with no teaching experience would not provide the necessary data in the context of teaching self-efficacy. A total 64 pre-service teachers participated in the study, comprising 43 female students (67.2%) and 21 male students (32.8%).

3.2. Data Analysis

The data were analyzed through SPSS (Statistical Package for the Social Sciences). The analysis involved descriptive and inferential statistical techniques to find answers to the research questions. Descriptive statistics were used to begin analysis, providing an overview of the participants and key variables. Percentages, frequencies, and means were calculated through descriptive statistics to summarize the demographic and variable-related data. Then normality testing is conducted. The Shapiro-Wilk test was used to examine the distribution of scores, revealing that the gender variable did not follow a normal distribution. As a result, the Mann-Whitney U test was employed to assess gender-based differences. This non-parametric test analyzed the significance of differences in self-efficacy and academic satisfaction according to the gender. Finally, the Spearman Correlation test was conducted to investigate the relationship between self-efficacy and academic satisfaction.

4. Results and Discussion

Table 1. Gender Distribution of Participants

Variable	Pre-service English teachers	
	<i>N</i>	%
Gender		
Female	43	67.2
Male	21	32.8
Total	64	100.0

Table 1 demonstrates the distribution of the gender distribution of the participants in the study. A total of 64 participants took part in this study. There are 43 (67.2%) female and 21 (32.8%) male pre-service teachers.

4.1. Descriptive Statistics for Pre-service Teachers' Self-Efficacy Perceptions

The descriptive statistics provided an in-depth understanding for pre-service teachers' self-efficacy perceptions. The mean scores of the items ranged from 6.41 to 7.28 on a 9-point Likert-type scale. This indicates high levels of self-efficacy among participants. Pre-service teachers reported the highest level for the providing alternative explanations or examples item ($M = 7.28$, $SD = 1.408$), indicating that participants feel especially confident with their ability to give varieties of explanations or examples to students. The lowest scores were observed in assisting families ($M = 6.41$, $SD = 1.488$). Therefore, it suggests that prospective teachers feel less confident in their ability to engage with families to support student success. The smallest standard deviation was associated with encouraging students to believe in their ability to succeed ($SD = 1.318$), suggesting greater consensus among participants about their ability to instill confidence in students. The largest deviation was found for the item motivating students with low interest ($SD = 1.691$), highlighting more diverse perception about their ability to motivate unmotivated students.

4.2. Descriptive Statistics for Pre-Service Teachers' Academic Satisfaction Perceptions

The descriptive statistics provided an in-depth understanding of pre-service teachers' academic satisfaction perceptions. The mean scores ranged from 2.66 to 6.83 on a 9 point Likert-type scale, with varying levels of standard deviation showing diverse perceptions among participants. Satisfaction with the institution ($M = 3.14$, $SD = 1.148$), satisfaction with courses ($M = 3.56$, $SD = 0.957$), satisfaction with activities ($M = 2.66$, $SD = 1.250$) suggests moderate levels of academic satisfaction among pre-service teachers. Satisfaction with academic performance was rated relatively high ($M = 3.56$, $SD = 0.924$). Participants expressed moderate satisfaction with their peer relationships ($M = 3.61$, $SD = 1.002$) and moderate satisfaction with their relationship with faculty members ($M = 3.34$, $SD = 1.130$).

The normality of the data was tested using the Shapiro-Wilk test, which revealed that the data did not have a normal distribution, as the p-values were less than 0.05. Spearman's correlation analysis was utilized to investigate the connection between the two variables.

Table 2. Spearman Correlation Coefficient Between Academic Satisfaction and Self-Efficacy

Variables	N	p-value (Sig. 2-tailed)	Correlation Coefficient (r)
Self-efficacy and academic satisfaction	64	<0.084	0.218

As seen in table 2, coefficient ($r = 0.219$) indicates a weak positive correlation between academic satisfaction and self-efficacy. The correlation is not significant statistically ($P = 0.088$). These findings imply that there is a slight tendency for self-efficacy to be associated with academic satisfaction; however, the result is not strong enough to draw definitive conclusions. To investigate the gender differences in academic satisfaction, the Mann-Whitney U test was conducted.

Table 3. Mann-Whitney U Test: Relationship Between Gender and Academic Satisfaction

Gender	N	Mean Rank	Mann-Whitney U	Z	p-value (Sig. 2-tailed)
Female	43	35.62	317.500	-1.920	0.055
Male	21	26.12			

As shown in the table 3, the Mann-Whitney U test results indicate that the difference in total academic satisfaction between female and male participants is not statistically significant at $\alpha=0.05$ (Sig. = 0.055). However, the results shows a marginal trend towards higher academic satisfaction among female participants. To investigate the gender differences between self-efficacy the Mann-Whitney U test was conducted.

Table 4. Mann-Whitney U Test: Relationship Between Gender and Self Efficacy

Gender	N	Mean Rank	Mann-Whitney U	Z	p-value (Sig. 2-tailed)
Female	43	32.43	448.500	-0.43	0.966
Male	21	32.64			

In table 4, the mean rank for perceptions on self-efficacy was nearly identical for females (Mean Rank= 32.43) and males (Mean Rank= 32.64). The Mann-Whitney U value was 448.500, with an associated Z value of -0.043. The significance level ($p=0.966$) was well above the conventional threshold of $\alpha=0.05$, indicating no statistically meaningful difference in self-efficacy scores between genders.

This research was intended to contribute to the existing deficiency in the literature, this study explored the prospective English teachers' efficacy and their satisfaction with academic experience, as well as the interrelation between these two factors. This study's results provide deeper knowledge into the self-efficacy and academic experiences of future educators and their implications for teaching quality.

Strong sense of capability is an essential element for prospective teachers, as it contributes to their development into confident and capable professionals. Teachers who have a strong sense of efficacy are better at solving problems, communicate effectively with students, and continually develop the skills necessary for their Profession (Saka & Hikmet, 2010). Thus, fostering self-efficacy should remain a priority in teacher education programs.

It was indicated by the findings that in this study prospective teachers generally exhibited a high amount of self-efficacy. Participants expressed strong confidence especially in providing alternative explanations and managing classrooms effectively. These results align with Tschannen-Moran and Woolfolk Hoy's (1998) research, which highlights a meaningful correlation between higher efficacy and greater learning environment management. However, participants reported lower confidence in assisting families, likely due to limited opportunities for such interactions during their internships. Additionally, many participants indicated challenges in managing disruptive behavior, suggesting a need for more targeted training in this area. Previous research by Aarsal (2014) demonstrated the value of microteaching in helping pre-service teachers practice specific teaching behaviors. Incorporating adjustments in microteaching or internships could address these challenges and better prepare pre-service teachers for real-world scenarios. The lack of confidence in family engagement highlights the need for exposure to such interactions during internships to solve this problem.

The results showed no meaningful difference in perceptions of self-efficacy levels between female and male participants, suggesting that gender does not influence confidence in teaching abilities within this sample. This finding contrasts with prior studies (Butucha, 2013; Klassen & Chiu, 2010), which reported gender-based differences in self-efficacy. While this study did not observe such differences, it

is important to recognize that this result is specific to the sample and warrants further investigation into factors influencing self-efficacy across different demographic groups.

A qualified higher education institution must strive to develop itself to satisfy both students and faculty members (Zhang & Wang, 2018). Student satisfaction leads to individual and institutional success. Academic satisfaction is crucial for prospective teachers, as it correlates with increased motivation, success, and professional fulfillment. In this study, academic satisfaction was examined in terms of participants' campus experiences, education quality, and academic environment. The findings align with Wong and Chapman (2022), who suggested that students in higher education require fulfillment beyond what institutions typically provide. Most participants expressed high satisfaction with their academic performance, reflecting positive university achievements. However, moderate satisfaction levels were reported regarding peer relationships and interactions with faculty members. Wong et al. (2022) emphasized the importance of student interactions in shaping satisfaction levels. Both peer and faculty relationships contribute to students' sense of belonging to their institution. Bjorklund et al. (2020) stated that perceptions of prospective teachers' self-efficacy are influenced by their sense of belonging to their school. Therefore, fostering stronger relationships and a sense of belonging among prospective teachers could enhance both their satisfaction with the institution and their self-efficacy levels. This study found no meaningful gender differences found in academic satisfaction levels, although female participants reported slightly higher satisfaction than males. This finding aligns with Balkis and Duru (2017), who reported inconclusive evidence regarding the influence of gender on academic satisfaction. For this study, the results suggest that gender does not influence academic satisfaction, though this finding is specific to the sample and context.

Satisfaction with academic experience can enhance students' belief about their abilities. Students who have more positive perceptions of their self-efficacy tend to achieve greater success in the future (Zapko et al., 2018). This study found a slight positive association between efficacy and satisfaction among pre-service English teachers. While the relationship was not strong enough to draw definitive conclusions, there was a slight tendency for higher self-efficacy to be associated with greater academic satisfaction. These findings contrast with previous studies (Nguyen et al., 2024; Quynh et al., 2024), which reported a stronger positive correlation between the two factors. The need for further research to explore the association between two factors in different contexts is indicated by this.

The findings highlight the importance of fostering academic satisfaction and perceptions about self-efficacy among prospective English teachers. While participants displayed confidence in their teaching abilities and academic achievements, areas such as family engagement and interpersonal relationships require further attention. Addressing these gaps can enhance the preparedness and satisfaction of future educators, ultimately improving the quality of education they provide.

5. Conclusion

In order to provide high-quality education, it is crucial to prepare future teachers who possess strong subject knowledge, confidence, and psychological well-being. One effective way to achieve this is by enhancing pre-service teachers' self-efficacy and academic satisfaction. This study explored the self-efficacy levels and academic satisfaction of prospective English teachers, as well as the potential influence of gender on these factors. The findings indicated that participants generally exhibited high levels of confidence, particularly in their ability to explain ideas and inspire students. However, they reported lower confidence in engaging families, suggesting an area for further development in their teaching practices. Additionally, participants showed varying levels of academic satisfaction. While they expressed high satisfaction with their academic performance, their satisfaction with

relationships—both with peers and faculty members—was more moderate. This underscores the importance of fostering stronger interpersonal connections within educational settings to enhance interpersonal aspects of academic life.

The study revealed a weak positive correlation between self-efficacy and academic satisfaction, with no significant gender differences observed in either self-efficacy or academic satisfaction. This suggests that both male and female students feel similarly confident and satisfied in these areas, warranting further investigation into these factors. Given that this research was limited to a sample of 64 fourth-year English Language Teaching students from Ondokuz Mayıs University and employed a quantitative approach, future studies would benefit from a larger and more diverse sample, a wider range of measurement tools, and the inclusion of qualitative methods for a more comprehensive understanding.

In conclusion, this study emphasizes the importance of self-efficacy and academic satisfaction in preparing future teachers to navigate the challenges of the teaching profession. Addressing the identified gaps can significantly enhance their readiness and professional effectiveness. These findings offer valuable insights that can guide teacher training programs in creating more comprehensive and supportive frameworks that cultivate confident, satisfied, and capable educators. By integrating these findings into teacher education, future educators can be effectively prepared for the future challenges of their professional life.

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Strategies Developed by English Language Teachers Throughout Their Careers

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Abstract

This study aims to examine the teaching strategies developed by English language teachers throughout their professional careers. The research is designed to understand how teachers implement the theoretical knowledge they acquire during their education into classroom practices. The study was conducted using a case study approach, one of the qualitative research methods. Data were collected through semi-structured interviews with 10 high school English language teachers. Participants were selected through the convenience sampling method, and data were gathered via online interviews. The collected data were analyzed using the descriptive content analysis method through MaxQDA software and examined within the framework of the Miles and Huberman Model (1994). The findings reveal that English language teachers adopt various strategies in their teaching processes and frequently use student-centered techniques in the classroom. This study aims to contribute to the development of effective teaching strategies among teachers.

Keywords: *English language teaching, teaching strategies, teacher education, classroom practices*

Öz

Bu çalışma, İngilizce öğretmenlerinin mesleki kariyerleri boyunca geliştirdikleri öğretim stratejilerini incelemeyi amaçlamaktadır. Araştırma, öğretmenlerin eğitim sürecinde edindikleri teorik bilgileri sınıf ortamında nasıl uyguladıklarını anlamaya yönelik olarak tasarlanmıştır. Çalışma, nitel araştırma desenlerinden biri olan durum çalışması yöntemiyle yürütülmüştür. Veriler, lise düzeyinde çalışan 10 İngilizce öğretmeniyle yapılan yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Katılımcılar, kolayda örnekleme yöntemiyle seçilmiş ve çevrim içi görüşmeler yoluyla veri toplanmıştır. Elde edilen veriler, MaxQDA programı kullanılarak betimsel içerik analizi yöntemiyle incelenmiş ve Miles ve Huberman Modeli (1994) çerçevesinde analiz edilmiştir. Araştırmanın sonuçları, İngilizce öğretmenlerinin öğretim süreçlerinde farklı stratejiler benimsediğini ve sınıf içinde öğrenci merkezli teknikleri sıkça kullandığını göstermektedir. Bu çalışma, öğretmenlerin etkili öğretim stratejileri geliştirmelerine katkı sağlamayı amaçlamaktadır.

Anahtar Kelimeler: *İngilizce eğitimi, öğretim stratejileri, öğretmen eğitimi, sınıf içi uygulamalar*

1. Introduction

In Türkiye, education faculties of universities are responsible for training teachers under the governance of Higher Education Council (HEC) that deals with the organization, planning, and supervision of all higher education intuitions (Coşkun & Daloğlu, 2010). In order to become a teacher, pre-service education must be taken by prospective teachers; in basic terms, what needs to be done is to graduate from a bachelor's degree program at a four-year faculty of education. This foundational step in teacher

training ensures that prospective teachers are equipped with the necessary qualifications to enter the teaching profession. For this reason, pre-service education can be regarded as the starting point of the teacher training system, and it can be considered the education and training provided to student teachers before they begin their teaching careers (Darling-Hammond, 2006). Throughout this process, teacher candidates gain both theoretical and practical knowledge that forms the basis of their professional competencies. In fact, education faculties offer vocational knowledge, skills and pedagogical formation training for prospective teachers and cover programs for various teaching fields. Thanks to vocational education, it is aimed to develop the required knowledge and abilities of teachers in their own majors (Sağlık & Aykaç, 2018), which is necessary for getting teachers ready for the situations that they may experience in their professional career (Fuller, 2015). General culture courses aim at developing the wide range of major areas of human knowledge of prospective teachers (Watkins, 2023). With the content of the general culture courses, education faculties can train intellectual, well-qualified teachers. On the other hand, field information is the knowledge of the main concepts in the special field. Field education in ELT (English Language Teaching) programs serves as a critical component of teacher preparation, bridging the gap between theoretical knowledge and practical application and involving a series of carefully designed courses and practical experiences aimed at preparing prospective English language teachers for real-world classroom settings. It involves diverse, hands-on experiences such as school placements, teaching practicums, and micro-teaching sessions, enabling prospective teachers to develop essential classroom skills like lesson planning, effective communication, classroom management, and adaptability to varied learning environments and emphasizes the alignment of practical training with national curriculum goals and global ELT standards. However, despite its structured and well-designed nature, the field education may not always fully reflect the complex realities of actual classrooms, where unpredictable student behavior, institutional constraints, and contextual challenges often demand more dynamic and situational responses than those practiced during training. The content of the courses which prospective teachers take, include a variety of methods, techniques and strategies to teach effectively. However, in addition to the ways which are recommended throughout the curriculum, teachers can and should develop their own strategies for effective teaching. Using teaching strategies is highly crucial because they make the teaching process more effective and support the students' learning process (Hayati, Afriani, Akbarjano, & 2021). Teachers continuously encounter new challenges which compel them to integrate innovative teaching strategies to enrich learning and overcome difficulties (Achieng, 2023). To overcome the factors hindering learning, Toth and Davin (2016) state that it is teachers' responsibility to adapt their strategies during the teaching process (cited in Maliva, 2017). Good language teachers embed diverse techniques to foster their students' learning into their teaching processes (Khojastehmehr & Takrimi, 2009). Thanks to these techniques and strategies, teachers can make the learning permanent (Sarıçoban & Sarıcaoğlu, 2008). Some strategies are preferred widely by EFL teachers for different aims and reasons such as group discussions to develop speaking skills (Noviyenty, 2018) and to improve their students' speaking skills (Razi, Muslim, Fitriasia, & 2021); using smart boards for listening and reading activities (Yenen & Dursun, 2020); applying role-plays, small group discussions, storytelling and songs to develop their students' self-confidence while speaking (Christe & Listyani, 2018); games to address motivational problems (Ariyanti, Pane, & Fauzan, 2019); questioning, predicting, retelling and visualizing strategies for practicing reading skills (Nguyen, 2022); identifying vocabulary and grammar items from the text for listening skills (Kasim & Luwiti, 2019) as well as creating discussion groups, advising taking dictionaries and keeping a diary to improve writing skills (Nazmieva, Ereemeeva and Pershina, 2024). As it can be seen, there is a diversity of teaching strategies used in ELT, which highlights the multifaceted nature of language learning and the need for differentiated instruction. This diversity also empowers teachers to be more flexible and creative in their lesson planning, allowing them to modify and personalize instruction based on classroom feedback and student progress. Therefore, in order for an

effective language learning process in classrooms, apart from the techniques and strategies English Language Teachers learn in education faculties, they can apply different strategies and techniques based on students' learning styles, interests, needs, cognitive abilities and difficulties or problems which they may encounter in the classrooms. In addition, since integrating technology into language teaching has become increasingly essential in creating engaging and effective learning environments in today's world, during the process of teaching language in classrooms, teachers also can benefit from technological tools, which provides the possibilities for interactive, student-centered, and inclusive language instruction.

Given the structured and comprehensive nature of teacher education in Türkiye, prospective English language teachers are equipped with both theoretical and practical knowledge. However, the effectiveness of this training largely depends on how well teachers can apply their skills in real classroom settings. While teacher education programs offer various strategies, techniques, and methodologies for effective language teaching, teachers inevitably develop their own approaches to address students' challenges and enhance learning outcomes. In this context, understanding the priorities of teachers, the difficulties students face, and the role of theoretical knowledge and technology in teaching practices becomes essential. Therefore, this study aims to reveal how English language teachers prioritize skills, address students' learning difficulties, and integrate theoretical knowledge into practice by asking the following research questions:

1. What are the skills that teachers prioritize? Which skills do students have the most difficulty with?
2. What strategies do teachers use to overcome the difficulties in their language classes?
3. To what extent can teachers use theoretical knowledge in the classroom?
4. Does technology take place in teachers' strategies, and what kind of effects does it have on their teaching processes?

2. Methodology

2.1. Research Design

The present study aimed to investigate the strategies which are used by English language teachers along with to what extent language teachers implement their theoretical knowledge in practical areas. Through qualitative research design, deeper insights and personal experiences of participants are uncovered. To this end, the study adopted case study design which is one of the qualitative research designs to investigate thoroughly. Case study is a research methodology which is a comprehensive investigation that explores the current phenomenon (Harling, 2012). This approach makes it possible to examine a particular situation or context in-depth, focusing on the participants' experiences and perspectives within their natural settings.

2.2. Participants

The purpose of the study is to identify the strategies, techniques, and methods used by English teachers, making English teachers the target population of the research. However, examining the entire population would be a time-consuming and challenging process. Therefore, a more accessible group was selected to represent the population. For this reason, the convenience sampling method, a non-random sampling technique, was employed, considering the ease of access. The study was conducted with 10 English language teachers working at the high school level. These teachers were selected based on their willingness to participate and their availability within the researcher's network.

2.3. Data Collection Tool

Qualitative data was collected in this study with a semi-structured interview technique that is an effective technique for understanding people's feelings, thoughts, attitudes, experiences and complaints (Sevençan & Çilingiroğlu, 2007), which allows for flexibility in the research process and enables participants to share new ideas that emerge during the interview. The researchers not merely directed the listed questions but also opened prompt discussions depending on the answers of the participants.

2.4. Data Collection Procedure

Participation was voluntary, and interviews were conducted with participants who indicated their willingness to take part. Since the interviews were conducted online, participants were able to join from convenient locations, which facilitated accessibility and flexibility. Each interview lasted approximately 30 to 40 minutes, allowing sufficient time for in-depth discussions while respecting the participants' schedules. This approach ensured that participants were informed, motivated, and comfortable sharing their perspectives, contributing to the collection of rich and meaningful data. The interview sessions were audio recorded.

2.5. Data Analysis Procedure

In contemporary qualitative research, computer-assisted data analysis programs are increasingly used, and among the most commonly utilized programs for qualitative data analysis are Nvivo, Atlas.ti, MaxQDA, QDAMiner, and HyperResearch (Silver & Lewins, 2014). These programs provide researchers with flexibility in data management, offering significant advantages such as organizing, categorizing, and accelerating the analysis process. In this study, MaxQDA software was utilized to analyze the research data, which were collected through audio recordings and transcribed. The use of MaxQDA allowed the interview data to be analyzed in a more systematic and organized manner. The collected data was divided into subcategories according to the descriptive content analysis through MaxQDA and rich responses for the presentation of the categories were identified. The Miles and Huberman Model (1994) which includes data collection, data reduction, data display and verifying the conclusions (Miles & Huberman, 1994), was employed in the analysis process.

2.6. Ethical Considerations

Before the study was conducted, detailed information about the importance of the research, its methodology, data collection tools, and the data collection process was provided to the Ethics Committee. Approval was obtained from the Ondokuz Mayıs University Ethics Committee (Approval date: 27.12.2024 – Document Number: 2024-1238). This study involved conducting an interview with English language teachers. Voluntary participation forms were obtained from the participants. The participants were informed about the confidentiality of their names and responses. There is no conflict of interest.

3. Findings

3.1. Findings of Research Question 1: What are the skills that teachers prioritize? Which skills are the skills that students have the most difficulty with?

Developing four language skills is a fundamental objective for language teachers. Depending on various reasons, teachers may prioritize certain skills in their language classes. To figure these skills out, the participants were asked which language skills they considered more important and the interview results showed that the teachers generally prioritize listening and speaking skills and implement strategies to develop these skills. The majority of teachers emphasized their preferences for speaking and listening skills through these statements:

“Certainly, I place much more emphasis on listening and speaking skills than reading and writing skills. I believe that after listening and speaking skills, students should be exposed to reading in English. After they achieve a certain level of proficiency in speaking, listening and reading, they should start writing.”

“ Four of them are crucial for us, but from a communicative perspective, listening and speaking skills are the most important ones.”

“ According to their priorities, I rank these skills as speaking, listening, reading and writing.”

“ Listening is highly important for me because students are not able to learn English without it.”

“I think listening skill is the most important language skill. After listening skill, speaking may come.”

“I do not have students who are in the preparation of YDT exam. Therefore, I try to focus on listening and speaking skills, particularly speaking skills.”

“I generally advise my students to start with listening skills because the process of learning a foreign language is not different from acquiring a mother tongue.”

However, they may experience difficulties in the enhancement of these skills. In this study, the participants predominantly stated that their students have difficulty in speaking and writing skills. These difficulties mainly stem from lack of self-confidence, high level of anxiety and the insufficient proficiency level in English as the teachers reflected in their following explanations:

“Certainly speaking, as it is a directly observable performance. Speaking can create a sense of pressure among students. ... Owing to the fear of mispronunciation, they refrain from using a word even if they want to.”

“I think that they experience the most difficulties in ... writing skill. ... The reason why they struggle with writing skill is that they have difficulty in producing.”

“I can say that they have difficulty in speaking and writing because students lack proficiency in using the language productively. Because, they learn language through pen and paper. In speaking, they struggle due to a lack of confidence and the fear of being scolded if they make mistakes. In writing, since they already have difficulties with writing in their native language, when it comes to English, they significantly lack sentence construction and organization skills.”

“I believe that speaking is the most challenging skill in our country regardless of grade level. ... The fundamental problems are the students’ lack of confidence and their reluctance to speak with the fear of thinking “Teacher, what if I mispronounce?”

“The most challenging skill for them is writing. This is due to the fact that students do not have an English foundation in middle school which results in students being unable to construct accurate sentences at high school level.”

“The most challenging skill for them is writing.... Students need to use grammar correctly, choose proper vocabulary and use them in the correct context while writing. Furthermore, writing necessitates creativity...”

“I observe the most difficulty in speaking and writing. ... Students do not practice sufficiently... they have the anxiety of pronunciation. ... In writing, the reason is that they lack grammar knowledge.... their lexical knowledge is not sufficient to be able to write.”

“Students mostly struggle with production processes which are speaking and writing skills. This is due to the students’ lack of confidence which stems from limited knowledge in English.”

English language teachers predominantly focus on the development of speaking and listening skills in their language classes. This approach aligns with the process of first language acquisition. As the speaking and listening skills are the crucial components for effective communication, the majority of teachers prefer to prioritize them. Despite the emphasis placed on the four language skills which include speaking, listening, reading and writing, students have difficulties in certain of them, particularly speaking and writing. Speaking and writing skills necessitate being more active compared with the others. Due to factors such as lack of confidence, limited vocabulary and grammar knowledge, high levels of anxiety and low motivation, students struggle to put forward their ideas in English. As the findings suggest, productive skills are both the most significant and problematic skills in the language teaching and learning process.

3.2. Findings of Research Question 2: What strategies do teachers use to overcome the difficulties in language classes?

Teaching strategies are a significant component of the language teaching process. In faculties, a wide range of strategies for classroom implementation are introduced theoretically. However, in practical teaching contexts, teachers may encounter unforeseen challenges. Therefore, effective language teaching requires developing strategies based on the difficulties teachers encounter to reach the ultimate level of language development. Analyzing the needs and difficulties in language classes is significantly important for implementing appropriate strategies. Teachers should adopt flexible approaches rather than rigid approaches to address teaching challenges. For this reason, the participants are asked what strategies they use to overcome the difficulties in their language classes.

“To overcome these difficulties in speaking skill, I assess not only English proficiency of my students but also their use of body language which encompasses time management, eye contact, gestures. Thereby, I ensure that students feel they are being assessed solely on their English-speaking skills and that they are not in an environment that creates excessive anxiety... In writing....I believe that the most effective method is for students to work in pairs or groups, collaborating by exchanging ideas, learning from each other, and compensating for each other's weaknesses while attempting to write a text... by giving immediate instruction to the students, I ensure that they complete the writing task ”

“I try to simplify what I am going to explain as much as possible and make use of visuals. In the beginning, I focus on the easier parts with students whose English proficiency is relatively lower than their peers, encouraging their participation so that they realize they are capable of contributing...Thanks to group-works, I try to make them realize that they can do something... In writing, I provide them some templates and encourage them to write by following these templates”

“I start with the easy content and then, make it more complex... thereby they realize that they can do it. Their motivation increases, also.”

“I incorporate games and peer-to-peer activities to facilitate the speaking process... In writing, I expect students to write concise sentences”

“I assign simple tasks that they can accomplish so they can contribute to the class in some way. Even if they don't answer the question, I have them read the question aloud and let another student respond, ensuring their participation.... To encourage them to speak, if I use a reading passage, I ask students questions related to the text. This allows me to check their comprehension of the passage. In general, I have students engage in question-and-answer activities with each other in the classroom.”

"I direct the questions to which students know their answer or which are interesting for them. I try to involve these students in the process."

"Since there are students at different proficiency levels in the classroom, I design worksheets that include exercises suitable for all levels. I follow this approach until lower-level students reach a point where they can successfully complete the tasks.... I benefit from pair or group work."

"I try to employ a student-centered approach... They like video games and I design teaching materials that reflect them... I try to be interactive... When they make a mistake, I try to turn it into something fun... I design lesson plans which are suitable for every proficiency level... Instead of expecting students to narrate their all day activities, I break down my questions into pieces. "

"I try to attract the attention of the students and make the lesson something they can engage in by writing, reading and speaking.... I try to follow a way from easy to difficult. I start with simpler resources, thereby developing the feeling of "Yes, we can understand this".... I try to play word games with the students frequently..... I provide sample phrases to the students... I provide them sufficient time to organize their ideas instead of expecting immediate answers. This makes them feel relaxed.... I apply the task by simplifying and helping students to complete."

As the participants emphasized in their responses, English language teachers face a wide range of difficulties including low motivation and self-confidence, high anxiety, diverse proficiency levels and challenges in the development of specific language skills. Various strategies are employed by the teachers to enhance motivation, reduce anxiety and foster participation in speaking and writing activities which are often the most challenging skills for students. Gamification, simplification, collaborative learning and teacher guidance are the most preferred ones by the teachers to address these problems. These strategies create a supportive learning environment, thereby increasing students' self-confidence, motivation and participation. It is clearly evident that the teachers generally employ flexible and student-centered strategies.

3.3. Findings of Research Question 3: To what extent can teachers use theoretical knowledge in the classroom?

In education faculties, pre-service teachers are educated with theoretical knowledge for the in-service period. For English Language Teachers, this theoretical knowledge includes pedagogical knowledge, linguistic knowledge and vocational knowledge. However, how effectively this theoretical knowledge can be applied in the real classroom environment is disputable even if it provides a strong academic basis for teachers. Factors in the real classroom environment such as classroom dynamics, student diversity, institutional expectations, classroom management dynamics and curriculum requirements may influence how teachers apply theoretical knowledge in practice. In this context, the extent to which teachers apply their theoretical knowledge in a real classroom environment or how they apply theoretical knowledge can enable them to develop new strategies and methods depending on the factors mentioned above. For this reason, participants are asked how to apply their theoretical knowledge and how to benefit from it in the real classroom environment in the process of teaching language and the following responses have been received from them:

"I can't say that I was able to fully implement my undergraduate education on the field, it would be very utopian because the theoretical knowledge in this undergraduate education is planned taking into account the ideal classroom environment, the ideal educational environment. ..."

"I use theoretical information such as how to approach students pedagogically, how to manage the classroom successfully. I also prepare daily plans, and while preparing them, I use the pre, while, and post stages quite effectively based on my theoretical knowledge. ... However, when I give the input to the students and ask them to produce, I have difficulty in getting the output, and my theoretical knowledge is insufficient at this point."

"... theoretical knowledge that we learn is based more on communicative language teaching. I also try to use it in accordance with the level of my own students. But when the level of students is insufficient for this, I sometimes use traditional teaching methods and techniques."

"I think that there is a problem with implementing a general curriculum for us, English Language Teachers. There is a discrepancy between what we do in real classrooms and what we learn in education faculties."

"Since the level of my students is not very low, I can easily apply what I have learned."

"I can't say I've fully implemented it, but I'm trying to implement most of the things I've learned in reading and writing activities. ..."

"In no way, I can apply the method techniques I learned in my undergraduate education. That's why, unfortunately, I can't put that theoretical knowledge into practice. ... because unfortunately, the level of students does not correspond to the methods and techniques taught to us."

"Although I have been in the profession for 9 years, I have not used a lot of theoretical knowledge, I have not used many teaching methods and techniques, I obviously could not reflect a lot of pedagogical information on the field."

"... When I started doing my profession, unfortunately, I realized that the theoretical information given did not reflect the truth. ..."

"I use grammar, pedagogical methods, theories of language acquisition or, of course, theoretical knowledge taught at school when preparing appropriate materials for students when teaching lessons. ... However, the situations I encounter in classroom environments also require stretching theoretical knowledge a little more and using it a little more constructively. ..."

"We can only use the theoretical knowledge we have acquired at the university to create a roadmap in our head. But I can't say that we use this information in all course content."

The responses from participants highlight the complexities of applying theoretical knowledge in real classroom environments. While some teachers report successfully integrating pedagogical theories into their teaching practices, others struggle to implement the methods and techniques they learned during their undergraduate education. These varying experiences suggest that while theoretical knowledge provides a foundational understanding of teaching, its practical application requires flexibility, adaptation, and experience in navigating the dynamic nature of language education.

3.4. Findings of Research Question 4: Does technology take place in teachers' strategies and what kind of effects does it have on their teaching processes?

Today, the role of technology in education is gradually increasing and occupies an important place in the classroom practices of teachers. Therefore, the inclusion of technology in teachers' strategies and its effects on lecture processes can be considered as an important factor in the development of teaching strategies. The participants, for this reason, are asked how technology and technological tools affect and develop their lecture strategies, and their answers are unsurprisingly almost the same: Thanks technology! Teachers stated that they find technology effective and beneficial in the teaching process regardless of the type of school they work at, the grade level they teach at, or their professional

experience. In line with this, the majority of teachers emphasized that they use technology actively and that technology plays an important role in shaping their teaching strategies. Many expressed their appreciation for the technology, as reflected in their statements:

“Technology definitely affects my lecture process in a positive way, that's why I use it a lot.”

“I use technology a lot in my classes and I love it.”

“I am definitely trying to use technology in my lecture process. I think it is very useful because technology offers us many possibilities. Now the focus time of our students has also decreased significantly due to their close relationship with technology. Therefore, in order to keep children alive all the time, to be able to adapt to the lesson, or to ensure that they are not bored, it is necessary to bring a change of innovation, and this is becoming possible with technology.”

“Usually, the use of web tools or applications offered by technology is really positive for our course. Because applying these applications and integrating them into the lesson does not make students feel that they have to learn something.”

“I think it is out of the question that technology should not be used in the classroom, in the classroom, even in English class right now.”

The responses from the participants clearly indicate that technology plays a significant and indispensable role in their teaching strategies. Teachers emphasized that technological tools not only enhance the effectiveness of their lessons but also help maintain student engagement by adapting to their learning needs and attention spans. For this reason, in order to reveal how the participants integrated technology into their lectures, another question was posed, asking them to provide specific examples of the technological tools and applications they frequently used in their teaching practices. In this way, both the types of technology and how these tools contributed to lesson planning, student engagement, and overall instructional effectiveness are aimed to uncover. The teachers explained their experiences as follows:

“First of all, I use communication applications such as whatsapp, telegram, signal, which exist on our phones very often, and I think these applications are very strong in student and teacher communication. ... Throughout my teaching career, I have used Kahoot and similar smart board applications in which students can learn English in an interactive environment with their phones. to gamify the English teaching process. ... There is a mind map app called Simple mind. We are able to create fully customizable mind maps in the application. ... I use the notion app to take notes. You create various folders inside the application and you can title them as you want. In short, it is a very organized note-taking application. ... I use the application called flash cards especially because it can make word memorization very efficient in language classes. With this application, students can create their own groups of cards and memorize them by creating lists by putting together words Decoupled from each other or belonging to a certain theme. ...”

“The applications I use the most are educational games such as Wordwall, Kahoot. ... There is an application called wall screen that I use very often. This is an application that takes sections from animations and movies and directs questions to students in the style of what it says here in a short time, such as a test. ... Although it is not a method that works very effectively, I also want students to shoot vlogs on topics such as introducing your city or giving recipes in order to incorporate technology into extracurricular processes. ... ”

"If I want to play games, I use Kahoot. I use Wordwall a lot when I want to teach Grammar. I am preparing interactive presentations from Canva. I'm using artificial intelligence the most right now. I use AI tools such as Gemini and ChatGPT. ... I don't use technology only in the course process. For example, when I ask Canva to prepare a presentation, I have students prepare an invitation and similar things on the subject, and I also apply to the padlet application very often as an assignment."

"... The apps I use the most are games. I prefer online games very often to ensure that the topics and words we process in the unit are more memorable. It creates a desire to participate in the lesson even for the most reluctant student."

"I'm trying to apply it to game-style things using web tools. These web tools are a good source of motivation or interest for the students.... I use Kahoot, Canva, Wordwall, Quizlet, Action Bound, Quick Draw applications very often, which increase their motivation too much since they are more like games for the students. ... From time to time, I also use technology for homework; for example, I ask students to use Canva. ..."

"The application I use the most are interactive presentations of the Ministry of Education. ... I use the dialect app of the Ministry of Education for homework. I use Wordwall for word study or simple grammar studies to provide reinforcement through interactive applications or puzzles. I also use a Padlet to prepare exercises or activities."

"I am trying to bring technology into the classroom through the smart board. ... If we have a topic, I immediately use a song about it in Lyricstraining. In this way, they learn songs and the lesson becomes more enjoyable. I give homework to children from the wall screen app.in addition, with the application called Youenglish, I give assignments to children to improve the pronunciation of words or to listen to speech."

English language teachers integrate a wide range of technological tools into their teaching practices, leveraging them for communication, interactive learning, gamification, and assignment preparation. Applications such as Kahoot and Wordwall are frequently used to enhance student engagement through game-based learning, while platforms like Canva and Padlet provide opportunities for creative assignments and collaborative activities. Additionally, AI-powered tools and ministry-provided applications support both in-class instruction and homework assignments. Overall, the findings suggest that technology has become an integral part of English language teaching, shaping both instructional methods and student engagement. Teachers utilize a variety of technological tools to create dynamic, interactive, and student-centered learning environments. The widespread use of applications for gamification, communication, and content creation demonstrates how technology enhances lesson effectiveness and supports diverse teaching strategies. As technology continues to evolve, its role in education will likely expand, offering teachers even more opportunities to innovate and adapt their practices to meet the needs of 21st-century learners.

5. Conclusions

The findings of this study reveal that English language teachers predominantly prioritize listening and speaking skills, considering them essential for effective communication and aligned with natural language acquisition processes. Despite this emphasis, students face the greatest challenges with speaking and writing, largely due to factors such as lack of self-confidence, anxiety, limited vocabulary and grammar knowledge, and low motivation. The result is consistent with the research of Fındıklı and Büyükkarcı (2023) highlighting the effects of anxiety, self- perceived English proficiency and motivation on students' foreign language performance. To address these difficulties, teachers employ a variety of flexible, student-centered strategies including gamification, collaborative learning, simplification, and the use of visuals, which help reduce anxiety and increase participation. These

methods aim to create a supportive learning environment that enhances student engagement and participation. While theoretical knowledge gained during teacher education provides a valuable foundation, its direct application in real classroom settings is often limited by factors such as diverse student proficiency levels and classroom dynamics, requiring teachers to adapt and develop practical methods. The findings reveal the significance of flexibility and adaptability to the innovative strategies in language teaching to enrich the teaching process. Additionally, technology is widely embraced as a beneficial tool that enhances teaching strategies and supports language learning, with tools like Kahoot, Wordwall, Canva, and AI-powered applications such as ChatGPT being integrated into lessons to increase interactivity and motivation. This aligns with the previous research (Gagic, Gajic, Gavranovic, Maenza & Michos, 2023) showing that there has been an increase in the integration of technology in language classes. Overall, effective English language teaching demands a balanced focus on all four language skills, adaptive strategies tailored to student needs, and the integration of technological resources to foster a supportive and engaging learning environment.

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Examining the Self-Efficacy and Perspectives on Native Language Use in Foreign Language Classrooms of Pre-Service English Teachers

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Abstract

This research explores the self-efficacy and the use of native language in foreign language (L2) classroom perspectives of pre-service English teachers. Which language to prefer in classrooms is one of the most debated issues in the ELT field. Also, the self-efficacy (SE) levels of the language teachers play a crucial role. Therefore, this research focuses on both self-efficacy and native language use. The study employed a quantitative approach including two different surveys to assess pre-service English teachers' beliefs in their attitudes and instructional abilities and capabilities toward L1 use and their self-efficacy perceptions. Participants are 89 pre-service English teachers from ELT program. Results of the study showed that pre-service teachers with lower SE levels generally support native language (L1) use to aid comprehension and reduce anxiety levels of the students. On the flip side, a high efficacy level of the teacher results in the preference of immersive L2 environments. In these classrooms, teachers use L1 in order to enhance language acquisition and comprehension. The findings emphasized that there should be more focus on self-efficacy to achieve a more balanced attitude. With the help of this balance, since it can meet different needs in classrooms under different circumstances and provide a supportive, inclusive learning process, language learning can be optimized and a stimulating language learning atmosphere can be provided. These insights can offer valuable implications for the development of ELT practices.

Keywords: Self-efficacy, pre-service English teachers, native language use

1. Introduction

Recently, English has gone far beyond being only a global language. Therefore, English language competence gains more and more significance day by day. In this sense, English teachers play a crucial role. As Choi & Lee (2016) stated, not only English teachers but also students, parents, program administrators, and policymakers, in short, the whole stakeholders of English as L2 education, consider ELT instructors' proficiency levels as the most important characteristic. It would be important to mention that the effectiveness of English language teaching is highly influenced by teachers' self-efficacy and their perceptions on the mother tongue use in language classrooms. Self-efficacy (SE) has a very significant role for achieving expected outcomes and applying instructions in classrooms. When considering teachers, it can be said that it is about their own beliefs in fulfilling teaching tasks successfully (Bandura, 1997). According to Bandura (1986), people can change their environment and cause different effects on it. People's thoughts about their competencies to complete a mission successfully. Different factors surrounding human life (such as behavioural, personal and environmental), have interactions within themselves and it leads to people to have beliefs for performing tasks in a meaningful way. As it includes too many different factors and circumstances, language

learning is a multilayered and complex process. Generally, scholars are focusing on learners' perceptions in educational settings (Schunk, 2003). On the other hand, instructors' perceptions should also be considered. Therefore, SE is an important component for anticipating candidate ELT teachers' future. Also, L1 use in L2 classrooms is a debated issue for a long time and there are different opinions and views on it in terms of its effects and necessity in language acquisition processes (Ekmekçi, 2018). This research aims to examine prospective English teachers' perspectives on mother tongue use and their self-efficacy and the relation between these two factors. Provided insights may contribute to the teacher education processes and development of classroom practices in the field of ELT.

1.1. Research Questions

With the determined purpose of the study, answers to four questions were sought:

1. What are the SE levels of prospective English teachers in ELT?
2. What are prospective English teachers' perceptions regarding their SE in managing language teaching settings?
3. Is there a relationship between candidate English teachers' SE levels and their perceptions about L1 use in ELT classrooms?
4. Does gender influence prospective English teachers' SE levels and their perspectives on mother tongue use in ELT settings?

2. Literature Review

Self-efficacy is someone's ideas beliefs about their capacity to efficiently complete a certain mission in a determined situation. It has a highly important place for motivation and other factors that are valuable for a person's experiences. A person's self-efficacy depends on four sources: their verbal persuasion, individual mastery experiences, vicarious experiences of the person, and physiological and affective states of the people (Bandura, 1997). Mastery experiences occur when a person remembers and also reflect on their past successes in alike situations and tasks. Vicarious experiences mean some experiences gained when a person hears or sees the successes of other people. Verbal persuasion indicates the feedback and some other evaluations taken by others. Physiological and affective states are the understandings and interpretations of knowledge coming from people's own thoughts and senses (Waddington, 2023). Being conscious about these factors enables us to understand SE better. As Wyatt (2018) supposed, teachers with high SE show better successes. Such teachers provide the quality education that is needed in the 21st century. Teachers with high self-efficacy levels face the challenges they encounter instead of running away. They are able to find or create necessary solutions for different situations more easily. However, teachers having low self-efficacy find it hard to keep up with 21st century requirements. Self-efficacy shows different conclusions in different situations because it is special for each task. Therefore, also the measurement of it should be special for each task. That is why, Bandura (1986) underscores that there should be different methods to do it. Therefore, self-efficacy requires task specific assessment rather than general assessment. When compared with other kinds of learning, language learning is a way more different experience (Williams, 1994). Hence, second language learners' self-efficacy acquisition processes, and effective factors on it should be more emphasized. Several scholars indicated in different studies that self-efficacy is a very effective key component for students because it plays a crucial role in fulfilling a specific task. For instance, their motivation, tendency, willingness to give effort, and their purposes are affected by their self-efficacy (Schunk, 2003; Carmichael & Taylor, 2005; Linnenbrink & Pintrich, 2003). So far, conducted studies focused on self-efficacy but there is not enough number of studies relating self-efficacy with different kinds of variables. Thoughts and beliefs of the candidate language teachers have a significant role in this sense. Thus, more research should be conducted about prospective English teachers' understandings

of self-efficacy and their SE levels and its relationship with other variables. Such investigations will contribute to the educational settings in the field of ELT. Raoofi et al. (2012) in their intervention-based studies showed that learners' self-efficacy could be significantly enhanced through targeted strategies, while self-efficacy was identified as a critical factor influencing performance and achievement. Contextual factors such as classroom interaction and teacher efficacy were also found to motivate students, particularly after prior successes. In addition, while in studies without interventions correlations between self-efficacy and other variables were found, causal relationships were not established. Most studies in this context highlighted short-term effects, showing limited exploration of long-term impacts. In his study, Gahungu (2009), investigated the tie between strategies for language learning and SE. He found that being aware of these strategies and also possessing a good SE level lead to achievements. Learners' self-efficacy levels rise up as much as they deal with language learning strategies. He emphasized that in this situation, the more self-efficacy will bring more success in language learning. Pratt et al. (2021) in their research discovered a positive relation between language teachers' self-efficacy perceptions and their students' attitudes towards learning L2. The more teachers have high level of SE, the more students engage in language learning processes. These findings align with previous studies emphasizing a positive relation between the high level of SE and positive outcomes in terms of language learning (Bandura, 1986). Goudarz Alibakhshi et al. (2020) in their study which is applied on language teachers as participants found that high SE is noteworthy in their professional life in terms of different aspects. For example, it affects their mental status, job satisfaction, their decisions about teaching practices, and also their motivation. Which language the language teacher should prefer in the L2 classroom has long been an important topic of debate. There are quite different approaches to this issue. While many researchers support the use of the native language, there are also those who advocate the opposite. For this reason, different approaches have emerged, and methods have diversified. Studies focusing on this issue have investigated different aspects. Teachers' and learners' perceptions were the most focused topics. Effects and the ideal amount of first language use in language teaching environments are also some of the most studied issues before. Reviewed literature displayed that scholars' findings differ from each other. For instance, while some of them support L1 use, some others especially emphasize that it should be used only in some specific situations when it is really needed. On the other hand, some more strict approaches are suggested such as banning the L1 usage in language learning settings. Karimian & Behjat (2018), explored Iranian English learners' perceptions about using mother tongue in L2 settings. They also investigated the relation between their English proficiency levels and their tendency to use L1 in L2 environments. They studied with 170 participants and used qualitative and quantitative methods. Therefore, they implemented different tests. Results exposed that the participants have a positive approach to use L1. Almost all the participants indicated that mother tongue is a very supportive tool for their L2 learning processes. Even though this finding, their perceptions to the use of native language highly differs from each other. In another study, Al Sharaeai (2012) concluded that language learners have several different purposes while utilizing from their native language. For example, they use it to ask questions and comprehend the newly learnt complex concepts. He especially emphasized that students want to continue to be attached to their own cultures while learning a new language. These students feel worried when they cannot find the equivalents of the concepts in their L1. Khati (2011) studied the place and the reasons to use L1 in the field of EFL. In his study, he focused on global perceptions and Nepali students' perceptions. Findings showed that excessive use prevents the development of new language since exposure remains under the desired levels. Thus, he suggested a moderate use of the native language. Similarly, Voicu (2012) investigated the overuse of L1 in L2 contexts in terms of several different aspects. She found that overuse of the mother tongue leads to negative effects on language learning processes for both instructors and students. Thus, she suggested a flexible and balanced approach to use native language in ELT classrooms. She encouraged language teachers to prefer L2 as an medium of instruction and L1 only

when it is necessary. She also emphasized the importance of learners' errors since they are also parts of language learning. She stated that L1 can be a facilitator for learners to better understand the complex issues. In Türkiye, too many studies explored the functions and roles of students' mother tongue use in English classes. These studies generally focused on questions about whether the native language should be used, the appropriate times to use it and reasons for its use. According to the conclusion in the literature conducted so far, it is observed that the number of studies on the relation between mother tongue use and SE in English language classes is limited. This study had the purpose to cover this gap existing in literature.

3. Methodology

3.1. Research Design

A quantitative research design was employed to explore the SE levels of candidate teachers, their perspectives about mother language use in English classrooms, and potential relationships among these variables. To gather data from participants, a survey method was utilized. It allowed for the analysis of correlations and group differences within the study sample.

3.2. Participants

The study included 89 prospective English teachers studying in the English Language Education program. The sample included both male and female participants from third and fourth grades.

3.3. Data Collection Instruments

Demographic Information: In this section, necessary data is collected about participants' gender. The purpose was to demonstrate the demographic characteristics of the participants included. **Self-Efficacy Scale:** The scale was implemented to assess participants' SE in teaching English as L2. The scale involved items about different in-class implementations. Responses were calculated on a 5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). **Native Language Use Scale:** A separate scale was implemented to evaluate participants' thoughts and ideas on the use of the native language in English teaching classrooms. The scale includes items measuring their attitudes toward native language use for some specific circumstances such as managing class and giving instruction. A 5-point Likert scale is utilized for measurement.

3.4. Data Collection Procedure

The data collection period lasted one month. Through online platforms, the questionnaire was distributed to the participants. In this way, accessibility was ensured. Participants had the knowledge about the purpose of the study before they completed the surveys. Anonymity was also provided. Participation in the surveys was voluntary.

3.5. Data Analysis

The collected data were analysed with SPSS software. Statistical methods implemented are: **Descriptive Statistics:** frequency distributions, standard deviations, and means were evaluated to measure participants' self-efficacy levels and their perspectives on native language use. **Normality Testing:** Shapiro-Wilk test and Kolmogorov-Smirnov test were assessed to measure the normality. Results are detailed under the Normality section. The rest of the data analysis steps are decided in the view of results of the normality tests. **Correlation Analysis:** For the purpose of investigating the relationship between mother language use perspectives and SE levels, Pearson correlation coefficients were computed. **Gender-Based Comparisons:** Descriptive statistics are measured for self-efficacy levels and perspectives on L1 use by gender. To explore gender differences in these variables, Mann-Whitney U tests were implemented because of the non-normality in some data distributions.

4. Results and Discussion

Table 1. The demographic characteristics of the prospective English language teachers participating in the study

Variable	N	%
Gender		
Female	51	57,3
Male	38	42,7

Table 1 demonstrates that the study involved 89 participants, including 51 women (57,3%) and 38 men (42,7%).

Table 2. Descriptive statistics for self-efficacy levels of pre-service English teachers

Variable	N	Minimum	Maximum	Mean (M)	Standard Deviation (SD)
1. Communicate effectively with parents under difficult circumstances.	89	1	5	3,74	0,995
2. Teach essential topics to students with difficulties.	89	1	5	3,43	0,976
3. Confident in handling students' issues in the future.	89	1	5	3,97	0,971
4. Maintain composure when lessons are disrupted.	89	2	5	3,87	0,842
5. Handle personal challenges without neglecting students' needs.	89	2	5	3,93	0,998
6. Develop creative solutions for inappropriate teaching structures.	89	2	5	4,15	0,833
7. Engage students with new projects.	89	2	5	4,11	0,832
8. Apply new developments despite colleagues' scepticism.	89	1	5	3,98	0,941

Table 2 presents descriptive statistics for various aspects of self-efficacy among participants. In terms of confidence in managing classroom tasks, the high mean scores ranged from 3.74 to 4.15 across all variables. It indicates that prospective English teachers are generally more confident about managing different tasks in classes. The standard deviations ranged from 0.832 to 0.995. This indicates some variability, but in general, there is a consistent level of confidence among the respondents. In terms of the variables related to innovation, engaging students with new projects, (Mean = 4.15, SD = 0.893) and developing solutions for innovative teaching structures (Mean = 4.03, SD = 0.876) high mean scores were observed. It highlights a strong self-efficacy in these areas. It suggests that pre-service teachers are confident in traditional teaching tasks and they are willing to be in more creative and dynamic aspects of teaching. Compared to other variables, the variables about handling personal challenges without neglecting students' needs (Mean = 3.74, SD = 0.995) and managing students' issues (Mean = 3.84, SD

= 0.927) presented slightly lower mean scores. It indicates that participants are generally confident, however, they may consider these particular aspects more challenging.

Table 3. Descriptive statistics of pre-service English teachers' perspectives on native language use in foreign language classrooms

Variable	N	Minimum	Maximum	Mean (M)	Standard Deviation (SD)
1. Teachers should use Turkish to explain grammar rules.	89	1	5	3,35	1,188
2. Teachers should use Turkish for classroom management (e.g., instructions, grouping).	89	1	5	3,16	1,176
3. Turkish should be used to explain new vocabulary meanings.	89	1	5	3,28	1,187
4. Using Turkish increases students speaking Turkish in class.	89	1	5	4,11	1,060
5. More Turkish use by teachers decreases students' effort to understand English.	89	1	5	4,03	1,102
6. English should be used for simple grammar; Turkish for complex terms.	89	1	5	3,39	1,154
7. Turkish reduces students' exposure to English.	89	1	5	3,94	1,122
8. Turkish use in class should be minimized.	89	1	5	4,13	1,013
9. Knowing the Turkish meaning helps fully understand English words.	89	1	5	2,54	1,207
10. Translating into Turkish as a comprehension check is helpful.	89	1	5	3,17	1,141
11. I like teachers giving homework instructions in English.	89	1	5	4,04	0,999
12. Turkish prevents me from thinking in English.	89	1	5	3,46	1,098
13. I sometimes use Turkish with classmates to clarify directions.	89	1	5	3,54	1,098
14. Students speaking Turkish in class disappoints me.	89	1	5	2,96	1,177
15. I feel unsure when only English is spoken in class.	89	1	5	2,34	1,196
16. Turkish use reduces anxiety in class.	89	1	5	3,58	0,986
17. Not understanding English in class frightens me.	89	1	5	3,06	1,181

18. English should be the medium of instruction.	89	1	5	4,03	1,016
19. I feel more comfortable speaking to teachers in Turkish.	89	1	5	3,35	1,159
20. Lessons are easier to understand with Turkish use.	89	1	5	3,00	1,215
21. Turkish helps express feelings and ideas I cannot in English.	89	1	5	3,60	1,052
22. I prefer asking questions in Turkish.	89	1	5	2,99	1,211
23. Explaining Turkish-English differences is necessary.	89	1	5	3,90	0,966
24. I prefer bilingual dictionaries.	89	1	5	3,62	1,133

Table 3 shows descriptive statistics of pre-service English teachers' perspectives on native language use. The table provides the mean scores, which shows an understanding of participants' attitudes across different scenarios where Turkish may or may not be used in ELT classrooms. The highest mean scores were observed for the items: "Turkish should be minimized in the classroom" (Mean = 4.13, SD = 1.013) and "English should be the medium of instruction in the classroom" (Mean = 4.03, SD = 1.016). It indicates that participants strongly prefer focusing on English exposure for language learning. On the other hand, they are aware of the value of using Turkish in a limited and purposeful manner. Another important finding was that the item "Using Turkish in the classroom reduces students' anxiety" (Mean = 3.58, SD = 0.986) was moderately agreed by participants. This highlights the belief that Turkish can be used as a tool to create a less frightening environment, especially for complex concepts or instructions.

Items such as "I feel disappointed when students speak Turkish in class" (Mean = 2.96, SD = 1.177) and "I avoid using Turkish because it hinders my thinking in English" (Mean = 2.54, SD = 1.207) presented a lower level of agreement by participants. According to these results, it is seen that the participants have mixed feelings about the consequences of students using Turkish in foreign language teaching classes. Participants showed moderate agreement with items like "I like when teachers use Turkish to explain difficult grammar terms and concepts" (Mean = 3.39, SD = 1.154) and "I prefer when the teacher translates a word or sentence into Turkish for clarification" (Mean = 3.17, SD = 1.141). It demonstrates that the participants recognize Turkish as a resource that improves and facilitates comprehension in classroom. Despite some acceptance of using Turkish is seen in the results, the participants agreed that minimizing Turkish use in the classroom (Mean = 4.13, SD = 1.013), encouraging more English use and more exposure would be beneficial for better experiences.

Normality Results

For two variables (Total Self-Efficacy and Total Language Use), Kolmogorov-Smirnov and Shapiro-Wilk tests were applied and it was evaluated whether the data followed a normal distribution. The analysis for Total Self-Efficacy showed that both the Kolmogorov-Smirnov test (Sig. = 0.021) and the Shapiro-Wilk test (Sig. = 0.036) gave significance values below 0.05. Therefore, it can be said that the data do not follow a normal distribution. For Total Language Use, the Kolmogorov-Smirnov test (Sig. = 0.155) showed a significance value greater than 0.05 which indicates a normal distribution. However, the Shapiro-Wilk test (Sig. = 0.002) showed a significance value below 0.05, indicating a non-normal distribution. This discrepancy suggests that more research could be done on Total Language Use. In

short, while the Total Self-Efficacy data do not show a normal distribution, the normality of Total Language Use remains uncertain.

Table 4. Correlation between self-efficacy and native language use perspectives

Variables	N	p-value (Sig. 2-tailed)	Correlation Coefficient
Total Self-efficacy and Total Language Use	89	0,027	0,234

Table 4 presents the correlation between self-efficacy and native language use perspectives of pre-service English teachers. The table shows a sample size of 89 respondents, which provides an adequate data set for the analysis. The p-value (Sig. 2-tailed) is 0.027, which is lower than the traditional threshold of 0.05. Accordingly, the correlation between self-efficacy and mother tongue use can be said to be statistically significant. That is, there is a significant relationship between these two variables. The correlation coefficient (r) is 0.234, indicating a positive but weak correlation. According to this result, as pre-service teachers' self-efficacy increases, their tendency to use their mother tongue in the classroom increases slightly. Even though the statistically significant correlation is a weak correlation, it shows that pre-service teachers who are more confident in their teaching skills are slightly more likely to use their mother tongue. This finding could mean that pre-service English teachers with high self-efficacy level perceive their mother tongue as a useful tool to support and enhance language learning. These results underscore the importance of encouraging self-efficacy in teacher training programmes. In short, this correlation indicates there is a need for educators and policymakers to balance developing self-efficacy with implementing teaching strategies that optimize language learning outcomes.

Table 5. Descriptive statistics for comparison of self-efficacy and perspectives on native language use by gender

Gender	N	Mean Rank	Mann-Whitney U	Z	p-value (Sig. 2-tailed)
Female	51	46,23	906,500	-0,520	0,603
Male	38	43,36			

Table 5 demonstrates the results of a Mann-Whitney U test that is implemented to compare the self-efficacy and perspectives on native language use between female and male pre-service English teachers. The sample consists of 51 female and 38 male pre-service English teachers. The p-value of 0.603 is greater than the conventional threshold of 0.05. It indicates that there is no statistically significant difference between female and male pre-service English teachers concerning their self-efficacy and perspectives on mother tongue use in foreign language classrooms. The mean ranks show that female pre-service teachers have a higher self-efficacy and positive perspective about native language use compared to male pre-service teachers. These findings showed that gender is not an important factor in influencing self-efficacy levels and perspectives on native language use among pre-service English teachers. This insight is valuable for teacher education programs because it indicates that interventions to enhance self-efficacy and perspectives on native language use can be designed without needing to differentiate between genders. The data obviously support a gender-neutral approach to training and development in these areas.

Table 6. Mann-Whitney U test statistics for self-efficacy and perspectives on native language use by gender

Gender	N	Mean Rank	Mann-Whitney U	Z	p-value (Sig. 2-tailed)
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Female	51	44,86	962,000	-0,058	0,954
Male	38	45,18			

Table 6 demonstrates Mann-Whitney U Test statistics for Self-Efficacy and Perspectives on Native Language Use by Gender. 51 female and 38 male pre-service English teachers are included in the sample. The mean rank for male participants is 45.18, and it is 44.86 for female participants in the study. This result displays a small difference in SE and L1 usage between genders. Male participants revealed a slightly higher mean rank. However, this difference can be considered trivial. The Z value is computed and the result is -0.058. The Mann-Whitney U value is also computed and the result is 962.000. The conclusions of these com constitute the basis for the comparison of the two groups. The p-value of 0.954 is significantly greater than the conventional threshold of 0.05. This shows that there is a statistically quite minimal difference between the self-efficacy levels and native language use perspectives of male and female pre-service English teachers. Considering these findings, the p-value of 0.954 indicates that gender does not significantly affect English pre-service teachers' self-efficacy levels and perspectives on native language use. There is a minimal difference between the mean ranks. And this result supports the finding by showing that participants from both gender groups have similar views and confidence levels regarding the use of native language in foreign language classrooms. These findings suggest that when interventions are designed to improve SE of the future English teachers' and in this way develop their attitudes about L1 use in their training programs before professional life, a gender-neutral approach can be embraced. Strategies that will be used in ELT classrooms should be suitable for both genders.

5. Conclusions

The results of this study revealed the bond between candidate English Teachers' perceptions on usage of L1 in EFL classes and their self-efficacy. Significant findings revealed recognition into SE levels, approaches toward L1 use and the interaction between these crucial variables in the field of ELT. The descriptive statistics demonstrated that prospective English teachers' SE levels with mean scores ranged from 3.74 to 4.15. It means that they generally have a high level of SE in different in-class tasks. This result generally aligns with the results of the previous studies. For instance, also Durdukoca & Atalay (2019) found in their study that prospective teachers have high SE levels. According to the answers of the participants, it is seen that they have high scores in situations such as creating new projects, finding new solutions or keeping students active suggests that candidate ELT teachers feel ready to be able to adapt innovative teaching. In another research conducted, Deregözü & Gündoğar (2020) found prospective English teachers' SE at high levels. Gahungu (2009) emphasized in his study that high SE results in better achievements since teachers feel more confident. This confidence reflects that there will be more evolution in the field. Since 21 century requires skills such as being able to be a good problem-solver, creative thinker, flexible and decision maker, this evolution will cover important gaps. Yenen & Dursun (2018) also emphasized in their exploration that candidate teachers' adaptation beliefs for innovative teaching methods are inevitably related to their high SE level. Özer & Başarır (2020) in their study revealed the positive and significant correlations between English SE opinions, language learning and achievement. These previous studies align with the current study's findings. However, marginally lower mean scores observed in terms of dealing with students' personal challenges and managing with other student-related problems. This result leads to the discussions about the requirement to focus more on these issues in teacher preparation. This observation also aligns with previous studies because they accept classroom management and keeping mental statuses positive as the most difficult aspects for candidate teachers. With the help of interventions such as workshops focusing on stress management, creating solutions in the classroom, and coping strategies can radically enhance teacher training processes especially for authentic teaching. In one of the previous studies Raoofi et al. (2012)

underscored the significant effects of implementing interventions to foster SE of the teachers in such concerns. The same findings emphasize the actual need to focus on this area. On top of that, such weaknesses may also influence their authority skills in class and the ability to create a stress-free and safe environment. In this sense, teacher training curricula should be altered to a more comprehensive one. The participants of this research revealed that they feel confused but also have balanced opinions about the use of L1 and its impacts on L2 learning environments and processes. Prospective English teachers do not simply view L1 use but they consider all possible difficulties, misleadings and other factors. At the same time, they continue to utilize advantages and disadvantages of using L1 in a balanced way. So, it can be said that they are not thinking completely negative or positive. Their approach depends on the existing circumstances, their various purposes, and different contexts. This finding aligns with the study conducted by Yıldız & Yeşilyurt (2017). They also reached complex findings because some of their prospective teacher participants indicated that they are totally against the use of L1, some others perceived it as a beneficial facilitator. It is seen that complexity in this concept is still an ongoing issue today. In the perspective of minimizing Turkish language use with the mean score 4.13 and accepting English as the primary language with the mean score 4.03, showed high results. This finding exposes that most of the participants are in line with Communicative Language Teaching principles. In such teachers' classrooms, English is the primarily preferred language, and they believe in the great effects of L2 exposure to create an authentic atmosphere. Similarly, Khati (2011) in his study before, emphasized the hindrance of L1 use and supported target language use in language teaching settings. Moreover, participants accepted the benefits of L1 use in some specific contexts such as reducing learners' anxiety (Mean= 3.58) and simplifying complex concepts (Mean= 3.39). These findings mean that prospective English teachers do not have strict opinions for using L1 but instead they tend to approach it as a tool for supporting teaching for learners. For instance, L1 might be used scaffold understanding of complicated topics. It can be done especially if students' proficiency levels vary. According to his study, Şimşek (2010) stated that L1 use in foreign language teaching lessons is inevitable no matter what circumstances exist. He also found that especially in complex and challenging situations such as grammar teaching and teaching abstract concepts in target languages, mother tongue is preferred and actually it should be preferred. Voicu (2012) also emphasized in her study that L1 can be a guide when learners face challenges in comprehending a complex concept and they can feel stress-free. Interestingly, while candidates showed a moderate attitude for the use of L1 for explanation and clarification, they showed low attitude with the items such as "I feel unsure when only English is spoken in class" (Mean = 2.34). These conclusions mean that participants with higher SE feel more relaxed in L2 settings. This finding has a crucial point because it can be said that confident teachers both accept the use of L1 strategically when it is needed and they also they more likely tend to use only English in their practices without any hesitation. A previous study conducted Şahin & Şahin (2019) found in their study that 61,7% of the English teacher participants support the use of native language which supports this side of the current research's finding. The primary purpose of this study was to delve into L1 and SE relation and a weak but statistically significant positive correlation ($r = 0.234$, $p = 0.027$) provided an interesting insight into the influence of confidence in language practices. English teachers with higher SE do not perceive L1 as a barrier but a supportive tool. It is because they can recognize its potential aid to enhance comprehension of the language learners. So, teachers with self-efficacy are open to use of L1 in different contexts while they support the exposure of L2. They are not strictly bonded to a single L1 banning approach. When previous studies are reviewed, a significant gap is seen because the relation between these two variables is underestimated. Additionally, this relation encourages prospective teachers to get prepared in line with a balance. In these preparations there should be a moderate approach to the use of L1 for getting help while keeping L2 exposure at the highest levels. When the role of gender is investigated, it is seen that there were no significant differences between men and women in their SE levels or their perceptions on L1 use. Gender does not have an important impact on these factors. So,

for the future of the prospective English teachers, training processes should focus on individual features, interests, needs and expectations rather than their genders. Yet, this study had a small sample size, and it might have overlooked for gender differences. In the future studies, larger and more diverse groups can be included to the studies for exploring how cultural factors may impact the relation among SE, teacher perspectives and gender. This study provides contributions to the comprehension of how SE and L1 perspectives interrelate in prospective English teachers. If these factors are addressed holistically, teacher preparation programs can help candidate teachers to be more well-qualified for L2 teaching. These findings and conclusions can be extended in future research when participants become actual teachers and by explore changes in self-efficacy and L1 attitudes. Such development may offer chances to recognize evolving of these variables over time.

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A Review of Pedagogical Strategies and Activities for Developing Listening Skills in Advanced Language Learners

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Abstract

This article explores key concepts and methodologies in the teaching of listening, emphasising its complexity and the need for thoughtful planning to ensure effective instruction. Listening is regarded as one of the most challenging skills to teach, requiring a deep understanding of its underlying processes and instructional strategies. The paper is structured into two main sections. The first section provides a comprehensive background on the teaching of listening, including an overview of the two fundamental listening processes: bottom-up processing, which focuses on decoding sounds and words, and top-down processing, which involves interpreting meaning using prior knowledge and context. It also examines the principles and goals of listening instruction within the broader framework of language education. The second section focuses on practical approaches to enhancing the teaching of listening. It outlines various evidence-based strategies, tools, and resources for improving learners' listening abilities and highlights the significance of creating an engaging and supportive learning environment. Furthermore, it discusses a range of listening activities tailored to different proficiency levels, offering insights into how these activities can be effectively integrated into classroom practice. This paper emphasises the importance of creating an engaging and supportive learning environment through tailored activities for different proficiency levels. It suggested that educators integrate these strategies to foster students' comprehension, confidence, and communicative competence. This study aims to provide both theoretical and practical guidance for optimizing listening instruction in advanced language learning contexts.

Keywords: Listening practice, teaching listening, listening skill, bottom-up processing, top-down processing

1. Introduction

Listening comprehension is often regarded by the students as one of the most challenging of all the language skills. However, it is a very important skill as, according to Ahmed (2015), it “occupies about 40-50 % of the time adults spend in communication”, which is more than any other skill, considering speaking (25-30%), reading (11-16%) and writing (9%) (Ahmed, 2015) (Gilakjani & Ahmadi, 2011, p. 977).

There are many definitions of listening. For instance, Underwood, as mentioned in Gilakjani & Ahmadi, defines it as “the activity of paying attention to and trying to get meaning from something we hear” (p. 1). On the other hand, Mendelsohn views it from another perspective and gives a simple definition to it by regarding listening comprehension as “the ability to understand the spoken language of native speakers.” (Mendelsohn, 2006, p. 80). A further explanation of the listening is provided by (Purdy 1997, p. 8) considers it a dynamic process “to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings”. It requires listening to understand thoughts, feelings, and intentions. In addition, McLafferty views listening comprehension as “an active process in which the listener digests aural information into relatable chunks that contain meaning” (McLafferty, 2015, p. 11).

These studies emphasize the complex nature of listening, which requires both linguistic and cognitive resources.

This study is conducted using a qualitative research approach to explore theoretical frameworks and practical strategies for teaching listening to advanced language learners through these methods:

Theoretical framework and Literature Review: A careful analysis of journals, books, and educational reports on listening instruction

Analysis of Practical Strategies: A synthesis of evidence-based practices and classroom activities designed to improve listening skills.

Discussion of the Educational Implication: It discusses how these strategies can be applied in real-world teaching contexts to encourage comprehension, confidence, and communicative competence

2. Theoretical Framework and Literature Review

Historically, listening was considered a passive skill and often neglected in language instruction overshadowed by other skills: reading, speaking and writing. However, contemporary research highlights its active nature, involving cognitive processes such as attention, memory and inference. According to (Rivers,1983), listening involves active cognitive processing and involves the construction of a message from the sound source as mentioned in Chang (2012, p. 167). Being a multidimensional process, the learning of listening requires comprehension and interpretation of a variety of linguistic and non-linguistic knowledge and resources (Mendelsohn, 2006, p. 75). According to Chang, “Listening involves a sound text, and the nature of sound text often entails difficulty of comprehension.” Therefore, to understand a listening part, the listener must comprehend and digest a complex of elements namely the different sounds, vocabulary comprehension, grammatical structures, stress and intonation. To complete the process, the listener must interpret the knowledge in the given context or the larger sociocultural one (Chang, 2012, p. 169). Due to the neglect in its teaching, Nunan and others have considered it as the “Cinderella skill in second language learning” (p.238).

When it comes to teaching listening to advanced learners, scholars agree that proficient language learners are more likely to undertake a conscious learning of listening skills. Graham suggests that “better listeners were more likely to focus on relevant or key information ('selective attention'), maintain concentration ('directed attention'), monitor their understanding and remedy lapses in comprehension and attention to the text.” (Graham, 2003, p. 65). The advanced users of language are those that can understand with little or not at all difficulty any given spoken language and “can understand television programs and films without too much effort” (White, 2006). This shows the level of progression of advanced students in L2 listening skills according to the Council of Europe as mentioned by (White,2006).

Bottom-up Processing

Bottom-up processing is concerned with the meaning derived from individual components of lexis, grammar, and pronunciation. It encompasses the grammatical relationships between sounds and words and the sentences that contribute to general understanding. Bottom-up processing involves “perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive” (Field, 2003, p. 326). According to (Li & Renandya, 2012, p. 80), “listeners use their knowledge of the language and their ability to process acoustic signals to make sense of the aural discourse”.

Through bottom-up processing, students focus directly on the words and sentences of the language. Therefore, Nemtchinova, a TESOL trainer, suggests that these types of activities and exercises are more

level-appropriate and beneficial for lower-level students to the more advanced ones because they provide them with the tools that help them “expand their language repertoire” (Nemtchinova, 2020, p. 16). She also lists what students could be asked to do to develop the bottom-up processing. It includes: distinguishing individual sounds, word boundaries, and stressed syllables, identifying thought groups, listening for intonation patterns in utterances, identifying grammatical forms and functions, recognizing contractions and connected speech and recognizing linking words (Nemtchinova, 2020, p. 16). The activities that boost bottom-up processing are related to grammar and lexical structures.

Top-Down Processing

Top-down processing, on the other hand, deals more with the content, ideas and meaning. It also considers the existing linguistic schemata and prior knowledge of the language (Nemtchinova, 2020, p. 8) (Gilakjani & Ahmadi, 2011, pp. 979-980). The language learners, while listening, instead of relying on discrete segments, let themselves be guided by the understanding they get from the context and what their prior knowledge dictates from what they hear. Li & Renandya cite Hedge (2003) when they state that “in top-down processing, listeners infer meaning from contextual clues and from making links between the spoken message and various types of prior knowledge which listeners possess” (Li & Renandya, 2012, p. 80)

In addition, there are several skills included in top-down listening according to Nemtchinova. Those skills are listening for the gist, main ideas, topic, and setting of the text, listening for specific information, sequencing the information, prediction, guessing, and inferencing (Nemtchinova, 2020, pp. 14-16). Nevertheless, both processes need to be integrated so that the learners benefit from both structural, lexical and grammatical aspects and contextual and semantical aspects.

Listening instruction is a very important aspect. It does not involve only the teaching of listening in the classroom, but it involves careful planning and follow-up of the whole process. When Rost (2006, pp. 47-48) explains the definition of instruction, he explains it as a pedagogical plan that focuses on any of four goals: 1) improving learners’ comprehension of spoken language, 2) increasing the quality of learners’ intake from spoken input, 3) developing learners’ strategies for better understanding of spoken discourse, or 4) engendering more active participation in face-to-face communication.

Therefore, listening instruction does not take place only in the teaching process with a recorded input, but in any other context where the target language is spoken. According to (Mendelsohn, 2006) most of the listening we do is in a dialogic, interactional setting and not a monologue (Mendelsohn, 2006, p. 79).

From another perspective, Nemtchinova emphasizes that listening is “a complex interaction of cognitive, affective, and social variables to ensure reception, processing, and understanding of a spoken message” as she cites Vandergrift & Goh (2012). Hence, she explains that the emphasis that was put to the practice to achieve comprehension in the listening instruction needs to be revised. It limits the students’ comprehension to only the correct answers that they will give in the class, without further considering whether the student truly comprehended the text or not (Nemtchinova, 2020, pp. 9-10). The process view of listening “highlights the fact that, rather than simply taking the information in and getting the meaning out, listeners process input to create meaning from the incoming sounds and their knowledge of the world” (Nemtchinova, 2020, p. 10).

3. Methodology

This study employs a qualitative research approach through the examination of pedagogical strategies that support the development of listening skills in advanced language learners. The methodology is grounded in a literature-based analytical review, which integrates theoretical insights and practical classroom applications.

3.1. Research Design

The study applies a descriptive and analytical review design, focusing on the examination of existing scholarly literature, classroom-based case examples, and educational reports. With this approach we aim to explore the theoretical foundations of listening instruction, particularly the integration of bottom-up and top-down processing models, analyze practical strategies and classroom activities that enhance learners' listening comprehension and discuss the pedagogical implications of these practices for the development of communicative competence among advanced learners.

3.2. Data Sources

The data analyzed in this study were collected through an extensive review of:

Peer-reviewed journals and academic articles (e.g., Graham, 2003; Field, 2003; Gilakjani & Ahmadi, 2011).

Books and theoretical works on second language acquisition and listening pedagogy (e.g., Mendelsohn, 2006; Nemtchinova, 2020; Rost, 2006).

Educational technology reports related to AI, AR/VR, and podcast integration in language instruction (e.g., Chapelle & Jamieson, 2020; Blake, 2020).

3.3. Data Analysis

The data were subjected to qualitative content analysis, focusing on the identification of recurring themes, strategies, and instructional principles. Thematic coding was used to group insights into three primary categories:

Theoretical foundations (e.g., cognitive processes in listening, bottom-up/top-down models).

Instructional strategies (e.g., pre-listening, while-listening, and post-listening activities).

Technological and practical applications (e.g., AI tools, podcasts, authentic listening tasks).

These themes informed the development of the synthesized framework presented in the paper, which links theory to practice in listening instruction.

3.4. Scope and Limitations

This study is limited to advanced language learners, as defined by the CEFR C1/C2 levels, and does not include empirical testing or classroom-based experiments. While the activities and strategies presented are drawn from reliable pedagogical sources, the study does not include primary data collection such as classroom observations or learner feedback.

4. Analysis of Practical Strategies

The second component focuses on analysing practical strategies and activities for teaching listening. This involves synthesizing evidence-based practices from research studies, case studies, and expert recommendations. The study identifies tools, techniques, and classroom activities designed to enhance learners' listening skills, considering factors such as learner proficiency, engagement, and context-specific challenges.

There are three main types of listening activities, same as in all the other three skills, pre-listening activities, *while listening activities*, and *post-listening activities*. They differ from each other in terms of goals that they have. Gilakjani & Ahmadi state that “pre-listening activities [...] have two primary goals: (a) to help to activate students’ prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task” (Gilakjani & Ahmadi, 2011, p. 982).

While-listening activities

These activities focus on “students’ comprehension of the speaker’s language and ideas; students’ attention on such things as the speaker’s organizational patterns; and encourage students’ critical reactions and personal responses to the speaker’s ideas and use of language” (Gilakjani & Ahmadi, 2011, p. 982).

The last pair of activities, the post-listening activities’ focus changes as it permits the teachers to assess and check students’ comprehension and clarify their understandings (Gilakjani & Ahmadi, 2011, p. 982). Chang, on the other hand, divides the types of listening activities into reading renditions, followed by a discussion and then the writing of a summary (Chang, 2012, p. 174). Therefore, according to Chang, before the learners begin listening, they are given a reading text as a pre-listening activity, which is followed by a listening activity with guiding questions provided and ends with a short discussion and summary writing as a post-listening activity (Chang, 2012, p. 174). Nevertheless, they both maintain the idea that there is coherence in the activities provided in a listening class.

The future of the Listening Instruction: Technology in the classroom Language Learning Tools Powered by AI

Listening instruction is certainly revolutionized by the integration of artificial intelligence (AI) in language learning. AI-powered tools, such as speech recognition software and adaptive learning platforms, offer listening exercises suitable for all types and levels of learners. These tools provide immediate feedback, enabling learners to identify and address areas of difficulty in real time. According to Chapelle and Jamieson (2020), computer-assisted language learning tools offer practical strategies for teaching listening skills." they suggest incorporating AI and VR, into the language teaching process.

Podcast-Based Learning

Podcasts have emerged as a valuable resource for listening practice, offering authentic and engaging content. Advanced learners can benefit from exposure to a variety of accents, speech rates, and topics, which enhances their ability to comprehend diverse spoken language contexts. Blake, R. J. (2020) highlights the role of technology, including AI, VR, and podcasts, in transforming the development of listening, speaking, reading, and writing skills.

Virtual and Augmented Reality

Other forms of technologies, such as virtual reality (VR) and augmented reality (AR), offer learners realistic listening environments. These technologies simulate real-world interactions, allowing learners to practice listening in contextually rich settings. For example, learners can engage in virtual conversations or explore immersive scenarios that require active listening and comprehension. (Shadiev & Huang, 2022) explores the use of AR in language education, highlighting its application in creating intense listening environments.

Practical Applications: Classroom Activities

Activity 1: Out of the room

One of the class volunteers goes out of the classroom for a few minutes. The rest of the class decides on a topic which the volunteer is going to talk about for 2-3 minutes when s/he comes back into the classroom. Each member of the class then notes down 6 words which they predict the volunteer will say about the topic (it could be 4 words for lower-level students). The words have to be content, i.e., nouns, lexical verbs, adjectives and adverbs. The teacher should make it clear that function words such as “the” and “is” are not allowed! While the students are writing down their words, the teacher can go outside to tell the volunteer what topic has been chosen, so that the volunteer gets a little time to think about what s/he is going to say. The volunteer then comes back into the room and starts talking about the topic which has been chosen. The other students listen intently to hear whether the words they have predicted are mentioned. The first student to “cross off” all their words, or the student who has had the largest number of their predicted words mentioned after the volunteer has spoken for 2-3 minutes is the winner. The winning student should then read out the words they have heard, and the rest of the class, including the speaker, should agree that they were said¹.

Activity 1: Out of the room is a useful activity that is easy to be applied in many different contexts. Apart from being easy in the context of not needing extra materials such as video tape cards or smartboards or other, it enhances the development of listening and speaking skills and makes the learning process a fun one. The teachers can use this form of activities to develop students’ listening skills. The role of the teacher is that of a monitor, instructor and facilitator, while the student takes the most active role.

This means of teaching gives the students the chance to get involved in the decision-making process within the classroom context, making this activity an enjoyable activity for the students. However, these kinds of activities are more appropriate for high school students rather those of middle school. Still, these activities are very helpful as they give the students enough room to reflect on their problems in listening because they can interact with the speaker and ask questions whenever they find it difficult to follow up. Furthermore, these types of activities in English classes would make the lesson more attractive for both, the learners and the teacher.

Activity 2: A tour around our town

Students could make a guided tour of the school or educational institution in which they are being taught, of the town they live in, or a special place in that town, such as a zoo, a historical site, or a famous shopping area. The first stage is for the teacher to accompany some of the students to take photos of places which have been decided on by the rest of the class. If that is not possible, the teacher could alternatively bring some postcards into the class. Pairs of students choose a photo or postcard to describe and discuss what they think tourists would like to hear about the place which is depicted. Lower-level students could make notes or even fully prepare a “script.” The class then decide on the order in which these places would be visited by a tourist on foot, although they can also incorporate using taxis or public transport if some of the places are rather far apart. The class then make an audio or video recording of their tour, with pairs taking turns to describe their point in the tour. The class then send the recording to either another class in the same educational institution, or a class in another institution, together with

¹ Retrieved from

White, G. (2006). Teaching listening: Time for a change in methodology. In A. Martínez-Flor, & E. Usó-Juan, *Current Trends in the Development and Teaching of the Four Language Skills* (pp. 111-138). Berlin: Mouton de Gruyter.

some listening tasks which they have designed; possible tasks include true/false questions, deliberate errors, or a quiz which asks the recipients to listen for details. If they send an audio recording, they should also send the postcards or photos which accompany it. The receiving class do the tasks, and also comments on the quality of the recording and perhaps suggests how they would improve it. The receiving class could also make and send back their recording of a tour to the other class².

Activity 2: A tour around our town is another activity that provides a number of the aspects that help the teachers make their listening classes more enjoyable and, at the same time, more productive in terms of comprehension. One of the features that make this activity helpful is that it provides the students with different choices, which means, the student feels responsible in the learning process. Moreover, they are the ones who will prepare the material and they will have control of the equipment involved in the recording. It gives them the freedom to control the times they want to listen to the recording as well as to design their listening tasks. Hence, they have a lot of listening practice. Similar to the previous activity, this activity also reduces the teacher's talking time to a fair amount and allows more student talking time being that, even the feedback is given by the other students in the class. However, it requires persistent and good preparation from the students before the class takes place.

Activity 3: Serial story

The teacher could use any short text for this activity. It could be one the students have recently covered or are about to cover in their course book a story they are familiar with, a short description of an item which has been in the news, or an anecdote or joke.

The teacher writes the text down as 6 to 7 short separate sentences and asks for a group of volunteers, as many as there are sentences. The volunteers get together in a quiet corner of the classroom or go outside, while the rest of the class does another activity. The volunteers rehearse and then record their sentences but in a jumbled order. This should take about 5-10 minutes, and the teacher can help with pronunciation or any other problems. The tape is then played to the rest of the class, who have to write down exactly what was said. One of the volunteers can control the replaying of the tape, and the tape can be replayed as many times as the class needs. When the class have written down the sentences, they decide on the correct order³.

Activity 3: Serial story provides many ways for the teachers to improve the teaching of listening. It allows the students to choose the text they find suitable for them, be it different jokes short stories or other texts that they want to use in the activity. Moreover, the students prepare the listening task when they are to decide about the jumbled order of the recording. Another feature is that the students have the control of the equipment. Also, it is suitable to be applied in any class as long as there is a tape player. This sort of activity provides the students with the opportunity to reflect on their problems in the listening practice, as the recording is evaluated by the classmates.

² Retrieved from

White, G. (2006). Teaching listening: Time for a change in methodology. In A. Martínez-Flor, & E. Usó-Juan, *Current Trends in the Development and Teaching of the Four Language Skills* (pp. 111-138). Berlin: Mouton de Gruyter.

³ Retrieved from

White, G. (2006). Teaching listening: Time for a change in methodology. In A. Martínez-Flor, & E. Usó-Juan, *Current Trends in the Development and Teaching of the Four Language Skills* (pp. 111-138). Berlin: Mouton de Gruyter.

5. Educational Implications

The study also examines how the findings can be applied to classroom practice, offering educators actionable insights. It includes a discussion of how the strategies and activities align with broader pedagogical goals, such as fostering student autonomy, improving comprehension, and building confidence in listening.

By combining theoretical insights with practical recommendations, this methodology ensures a holistic exploration of listening instruction. The findings aim to equip educators with the knowledge and tools needed to address the diverse needs of advanced language learners effectively.

The activities discussed in this study demonstrate the importance of integrating authentic, engaging tasks into listening instruction. By combining bottom-up and top-down processing, these activities help learners develop both linguistic accuracy and contextual understanding. They also promote active participation, critical thinking, and learner autonomy, aligning with contemporary pedagogical goals.

6. Conclusion

Listening comprehension is a complex and multidimensional skill that integrates various elements, including the recognition of sounds, vocabulary comprehension, grammatical structures, stress patterns, and intonation. Advanced learners, however, are capable of consciously developing and refining their listening skills through targeted instruction and practice. Effective listening instruction is grounded in two fundamental processes: bottom-up and top-down processing. The bottom-up process focuses on decoding grammatical and lexical elements to construct meaning, while the top-down process emphasizes the interpretation of ideas and content through connections with the learner's prior knowledge and experiences.

This study highlights that teaching listening is far more than delivering lessons in the classroom; it requires meticulous planning to address the inherent complexities of listening as a skill. Successful listening instruction involves designing activities and strategies that align with specific pedagogical goals and learner needs. Numerous researchers have proposed approaches to enhance listening skills, and this paper examined three key activities that demonstrated significant benefits in listening classrooms.

The activities discussed in this study incorporated features of authentic listening practice, creating a realistic and engaging learning environment. They contributed to making the lesson process more dynamic and interactive, fostering deeper comprehension and encouraging students to actively participate in the learning process. These activities also provided opportunities for students to seek clarification and address areas of misunderstanding, further enhancing their confidence and communicative competence.

In conclusion, incorporating well-designed listening activities not only makes the learning process more engaging but also promotes better comprehension, critical thinking, and active participation among learners. By integrating these strategies into their teaching practices, educators can support advanced learners in achieving greater proficiency and confidence in listening comprehension.

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Developing Intercultural Competence Through Education: Strategies for an Inclusive Classroom

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Abstract

Intercultural competence plays an important role in modern education, enabling individuals from diverse cultural and linguistic backgrounds to communicate and collaborate effectively. In an increasingly interconnected world, where social challenges like prejudice, discrimination, and inequality persist, fostering this competence through education is essential for promoting mutual respect and understanding. This study focuses on innovative strategies and experiential learning approaches that educators can employ to develop intercultural competence in classrooms. University College Beder serves as a case study, with its diverse student body comprising individuals from around the world. Key methods explored in this paper include identity reflection exercises, team-building activities, collaborative group work, and international virtual exchanges. These strategies not only enhance students' cultural awareness but also encourage critical thinking, problem-solving, and innovation. The findings demonstrate how inclusive teaching practices can bridge cultural divides, fostering acceptance and collaboration among students. The research highlights the potential of education in addressing social challenges and shaping harmonious, culturally enriched communities. Moreover, it underscores the crucial role of teacher adaptability and awareness in cultivating inclusive learning environments that celebrate diversity. Through intercultural competence integration in education, teachers can equip students with the skills needed to thrive in a globalized society, ultimately contributing to the creation of equitable and inclusive educational systems

Keywords: Intercultural competence, diversity, experiential learning, exercises, cultural awareness, multicultural classrooms

1. Introduction

Intercultural competence is a very important element in the academic process. It is the process that helps to communicate in an appropriate and successful way between students who have different cultures and languages. In other words, we can call it an effective skill that teachers can use for the widest support for all students in the class. In these days, intercultural competence is very important because mixing with different students in the classes is very diverse. And the inclusion of this ability is the main key to avoid the problems of the society of the last time. Society faces various problems such as prejudice, hate speech, discrimination, and differences between each other. All these have become common because they are related to misunderstandings between people who have different cultural origins and social, social and economic inequality. The inclusion of this competence in education is very important to help people to live in a common society with different types of cultures. The ability to interact effectively across cultures—intercultural competence—is essential for students navigating multicultural environments. Education plays a central role in developing this competence, enabling learners to understand, respect, and collaborate with individuals from diverse cultural backgrounds. This paper investigates how schools and educators can intentionally cultivate IC to support inclusive classroom practices and student development.

2. Literature Review

Intercultural competence (IC) refers to the dynamic interplay of cognitive, affective, and behavioral skills that enable individuals to engage appropriately and effectively across cultural differences. Deardorff's foundational process model emphasizes the development of attitudes (e.g., openness, respect), knowledge (e.g., cultural awareness, worldviews), and skills (e.g., empathy, listening), leading to both internal transformation and external behavioral competence.

2.1. Foundational Models of IC

Byram (1997) introduced the "intercultural speaker" framework, emphasizing linguistic proficiency and cultural mediation alongside critical cultural awareness. Bennett (1993) presented the Developmental Model of Intercultural Sensitivity (DMIS), which maps progression from ethnocentric stages (denial, defense) to ethno-relative stages (acceptance, adaptation, integration).

2.2. Process and Skills-Based Extensions

Deardorff (2006) refined this discourse through a Delphi study, proposing a cyclical model wherein attitudes give rise to knowledge and skills, which gradually foster internal shifts (e.g., adaptability, empathy) and external accomplishments. Fantini (2009) expanded this by elevating the role of reflection and experiential engagement, identifying core competences across knowledge, skills, attitudes, and awareness framework components.

2.3. Pedagogical and Ethical Applications

Holmes & O'Neill (2012) supports the idea of logical learning and structured reflection, promoting enhanced intercultural awareness and mutual respect. Banks (2006) and Gay (2010) highlight the imperative for culturally responsive teaching, which integrates diverse perspectives into curriculum design to foster both competence and equity. Portera (2008) champions the ethical and civic dimensions of IC, encouraging educational models that instill belonging and democratic engagement.

2.4. Contemporary and Experiential Learning Approaches

O'Dowd (2018) illustrates the efficacy of virtual exchange—real-time, cross-cultural teamwork—as a means to enhance IC through authentic interaction and reflection. Experiential-service learning models verify that deep engagement, especially through local-global service projects, significantly fosters intercultural skills like empathy, self-awareness, and adaptability.

3. Methodology

This study adopts a qualitative, descriptive research design aimed at exploring effective pedagogical strategies for fostering intercultural competence (IC) in higher education. The methodology combines a literature-based analytical review with a small-scale case study conducted at University College Bedër, involving students from diverse cultural and linguistic backgrounds.

3.1. Research Design

The research follows a descriptive case study approach, which allows for an in-depth exploration of real-world classroom strategies used to develop IC. The case study focuses on how experiential and reflective methods—such as identity exploration, collaborative learning, and virtual exchanges support students' intercultural development in inclusive academic environments.

3.2. Participants and Context

The participants in this study included 30 university students from University College Bedër in Tirana, Albania. These students were aged 18 to 25 years and represented diverse cultural and linguistic

backgrounds. They took part in activities that emphasized authentic intercultural interaction, including group work, dialogue-based exercises, and virtual exchanges with international peers. This participant group was selected purposefully to reflect the multicultural composition of the student body and the study's goal of fostering real-world intercultural engagement in the classroom.

Country they come from	Turkey	Indonesia	Ethiopia	Kirgizstan	Kazakhstan	Albania	Greece	North Macedonia
Number of Students	5	3	1	4	3	12	1	1

Figure 1. Data on students' nationality

The Story Circle methodology, informed by UNESCO's guidelines (Deardorff, 2020), was implemented through a structured, two-round storytelling format:

Round One – "Getting Acquainted": Childhood cartoons and media exposure

Round Two – Emotional depth and cultural reflection through food traditions and family relationships
 Participants were encouraged to speak from personal experience and listen with the intent to understand, using Deardorff's OSEE framework (Observe, State, Explore, Evaluate). Facilitators curated a psychologically safe environment, enabling authentic narrative exchange.

3.3. Data Sources

Data for the study were drawn from two primary sources:

Theoretical Literature: Academic publications, books, and policy reports on intercultural competence, inclusive education, multicultural pedagogy, and experiential learning (e.g., Deardorff, 2006; Bennett, 1993; Byram, 1997; UNESCO, 2009).

Classroom Practice: Reflective observations, activity documentation, and field notes collected during the delivery of targeted IC-building activities with the student participants. These included identity reflection tasks, collaborative presentations, structured dialogue, and cross-cultural communication simulations.

3.4. Data Analysis

The collected data were analyzed using qualitative content analysis, focusing on the identification of patterns and themes related to IC development. Thematic coding was used to extract recurring categories such as:

Cultural self-awareness and empathy

Respectful communication and collaboration

Adaptability in multicultural settings

Student reflections on intercultural learning

The themes were then interpreted in relation to widely recognized IC frameworks (e.g., Deardorff's process model, Byram's intercultural speaker model), allowing for a synthesis of theoretical and practical insights.

3.5. Scope and Limitations

This study is limited to a single institutional context and a relatively small participant group. While the findings provide meaningful insights into how IC can be fostered in a multicultural classroom, they are not intended for statistical generalization. Nonetheless, the depth of qualitative engagement and the

diversity of the participants offer valuable implications for educators working in similarly diverse educational settings.

4. Analysis

The findings from this study, derived from reflective observations and student engagement in various classroom-based and virtual activities, reveal how targeted pedagogical strategies can foster intercultural competence (IC) in a higher education context. The analysis is structured around four emergent themes that correspond to core dimensions of IC as defined in the literature: cultural self-awareness, respectful communication, adaptability in multicultural settings, and student reflection.

4.1. Developing Cultural Self-Awareness and Empathy

One of the most prominent outcomes observed among students was an increased awareness of their own cultural identity and how it shapes their perspectives. Activities such as identity reflection exercises and cultural autobiographies encouraged students to examine their assumptions and values, which often operate unconsciously. This aligns with Byram's (1997) emphasis on critical cultural awareness as a key element of the "intercultural speaker."

Students reported that engaging in self-reflective discussions enhanced their understanding of cultural differences, not as obstacles, but as opportunities for growth. For instance, a group presentation on "Celebrating Traditions" prompted students to share personal cultural experiences and compare them with those of their peers, creating a space for empathy and mutual learning. These outcomes support Deardorff's (2006) process model, in which attitudes such as curiosity, openness, and respect serve as the foundation for deeper intercultural engagement.

4.2. Enhancing Respectful Communication and Dialogue

The use of dialogue-based activities—including structured class discussions and intercultural role-plays—fostered respectful communication. Through real-time interaction, students learned to actively listen, manage misunderstandings, and negotiate meaning across linguistic and cultural differences. These tasks promoted what Holmes and O'Neill (2012) describe as logical learning, where perspective-taking and mutual understanding become central to the learning process.

For example, during a "Cultural Stereotypes and Realities" activity, students discussed commonly held stereotypes about different cultures and explored the historical or social reasons behind them. The discussions revealed that many misconceptions stemmed from media influence or limited cross-cultural exposure. This realization helped students approach future conversations with greater sensitivity and awareness.

4.3. Building Adaptability and Collaboration in Multicultural Contexts

Collaborative group work and international virtual exchanges provide students with opportunities to apply intercultural skills in practical, real-world contexts. Working in culturally mixed teams required negotiation of different working styles, communication norms, and expectations—challenges that, while initially uncomfortable, contributed to the development of flexibility and problem-solving abilities.

Story circle

The experimental study explores the effectiveness of Story Circles as a pedagogical tool for developing intercultural competence among international students enrolled at University College Beder. The activity was conducted as part of a course on "Intercultural Competence Development in

Teaching," featuring participants from five different national backgrounds. By examining narratives centered around childhood memories, this study investigates how personal storytelling can facilitate mutual understanding, empathy, and cultural awareness in a higher education setting

Observations showed:

Cultural Convergence through Media: Iconic cartoons like Tom and Jerry and Dora the Explorer served as common references, bridging cultural gaps between Albanian, Indonesian, and Ethiopian students.

Culinary Traditions: Stories about favorite childhood foods—ranging from Albania’s byrek to Indonesia’s banana chips and Ethiopia’s spicy pancakes—sparked curiosity and cultural sharing.

Family Dynamics: The emotional core emerged in reflections on parent-child relationships. While Albanian and Ethiopian students discussed protective or strict parenting styles, others highlighted unexpected emotional bonds, such as strong paternal connections. These shared stories revealed both diversity and universality, building a platform for intercultural empathy and connection. The experimental data suggests that Story Circles enhanced self-awareness and cultural humility, mutual validation of diverse life experiences, development of socio-emotional and behavioral dimensions of intercultural competence. This approach facilitates experiential learning in multicultural classrooms and serves as a scalable model for intercultural engagement in academic and community settings.

4.4 Student Reflection as a Tool for Deep Learning

Reflective journaling and post-activity discussions were essential in helping students consolidate their learning experiences. Students were encouraged to document not only what they learned but how their thinking evolved. This metacognitive component is consistent with Fantini’s (2009) emphasis on reflection as a core tool for developing intercultural communicative competence.

Journals revealed that many students shifted from a monocultural to a more inclusive and pluralistic worldview. For example, one student noted: “Before this class, I thought being polite was universal. Now I understand that politeness is shaped by culture, and what is respectful in one place may not be in another.” Such reflections indicate internalization of intercultural principles and demonstrate that the learning extended beyond surface-level knowledge into affective and behavioral change.

5. Conclusion and Implications

The findings of this study reinforce the essential role of education in cultivating intercultural competence (IC) among university students, especially in culturally and linguistically diverse classrooms. Through the integration of experiential, collaborative, and reflective pedagogical strategies, students demonstrated meaningful growth in cultural self-awareness, respectful communication, adaptability, and empathy—key components of IC identified by leading scholars such as Dearsorff (2006), Byram (1997), and Bennett (1993).

By engaging students in structured identity reflection, dialogic learning, group collaboration, and virtual exchanges, educators can move beyond surface-level awareness and foster deeper cultural understanding and interpersonal sensitivity. These findings emphasize that IC is not a static trait but a dynamic, teachable process that evolves through meaningful social interaction and guided reflection. Moreover, the results highlight the importance of teacher adaptability, cultural humility, and inclusive pedagogy in supporting student development. Educators must be equipped not only with the theoretical understanding of intercultural competence but also with practical tools and strategies that align with the lived realities of their diverse learners. Classroom interventions must be intentionally

designed to challenge assumptions, foster empathy, and prepare students for global citizenship in increasingly pluralistic societies.

Educational Implications

Curriculum Integration: Intercultural competence should be embedded across disciplines and learning outcomes—not limited to language or cultural studies. Activities like virtual exchanges, case analyses, and intercultural simulations can be tailored for a range of academic fields. **Faculty Training and Development:** Teachers require ongoing professional development in inclusive teaching practices, cultural sensitivity, and intercultural communication to support diverse learners effectively.

Assessment and Reflection: Institutions should include reflective practices, such as journals and self-assessment tools, in their evaluation of IC to ensure that students engage with content both cognitively and affectively.

Policy and Institutional Support: Universities must promote diversity and inclusion through institutional policies and create environments where intercultural learning is encouraged and rewarded. In conclusion, this study demonstrates that intercultural competence can be actively developed through intentional educational design. By equipping students with the attitudes, skills, and knowledge necessary to engage across cultural boundaries, educators contribute to building more inclusive classrooms and more cohesive, tolerant societies. The strategies presented in this paper serve as a practical guide for teachers, institutions, and curriculum developers committed to fostering a generation of globally competent and socially responsible learners.

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Reimagining the High Fantasy Tradition: Cosy Fantasy and the Acceptance of Characters' Emotional Development

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Abstract

This paper examines the contrasting treatment of emotional development in grimdark and cosy fantasy through a comparative analysis of Joe Abercrombie's *The First Law* trilogy and Travis Baldree's *Legends & Lattes*. Where grimdark fantasy subverts traditional character arcs by framing emotional growth as futile or exploitable, cosy fantasy reasserts its transformative potential through narrative reward structures. The study focuses on three grimdark archetypes from Abercrombie's work: Sand dan Glokta's entrenched nihilism, Jezal dan Luthar's manipulated pseudo-growth, and Logen Ninefingers' cyclical violence. These character studies reveal the core thesis of grimdark—that emotional vulnerability inevitably becomes a liability in power-driven worlds. Baldree's novel offers a deliberate counterpoint: the protagonist, Viv, gradually undergoes an emotional awakening, facilitated by community bonds, demonstrating cosy fantasy's investment in gradual, meaningful change. Key scenes, such as the café's reconstruction after arson, physically manifest the genre's belief in the cumulative value of emotional labour. Methodologically, the paper employs close textual analysis of pivotal emotional moments, drawing on Farah Mendlesohn's thematic frameworks. This approach reveals how cosmogonic worldviews shape character arcs—grimdark's deterministic cynicism versus cosy fantasy's cautious optimism. The divergence proves particularly stark in climaxes: Abercrombie systematically dismantles characters' emotional progress, while Baldree rewards vulnerability through communal support. As foundational research, this study establishes emotional development as a key differentiator between these subgenres, inviting further exploration of how contemporary fantasy negotiates reader expectations. The focused comparison model developed here may be applied to other understudied fantasy modes, particularly emerging subgenres responding to grimdark's dominance.

Keywords: Cosy fantasy, grimdark, emotional development, fantasy literature,

1. Introduction

High fantasy literature has, since its inception, been predominantly defined by two core criteria: the presence of magic and the elevated stakes of the central conflict (Mendlesohn and James). These foundational elements have persisted despite the genre's evolution and the emergence of various subgenres, including sword-and-sorcery, heroic fantasy, science fantasy, and grimdark. However, in recent years, a new subgenre of high fantasy has gained prominence within the fantasy community, challenging one of these established conventions.

Cosy fantasy, a subgenre of high fantasy, prioritises the emotional development of protagonists through slice-of-life narratives characterised by minimal conflict (Nassor). This stands in direct contrast to more traditional high fantasy subgenres, which emphasise fast-paced action, heroic battles, and ideological clashes, often framed as either the culmination of resistance efforts or a violent reaction to existential threats. Among these, grimdark has become one of the most prominent subgenres in contemporary fantasy readership. Grimdark is distinguished by its unflinching portrayal of a brutal and oppressive world, frequently underscored by themes of hopelessness and futility, where protagonists endure relentless challenges that fundamentally alter, and often devastate them.

This paper examines cosy fantasy as a deliberate counterpoint to the increasingly intense and demanding themes of grimdark fantasy. Its primary objective is to establish a foundational framework for future scholarly engagement with cosy fantasy by analysing a key text within the genre, as identified by readers on goodreads.com and reddit, through comparative and thematic analysis. As an introductory exploration of this subject, the study focuses exclusively on Travis Baldree's *Legends & Lattes*, investigating how it subverts the core thematic conventions of grimdark to carve out a distinct narrative space. The findings aim to provide a platform for further academic inquiry into this emerging subgenre.

1.1. Research Questions

Sebastian Calderon, in his 2024 essay, concludes that fantasy literature operates cyclically, oscillating between periods of dark fantasy which is characterised by heavy themes, violence, cynicism, and mortal ambiguity, and light fantasy, which emphasises hope, optimistic resolutions, moral clarity, and an almost fairy-tale-like goodness embodied by its characters. Earlier essay by Aja Romano had already noted the fantasy genre's pervasive preoccupation with grimdark tropes across all media forms, including literature, television, and video games. While Romano's analysis focused on hopepunk rather than cosy fantasy, her observations regarding fantasy genre's saturation with darkness, when considered alongside Calderon's theory of generic cyclicity, strongly suggest that cosy fantasy's emergence from its niche as a prominent subgenre in the general readership circles since 2020 constitutes a deliberate narrative countermovement to grimdark's dominance.

To establish a framework for subsequent scholarly engagement with this emerging subgenre, this paper examines how Travis Baldree's *Legends & Lattes*, as currently the most popular cosy fantasy text (Calderon), responds to, subverts, or outright rejects the thematic conventions concerning the depiction of emotions found in grimdark fantasy. For the sake of brevity, this research focuses on the character's emotional development and how the narrative portrays the characters' emotions. Through this approach, the study illuminates the mechanisms by which cosy fantasy carves out its distinct aesthetic and emotional space within the broader fantasy tradition.

2. Literature Review

The boundaries between subgenres of speculative fiction remain persistently fluid, frequently overlapping and intersecting in ways that create what Attebery terms a "fuzzy set" (12) of narrative elements, recognisable primarily through their family resemblances and intertextual echoes rather than rigid taxonomies. This inherent permeability makes any attempt to impose strict categorical divisions between subgenres both theoretically unsound and practically unworkable. Nevertheless, we may productively employ conventional traits and criteria not as definitive classificatory tools, but as heuristic devices for establishing readerly expectations and assessing degrees of generic affiliation.

This methodological approach proves particularly crucial when examining the genres under discussion. While fantasy literature has benefited from extensive scholarly attention across multiple formats, including monographs, peer-reviewed articles, and digital publications, grimdark fantasy has received only marginal academic consideration beyond online essays, and the subgenre of cosy fantasy remains virtually unexplored in formal scholarship, with Emmanuelle Lescouet's French-language conference paper standing as the sole exception. This striking lack of scholarship on the topic presents both significant challenges and unique opportunities: the absence of established critical frameworks necessitates the development of original criteria and theoretical approaches, yet simultaneously creates the ideal conditions for initiating precisely the kind of open-ended genre negotiation that Attebery (12)

advocates. The very scarcity of prior scholarship transforms this endeavour from mere gap-filling to what could be foundational work.

2.1. Grimdark Fantasy

While the name grimdark caught on in the early 2010s, with publications such as Adam Roberts' *Get Started in: Writing Science Fiction and Fantasy* or Helen Young's *Fantasy and Science Fiction Medievalisms* bringing it not only to the public but also into academic discourse, the roots of the genre reach far deeper into the past. Calderon connects it to the weird fiction of the 1920s and 1930s, as well as the sword-and-sorcery genre of the 1960s and 1970s. However, even with these connections, grimdark since its official beginnings in the late 1990s with publications such as George R.R. Martin's *A Song of Ice and Fire* or Glen Cook's *The Black Company* managed to create a tradition built on tropes and ideas far more violent and cynical than any that came before, set in secondary worlds that are "utterly hopeless" (Moser 7).

There are several established opinions on grimdark as a genre. Adam Roberts saw it as "fantasies that turn their backs on the more uplifting, Pre-Raphaelite visions of idealized medievaliana, and instead stress how nasty, brutish, short and, er, dark life back then 'really' was," which focused on the portrayal of their secondary worlds as "cynical, disillusioned, ultraviolent" and is in its core anti-Tolkien (42). There is a contesting argument to be made to Roberts' definition, particularly his use of the words "back then" when speaking of secondary worlds, by which he assigned them the same historical development as our primary world, thus placing them on a parallel universe axis. However, as Garrett Robinson points out, there is no actual "back then" when speaking about secondary worlds. Even though high fantasy, and therefore grimdark fantasy, often designs its secondary worlds based on Western European medieval history, that is all it is: an inspiration. Despite this argument, Roberts' view on grimdark centres the darkness of grimdark's worlds and the cynical turn of established high fantasy tropes.

Another opinion is offered by Liz Bourke (2015), who considered grimdark's defining characteristic to be "a retreat into the valorisation of darkness for darkness' sake, into a kind of nihilism that portrays right action—in terms of personal morality—as either impossible or futile." This, according to her, has the effect of absolving the protagonists as well as the reader from moral responsibility. Bourke's view brings into focus the morality, or lack thereof, of characters and the worlds they inhabit, as well as the rejection of established character archetypes in high fantasy or their reworking into individuals doomed by circumstance.

Damien Walter summarised grimdark and its appeal to readers in the 2000s and 2010s as "bigger swords, more fighting, bloodier blood, more fighting, axes, more fighting," and a "commercial imperative to win adolescent, male readers," essentially diminishing the examination of morality that grimdark offered to other readers and critics to little more than the likes of the *Dungeons & Dragons* orc barbarian stereotype. However, even this outlook has its merits, as it strongly criticised, as some others have, including Garrett Robinson, grimdark's obsession with violence, blood, gore, and male dominance, and its constant need for increasingly more violent displays to increase its shock value.

Based on these opinions, the criteria for grimdark fantasy for this research can be established as follows: grimdark fantasy must be violent; it must prominently feature hopelessness, whether through a dark and gritty world that has no hope of changing or through characters with no hope of achieving their goals; it must feature a gritty and individualistic society; it must include emotional detachment or

make a point of the insignificance of emotionality; and it must comment on morality, whether directly in the text or indirectly through character development.

To better understand how such criteria manifest in writing, we can examine the work of Joe Abercrombie. A successful author of grimdark fantasy since publishing *The Blade Itself* (2006), the first novel in his *First Law* trilogy, Abercrombie has become a leading figure in the grimdark genre (Valentine). His trilogy presents a world ravaged by corruption and greed, where idealistic characters end up broken, those seeking violence remain unchanged or die, the brutal are rewarded, and the powerful grow more powerful. Through his protagonists—Logen Ninefingers, Sand dan Glokta, and Jezal dan Luthar—Abercrombie subverts traditional high fantasy tropes to construct a hopeless world.

Logen embodies the noble savage trope, a Northman with a berserk battle ability that renders him nearly invulnerable yet uncontrollable, forcing him back into cycles of violence despite his efforts to change, thus fulfilling the criteria of violence and hopelessness. His pragmatic mantra, “you have to be realistic about these things,” often accompanies morally ambiguous decisions and proves his emotional and moral detachment from his own actions. Sand dan Glokta begins as a classic villain archetype: a bitter, brilliant torturer disabled in war, whose cynicism about the realities of governance eventually makes him one of the kingdom’s most powerful figures. His constant moral questioning, albeit cynical, satisfies the criteria of grittiness and moral commentary, and the lack of empathy for anyone he interacts with fulfils the emotional detachment criterion. Jezal dan Luthar follows the chosen one trajectory, only to have his dreams of heroism systematically dismantled. After being manipulated into kingship by Bayaz, he discovers his entire identity was fabricated to serve as a puppet ruler, leaving him broken despite his crown—a perfect embodiment of grimdark’s hopelessness and emotional detachment criteria.

This uncompromising vision of fantasy makes the emergence of cosy fantasy all the more significant. Where grimdark revelled in its nihilism, works like *Legends&Lattes* propose that even in secondary worlds, there is room for warmth, community, and personal growth

2.2. Cosy Fantasy

Cosy fantasy is not a new phenomenon, although its popularity within the fantasy readership, specifically for the sense of comfort it brings, is relatively new. Nassor ties its origins to 1960s sitcoms such as *Bewitched*, *I Dream of Jeannie*, or *The Addams Family*, all of which are, according to her, focused on creating “a sense of comfort and normalcy in abnormal circumstances” and on offering peaceful narratives where “all kinds of families [...] can still claim a life full of love, happiness, and acceptance” while reaffirming that “love, friendship, partnership, and family are valuable and desirable.” Cooper, on the other hand, goes even further and links the genre to Lord Dunsany’s *The Charwoman’s Shadow*, published in 1926, and J.R.R. Tolkien’s *The Hobbit*, published in 1937, stating them as “adhering to cosy fantasy ideals”. Calderon, however, seems to disagree with Cooper’s perspective, naming the novels Light fantasy instead, which, according to him, “has some dark elements, but things are overall positive,” which is a rather simple way of saying that Light fantasy is, at its core, plot-focused and requiring of hard work for the betterment of the many. This description sounds more like Aja Romano’s depiction of hopepunk rather than cosy fantasy.

R. Nassor places the home and community building at the heart of her description of the genre. According to her, works labelled as cosy fantasy “tend to spark warm, ‘cozy’ feelings with relatively low stakes, spinning feel-good stories that center community building or maintenance (so family, found family, and/or friendship).” She illustrates this thesis with descriptions of several well-received

novels in the genre, including *Can't Spell Treason Without Tea* by Rebecca Thorne, *Legends & Lattes* by Travis Baldree, *Witchful Thinking* by Celestine Martin, and *The Very Secret Society of Irregular Witches* by Sangu Mandanna, where she notes the consistent focus on community building and family environments. Nassor also briefly comments on cosy fantasy's pointed commentary on contemporary American late-stage capitalist societies and hustle culture, which can, in practice, be surprisingly stern in its critique.

L.A. Smith centres characterisation in her relatively short exploration of cosy fantasy. She identifies “characters to care about” as one of the core tropes for the genre, explaining that these characters should be interesting in their design and motivations, with dreams, desires, and problems that are understandable, if not directly relatable, to readers. According to Smith, characters “have to truly shine” to maintain reader interest when the conflicts are built on low, often personal and emotional stakes rather than grand narratives.

One of the most concise and academically nuanced perspectives comes from Liz Bourke (2024), who describes cosy fantasy as a genre that “gives priority (and assigns worth) to the familiar over the strange, the comfortable over the difficult, the long-known over the new. [...] It is a species of fiction that occupies itself with communities and with relationships, one that reaches for a sense of security and stability for its characters, and one that rejects the grand in favour of the personal.” Bourke’s essay focuses particularly on the aesthetic and emotional impact of these novels on their readers. She characterises the genre as earnest and straightforward, with conflicts that are “easily resolvable,” and highlights two key elements: interiority and domesticity. She defines interiority as “a focus on what is usually private and interior: quiet reflection or self-reflection, a certain quality of the contemplative, a sense of the import of personal, private thoughts or resolutions for oneself even if the import of those resolutions is never apparent to the world outside of one’s own self.” Domesticity, meanwhile, is defined as “the private sphere: the concerns of home, family, daily life, the private apartments that by convention are not exposed to public view. The realm of human life traditionally seen as belonging to women.” This framework echoes Nassor’s earlier observation about how “cozy fantasy books make room for magic homemaking in regular, everyday life.”

Based on these opinions, the criteria for cosy fantasy can for the purposes of this research can be set as follows: cosy fantasy must involve a personal journey with low stakes, low tension and small-scale dangers; it must focus on characters and their emotional and thought progression over its focus on plot; it must focus on a singular space within a larger setting that the character can make their home in and where they can explore domesticity; and it must focus on the building of community, whether that community is family, friend group, or romantic relationships.

To see these criteria exemplified, we can examine Travis Baldree’s work. Before publishing his first novel, *Legends & Lattes* in 2022, Baldree was better known as a narrator than a writer. The novel follows Viv, an orc woman in her forties who, after a lifetime of adventuring and fighting, decides to open a coffee shop and settle down. Marketed as “high fantasy, low stakes,” the novel’s approach was explained by Baldree in an interview with Adam Bassett for *Campfire*: “It’s not really low-stakes fantasy—it’s just small-scale stakes fantasy. Beginning or ending a relationship, switching careers, losing a job, feelings of failure or inadequacy—these all feel very high to the person experiencing them! In the end, I think it’s about personal stakes, which I just find a lot more relatable.” This philosophy manifests clearly in the text. The narration remains tightly focused on Viv’s perspective, limiting worldbuilding details about the city of Thune or broader setting, while offering rich descriptions of the coffee shop, including the loft where Viv lives, and its gradual evolution through

which Viv makes the space her home and the people around her her family. The story tracks Viv's emotional development primarily through her reflections on decisions and actions, making *Legends & Lattes* a paradigmatic example of cosy fantasy as defined above.

3. Methodology

Having established these frameworks for both grimdark and cosy fantasy through their respective critical traditions and representative texts, the following section outlines the methodological approach for analysing how Baldree's work consciously engages with the conventions exemplified by Abercrombie's grimdark trilogy. This research employs thematic and comparative analysis as outlined by Farah Mendlesohn in *The Cambridge Companion to Fantasy Literature*. The primary advantage of this method lies in its capacity to contrast specific thematic elements without requiring a comprehensive textual study, which is a particularly suitable approach for short-term literary research. However, as Guest et al. (10) note, such qualitative methods carry inherent limitations, including lower reliability compared to quantitative approaches and the potential for analytical bias when focusing too narrowly on selected aspects, which may obscure either broader contextual factors or subtle textual nuances.

The study focuses on the core narrative component of character emotional development. Through close reading and textual analysis, it traces thematic divergences between *The First Law* trilogy and *Legends & Lattes*, examining how cosy fantasy responds to, subverts, or rejects grimdark's narrative conventions regarding the description and utilisation of emotions. This dual approach—combining Mendlesohn's comparative framework with detailed textual engagement—allows for both systematic theme tracking and sensitivity to each work's unique literary qualities.

4. Results and Discussion

For clarity and concision, this paper presents interpreted results from textual evidence rather than extensive direct quotations. An important methodological consideration arises from comparing Abercrombie's trilogy—with its dual focus on worldbuilding and character development—against Baldree's standalone novel, which prioritises characterisation. This discrepancy in source material naturally yields more analytical data for *The First Law* than *Legends & Lattes*. Rather than viewing this imbalance as a limitation, I argue it reflects a fundamental distinction between the subgenres: cosy fantasy's narrower scope and apparent "single-mindedness" constitute a deliberate rejection of the elaborate worldbuilding that characterises not just grimdark, but high fantasy more broadly. The very brevity of Baldree's work thus becomes thematically significant, embodying the subgenre's resistance to traditional fantasy conventions.

Emotional development serves as a crucial point of divergence between grimdark and cosy fantasy, with Abercrombie's *The First Law* trilogy and Baldree's *Legends & Lattes* offering fundamentally opposed approaches that reveal their subgenres' core philosophies. Where grimdark presents emotional growth as either impossible or ultimately meaningless, cosy fantasy positions it as both achievable and intrinsically rewarding. This contrast becomes evident through their respective character arcs and narrative structures, which collectively articulate distinct visions of personal transformation within secondary worlds.

4.1. *First Law*: Emotional Development as a Futility

Abercrombie's trilogy systematically dismantles the fantasy trope of meaningful character growth, presenting emotional development as either illusory or actively dangerous within its brutal universe. The three primary viewpoint characters embody different facets of this grimdark perspective.

Sand dan Glokta's arc demonstrates emotional stagnation as a survival strategy. His infamous interrogation mantra – "Body found floating by the docks..." - evolves from professional observation to philosophical refrain, mirroring his deepening nihilism. What begins as black humour about institutional violence becomes, by *Last Argument of Kings*, a fundamental worldview: when he ultimately gains power as the Closed Council's mastermind, he wields it with the same detached cruelty he once endured as a victim. The circularity of his journey from tortured to torturer underscores grimdark's rejection of redemption narratives. His occasional moments of self-reflection, often marked in the text by the repetition of the question "Why do I do this?" never culminate in change, instead highlighting the genre's view of introspection as ultimately futile.

Jeza dan Luthar's apparent growth constitutes the trilogy's most sophisticated emotional deception. His transformation from vainglorious noble to compassionate leader follows traditional fantasy arcs, complete with mentor guidance offered by Bayaz, battlefield heroics, and royal destiny. Yet Abercrombie subverts each developmental milestone: Bayaz's teachings prove manipulative, his battlefield heroism is fabricated, and his kingship becomes a prison. The poignant scene where Jeza distributes his personal wealth to rebuild the city which seemingly demonstrating genuine growth, is revealed as meaningless when Bayaz discloses his common origins. This systematic unravelling of emotional progress epitomises grimdark's rejection of transformative character arcs.

Logen Ninefingers embodies the genre's most brutal truth: in grimdark's universe, core identities cannot change. His mantra of "You have to be realistic about these things" becomes increasingly ironic as the trilogy progresses. Despite his genuine attempts to abandon violence, every narrative turn forces him back into bloodshed. Even his most compassionate act, which was arguably saving Malacus by carrying him on his back, serves pragmatic ends, while his relationship with Ferro ultimately reinforces his isolation. The inevitable emergences of his berserker self literalize grimdark's determinism and the message that no amount of emotional effort can overcome innate brutality.

4.2. *Legends & Lattes*: Emotional Growth and Its Rewards

Baldree's novel inverts these grimdark principles, constructing a narrative where emotional development forms both the plot's engine and its ultimate reward. Viv's journey from mercenary to community builder demonstrates cosy fantasy's core belief in gradual, meaningful change.

The novel's third-person close narration allows meticulous tracking of Viv's emotional awakening. Early chapters establish her discomfort with vulnerability. She initially perceives Tandri, a succubus who turns into Viv's friend and love interest, through reductive stereotypes, thinking that "succubi had a reputation for certain... biological imperatives" (30), and dismisses sentimental attachments as professional liabilities. Yet the coffee shop's physical construction parallels her emotional opening: as she builds shelves and furnishes rooms, she unconsciously builds connections with Cal, Thimble, and especially Tandri. The text's sensory-rich descriptions of coffee preparation and pastry baking, as well as the detailed description of the growing and ever-improving space of the coffee shop, which becomes Viv's home, become metaphors for emotional labour, careful, repetitive acts that yield comforting results.

Viv's emotional evolution finds its clearest expression through her dynamic with Tandri, the succubus barista whose presence fundamentally reshapes the coffee shop's—and Viv's—trajectory. Initially hired out of financial necessity, Tandri intentionally transcends the reductive sexual objectification typically imposed on her race, a prejudice Viv momentarily replicates before consciously rejecting it.

This early moment of self-correction signals Viv's nascent capacity for growth, while Tandri's subsequent struggle for dignified recognition within the community mirrors Viv's own journey toward emotional awareness. Gradually, Tandri assumes the role of Viv's moral anchor, her steady influence preventing regression to violent solutions when challenges arise, most notably during the pivotal confrontation with Viv's former adventuring party. Where these battle-hardened companions urge violent retaliation against the local racketeer, Tandri articulates the novel's thematic heart: "once [Viv] can pick [her sword] back up, she loses what she won by building this place without it [...] And little by little, this isn't that coffee shop in Thune where you can get a cinnamon roll as big as your head. It's Viv's territory" (Baldree 74). This intervention crystallises cosy fantasy's core premise—that true strength lies not in reclaimed violence, but in protecting the fragile ecosystems of trust and community.

The novel's climax, where Viv's community collectively rebuilds the burnt café, visually manifests cosy fantasy's ethos. Where grimdark isolates characters in their suffering, cosy fantasy positions the community as emotional scaffolding. Each character's contribution, such as Cal's carpentry, Thimble's baking, or Tandri's design skills, represents an emotional investment returned tenfold. Even the resolution of the "threat" subplot—dealing with extortion—reinforces the genre's values, as Viv chooses negotiated settlement over violent confrontation.

5. Conclusions

The treatment of emotions in *The First Law* and *Legends & Lattes* reveals a fundamental ideological divide between grimdark and cosy fantasy. Abercrombie's trilogy exemplifies grimdark's suspicion of emotional growth: Jezal's hard-won compassion is rendered meaningless by Bayaz's manipulations, Logen's attempts at reform collapse under cyclical violence, and Glokta's nihilism is reinforced rather than challenged by his political ascension. These narrative choices construct a universe where vulnerability invariably becomes liability, and any emotional investment yields diminishing returns—a worldview that resonated with fantasy's disillusionment with traditional heroism.

Baldree's novel, by contrast, positions emotional intelligence as both narrative engine and moral imperative. Viv's community-building and Tandri's interventions demonstrate how cosy fantasy not only validates but structurally rewards kindness, patience, and self-reflection. Where grimdark weaponises emotional growth (Jezal's manipulated reforms) or renders it impossible (Logen's berserker episodes), cosy fantasy treats it as an accumulative process—visible in Viv's gradual comfort with vulnerability and the café's physical transformation into communal space. This opposition suggests cosy fantasy's emergence responds directly to grimdark's emotional austerity, offering readers an alternative paradigm where hope requires no justification.

As foundational research, this paper has achieved its dual purpose: establishing critical frameworks for analysing cosy fantasy while demonstrating how focused thematic study (here, emotional development) can illuminate broader genre dynamics. The methodology developed—contrasting key scenes of emotional crisis/reward across representative texts—provides a replicable model for examining other subgeneric features, such as worldbuilding approaches, conflict resolution styles, or treatment of power dynamics. Future studies might productively explore how cosy fantasy's emotional ethos intersects with contemporary social anxieties about isolation and burnout, or how its readership demographics reflect shifting preferences in speculative fiction.

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“Playing with Languages” in French Pre-School as a Method for Building Positive Attitudes to Linguistic and Cultural Diversity

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Abstract

This presentation focuses on using playing with languages in French pre-school as a means of building an environment inclusive of linguistic and cultural diversity. How far can giving a place to the languages and cultures within the school environment, those of the children, the teachers and the support staff, those which will later be the focus of foreign language learning and those present in the wider society, be used as a tool for building positive attitudes and curiosity about languages? Traditionally France has a very monolingual educational system with an additive rather than a pluralistic approach to language learning. However, the pupil population is increasingly heterogeneous, with children with a wide variety of home languages and cultures in many classrooms. More and more children start pre-school with only partial or zero knowledge of French (the language of schooling), and many other children, perhaps already at ease with the French language, use one or more other languages within their home and/or community environments. In France, three years of pre-school are obligatory for all children. Acquiring French language skills is given a high priority since the pre-school years are seen as a means of “levelling the playing field” and assuring that all children, whatever their socio-economic background, are ready to enter into more formal education at 6 years old.

However, for children whose home language and/or culture is not that of the school, the transition into pre-school can be experienced as a rupture. The complexity of the interactions between language, culture and identity can mean that children arriving in an environment lacking in cultural reference points and where their language has no place can feel lost and even rejected – which in turn impacts readiness to learn. How does this effect their education? And what can schools do to accompany children in the process of building a plural identity which encourages them to use all of their linguistic and cultural resources as tools for success in the learning environment?

The national curriculum presents a relatively positive vision of languages. The idea that languages cross-fertilise one another, and that exploring languages generally can help with the acquisition of French is explicitly expressed in official documents. Throughout their three years in pre-school, all pupils are supposed to have language awareness classes, and the education department has published teacher-friendly resources (most recently in 2023 a guide for teaching language awareness courses in pre-school) designed to help teachers encourage their pupils to explore languages in a playful way.

This presentation looks at the specific difficulties of plurilingual and pluricultural children as they enter the school system and how the education system has responded through the production of guiding documents advocating language awareness activities and playful exploration of languages as a means of creating inclusive attitudes, curiosity for otherness and a sense of belonging for all pupils. It goes on to compare student-teacher experiences in the classroom with the national guidance documents for teaching language awareness provided by the department of education, and investigates how far this guidance has been appropriated by pre-school teachers in France.

Keywords: Inclusion, linguistic and cultural diversity, pre-school, purposeful play

1. Introduction

The increasing linguistic and cultural heterogeneity of the pupil population in schools in France is calling into question the traditionally mono-lingual education culture. The home-school dissonance which can be experienced by plurilingual and pluricultural learners as they enter pre-school can have a negative impact on school-readiness at six-years-old and beyond. Helping children to navigate this home-school rupture and build a positive vision of their plural identity has become an important aspect of pre-school education in France – and thus a key question for teacher educators. The French government has responded positively to this need, through a series of innovations in the curriculum, and the publication of advisory documents on the implementation of language awareness activities for three- to six-year-olds. In this paper, the literature review opens with a brief presentation of the history and founding philosophy of the modern French education system. The focus then turns to the linguistic and cultural make-up of the current school population, leading to theoretical reflection on the links between language, culture, identity and school readiness. In the following sections, pedagogical tools which could help teachers to reduce the home-school dissonance likely to be experienced by plurilingual and pluricultural pupils, and institutional recommendations concerning language awareness activities in French pre-school are examined. This paves the way for the study of student-teacher experiences of language awareness activities during their teaching practice in French pre-school which completes the article.

1.1 Research Questions

This paper asks what is happening on the ground. How far has government policy had an impact on teaching practices? And on teacher education? What kind of practices are promoted in government documents? And to what extent are they likely to have a positive, long-term impact on school readiness at six-years-old, for pupils who on entering pre-school encounter a new linguistic and/or cultural world? Could play, and playing with languages, be a tool for leading pupils towards a non-hierarchical vision of their linguistic and cultural plurality? And could it help them to use their plural linguistic repertoire as a resource for understanding the world? Finally, to what extent do student-teachers' in-class experiences reflect the positive attitudes seen in the official documents?

2. Literature Review

2.1. France: A Traditionally Monolingual Education Culture

The unification of France was a major aim of the 1789 revolution, and imposing a single shared language was seen as important for this project. This direction was strongly reinforced by the education reforms of Jules Ferry, in 1881 and 1882, which imposed free, obligatory primary school education, to be delivered in French, for all children. At this time, rigorous, moral, civic education in one shared language was seen as a central element in reinforcing nationhood, and creating social justice and equality. Key to the project was the homogenization of society; thus, a shared language, a shared culture, and a clear division between the public and private spheres – so, in the current context, a clear division between school and home. Home languages, predominantly regional languages at that time, and any other socio-culturally specific characteristics, such as signs of religious affiliations, were to be left at the door of schools, which were supposed to offer the same educational opportunities to all.

The consequences of this can still be felt in today's schools. The education system is highly centralised, secular and places a very high value on mastery of the French language. Foreign languages are taught; formal learning of a first foreign language begins at age six, and a second language is added at age 12. Yet, despite the Common European Framework for Languages (CECRL, 2001) having been adopted as a major guiding document for foreign language teaching and learning in French schools in 2005, the aspects of the document which have been the most influential are the action-based approach to learning

and the evaluation scales. The plurilingual vision of language use and language learning promoted in the document, which underlines the value of interaction between languages, has not found a central place in schooling for six- to eighteen-year-olds where an additive vision of language acquisition remains the norm. One consequence of this is the vision of self as plurilingual of future primary school teachers. A recent survey of 301 student-teachers engaged in initial teacher education in France found that only 33% of first year student-teachers, and 21% of second year student-teachers viewed themselves as plurilingual; and this despite the whole cohort having studied at least two foreign languages for at least 5 years each, (Stunell, 2025). Another major consequence is a focus on mastery rather than communicative competence and a lack of understanding of the possibilities and benefits of interaction between languages as an aid for learning (Behra & Macaire, 2021).

2.2. Home – School Dissonance

2.2.1. Language Culture and Identity

Leaving all signs of socio-cultural affiliation at the door has become rather questionable in the 21st century. As Chapellon and Gautier remark (2015, p. 136), when the rules attitudes, assumptions and behaviours expected at home differ from those expected in the school culture, a child can experience internal conflict and psychic disorientation. This is not surprising. A person, and his or her languages and cultures are inextricably linked. Identity is viewed in modern research as a complex, ongoing, interactive process between the individual, the language or languages spoken, and the cultural world or worlds within which the person moves (Norton, 2000, 2013; Potowski, 2004). A child's first language is learnt within a certain socio-cultural context which moulds who they are. The child is shaped by the cultural norms of this context, at the same time as he or she acquires the language or languages used within that context. Thus, by the time a child is four or five years old he or she is an able communicator whose identity is an ongoing response to, and interaction with, the socio-cultural and linguistic norms of that same context (Berthelier, 2005; Winkel, 2015). Taking this perspective into consideration it doesn't seem possible that a child who is expected to leave his or her heritage language(s) at the door, could have the same school experience as a pupil who does not experience any kind of linguistic or cultural dissonance between home and school. For the child who discovers a linguistic and or cultural mismatch between the school environment and the home environment, the complex process of constructing a plural identity which is engendered can result in rejection of either the school environment, or the home environment and have a detrimental effect on readiness to learn. (Moore & Brohy, 2013; Norton, 2013; Pavlenko & Blackledge, 2004).

2.2.2. A plurilingual and pluricultural school population

As early as 1999 the national census showed that 25% of adults living in mainland France said that they spoke a language other than French at home when they were children (Chevalier, 2009). Recent figures published by UNICEF (2024) reveal that one third of the current pupil population (so about four million children), aged from six to eighteen say that they speak a language other than French at home. Government statistics (DEPP, 2023) for the school year 2021-2022 showed that 7,164 primary schools have at least one allophone pupil, with a total of 35,374 allophones schooled in French primary schools in that school year. This was an increase of 20% on the figures for 2020-2021. There are no officially published statistics for the pre-school pupil population, however, there is no reason to suppose that the proportion of allophone and plurilingual children at pre-school would be any lower.

2.3. School Readiness

School readiness is a concept used to describe a child's capacity to engage with learning within a given educational environment. A substantial body of research on the subject has identified a range of factors as influencing school readiness (Dickinson, 2001; Williams, 2019; Williford, 2013), and it has been

shown that school readiness at five-years-old can have an impact on educational success throughout primary and onwards into high school (Williams, 2019). According to this research, the quality of home linguistic experiences has a strong impact on literary competence on entering pre-school, affecting phonemic awareness, language competences, and early literacy skills, such as print awareness and understanding symbolic representation. Children from linguistically and culturally diverse family backgrounds have been identified as a group lacking in school readiness on entering primary school at 6-years old. (Coley, 2002). Competences affected include autoregulation, social and affective maturity, attitudes to learning (curiosity, enthusiasm), language skills, and early literacy skills. In the case of children from linguistically and culturally diverse families, it is not the linguistic richness of the home environment which is called into question by this research; indeed, a pluralistic home environment can be particularly rich in terms of linguistic experiences. However, the experience of dissonance between the linguistic and cultural tools, resources, norms and expectations, found at home and at school, leaves many children having difficulty in appropriating the school environment. The situation raises questions for the French school system and particularly for French pre-schools. Improving school readiness at six-years-old should have a positive long-term impact on educational success for children from linguistically and culturally diverse backgrounds. So, what can schools do?

2.4. Reducing Home – School Rupture

In order to reduce the experience of home-school rupture, schools need to work to bring these two worlds closer together. On a linguistic level this could be done by allowing more porosity between children's languages, finding a place for heritage languages within the learning, and creating space for translanguaging practices. Metalinguistic awareness activities could be used to help pupils understand how languages function, and how to use understanding in one language to help in the learning of another language. Encouraging pupils to build bridges between languages, and valorising their diverse linguistic experiences in this way, should help them to form a positive, non-hierarchical vision of their own plurality so that an individual's language repertoire starts to be seen by both pupils and teachers as a resource for learning and not as a part of the self to be left at home.

2.4.1. Play As a Tool for Understanding the World

For children at pre-school level play seems like an obvious tool both for creating bridges between languages and exploring home-school linguistic and cultural dissonance. Vygotsky (1933) famously talked about play as "the preeminent activity of childhood," the tool which children use to resolve problems and understand the world. More recent research stresses the value of using dramatic or imaginary play as a framework for natural exploration of language and literacy competences. Games, logic puzzles, gross motor play, music and movement can also all be used as contexts for linguistic and cultural exploration. (Allee-Herndon *et al.*, 2022; Bodrova & Leong, 2001; Bredekamp, 2004; Smilansky & Sheftaya, 1990). Improving the French language competence of all pupils is a central element of the pre-school programmes in France. A key aim is to help pupils to integrate the symbolic functions of both oral and written language, to go beyond the communicative function of languages and take the first steps towards conceptualising sounds, letters, words and sentences as objects. Play is identified as an important tool for achieving this objective. Learning through play is the first of four key approaches to learning identified in the current programmes (Bulletin officiel n° 25, 2021), and playing with language, manipulating graphic elements, having fun with sounds, and singing as a means of identifying stress patterns, rhymes and intonation are all encouraged. Exploring such activities from a plurilingual perspective could be interesting for all pupils. In some ways it is easier to objectify elements from unknown languages as the communicative function of the language is less apparent. Thus, employing a pluralistic approach when playing with languages at French pre-school could help first language French speakers to develop an objectified vision of linguistic elements which would help with

their acquisition of French. At the same time, those with knowledge of other languages could benefit from seeing these languages explored, and thus valorised, within the classroom context.

2.4.2. Language Awareness and French Pre-School

Over the last ten years the government has responded positively to statistics concerning the evolving linguistic and cultural heterogeneity of the school population, and research into the links between language, culture and identity, school readiness and school success. Language awareness activities have been included in the programmes for French pre-school since 2015 (Bulletin Officiel N°2, 2015). A 2019 document (Note de service n° 22, 2019) further clarified the content, identifying two pathways for exploration. The first of these is the exploration of a diversity of languages, ideally including any heritage languages present in the classroom or school population; languages spoken by pupils, teachers, and classroom assistants for example. The second direction to explore is a first discovery of a single foreign language in preparation for the formal learning of a first additional language which begins on entering primary school. The 2019 document also stressed the importance of regular implementation of language awareness activities citing daily practice of short moments as the ideal. 2023 saw the publication of a much more detailed document (Eduscol, 2023), this time, a 42-page guide to the implementation of language awareness activities. Despite reiterating the fact that the education ministry includes two pathways for exploration in its definition of language awareness, the objectives presented in part one (Eduscol, 2023, p. 7-15) and the pedagogical advice presented in the rest of the guide focusses exclusively on the exploration of a diversity of languages. The first part of the guide outlines the theoretical foundations for the inclusion of language awareness activities in the pre-school programmes. It cites the natural curiosity of three to six-year-olds for languages, and underlines their natural ability to differentiate between sounds, and to produce new sounds with ease. Four groups who should benefit from the inclusion of language awareness activities in the programmes are identified. Such activities would open all children up to otherness and develop awareness of a wide variety of sounds. Furthermore, sharing the languages present in the class would help to develop a taste for languages for all pupils. Monolingual children would get insights into new cultural worlds, whilst the identities of plurilingual pupils would be valorised, and supporting home-school connections would benefit plurilingual families and support them in maintaining heritage language and cultural knowledge with their children (Eduscol, 2023 p. 7-8). The second section of the 2023 guide gives general pedagogical advice about putting language awareness activities into practice in the pre-school classroom, stressing the need for sensitivity to avoid creating any sense of emotional insecurity and advocating a playful approach in which pupils' personal linguistic experiences are welcomed. The final section of the guide presents ten different teaching scenarios, each working with a different pedagogical tool; story books, songs, picture books, numbers, salutations, language biographies, cultural events, and maths challenges. Each scenario includes links to a rich selection of teaching materials including games, and metalinguistic play ideas, and the inclusion of heritage languages is continuously advocated. Again, as in the 2019 document, the importance of regularity is underlined (Eduscol, 2023, p. 15). It seems then that pre-school teachers are equipped with the necessary resources. What is the situation on the ground? To what extent do student-teachers' in-class experiences reflect the positive attitudes seen in the official documents?

3. Methodology

In order to answer this question, in the following sections we examine student-teacher experiences of language awareness classes during their teaching practice in pre-school in order to gain insights into current uptake of government recommendations. Eighty-two student-teachers at the start of the second year of a two-year, initial teacher education masters' degree programme in Bordeaux University participated in the study. During the course of their first year of studies, each student-teacher participated in six weeks of teaching practice, two weeks of which were in pre-school. The student-

teachers were allocated to schools in pairs, so the cohort worked in forty-two different pre-school classrooms. The results were collected by means of an online questionnaire administered during class time at the university. The responses to three of the questions will be analysed here. Firstly, the student-teachers were asked to define language awareness as it applied to the programmes for French pre-school. They were then asked whether they had observed or participated in language awareness activities during their teaching practice in pre-school. Finally, they were asked to give some details about the content of the activities observed or taught. Participant responses to questions one and three were analysed using qualitative content analysis. After a preliminary reading, responses were coded in a key word search using the software TAGUETTE. The coded elements were then thematically categorised according to the objectives identified – those related to exploring a diversity of languages, and those related to a first discovery of an individual language. Question two was a multiple-choice question with four options resulting in the collection of quantitative data. The questionnaire was administered in French, as was the coding procedure. The results presented here have been translated into English by the author.

4. Results and Discussion

Section 4.1 presents a qualitative analysis of student-teacher definitions of language awareness. This is then related to their in-school experiences in sections 4.1.1. and 4.1.2. In section 4.2 these results are discussed in relation to the research question.

4.1. Student-teacher definitions of language awareness

The participants were asked to define what was meant by implementing language awareness activities in the pre-school classroom. Their responses were coded and categorised according to the type of language awareness focussed on; either exploring the diversity of languages, or a first discovery of a single language.

Table 1. Student-teacher definition of language awareness

Type 1: Explore a plurality of languages	Type 2: First discovery of a single language
n = 52 (65%)	n = 24 (30%)
Coded elements: New languages / other languages / many languages / diverse languages / different languages / unknown languages / languages spoken at home / new sounds / plurilinguism	Coded elements: A new language / a foreign language / a specific language / another language / the language they will learn later in school

Table 1 shows that 65% of student-teacher responses focussed on exploring the plurality of languages. Various benefits of this approach were identified, “opening children to the world”, “exploring otherness”, “showing all the children that plurilingual families exist”, “moving on from a vision of the world centred on only one linguistic sphere”, and “to discover that the world is rich in plurilinguism”. A positive vision is presented with words like “discover” (16 instances), and “discovery” (22 instances), frequently used and the possibility of opening children to “new sounds”, to “new cultures” and “new worlds” highlighted. Nevertheless 30% of pupils identified language awareness only in terms of the discovery of a single language. For these participants, language awareness is identified with; “learning a new language,” as being “an approach for teaching and learning a language”, or “a way of getting familiar with the sounds and words of a language.” None of the participants suggested that language awareness activities could be used both to explore linguistic diversity and to take the first steps in one particular language. The student-teachers were then asked about their on the ground experiences in pre-school?

4.1.1. Student experiences of language awareness activities during teaching practice

Table 2. Student experiences of language awareness activities during teaching practice

Experiences of language awareness in the pre-school classroom	N° student-teachers
Observed and taught language awareness	n = 16 (20%)
Taught but didn't observe language awareness	n = 5 (6%)
Observed but didn't teach language awareness	n = 52 (65%)
Didn't observe and didn't teach language awareness	n = 7 (9%)

We can see in table 2 that 20% of the student-teachers observed and then put into practice language awareness activities during their teaching experience, and a further 65% observed language awareness activities, although they didn't have the opportunity to take responsibility for the class during this type of work. However, 15% of the student-teachers did not have the opportunity to observe language awareness activities in action, and of this group, 6% nonetheless put language awareness activities into practice in their classrooms. This gives pause for thought. Both of the most recently published institutional documents (2019 & 2023) stress the importance of regularity if these activities are to bear fruit. The 2023 guide notes the importance of regular and frequent practice for short periods using varied activities (2023 p. 15) and the third of the four listed objectives (2023, p.8) is for children growing up with several languages to see their heritage languages and cultures welcomed in the school and susceptible to be mobilised every day.

4.1.2. Content of student-teacher language awareness teaching experiences

Analysis of the content of the student-teacher experiences of language awareness activities, in terms of the two pathways for exploring language awareness activities identified in the institutional guiding documents, reveals that although 91% of the participants either observed or taught language awareness, the majority of the activities concerned a first discovery of a single language, (74% of experiences). Songs, nursery rhymes and flashcards to introduce basic vocabulary sets (numbers, days of the week, weather, animals) were the most widely cited teaching materials, and English (85%), Spanish (12%), and German (3%) were the languages explored. Play and games were only mentioned by three of the participants. For the 26% of student-teachers who observed or taught language awareness activities which explored a diversity of languages a variety of teaching materials were employed. Songs and music retained a central role; pupils were invited to work with songs in different languages, including Chinese and Japanese, and to dance to music from different countries. There was also some exploration of cross-linguistic comparison; for example, learning to say hello in different languages, and singing happy birthday in different languages. In two of the classrooms the language awareness activities were specifically aimed at giving a place to the heritage languages of the children in the class. In one instance, the mother of a Spanish child was invited into the class to play a board game in Spanish with the pupils, and in another class the teacher chose to explore Chinese language and culture as there was a child of Chinese origin in the class. However, once again, play and games were not widely exploited.

4.2. Discussion

There seems to be a gap between what the majority of the student-teachers identify as being the principal objective of language awareness activities in the pre-school classroom, and what they actually experienced in schools. Whilst 65% of the participants defined language awareness in terms of the discovery of linguistic plurality, only 26% of the activities experienced in the classroom explored this direction. The other 74% focussed on presenting pupils with elements of a single language. Although

this initial exposition to the language which will begin to be taught formally at six years old is undoubtedly useful, it does not address the particular needs of children experiencing linguistic and/or cultural dissonance between home and school and whose school readiness can be negatively impacted as a result.

It is not clear from the data that the student-teachers have integrated this important role of language awareness in pre-school. Their definitions of language awareness activities are largely positive and tend to focus on the benefits of opening up to otherness for all children. The class group is generally viewed as a whole, the complex interactions between languages and identity are not mentioned and the differing needs of plurilingual and monolingual pupils are not identified. This is in contrast to what can be read in the guiding documents which makes specific mention of the importance of recognising heritage languages in the classroom, and giving them a place in the learning, as a means of improving self-esteem and school success for plurilingual children. Only six of the definitions of language awareness as a tool for exploring diversity mention the pedagogical tools which might be employed in the classroom. Whilst overarching objectives such as “opening the children to the world”, or “opening children’s minds” have clearly been taken on board, the means whereby are not articulated which raises questions about the extent to which the student-teachers are really prepared to guide their pupils in the development of a positive vision of otherness.

5. Conclusions

These observations have important implications for the initial teacher education programme in which these student-teachers are engaged. If language awareness activities in pre-school are to have a real impact on the school-readiness of plurilingual children at age six, future teachers need a deeper understanding of the challenge that home-school linguistic and cultural dissonance can present and to be familiar with the pedagogical tools that they could employ. The role of play and games as tools for understanding the world, the need for creating porosity between the linguistic environments found at home and at school, and the key role of metalinguistic comparison in helping plurilingual children to make the most of their entire language repertoire in the learning of the languages of schooling all need to be highlighted during training.

Furthermore, during their periods of teaching practice, student-teachers need the opportunity to observe and discuss good practice with their mentoring teachers. If we return to the data (table 2), we see that 6% of the participants put language awareness activities in place in their classrooms without having had any opportunity to observe their mentor working in this way. What is more, 9% neither saw nor taught language awareness during their teaching practice. Given the insistence of official documents on the importance of frequent and regular practice, if the broader objective of developing a positive image of linguistic and culture plurality for all pupils is to be attained, this raises questions. The fact that mentoring teachers are not modelling the programmes for their trainees, and that some of them are letting the trainees take responsibility for lessons which they themselves don’t seem ready to teach, suggests a need for more systematic continual professional development around this topic for working teachers. Research needs to be done in order to understand their reticence and provide a framework for implementing suitable training which would lead to systematic implementation of frequent and regular language awareness activities throughout the three years of pre-school as prescribed by the programmes. This could have a long-term positive impact on school readiness for a significant proportion of the school population.

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Education, Silencing, and Marriage in Anne Brontë's "Agnes Grey" and "The Tenant of Wildfell Hall"

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Abstract

As the youngest of the Brontë sisters, Anne Brontë has long been overshadowed by her sisters' fame. Although her reputation is less significant than that of her siblings, she still provides readers with exceptional female protagonists in her novels, *Agnes Grey* and *The Tenant of Wildfell Hall*. This comparative study aims to dive deeper into the main female characters' lives in the abovementioned novels and discuss education, silencing, and marriage matters. A thorough literature review was held to combine various perspectives about the author herself, her effects on the feminist movements in the 19th century, and how Brontë handles the morals, upbringing of children, and marriages. Moreover, the way Anne portrays the silencing and degradation of women was also stated in the article. Anne Brontë's first novel, *Agnes Grey*, and her protagonist Agnes were studied through her depiction of morals and mandatory silence. It was investigated that Agnes' pure instincts were referred to as the source of morality and were too readily decided. In addition, she was implied to be unnoticeable as a governess to avoid conflicts with parents while fulfilling the wishes of the children. Torn in between, the protagonist was eventually observed to stick to her morals and maintain her quietness. On the other hand, the female protagonist of *The Tenant of Wildfell Hall* was portrayed as an extraordinary, immoral, and unconventional woman due to her lifestyle and parenting choices. Helen Graham, who fled from her husband with her son, was observed to favor equal education opportunities and upbringing environments for children. Moreover, her defiant remarks about the extreme and illogical duties of wives in marriages were emphasized in the novel. Marriages, at that time, were seen as a way for women to financially secure themselves. However, Helen Graham was seen as a financially independent woman as she made her living by selling her art. Eventually, she was considered a strong and independent woman who stood against social norms. In conclusion, both of Anne Brontë's novels may be regarded as making significant contributions to the feminist movement by including controversial topics of the nineteenth century and creating female characters that defy traditional roles and expectations.

Keywords: Anne Brontë, literature, feminism, education, silencing, marriage

Introduction

Literary scholars often overlook Anne Brontë as most are inclined to study the work of more renowned sisters, Emily and Charlotte. However, Anne Brontë is an equally significant figure, especially because she presents her progressivist ideas on serious social issues and topics of the 19th century, making her a prominent figure in the feminist movement. As Senf (1990) indicates, women's education, employment, and women's privileges are mainly discussed through Charlotte and Emily Brontë's works. In addition, Shaw (2013) suggests that Anne Brontë's resolute and brilliant feminist ideas are not emphasized enough by the traditional views. Her biggest concern, the writer adds, is the upbringing of children with stereotypical ideas of femininity and masculinity and their consequences. Moreover, Shaw (2013) emphasizes how Brontë puts forward her ideals in her first novel, *Agnes Grey*, and her second novel, *The Tenant of Wildfell Hall*. The author suggests Brontë problematizes the distinct approaches to boys and girls regarding morals, education, and expectations by taking her starting point in *Agnes Grey* and further developing her ideals in *The Tenant of Wildfell Hall*. Shaw (2013) further explores

how Anne Brontë emphasizes the disastrous outcomes of society's, especially the upper-middle class individuals, treatment through their later unsuccessful marriages and corrupt morals. This article builds upon Shaw's study to explore how issues regarding education and silencing are explored through the characters and events in Brontë's *Agnes Grey* and *The Tenant of Wildfell Hall*.

Agnes Grey is a first-person narration published in 1847. It revolves around topics such as the duties of a governess, gender, education, and marriage. The novel's main character, Agnes, is the youngest in her family and is treated with great care and love. Her mother belongs to the upper class of society but decides to relinquish her belongings to marry Agnes' father. After this marriage made out of love, they start living in middle-class conditions but have a decent family life with solid bonds. Agnes has a sister named Marry, who is five or six years old older than her. Agnes, being the younger child, receives love and affection abundantly from everyone around her. Unlike her sister, she is not given any challenging tasks or has a job to help the family economy. Even though Agnes feels she can run on equal terms with her sister, she usually receives minimal duties, as the rest of the family already takes complete care of the household. However, at some point in their lives, the family's efforts are insufficient to sustain their quality of life. The family's living conditions and Agnes' determination to set out to the world and prove her abilities pave the way for her journey as a governess.

Shaw (2013) indicates that the novel is a retrospective narrative as the main character looks back and reflects on her experiences as a governess. The writer also indicates that *Agnes Grey* takes place in the 1830s, a period mainly focusing on the nature and the nurture of children. As Shaw (2013) demonstrates, Brontë has a criticism of good and evil as labels decided too easily in *Agnes Grey* by suggesting that her pure instincts could be a better guide for children than any formal advice. After witnessing children's behaviors in the houses she works in, Agnes eventually stands in the middle, where she believes in the capability of both innateness and the wrong impressions that drive children to act in a certain way. Moreover, Regaignon (2001) suggests that a governess should be unnoticeable while influencing her pupils in line with their parents' wishes. According to Janu (2023), this challenging duty causes the governess to be stuck between children and parents, as both sides' wishes may not be adequately fulfilled. Lastly, Agnes remains close to her morals, preserves her silence, and adheres to her opinions in these challenging situations throughout the book. Thus, Brontë's *Agnes Grey* explores the problematic social situation of a governess and how Agnes remains silent. While doing this, it also criticizes some of the prevailing opinions of the time regarding the nature and education of children.

Going against the traditional gender role views, Anne Brontë dares to break the female protagonist's silence she depicts in her first novel, *Agnes Grey*, with her second novel, *The Tenant of Wildfell Hall*. The novel revolves around Helen Graham, Gilbert Markham, Arthur Huntingdon, and the son, Arthur Jr. It is told through the eyes of the male protagonist Gilbert Markham, and the events are mainly transmitted through Helen Graham's journal. Thus, Shaw (2013) suggests that the novel has many characters that the male protagonist is unfamiliar with, as he never meets the people in Helen's journal in real life.

Helen Graham is a run-away wife of Arthur Huntingdon, who abuses her and their child. Thus, Shaw (2013) points out that Helen's character breaks the traditional image of married women by rebelling against inequality and injustice. Later, she meets Gilbert Markham, who becomes her second husband. According to Senf (1990), even though Gilbert may be affected by societal norms due to his upbringing, he is portrayed as a better man than Arthur regarding his perspective on gender equality and children's education. The author concludes that even though Brontë does not provide further details about Helen's and Gilbert's happy marriage as the novel ends there, the readers might make further inferences from

how Gilbert shows progressive ideas, respects Helen's views, and aims to keep his wife delighted throughout the chapters. In conclusion, *The Tenant of Wildfell Hall* portrays the challenges of being a woman and a wife in the 19th century. While doing this, it also criticizes the unequal rights of married couples and the toxic societal style of the upbringing of girls and boys.

Approaches to Education in *Agnes Grey* and *The Tenant of Wildfell Hall*

The upbringing of children is one of the main concerns of Brontë's novels. Known for her ideas on the equal upbringing of children, Shaw (2013) argues that Brontë's logical attitude towards the socialization and training of every child leads the way to her opposition to social norms of femininity and masculinity. She criticizes the different education and treatments boys and girls receive due to their gender and society's expectations.

According to Shaw (2013), Anne Brontë opposes the intellectual, psychological, and moral ways of producing men and women significantly diverse from each other. She discusses making a man and woman out of children in *Agnes Grey* and *The Tenant of Wildfell Hall* in detail, with examples such as Rosalie Murray, Tom Bloomfield, and Arthur Huntingdon Jr. For instance, when Mrs. Murray, the lady of the Murray household, instructs Agnes' duties as a governess to her children, she indicates her only wish for girls to look as "superficially attractive and showily accomplished as they could be made" (Brontë, 2011, p. 61). On the other hand, Mrs. Murray desires her sons to learn Latin grammar and Valpy's Delectus as perfectly as possible to be prepared for school. The significant gap between the aim and the quality of the education girls and boys acquire seems prominent. Moreover, the second family she works for as a governess does not require any different duty from Agnes. Mrs. Murray points to Agnes that her daughters' proficiency and elegance are more critical than Agnes'. If the governess wants to keep her position, she must devote all her attention and energy to her pupils. Moreover, Mrs. Murray adds that Agnes might live in obscurity with no trouble since the daughters' virtues will be the focus point of everyone's attention and judgment. Considering Mrs. Murray's remarks, the governess might be less valuable and more inferior to the employee's daughters, and her job is to make the daughters shine while she may stay in the shadows. Regaignon (2001) touches upon this issue, saying that the most significant qualities of a governess are her ability to be invisible and influence the children by making them a perfect extension of their parents.

As Regaignon (2001) indicates, the purpose of the governess is to ensure the comfort of the woman in the house and train the daughters to be proper ladies. On the other hand, Shaw (2013) depicts the damaging consequences of "feminine" education through the character Rosalie Murray, who is perceived as more feminine than her sister Matilda thanks to her lovers, self-indulgence, and interests attributed to girls. Rosalie, the house's daughter, represents how girls turn into ladies with the proper education through her indifferent lifestyle, lack of knowledge, and rivalry with other women. Educated according to the lady's traits, her sole purpose turns out to be wealth and status in marriage. For example, when Agnes visits her in her new house, Rosalie states that:

And you shall see my poodle, too: a splendid little charmer imported from Paris: and two fine Italian paintings of great value—I forget the artist. Doubtless you will be able to discover prodigious beauties in them, which you must point out to me, as I only admire by hearsay; and many elegant curiosities besides, which I purchased at Rome and elsewhere; and, finally, you shall see my new home—the splendid house and grounds I used to covet so greatly. Alas! how far the promise of anticipation exceeds the pleasure of possession! (Brontë, 2011, p. 96)

Thus, the novel criticizes that the education females receive limits their understanding to a materialist degree. Rosalie grows up to be a superficial woman who does not know how to value important virtues, as she can only admire them by hearsay. Thus, Mrs. Murray's will about her daughters looking showily accomplished is fulfilled. Rosalie seems to be in a successful marriage and possesses valuable goods from the outside but is corrupted inside.

The children's treatment and education in the Bloomfield House are also remarkably different due to their genders. Bloomfield family has four children: Tom, Mary Ann, Fanny, and Harriet. However, they focus on Tom and Mary's training as Fanny and Harriet are too young to be cared for by a governess. From the moment Mrs. Bloomfield introduces the children to Agnes, her tone significantly differs for Tom and Mary.

Mrs. Bloomfield says that Tom is exceptionally clever and is like a "flower of the flock—a generous, noble-spirited boy, one to be led, but not driven, and remarkable for always speaking the truth" (Brontë, 2011, p. 9). On the other hand, she depicts that Mary Ann "will require watching" (Brontë, 2011, p. 9). Later, Agnes notes that Mary Ann craves sympathy while her brother Tom claims all attention to himself. Thus, the unequal treatment of the children may cause destructive outcomes as they get older, such as being an attention seeker or feeling unworthy.

Regarding Tom, he knows no rules or boundaries because his parents lack discipline and education for him. His mom addresses him as a "flower of the flock" and offers him limitless freedom. He is neglectful and unruly, making Agnes' job harder to educate him. Such occasion might be found in Agnes' remarks when she says:

Master Tom, not content with refusing to be ruled, must needs set up as a ruler, and manifested a determination to keep, not only his sisters, but his governess in order, by violent manual and pedal applications; and, as he was a tall, strong boy of his years, this occasioned no trifling inconvenience. (Brontë, 2011, p. 14)

Furthermore, Tom seems to be unwilling to learn and complete his duties as Agnes notes,

To the difficulty of preventing him from doing what he ought not, was added that of forcing him to do what he ought. Often he would positively refuse to learn, or to repeat his lessons, or even to look at his book. (Brontë, 2011, p. 14)

In addition to his spoiled behavior and brutal manners, his parents do not help Agnes since they never restrict his ill manners. For instance, when Tom talks about trapping birds and what he does with them, he says, "Sometimes I give them to the cat; sometimes I cut them in pieces with my penknife; but the next, I mean to roast alive" (Brontë, 2011, p. 11). After Agnes questions if he does not think this is a wicked thing to do, Tom answers, "Papa knows how I treat them, and he never blames me for it: he says it is just what he used to do when he was a boy" (Brontë, 2011, p. 11). Moreover, when Agnes asks what his mother says about this issue, Tom mentions that she does not care. Thus, the parents act like role models to Tom with their indifference to harmful habits, causing him to normalize such actions.

As Mrs. Bloomfield already admonishes Agnes never to speak a word about their children and "to mention their defects to no one but herself" (Brontë, 2011, p. 11), the only solution for Agnes is to wait for the help of her parents. She hopes that at least the authority of moms and dads could help prevent children's undesired behavior, as she mentions that the worst punishment she could imagine is not getting

a goodnight kiss from her mom. However, Mr. and Mrs. Bloomfield do not consider Tom's manners hurtful but consider them as natural habits and necessities of boyhood. However, Agnes is aware of Tom's improper manners and tries to prevent him from causing more harm to his surroundings. For example, when Tom says that he is a rider, Agnes mentions her wish for Tom not to use a whip or spurs on his pony. The answer is striking for a child, "Oh, yes I will! I will cut him into like smoke! Eeh' My word! But he shall sweat for it!" (Brontë, 2011, p. 10). Thus, Tom is on the way to becoming a "proper" man who swears, tortures animals, and bullies people.

In addition to *Agnes Grey*, Brontë exposes her ideas through the character "Helen Graham" in *The Tenant of Wildfell Hall* with her progressivist arguments about education. According to Shaw (2013), Helen wants to save at least Arthur Jr., the son of Arthur, and herself, if not her previous husband, Arthur. As discussed previously, Arthur Huntington is a vicious man whose entertainment is to make his wife jealous of his extramarital love affairs and bring up his son as a "real" man who curses and drinks. Jacobs (1986) argues that Arthur's wish is to make a "man" out of Arthur Jr., who is four years old at that time, by teaching him "to tippie wine like papa, to swear like Mr. Hattersley and to have his own way like a man and send mamma to the devil when she tried to prevent him" (Brontë, 2001, p. 356). Judging from the father's remarks, the quality of his son's upbringing is destructive rather than healthful. As a mother, Helen is aware of the possible detrimental effects of raising Arthur Jr. based on Arthur's practices. She decides to take control of her son's intellectual and moral training. In addition to Helen's ideas, her lover Gilbert Markham critically discusses Arthur Jr.'s upbringing style, even though he possesses ideas similar to Helen's to some extent. Considering the statements of Gilbert's mother, Mrs. Markham, Shaw (2013) argues that Gilbert is flawed and dominative of his sisters because his mother leans toward the supremacy of men. Thus, Gilbert is also prone to posing beliefs of male dominance. Consequently, the unconventional nature of Helen's views and Gilbert's tendency towards male domination lead to an argument about the education of both genders. Shaw (2013) indicates that Helen can express her opposition to Gilbert when he comments on restricting girls from experiencing harsh conditions of life while allowing boys to face them courageously. Regarding Gilbert's comment, Helen asks if he thinks delicately nurturing a girl 'like a house plant' (Brontë, 2001, p. 250), protecting her from evil, and guiding her to goodness is necessary because he thinks girls have no virtue. Answering "Assuredly not" (Brontë, 2001, p. 250), Helen questions whether Gilbert believes exposure to dangers and sins causes reverse effects on boys and girls. She asks:

Well, but you affirm that virtue is only elicited by temptation. It must be, either, that you think she is essentially so vicious or so feeble-minded that she cannot withstand temptation, — and though she may be pure and innocent as long as she is kept in ignorance and restraint, yet, being destitute of real virtue, to teach her how to sin, is at once to make her a real sinner [. . .] — whereas, in the nobler sex, there is a natural tendency to goodness, guarded by a superior fortitude, which, the more it is exercised by trial and dangers, is only the further developed. (Brontë, 2001, p. 251)

Gilbert tends to accept a woman's capabilities and is not entirely a supporter of male dominance. Although his mother's influence on Gilbert is also noticeable, Shaw (2013) argues that Mrs. Markham's love and Mr. Markham's instruction to be truthful may have caused him to recognize and love the genuine excellence in women.

Helen's contrary arguments represent her strong belief in providing the same conditions for boys and girls, whether harsh or mild. She believes the outcomes of the experiences are not subject to change based on gender, and the impacts of harsh life conditions will not create contrary results. Helen points

out the fault in believing exposing boys to wickedness will inherently improve their coping mechanisms, whereas girls might get hurt and become wicked; that is why they should be kept away from sins. Emphasizing the impracticality of such a viewpoint, Helen Graham indicates that children may benefit the same amount from equal conditions. Thus, *The Tenant of Wildfell Hall* argues that boys and girls should be educated on equal terms and should not be treated like delicate flowers needing guidance and prevention. The novel suggests that girls should have the right to be exposed to the same circumstances as boys and learn how to cope with them. As this discussion suggests, both novels have similar opinions about children's education, while one depicts this through a more caring governess figure and the other a mother.

Women's Silence and Marriage in Agnes Grey and The Tenant of Wildfell Hall

According to Howgate (2011), women have been silenced in many ways by their husbands or society, to a degree that this silencing has felt natural to them. Either in their marriages, the way they speak, or the professions they hold, women might have felt the opinions of others shaping their acts and choices. Such instances can also be found in *Agnes Grey* and *The Tenant of Wildfell Hall*. The depiction of how Agnes Grey and Helen Graham face some challenges reflects their coping mechanisms, which sometimes show their silence.

Howgate (2011) indicates that suppressing feelings and preserving silence frequently occurs in the case of Agnes Grey as she aims to maintain her profession as a governess. Anne Brontë provides numerous occasions where Agnes refrains from talking back to the mistresses or simply is not allowed to respond. For example, when she is obliged to sit in the carriage due to Murray sisters, she intends to say:

I am obliged to bear it since no choice is left for me - I might have answered but in tenderness for their feelings I only replied – Oh! It is but a short way, and if I am not sick in church, I do not mind it. (Brontë, 2011, p. 67)

Agnes keeps herself from telling the truth to protect her mistress's feelings by not opposing her or causing a scene, and bears the conditions of the carriage. In addition, she is deprived of the chance to answer the lady of the Murray family most of the time. Agnes explains this recurring event in her own words:

I was about to give the lady some idea of the fallacy of her expectations; but she sailed away as soon as she had concluded her speech. Having said what she wished, it was no part of her plan to await my answer; it was my business to hear, and not to speak. (Brontë, 2011, p. 152)

Mrs. Murray habitually expresses Agnes and leaves without waiting for an answer. The reason might be rooted in the positions of each woman in the Murray's household. Mrs. Murray implies the inferiority of Agnes Grey when she says:

Many ladies would speak to you much more strongly, and many would not trouble themselves to speak at all, but quietly look out for a substitute. That, of course, would be the easiest plan: but I know the advantages of a place like this to a person in your situation; and I have no desire to part with you. (Brontë, 2011, p. 152)

Mrs. Murray might assume she is doing Agnes a favor by speaking to her, which again praises herself by implying her goodwill than most employers. Moreover, the underlying notion of knowing the

"advantages of a place like this to a person" in Agnes' situation indicates that Agnes comes from an inferior background, and Murray's house provides her with renowned benefits. Thus, Mrs. Murray might position Agnes as a subordinate governess who depends on her supplies and money to live. This hypothetical dependency might empower Mrs. Murray to expect Agnes to attend to her wishes silently. The female characters of both books have been silenced in various forms. Helen Graham's situation in *The Tenant of Wildfell Hall* also demonstrates this. Helen is in a marriage where her husband, Arthur, cheats on her and hires his mistress as a governess. However, he responds negatively when she states her desire not to be involved in a relationship with Arthur Huntingdon. While a governess is silenced in *Agnes Grey*, the lady of the house is oppressed in *The Tenant of Wildfell Hall*.

Helen promises 'to honor and obey' him in their marriage vows, and Arthur believes she is his property. This belief would also be legal until the Married Women's Property Acts of 1870 and 1880, as married women had no right over their own property. Thus, Arthur's actions may cause Helen to lose her individuality when he takes all her jewelry and money and then burns her art supplies to cut her financial income sources. As Senf (1990) suggests, Helen must depend on her husband, whose favorite joy is telling her "stories of his former amours, always turning upon the ruin of some confiding girl" (Brontë, 2001, p. 221).

Although Gilbert Markham may be more progressivist than Helen's first husband, Arthur Huntingdon, he still has acquired traces of male superiority growing up. When he first sees Helen, Gilbert instantly considers himself a partner in her home. He is confident in his chances of having Helen like him so far to consider him a potential partner. Gilbert's ideas might be traced back to his mother's words, claiming that Gilbert is capable of "great achievements" (Brontë, 2001, p.35). Gilbert's mother, Mrs. Markham, displays views of inequality in marriage and tells her son, "It is a husband's business to please himself and a wife's to please her husband" (Brontë, 2001, p. 40). She mentions how good a husband Gilbert's father was, as Mr. Markham always praised her fine dinners and said she was a good wife who did her duties. Thus, according to Mrs. Markham, deciding if a husband is suitable might depend on his praises of women who complete their responsibilities and prepare good food. These components might be enough for women to remain silent, obey, and serve their husbands. Nevertheless, the fact that ideas about women reflect chores, food, and pleasing cannot justify how irresponsible and disrespectful husbands act. Ultimately, Brontë discusses that being "superior" in a relationship, an employer to an employee or a husband to wife by the laws does not justify the oppression and silencing of women. While in *Agnes Grey*, Agnes chooses to be silent, *The Tenant of Wildfell Hall* depicts a rebellious character, Helen Graham, who speaks up for her child and herself.

In both novels, Brontë focuses on marriage and the reasons behind it. They may be because of love or wishing to be financially secure. In *Agnes Grey*, Agnes' parents make a marriage of love, while Rosalie Murray portrays a materialistic view by emphasizing her desire to be wealthy. For instance, Agnes explains that her mother is a squire's daughter and her father is a clergyman. Even though they are in love, stating that "she would rather live in a cottage with Richard Grey than in a palace with any other man in the world" (Brontë, 2011, p. 1), Agnes' grandfather strongly opposes the idea of his daughter marrying a clergyman. Once he understands that the lovers are determined to stay together, he lets them marry on one condition, "his daughter would forfeit every fraction of her fortune" (Brontë, 2011, p. 1). While Agnes' grandfather is almost sure this condition will break the lovers' bond, Mrs. Grey decides to give up on all her possessions and marry Richard Grey. Even though the marriage is protested heavily by Mrs. Grey's friends and family, Agnes talks about how her mother thinks she made the right decision and that "she would rather live in a cottage with Richard Grey than in a palace with any other man in the world" (Brontë, 2011, p. 1). Thus, Brontë emphasizes that sometimes love marriages win over

marriages for financial status and can last happily. On the other hand, Rosalie Murray considers marriage a way to get richer, gain status, and impress others. Agnes mentions Rosalie's thoughts on marrying Thomas Ashby, the owner of Ashby Park, because she is eager to have a share of it, travel to places, and surround herself with luxury. She expresses:

Rosalie was pleased with the thoughts of becoming the mistress of Ashby Park; she was elated with the prospect of the bridal ceremony and its attendant splendour and éclat, the honeymoon spent abroad, and the subsequent gaieties she expected to enjoy in London and elsewhere... (Brontë, 2011, p. 79)

After Rosalie marries Thomas Ashby and becomes Mrs. Ashby, Agnes visits her house. The governess remembers how Rosalie has been indifferent about whom to marry so long as he possessed Ashby Park and made her the mistress. Looking at the Ashby Park, Agnes expresses:

This was the place Rosalie Murray had so longed to call her own, that she must have a share of it, on whatever terms it might be offered—whatever price was to be paid for the title of mistress, and whoever was to be her partner in the honour and bliss of such a possession! (Brontë, 2011, p. 97)

After exemplifying a common reason for women to marry in the Victorian period, Brontë mentions the outcomes of Rosalie's marriage. The reason for Agnes' previous visit to Rosalie depends on a letter she sends to Agnes upon her arrival at Ashby Park, stating:

"We have been several days here already," wrote she. "We have not a single friend with us, and are likely to be very dull. You know I never had a fancy for living with my husband like two turtles in a nest, were he the most delightful creature that ever wore a coat; so do take pity upon me and come." (Brontë, 2011, p. 96).

Rosalie seems bored of the life she previously imagined as glorious, as nothing turns out to be how she expects. Although surrounded by the valuable items she wished for, she is lonely. Rosalie confesses to Agnes in her letter that "... she had been leading a very dissipated life " (Brontë, 2011, p. 96) and Agnes should come to see her at once.

In conclusion, Rosalie portrays a greedy character who thinks marriage is a path to earn more, and the partner can be whoever as long as he provides prosperity and status to her. On the other hand, Brontë criticizes that the quality and abundance of worldly goods do not guarantee happiness in a marriage, as Grey's parents seem more content with their lives than Rosalie's.

In *The Tenant of Wildfell Hall*, Anne Brontë critically discusses male dominance and its destructive results in marriages. Ideas of inequality and injustice are spread throughout the story and are especially prominent in Mrs. Markham's and Arthur Huntingdon's ideas. According to Jacobs (1986), Mrs. Markham and Arthur Huntingdon believe that a man should be accompanied by his wife to control his body and soul, prevent him from the wicked, and show him the right way to live by God's will. Should a man be left to his own devices, he may be distracted in morals and identity. Mr. Hargrave, a friend of Arthur, supports this idea. When he visits Arthur and Helen with other friends, he sees how Helen escapes them by constantly being in the library. So, Mr. Hargrave goes to talk to Helen in her getaway place and says:

I myself am so thoroughly ashamed of my companions, and so weary of their irrational conversation and pursuits - now that there is no one to humanize them and keep them in check, since you have justly abandoned us to our own devices. (Brontë, 2001, p. 300)

Thus, a wife should devote all her time and effort to keep her husband and even his friends delighted, well-mannered, and morally oriented. Moreover, as Helen's previous husband Arthur declares, should a man act in disgrace, it is his wife's fault that she could not fulfill his desires. He continues to say that should a man get involved in extramarital affairs, he has the ultimate right to do so, as his wife has no right to intervene or object to the relationship. The man is the God-like source in the relationship, and the wife must keep him satisfied and not interfere with his actions. Although Helen acknowledges that Arthur is selfish and does not give enough love, she believes her capacity for love is enough for both. In her remarks, it is evident that she assumes keeping Arthur content is her duty:

Arthur is selfish; I am constrained to acknowledge that, and, indeed, the admission gives me less pain than might be expected, for since *I* love him so much, I can easily forgive him for loving himself: he likes to be pleased, and it is my delight to please him; and when I regret this tendency of his, it is for his own sake, not for mine. (Brontë, 2001, p. 171)

Senf (1990) argues that Helen Graham married her first husband because of her love and against her family's warnings. Similarly, in *Agnes Grey*, Agnes and Mr. Westwood make a marriage of love. However, love is not the sole reason women marry in *The Tenant of Wildfell Hall* and *Agnes Grey*. The desire to own wealth is portrayed as a driving source of Milicent Hargrave's marriage in *The Tenant of Wildfell Hall*, like Rosalie's in *Agnes Grey*. While explaining why she considers marrying a rich man, Milicent also reveals Mrs. Hargrave's wish for her children to marry well, meaning marrying wealthy partners. Milicent tells Helen about her mother's desires about her marriage:

Mr. Hattersley, you know, is the son of a rich banker, and as Esther and I have no fortunes, and Walter very little, our dear mamma is very anxious to see us all well married, that is, united to rich partners. (Brontë, 2001, p. 188)

Thus, she reveals her desire to marry Mr. Hattersley because he is the son of a wealthy banker, and she has no financial security. In terms of Rosalie Murray, she aims to marry a wealthy man who can provide him with wealth, as mentioned earlier. Moreover, in a letter Milicent writes to Helen, she expresses how she accepts marrying Mr. Hattersley even though she does not love him and does not want to upset her mom. Helen states Milicent's letter, saying:

"I hardly know what to say about it," she writes, "or what to think. To tell you the truth, Helen, I don't like the thought of it at all. If I *am* to be Mr. Hattersley's wife, I must try to love him, and I do try with all my might; but I have made very little progress yet; and the worst symptom of the case is that the further he is from me the better I like him: he frightens me with his abrupt manners and strange hectoring ways, and I dread the thoughts of marrying him. 'Then why have you accepted him?' you will ask; and I didn't know I had accepted him; but mamma tells me I have, and he seems to think so too. I certainly didn't mean to do so; but I did not like to give him a flat refusal, for fear mamma should be grieved and angry (for I knew she wished me to marry him)" (Brontë, 2001, p. 188)

Judging from the rationales behind these women's wishes, Jacobs (1986) points out that Anne Brontë mirrors what women must consider before marrying to secure their financial and social status by

depending on their husbands. Marriages are not always voluntary; the impact of the parents may be stronger than the feelings of the children about whom to marry, like in the case of Millicent Hargrave.

Conclusion

Anne Brontë is considered a feminist with her progressive ideas and criticism about education, gender equality, and marriage in the nineteenth century. Even though she is often under the shadow of her two sisters, her works highlight critical issues about women's role in society. This paper has explored how these concerns of Brontë are reflected in her two novels, through the life of Agnes Grey in *Agnes Grey* and Helen Graham in *The Tenant of Wildfell Hall*. Anne Brontë touches upon the rotten education system of children based on gender discrimination and inequality of opportunities, as well as the challenges of being a governess who tries to balance the wishes of the children and the parents. Brontë also mentions the horrendous outcomes of the improper upbringing of boys and girls and how they lay the foundations of the future oppressors and materialists. In addition, she provides the reader with the challenges of being a woman, whether as a governess or a wife, who has to face discrimination and oppression from society. She touches upon the topics of marriages of love, pretentious, and forced marriages. In conclusion, both of her novels may be regarded as making significant contributions to the feminist movement by including controversial topics of the nineteenth century and creating female characters that defy traditional roles and expectations.

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Kazım Karabekir Paşa'nın "Tarihte Almanlar ve Alman Ordusu" Eserinde Alman İmgesi

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Öz

1882 yılında İstanbul'da dünyaya gelen Kazım Karabekir (nam-ı diğer Alçıtepe Kahramanı), Kurtuluş Savaşı'nı başlatan komutanlar arasında yer almasıyla ve Doğu Cephesi'ndeki başarısıyla ününü artırmıştır. Harbiye Mektebi'nde üç yıl Alman öğretmenlerden eğitim alan ve 1900-1905 yılları arasında da Alman eğitim ve askeri sisteminden beslenen Karabekir Paşa, 1913 yılındaki Alman Misyon Birliği sayesinde Almanlar ile askeri anlamda da çalışmalarını sürdürmüştür. Birlikte çalıştığı Alman subayların tecrübelerinden de yararlanan Kazım Karabekir, Almanlar hakkında üç kitap kaleme almıştır. Bu kitaplardan biri de "Tarihte Almanlar ve Alman Ordusu" (2001) isimli eseridir. Kazım Karabekir, eserini dokuz ana başlıkta ele almıştır. Eserinde I. Dünya Savaşı'nda görev alan Alman subaylardan hareketle kültür, siyaset, ekonomi ve eğitim konularında imgelerine yer veren Karabekir, eserin ilerleyen kısımlarında da kültür tarihi açısından iş akademisi, inşaat akademisi, sanat akademisi ve ilim akademileri gibi akademiler üzerinden Almanlar hakkındaki eğitime yönelik imgelerini; Beethoven, Händel, Haydn, Mozart ve Schubert gibi sanatçılar üzerinden de Almanlar hakkındaki sanata yönelik imgelerini aktarmıştır. Bu imgeler, imge inceleme yöntemlerinden olan optik imge inceleme yöntemiyle analiz edilmiş ve Kazım Karabekir Paşa'nın oluşturduğu imgeler üzerinden Alman toplumu ve kültürü irdelenmeye çalışılmıştır. Veriler elde edilirken veri toplama yöntemlerinden arşiv tarama tekniğinden yararlanılmış ve kitapta ele alınan konular, tarihi kaynaklar ve dokümanlardan da desteklenerek incelenmeye çalışılmıştır. İnceleme sonucunda Almanların gerek askeri gerek ekonomik yönden Karabekir Paşa'nın övgülerini aldığı, ancak kültürel anlamda kendisinden olmayana tüm övgülerine rağmen "öteki" olarak tanımlandığı tespit edilmiştir.

Anahtar Sözcükler: Kazım Karabekir Paşa, tarihte Almanlar, Alman imgesi, bir Türk gözünden Almanlar.

Abstract

Born in Istanbul in 1882, Kazım Karabekir (Alçıtepe Hero) gained fame with his place among the commanders who started the War of Independence and with his success on the Eastern Front. Karabekir Pasha, who received education from German teachers for three years at the Harbiye School and was nourished by the German education and military system between 1900-1905, continued his military work with the Germans thanks to the German Mission Union in 1913. Also benefiting from the experiences of the German officers he worked with, Kazım Karabekir wrote three books about the Germans. One of these books is "The Germans and the German Army in History" (2001). Kazım Karabekir discussed his work under nine main headings. Karabekir, who included images in his work on the subjects of culture, politics, economy and education based on German officers who served in World War I, in the following parts of the work, he conveyed his educational images about Germans through academies such as business academy, construction academy, art academy and science academies in terms of cultural history; and his artistic images about Germans through artists such as Beethoven, Händel, Haydn, Mozart and Schubert. These images were analyzed with the optical image analysis method, which is one of the image analysis methods, and an attempt was made to examine German society and culture through the images created by Kazım Karabekir Pasha. While obtaining data, the

archive scanning technique, which is one of the data collection methods, was used and the subjects discussed in the book were tried to be examined with the support of historical sources and documents. As a result of the examination, it was determined that the Germans received Karabekir Pasha's praises both in terms of military and economic aspects, but defined those who were not like them in terms of culture as "other" despite all his praise.

Keywords: Kazım Karabekir Pasha, Germans in history, German image, Germans from a Turkish Perspective.

Giriş

Modernleşme sürecine geçişin sancılarını yaşayan geç Osmanlı toplumunda, Batı'nın askerî, teknolojik ve kültürel üstünlüğü, özellikle aydın ve asker kökenli bürokratlar tarafından dikkatle izlenmiş ve analiz edilmiştir. Bu süreçte, Batı'nın temsilcisi konumundaki Almanya ile kurulan askerî ve ideolojik temaslar, yalnızca pratik bir transferin ötesinde, zihin dünyasında da belirleyici imgeler üretmiştir. Bu bağlamda, kültürel imgeler teorisi çerçevesinde değerlendirildiğinde, “öteki” olarak konumlandırılan Batı, bir yandan taklit ve hayranlık nesnesi, diğer yandan mesafe koyulan ve kültürel fark üzerinden tanımlanan bir kimlik olarak işlev görmüştür (Said, 1978; Hall, 1997).

Bu çalışmanın odağında yer alan Kazım Karabekir Paşa, hem askerî kariyerinde Almanya ile kurduğu temaslar hem de kaleme aldığı eserlerle bu imge üretiminin önemli temsilcilerinden biridir. Karabekir'in *Tarihte Almanlar ve Alman Ordusu* (2001) adlı eseri, disiplinlerarası bir okumaya açık bir metin olarak; askerî yapıdan sanata, eğitim sisteminden kültür politikalarına kadar geniş bir yelpazede Alman toplumuna ilişkin imgesel bir harita sunar. Bu harita, yalnızca tarihsel gözlem değil, aynı zamanda kültürel temsil üretiminin ideolojik kodlarını da içinde barındırır.

Çalışma, söz konusu eseri optik imge inceleme yöntemi bağlamında ele alarak, Karabekir'in Alman toplumuna ilişkin oluşturduğu imgeleri çözümler. Bu bağlamda, eserdeki temsillerin epistemolojik kökenleri, kültürel ayrımlaşma süreçleri ve kimlik inşası pratikleri sorgulanmakta; Karabekir'in “modern” olanı yüceltirken, “biz” ve “öteki” dikotomisini nasıl kurduğu analiz edilmektedir. Böylece, hem bireysel düzeyde bir entelektüelin Batı algısı hem de kolektif düzeyde erken Cumhuriyet düşüncesine yön veren modernleşmeci zihniyetin izleri tartışmaya açılmaktadır.

Kazım Karabekir ve Alman Etkisi: Askerî Modernleşme ve Kültürel İmge İnşası

Kazım Karabekir'in askerî kariyeri ve entelektüel düşünce yapısı, geç Osmanlı döneminde ivme kazanan askerî modernleşme çabalarının ve Batı'ya yönelişin karakteristik bir örneğidir. Özellikle 19. yüzyıl sonlarından itibaren Osmanlı İmparatorluğu, askerî eğitim ve örgütlenme biçimlerini modernize etme amacıyla başta Almanya olmak üzere Avrupa ordularını model olarak benimsemiştir. Bu süreçte Almanya, Osmanlı için yalnızca stratejik bir müttefik değil; aynı zamanda teknik rasyonalite, disiplin ve kurumsallık gibi modern devlet aygıtlarının sembolü hâline gelmiştir (Hanioğlu, 2008; Zürcher, 2004).

Karabekir, 1900–1905 yılları arasında Harbiye Mektebi'nde aldığı eğitim süresince Alman askeri disiplininin etkilenmiş, 1913 yılında ise Osmanlı ordusunda görev yapan Alman Misyon Birliği ile kurduğu doğrudan temas sayesinde Alman subaylarla aktif biçimde çalışmıştır. Bu ilişkiler, Karabekir'in düşünsel dünyasında kalıcı izler bırakmış ve daha sonraki dönemlerde kaleme aldığı eserlerde açık biçimde ifadesini bulmuştur. Nitekim *Tarihte Almanlar ve Alman Ordusu* (2001) adlı eserinde Karabekir hem Alman askerî sistemini hem de toplumsal-kültürel yapıyı övgüyle değerlendirmektedir.

Karabekir'in Almanya'ya ve Almanlara ilişkin söylemi, yalnızca bireysel bir deneyim aktarımı değil; aynı zamanda dönemin zihinsel kodlarını yansıtan kültürel bir temsil biçimidir. Bu bağlamda, onun metinlerinde yer alan Alman imgesi, Said'in (1978) Doğu'yu tanımlarken kullandığı "oryantalist" söylemin Batı'ya yöneltilmiş bir karşılığı olarak, "oksidentalist" bir söylem çerçevesinde değerlendirilebilir. Alman toplumu Karabekir'in anlatısında modernliğin, ilerlemenin ve düzenin simgesi olarak konumlandırılırken; aynı zamanda kültürel farklılıklar üzerinden "öteki" olarak da inşa edilmektedir. Bu çelişkili pozisyon, Karabekir'in Batı ile kurduğu ilişkinin ikili doğasını ortaya koyar: Bir yanda hayranlık, öte yanda kültürel mesafe.

Bu yaklaşım, kültürel kimliğin inşasında modernleşme ile gelen epistemolojik dönüşümlerin etkisini gösterir. Karabekir'in Almanlara yönelik pozitif temsilleri, bir anlamda rasyonel-bürokratik devlet yapısına duyulan ilgiyi yansıtırken (Weber, 1978), aynı zamanda Osmanlı entelektüel toplumunun zihninde Batı'nın teknik üstünlüğü ile kültürel yabancılığı arasında gidip gelen melez bir kimlik algısının da habercisidir. Bu noktada Karabekir'in Almanya'ya dair kurduğu imgeler, hem bireysel düzlemde bir askerî-teknik öğrenmenin ürünü hem de kolektif bilinç düzeyinde bir medeniyet tahayyülünün dışavurumu olarak okunabilir.

Dolayısıyla Karabekir'in metinleri, yalnızca tarihsel bilgi sunan belgeler değil; aynı zamanda kültürel söylemin ve kimlik politikasının taşıyıcı araçlarıdır. Alman askeri ve kültürel sistemine dair temsiller, modernleşen bir ulusun kendi konumunu tanımlamak için başvurduğu "karşıt" kimliğin yapı taşlarını sunar. Bu yönüyle Karabekir'in Almanlara yönelik imgeleri, modernleşme, kültürel aktarımlar ve öteki kavramı ekseninde yeniden okunmaya değerdir.

Tarihte Almanlar ve Alman Ordusu: İçerik, Temsil ve Anlatı Yapısı

Kazım Karabekir'in eseri, yalnızca bir askerî anı kitabı ya da tarihsel gözlem metni olmaktan öte, belirli bir ideolojik ve kültürel formasyonun dışavurumunu içeren temsili bir metin olarak değerlendirilmelidir. Eserin yapısı, Karabekir'in Alman toplumunu farklı açılardan kavramaya yönelik entelektüel çabasını yansıtırken; içeriksel düzeyde askerî düzen, disiplin, eğitim ve sanat gibi alanlar üzerinden inşa edilen Alman imgesinin çok katmanlı doğasına da işaret etmektedir. Bu bölüm, Karabekir'in eserini içerik, yapı ve temsil biçimleri açısından inceleyerek, metnin sunduğu kültürel imgelerin nasıl kurulduğunu teorik bir çerçevede ortaya koymayı amaçlamaktadır.

Anlatının Yapısal Kurgusu ve İdeolojik Formasyon

Karabekir'in eseri, dokuz ana başlığa ayrılmış şekilde yapılandırılmıştır. Bu yapısal düzenleme, yazarın Alman toplumunu çok boyutlu bir biçimde ele alma arzusunu ortaya koyar. Anlatının ilk bölümlerinde I. Dünya Savaşı'nda birlikte görev yaptığı Alman subaylara dair gözlemlerine yer veren Karabekir, bu subaylar üzerinden bir bütün olarak Alman ordusunu ve disiplin sistemini temsil eder. Anlatı, burada bireysel gözlemler ile toplumsal-genel temsiller arasında kurulan ilişkiyle ideolojik olarak şekillenmektedir (Eagleton, 1991). Alman subayların "sistematiklik", "dakiklik" ve "düzenlilik" gibi nitelikleri, Karabekir'in zihninde Alman milletin kolektif karakterini belirleyen temel unsurlar olarak sunulur.

Bu noktada, Karabekir'in anlatısında görülen temsil biçimi, Hall'in (1997) kültürel temsiller teorisi bağlamında ele alınabilir. Alman ordusuna dair disiplinli, güçlü ve rasyonel yapı, yalnızca gerçek bir gözlem değil, aynı zamanda Karabekir'in kendi askerî modernleşme tahayyülünü yansıttığı bir projeksiyon olarak değerlendirilmelidir. Bu yönüyle eser, "gözlemci anlatıcı" konumundaki Karabekir'in, aynı zamanda bir "kültürel temsil üreticisi" rolünü üstlendiğini gösterir.

Alman Eğitim Kurumları ve Akademik Temsiller

Eserin devam eden bölümlerinde Karabekir, Alman eğitim sistemine ve özellikle mesleki-teknik akademilere (iş akademisi, inşaat akademisi, sanat akademisi ve ilim akademileri) odaklanarak, Alman toplumunun üretim gücünü ve modernleşme kapasitesini değerlendirmektedir. Burada Alman eğitim kurumlarının betimlenişi, yalnızca teknik bir bilgilendirme değil, aynı zamanda bir “kurumsal model” olarak sunulmalarıyla dikkat çeker. Bu bağlamda Karabekir’in anlatısı, Alman kurumlarını Türkiye için “aktarılabılır bir ideal” olarak temsilleştirmekte, kültürel aktarım süreçlerine zemin hazırlamaktadır (Bhabha, 1994).

Karabekir’in akademik kurumlara dair sunumu, Alman toplumunun bilgi üretim biçimini ve kurumsal örgütlenme kapasitesini öne çıkarırken; aynı zamanda Weberyen anlamda bir “rasyonel-modern toplum” imgesini de inşa etmektedir (Weber, 1978). Özellikle mesleki eğitimin toplumsal iş bölümüne katkısı, Karabekir’in gözünde Almanları “medeniyet taşıyıcısı” kılan temel özelliklerden biridir.

Sanat Yoluyla İmge İnşası: Müzik ve Kültürel Temsil

Eserin önemli bir bölümü, Alman kültürüne dair değerlendirmelere ayrılmıştır. Bu bağlamda Karabekir, Alman müziğini ve özellikle Beethoven, Händel, Haydn, Mozart ve Schubert gibi klasik Batı müziğinin öncü isimlerini merkeze alarak, Almanların sanatsal yetkinliklerini vurgulamıştır. Sanatçılar aracılığıyla kurulan bu temsil, Alman toplumunu yalnızca teknik anlamda değil, estetik düzeyde de “yüce” olarak konumlandırmıştır. Bu tür bir sanat vurgusu, Kantçı estetik ideallerle uyumlu bir biçimde, kültürel üstünlüğün evrensel değerler üzerinden kurulduğu bir söylem üretmektedir (Kant, 1781).

Ancak burada dikkat çekici olan nokta, Karabekir’in sanatı bir hayranlık nesnesi olarak sunarken, bu kültürel üretimi “bizim olmayan” bir alan olarak tanımlamasıdır. Bu yaklaşım, Karabekir’in “kültürel öteki” ile kurduğu mesafeli ilişkinin altını çizmektedir. Bourdieu’nün (1984) kültürel sermaye kavramıyla açıklanabilecek bu durum, sanatın aynı zamanda bir ayırım mekanizması olarak işlediğini ve Karabekir’in bu ayırımı hem hayranlık hem de dışlama biçiminde kurguladığını göstermektedir.

Karabekir’in *Tarihte Almanlar ve Alman Ordusu* adlı eseri, çok katmanlı bir kültürel temsil metni olarak okunabilir. Metin, Alman ordusuna ve toplumuna dair anlatılar üzerinden yalnızca tarihsel bir deneyimi aktarmakla kalmaz; aynı zamanda modernleşen bir toplumun kendisine model olarak seçtiği “öteki” ile kurduğu ilişkinin ideolojik izlerini de taşır. Karabekir, Alman sistemini övgüyle ele alırken, bu övgüyü kendi ulusuna yönelik bir modernleşme çağrısına dönüştürmekte; böylece bir temsil alanı inşa etmekte ve kültürel söylemin yeniden üretimine katkı sağlamaktadır.

Modernleşmenin Temsil Alanı Olarak *Tarihte Almanlar ve Alman Ordusu*

Modernleşme, yalnızca teknik ya da kurumsal dönüşümlerle sınırlı olmayan; aynı zamanda kültürel temsiller, epistemolojik kırılmalar ve kimlik inşası süreçleriyle iç içe geçmiş çok katmanlı bir dönüşüm alanıdır. Bu bağlamda modernleşme, bireylerin ve toplumların “öteki” üzerinden kendilerini tanımladığı, Batı merkezli bir ilerleme söylemiyle şekillenen temsili bir zemindir (Giddens, 1991; Eisenstadt, 2000). Kazım Karabekir’in *Tarihte Almanlar ve Alman Ordusu* (2001) adlı eseri, bu temsil alanlarından biri olarak değerlendirilmelidir. Eser, Alman toplumunu askeri, eğitsel ve kültürel boyutlarda disiplinli, üretken ve modern bir yapı olarak kurgularken; aynı zamanda Türkiye’nin modernleşme sürecinde model alınan “ideal öteki”nin kültürel izini sürer. Karabekir’in anlatısı, Batılılaşma sürecindeki Osmanlı-Türk aydınının zihinsel evrenini yansıtan bir modernlik tahayyülünü dile getirir ve bu tahayyül, Alman toplumuna atfedilen özellikler aracılığıyla inşa edilir. Bu bağlamda metin, yalnızca bir gözlem veya anı anlatısı değil; aynı zamanda kültürel sermaye, temsil ve epistemik otoriteye dayalı bir modernleşme ideolojisinin taşıyıcısıdır (Said, 1978; Hall, 1997; Bourdieu, 1984).

Bu bölümde, söz konusu eserin yapısı ve içeriği, Karabekir'in modernlik tahayyülündeki Alman imgesinin nasıl üretildiği ve temsil edildiği üzerinden analiz edilecektir.

Siyasi birliğini henüz 1870-71 'de Fransızlara karşı kazandığı zaferle temin eden yoksul bir milletten, günün en zengin ve en kuvvetli bir devletini var eden Alman büyüklerinin zekâ ve ferâgatlarını öğrenerek hayran oluyorduk (Karabekir, 2001: 14).

Bu alıntı, yalnızca Alman askerî ve ekonomik gücüne duyulan hayranlıkla sınırlı kalmamakta, aynı zamanda bu gücün arkasındaki kültürel ve toplumsal dinamiklere yönelik derin bir takdir de taşımaktadır. Karabekir, Almanya'nın Fransızlara karşı 1870-71'de kazandığı zaferin ardından, yoksul bir milletten nasıl bir ulus-devlet inşa edildiğini ve bu sürecin ardındaki zekâ ile feragati övgüyle aktarır. Bu anlatı, aynı zamanda Max Weber'in *Protestan Ahlakı ve Kapitalizmin Ruhu* (1904) eserindeki Protestan iş ahlakı anlayışına paralel bir izlek taşımaktadır. Weber, Protestan ahlakının kapitalizmin yükselmesindeki rolünü vurgularken, bireysel öz disiplin, çalışkanlık, rasyonellik ve tasarruf etme gibi değerlere sahip olmanın modern ekonomik başarıyı mümkün kıldığını savunur. Karabekir de benzer şekilde, Almanların bu tür etik bir anlayışla, sistematik bir çalışma ile büyük bir ulus-devlet inşa ettiklerini belirterek, Alman halkının bu "Protestan iş ahlakı"na benzer bir çalışma disiplini ve feragat anlayışını benimsemiş olduklarını ima etmektedir.

Bu bağlamda, Karabekir'in Alman halkına duyduğu hayranlığın, yalnızca askeri zaferlere dayalı bir takdir değil, aynı zamanda Almanya'nın modernleşme sürecinde sergilediği rasyonel, düzenli ve disiplinli toplumsal yapıyı, bir tür kültürel model olarak idealize etme çabası olduğu da düşünülebilir. Bu, Osmanlı İmparatorluğu'nun da kendi modernleşme sürecinde benzer bir örneklem arayışını yansıtan bir bakış açısidir. Ayrıca, Karabekir'in bu hayranlığının altında, postkolonyal bir bakış açısıyla da tartışılabilir bir "öteki" tanımlaması da bulunmaktadır. Almanya, Batılı bir model olarak, Osmanlı toplumunun karşısındaki "gelişmiş" örneği temsil etmektedir. Bhabha'nın (1994) belirttiği gibi, "öteki" figürü, modernleşme süreçlerinin, hegemonik güç ilişkilerinin ve kültürel üstünlük iddialarının merkezi bir parçasıdır. Karabekir, Almanya'yı hem bir modernleşme modeli olarak kabul ederken, diğer yandan Osmanlı toplumunun bu modele ulaşmak için gereken niteliklere sahip olduğunu vurgulayan bir anlatı oluşturur. Bu durum, Batılılaşma sürecindeki Türk aydınlarının Alman modernleşmesini idealize ederken, Batı ile kendi toplumlarını karşılaştırdıkları geleneksel söylemi yeniden üretir. Sonuç olarak, Kazım Karabekir'in Alman modernleşmesine duyduğu hayranlık hem bireysel disiplinin hem de toplumsal sorumluluğun bir sonucu olarak ortaya çıkan bir kültürel modelin övgüsüdür denilebilir. Karabekir'in bu hayranlığı, sadece bir askeri ya da ekonomik başarıyı değil, aynı zamanda bir ulusun öz disiplin, çalışma ahlakı ve rasyonel bir kalkınma anlayışına dayalı olarak ulus-devlet inşası sürecinde nasıl bir kültürel bütünlük sağladığını da vurgulamaktadır. Bu analiz, Osmanlı/Türk modernleşmesinin Batılılaşma ve Alman örneği üzerinden şekillenen bir söylemi, aynı zamanda bu söylemin kültürel ve ideolojik bağlamda nasıl kurgulandığını gözler önüne serer.

Kitaplarımız onlarınkinden tercüme ve hocalarımız da ya Alman veya Alman ruhuyla dolgun idi (Karabekir, 2001: 15).

Bu alıntı, Batılı düşünce biçimlerinin ve özellikle Alman kültürünün Osmanlı aydınları üzerindeki etkisini açıkça ortaya koymaktadır. Karabekir'in bu ifadeyi kullanırken verdiği mesaj, Osmanlı toplumunun kendi modernleşme yolculuğunda, Batı'yı, özellikle de Almanya'yı hem bilgi üretimi hem de eğitim alanında bir model olarak kabul ettiğini ortaya koymaktadır. Bu bağlamda, alıntıdaki "tercüme" ifadesi, yalnızca dilsel bir aktarımdan öte, Batı düşüncesinin, özellikle Alman düşünce geleneğinin, Osmanlı entelektüel dünyasına nasıl nüfuz ettiğini gösterir. Batı'nın bilimsel, felsefi ve

askeri başarılarının taklit edilmesi, Osmanlı toplumunun modernleşme çabalarının bir göstergesi olarak karşımıza çıkmaktadır. Bununla birlikte, “Alman ruhuyla dolgun” hocaların varlığı, sadece belirli bir dil ya da kültürün aktarılmasından daha fazlasını ifade etmektedir. Buradan, Almanya’nın rasyonel düşünce, disiplinli çalışma ve askerî strateji gibi kavramlarını, Osmanlı eğitim kurumlarının içselleştirdiği ve öğretim süreçlerinde benimsenen değerler haline geldiği yorumlanabilir. Bu durum, aynı zamanda Max Weber’in “rasyonalizm” ve “bürokratik yapı” kavramları ile de ilişkilendirilebilir. Weber’e göre, Batı’daki modernleşme süreci, bireysel özgürlükten ziyade, kolektif ve bürokratik bir düzenin inşasını gerektirmiştir. Bu anlamda, Karabekir’in “Alman ruhuyla dolgun” ifadeleri, yalnızca bir eğitimsel aktarımı değil, aynı zamanda Batılı modernleşme modelinin Osmanlı eğitimine nasıl entegre edildiğini de gözler önüne sermektedir. Almanya’nın eğitim sisteminin, özellikle askerî ve teknik anlamda Osmanlı eğitimine kattığı etkiler, bu süreçteki kültürel hâkimiyetin ve epistemik üstünlüğün bir tezahürüdür. Bu bağlamda, Karabekir’in imgesinde Almanya’nın sadece bir askerî güç değil, aynı zamanda bir kültürel ve entelektüel model olarak Osmanlı’yı etkilemiş olduğu görülmektedir. Almanya’nın entelektüel ve askerî başarıları, Osmanlı aydınları tarafından bir “ideal” olarak kabul edilmiştir ve bu ideal, Batı ile kurulan ilişkiler üzerinden kendini göstermiştir. Bu durum, aynı zamanda Osmanlı’daki Batılılaşma sürecinin sadece bir kültürel etkileşim değil, Batı’ya duyulan bir tür epistemik bağımlılığın da göstergesi olarak yorumlanabilir.

Fakat öyle bir ordu ki talim ve terbiyece Fransız ordusunu dahi geçti. Ordu devletin mihrakını teşkil ediyordu. Talim ve resm-i geçitlerde Prusya askerî makine gibi hareket ediyordu (Karabekir, 2001: 65).

Bu alıntı, Alman askerî disiplinine duyulan derin hayranlığı ve bu disiplinin Osmanlı’daki modernleşme sürecine etkisini ortaya koyan bir örnektir. Karabekir, Alman ordusunun hem organizasyonel hem de eğitimsel üstünlüğünü vurgularken, Alman disiplininin sadece askerî başarılarıyla değil, aynı zamanda toplumsal yapıyı şekillendiren bir sistem olarak işlevsel olduğunu da okura hissettirmektedir.

Karabekir’in burada kullandığı “askerî makine” ifadesi, bir tür biyomekanik organizasyonu ve sistematik hareketi simgelemektedir. Bu imge, Alman ordusunun rasyonel ve verimli bir yapıya sahip olduğunu ve bu yapının her düzeydeki bireyi disiplinli bir şekilde çalışmaya zorladığını düşündürmektedir. Bu bağlamda, Prusya ordusunun bir tür “askerî makine” gibi hareket etmesi, Max Weber’in bürokratik yapılar hakkındaki görüşleriyle paralellik gösterir. Weber, bürokrasi ve disiplinin modern devletin temel yapı taşları olduğunu savunur. Prusya ordusunun işleyişi, tıpkı Weber’in tanımladığı gibi, merkeziyetçi, hiyerarşik bir yapıyı temsil eder ve her birey bu yapıya uygun olarak hareket eder. Alman ordusunun bu askerî makineye benzetilmesi, aynı zamanda Weber’in modern devletin işleyişine dair yaptığı teorik açıklamaları da hatırlatır: Modern devletler, bürokratik makineler olarak işlev görürler ve devletin her düzeyindeki bireylerin davranışları, merkezi bir düzen içinde koordine edilir. Karabekir’in gözlemi, Osmanlı İmparatorluğu’nun modernleşme sürecinde Almanya’yı model alma çabasının bir yansıması olarak yorumlanabilir. Osmanlı ordusunun, Fransız ordusunun eğitim yöntemleriyle karşılaştırıldığında, Prusya ordusunun talim ve disiplin anlayışını daha fazla takdir etmesi, Alman sistemine duyulan saygıyı göstermektedir. Almanya’nın askerî makineye benzetilen düzeni, yalnızca savaşta değil, aynı zamanda devletin iç işleyişine dair bir metafor olarak da kabul edilebilir. Osmanlı modernleşmesinin erken aşamalarında, Alman modelinin benimsenmesi, yalnızca askerî gücün değil, aynı zamanda devletin idari ve toplumsal yapısının da yeniden şekillendirilmesi gerektiği anlayışını pekiştirmiştir.

Germanlarda ise sefahet ve sefalet yer verilmemekte idi. Kadınlar kocalarına sâdik kalmakta ve muharebelerde orduların geri hizmetlerini erkekler gibi mahâret ve kudretle ifa etmekte idiler (Karabekir, 2001: 29).

Bu alıntıda, Alman toplumu ile Osmanlı toplumunun değerler sistemine dair derin bir karşılaştırma yapılmaktadır. Karabekir, burada Almanya'nın sosyal yapısını değerlendirirken, Almanya'nın disiplinli ve ahlaki yönlerini vurgulamakta ve bu yönleri, Osmanlı toplumuyla kıyaslayarak, Osmanlı'nın modernleşme sürecine dair çıkarımlar yapmaktadır.

Alman toplumunun “sefahet ve sefalet yer verilmemesi” ifadesi, buradaki ahlaki değerlerin ve disiplinin önemli bir yansıması olarak yorumlanabilir. Bu, aynı zamanda “Protestan ahlakı” kavramıyla da ilişkilendirilebilir. Weber, Protestan ahlakını tanımlarken, dünyevi zevklerden kaçınma, çalışkanlık ve tasarruf gibi değerleri öne çıkarmıştır. Karabekir'in vurguladığı, “sefahet ve sefalet yer verilmemesi” anlayışı, bu Protestan değerlerinin yansıması olarak okunabilir. Almanya'nın, özellikle 19. yüzyıldaki modernleşme sürecinde, bu tür değerler toplumda güçlü bir şekilde var olmuştur. Disiplinli, rasyonel ve çalışkan bir toplum yapısı, Almanya'nın ekonomik ve askerî başarılarında önemli bir rol oynamıştır. Karabekir'in bu aktarımının, Almanya'nın ahlaki yapısını bir tür ideal model olarak Osmanlı toplumuna sunuşu olduğu düşünülebilir.

1888'de Bismark'ın siyasetinde Almanya 4 milyonluk mükemmel bir ordu çıkarabilecek kudrette idi (Karabekir, 2001: 75).

1888 yılı, Almanya'nın askerî gücünün zirveye ulaşmaya başladığı bir dönemi işaret etmektedir. Bu dönemde, Prusya Krallığı ve sonrasındaki Almanya İmparatorluğu, askerî gücünü büyük ölçüde modernleşmiş askerî stratejiler ve disiplinli eğitimle şekillendirmiştir. Bismarck'ın yönetiminde Almanya, savaş sırasında seferberlik kapasitesini artırmak için gerekli askerî ve sanayi altyapısını hızla geliştirmiştir. Bismarck'ın politikası, Almanya'yı Avrupa'nın en güçlü askerî gücüne dönüştürmüş ve Almanya'nın ordusunun savaş kapasitesini çok daha fazla artırmıştır. Bu bağlamda, Bismarck'ın liderliğinde 4 milyonluk bir orduyu seferber edebilecek bir yapının ortaya çıkması, yalnızca askerî değil, aynı zamanda sanayi devriminden elde edilen üretim kapasitesinin de etkisiyle mümkün olmuştur. Karabekir'in bu ifadeyi kullanırken verdiği mesaj, Almanya'nın askerî gücünün sadece sayıca fazla olmakla kalmayıp, aynı zamanda son derece verimli ve modern olduğudur. Almanya'nın askerî kapasitesi, savaş sanayisi ve endüstriyel üretim ile doğrudan ilişkilidir. Bu, aynı zamanda Max Weber'in “sosyal eylem” ve “bürokrasi” konusundaki teorileriyle de örtüşmektedir.

Alman muallimleri tarafından yetiştirilen, Alman topçusuyla teçhiz olunan, Alman sevkü'l-ceyşine göre hareket yapan Türk ordusu çarın müttefiki olan küçük Slav devletleri tarafından mağlup edilmişti (Karabekir, 2001: 109).

Bu ifade, Karabekir'in sadece bir askerî durum tespiti değil, aynı zamanda eleştirel bir modernleşme yorumu sunduğunu göstermektedir. Alman askerî modelinin Osmanlı'ya “transplantasyon” yoluyla aktarılması, yerel bağlamla uyumsuz kalmış ve bu uyumsuzluk, savaş meydanında ağır bir yenilgiyle sonuçlanmıştır. Karabekir'in bu gözlemi, Osmanlı-Türk modernleşmesinin dış etkilerle şekillenen yüzeysel katmanlarının eleştirisini içermekte ve modernleşmenin yalnızca biçimsel değil, aynı zamanda toplumsal-kültürel bir dönüşüm gerektirdiğini hatırlatmaktadır.

Alman milletinin ruhunda esasen zapt u rapt, iş başarıcılık ve ihtisasa hürmet gibi yüksek vasıflar yer tutmuş ve Alman devlet adamlarında da teşkilatçılık, teslihatçılık birinci planda geldiğinden ve memleketin sanayii daima milletler arası ön saflarda tutunabildiğinden,

Alman ordusu mağlup olsa dahi pek çabuk kalkınmış ve mağlubiyetinin acısını geniş mikyasta çıkarmıştır (Karabekir, 2001: 141).

Karabekir'in bu ifadesinde “zapt u rapt”, “iş başarıcılık” ve “ihtisasa hürmet” gibi kavramlar, bir toplumun modernleşme kapasitesini belirleyen kültürel öğelere işaret etmektedir. Bu yaklaşım, Alman milletinin “ulus karakteri” üzerinden tanımlandığı ve başarılarının bu kültürel temellere dayandırıldığı bir toplumsal determinizm içermektedir. “Alman devlet adamlarında teşkilatçılık ve teslihatçılık birinci planda gelmektedir” ifadesi, modern devletin tanımı bağlamında *bürokratik rasyonalite* ile doğrudan ilişkilendirilebilir. Karabekir, Alman devletinin kurumsal yapısına dair bu gözleminde, devlet adamlarının planlama yeteneklerini ve organizasyon becerilerini vurgularken, aslında modern devletin teknik kapasitesini ve personel kalitesini öne çıkarmaktadır.

En ufak birlikten başkomutana varıncaya kadar hizada ruhlara işlenmiş birtakım vasıflar vardır ki bunların topyekünü çelik gibi bir ordu vücuda getirmiştir (Karabekir, 2001: 141).

Askeri birliğin yalnızca dışsal örgütlenme ve donanımına değil, aynı zamanda içsel bir disiplin ve ruhsal bağlılığa dayalı oluşumunu ifade eden bu cümle ile bir ordunun başarısının ve etkinliğinin, sadece fiziksel yapısından değil, aynı zamanda moral, psikolojik ve kültürel faktörlerden de beslendiği vurgulanmaktadır. Karabekir, bu gözlemleri ordunun içindeki “ruhsal aidiyet” ve “disiplin kültürü” gibi unsurların ne denli belirleyici olduğunu ortaya koymaktadır.

Bu suretle Alman ordusu, diğer orduları geride bırakacak derecede cevvaldır (Karabekir, 2001: 142).

Karabekir'in belirttiği “cevval” (çevik, hızlı) özellik, Alman ordusunun operasyonel kabiliyetlerine dair birincil özelliklerden biridir. Bu, operasyonel çeviklik kavramına karşılık gelir ve askeri taktiklerin hızlı ve etkin bir şekilde değişen koşullara göre uyarlanabilmesini ifade etmektedir. Modern askeri stratejilerde, operasyonel çeviklik, düşman karşısında üstünlük sağlamak için kritik bir faktör olarak kabul edilmektedir. John Boyd'un *OODA döngüsü* (Observe, Orient, Decide, Act) *Teorisi*, özellikle bu tür çevik, hızlı ve etkili stratejik karar alma süreçlerini açıklamak için kullanılan kavramlardan biridir. Karabekir, Alman ordusunun “cevval” yapısını, bu tür hızlı karar alma ve uygulama yeteneğiyle ilişkilendirmiştir. Bu da ordunun savaşın gidişatına hızla adapte olabildiği anlamına gelmektedir.

Hatır, gönül, iltimas, acıma gibi müessirler yoktur. Talim ve manevralarda yerinin ehli olmayanların yaşına bakılmadan ve yaşını dolduranların da ehliyetine aldırış edilmeden faal ordudan çıkarılırlar (Karabekir, 2001: 142).

Kazım Karabekir'in bu ifadeleri, Alman ordusunun disiplin anlayışının ve profesyonellik ilkesinin ne denli katı ve objektif olduğunu ortaya koymaktadır. Burada, “hatır, gönül, iltimas, acıma” gibi duygusal ve sosyal faktörlerin, askeri yapıya etki etmesinin kesinlikle reddedildiği vurgulanmaktadır. Alman ordusunun bu yaklaşımında, yalnızca askeri liyakat ve yeteneklerin geçerli olduğu bir sistemin işlediği, bu sistemde kişisel ilişkilerin veya yaşın önemsiz olduğu anlaşılmaktadır. Karabekir, yaş veya sosyal konum fark etmeksizin yalnızca askeri ehliyet ve beceriye dayalı bir sistemin, ordunun verimliliğini ve etkinliğini artırmak için vazgeçilmez olduğunu savunmaktadır. Askeri birliğin tamamında yüksek bir performans standardının korunmasını sağlamak adına disiplinin ve objektif kriterlerin ne denli kritik olduğu imajını da gözler önüne sermiştir.

İşte Alman ta'biyesinin ikinci esası olan “düşmana karşı ateş üstünlüğünü temin”e de bu sürat düsturu dehşetli surette yardım edebilmektedir (Karabekir, 2001: 176).

Kazım Karabekir'in bu ifadeleri, Alman askeri stratejisindeki önemli bir unsuru vurgulamaktadır: ateş üstünlüğü ve hızlı hareket etme ilkesi. Burada, düşmana karşı ateş üstünlüğünün sağlanması için hızlı ve etkili bir şekilde hareket edilmesi gerektiği anlatılmaktadır. “Sürat düsturu” ifadesi, ordunun operasyonel çevikliğini ve hızlı bir şekilde stratejik avantaj sağlamasını ifade etmektedir. Karabekir, Alman ordusunun, yalnızca savaş alanındaki taktiksel hareketlilikle değil, aynı zamanda ateş gücünü hızlı ve etkin bir şekilde kullanma konusunda da benzersiz bir yetenek geliştirdiğini belirtmektedir. Bu yaklaşım, düşmana karşı üstünlük elde etmek için sadece fiziksel kuvvet değil, aynı zamanda zihinsel hazırlık ve hız gerektiren bir stratejiyi temsil etmektedir. Dolayısıyla Karabekir'in, bu “sürat düsturu” söz öbeği ile, Alman ordusunun savaşta ateş gücü açısından ne kadar etkili olduğunu ve rakiplerine karşı nasıl ciddi avantajlar sağladığını vurguladığı söylenebilir.

Bütün Alman milleti esasen tasarrufa çok düşkün olduklarından, bakımsızlığın ne büyük zararlar vereceğini iyi bilirler. Memleket içinde bakımsız birşey görülmez Devlete ait olan her çeşit yollarda bir pürüz görülmez. Binaların ve müesseseler(in) içi dışı da böyledir (Karabekir, 2001: 143).

Kazım Karabekir'in Alman toplumu ve ordusu hakkında yaptığı gözlemler, imgebilimsel açıdan, imgelerin ve toplumun kültürel yapısının bir yansıması olarak değerlendirilebilir. Karabekir, Alman disiplini ve düzen anlayışını vurgularken, bu unsurları sadece fiziksel düzeyde değil, aynı zamanda kültürel ve psikolojik imgeler üzerinden de analiz etmektedir.

Özellikle “bakımsızlık” kavramı, bir imge olarak Alman toplumunun düzen ve özen anlayışını somutlaştırmaktadır. Karabekir, Almanların “tasarruflu” ve “düzenli” yapısına dair gözlemlerini aktarırken, imgesel anlamda, bakımsızlık ile kaos veya düzensizlik arasında bir ilişki kurar. Bakımsızlık, yalnızca fiziksel yapılarla sınırlı olmayan, aynı zamanda toplumsal yapının da çöküşüne işaret etmektedir. Bu imgeyi, toplumun değerleriyle ve onun askeri disiplin anlayışıyla birleştirmiştir. Yani, bir yolun veya binanın bakımsız olması, toplumun veya orduyu oluşturan bireylerin disiplin eksikliği ve “kaotik” bir düzene işaret ettiği düşüncesini okura dolaylı yoldan aktarmıştır.

Alman toplumunun, devletin her alanında bakıma verdiği önemi anlatırken Karabekir, aynı zamanda “düzen” ve “disiplin” imgelerini de oluşturmaktadır. Bu imgeler, yapılandırılmış bir dünya görüşü ve işlevsel bir toplum düzeni düşüncesi oluşturmaktadır. Her şeyin düzgün ve bakımlı olması, Alman toplumunun “işlevsel” ve “verimli” yapısını simgelemektedir. Burada sadece dışsal değil, içsel bir düzenden de bahsedilmektedir. Karabekir'in verdiği örneklerdeki binalar, yollar ve müesseseler, bir yandan toplumsal düzene dair güçlü imgeler oluştururken, diğer yandan Alman kültüründeki iş disiplini ve verimlilik anlayışını somutlaştırmaktadır.

İmgebilimsel bir yaklaşım açısından bakıldığında, Karabekir'in gözlemleri, sadece dış dünyadaki nesnelerin analizinden ibaret değildir; aynı zamanda bu nesnelerin ardında yatan kültürel ve psikolojik yapıları da açığa çıkarmaktadır. Bakımlı yollar, düzenli yapılar ve işleyen bir devlet yapısı, Alman kültürünün imgesel temsilleri olarak değerlendirilebilir. Bu imgeler hem somut hem de soyut düzeyde, bir toplumun kültürel değerlerinin, disiplin anlayışının ve işleyişinin yansıması olarak okunabilir.

Mezarlıklar da şehirler ve kasabalar kadar muntazam ve temizdir (Karabekir, 2001: 226).

Kazım Karabekir'in bu ifadesi, imgebilimsel açıdan, Alman toplumuna dair oluşturduğu düzen ve disiplin imgelerinin en uç, hatta kutsal sayılabilecek bir alana kadar taşındığını göstermektedir. Mezarlıklar, sadece ölülerin gömüldüğü fiziksel alanlar değil; aynı zamanda bir toplumun ölüme, geçmişe ve hafızaya dair kültürel tavrının da sembolik göstergeleridir. Karabekir'in bu gözlemi, Almanların yalnızca yaşayanlara değil, ölülerine karşı da aynı ölçüde düzenli, disiplinli ve saygılı bir kültürel yaklaşım içinde olduklarını imgelemektedir. Bu bağlamda mezarlıkların muntazam ve temiz olması, kolektif hafızanın, toplumsal sorumluluk ve disiplinin bir yansıması olarak yorumlanabilir.

Bugün, Paris terzilerinden elbise getirten İstanbul hanımları yektâ değillerdir. O yolun ilk gümrahları, Alman kadınlarıdır (Karabekir, 2001: 38).

Karabekir'in bu aktarımı imgebilimsel açıdan değerlendirildiğinde, kültürel modernleşme, tüketim alışkanlıkları ve kadın kimliği üzerine zengin bir sembolik yapı sunduğu görülmektedir. Bu cümlede Karabekir, görünüşte giyim kuşam üzerinden bir değerlendirme yapıyor gibi görünse de aslında modernleşmenin yönü, kültürel transferin kaynağı ve kadın üzerinden inşa edilen toplumsal imgeler hakkında çok daha derin bir eleştiri ve analiz ortaya koymaktadır. “Paris terzilerinden elbise getirten İstanbul hanımları”, Batı'nın özellikle Fransız kültürünün etkisi altına girmiş Osmanlı kadınlarının bir imgesi olarak karşımıza çıkmaktadır. Karabekir, bu eğilimi taklitçilik olarak değil, öncülük eden bir kültürel eğilimin izlenmesi olarak yorumlamakta; asıl dikkatini “ilk gümrahlara” olarak tanımladığı Alman kadınlarına yöneltmektedir. “Gümrah” ifadesiyle hem üretken hem de güçlü bir kültürel örnekliğin vurgulandığı söylenebilir. Bu yönüyle Alman kadını, Karabekir'in gözünde süs ve gösterişin ötesine geçen, modernleşme sürecine katkı sağlayan aktif bir figür olarak imgeleştirilmiştir.

Sonuç

Kazım Karabekir'in Tarihte Almanlar ve Alman Ordusu adlı eseri, yalnızca bir hatırat ya da tarihsel değerlendirme metni olmanın ötesinde, modernleşme, disiplin, kültür ve toplumsal yapı üzerine inşa edilmiş güçlü bir imgesel anlatıdır. Karabekir, eserinde Alman toplumunu bir “model” olarak kurgularken, bu modeli askerî başarı, kurumsal düzen, kültürel disiplin ve toplumsal ahlak ilkeleri çerçevesinde anlamlandırmıştır. Alman toplumuna dair sunduğu imgeler – düzenli mezarlıklardan muntazam şehir yapılarına, kadınların toplumsal rolünden tasarrufa dayalı yaşam biçimine kadar – Karabekir'in zihnindeki ideal toplum kurgusunun bir yansımasıdır. Bu imgeler, yalnızca Almanya'ya dair bir övgü değil; aynı zamanda Osmanlı/Türk modernleşmesine yönelik dolaylı bir eleştiri ve yön gösterici niteliği taşımaktadır.

İmgebilimsel açıdan değerlendirildiğinde, Karabekir'in anlatısı, disiplinli ordu, üretken kadın, temiz ve işlevsel kamu yapıları gibi imgeler üzerinden şekillenen bir kültürel arzu nesnesi yaratır. Bu bağlamda, Alman toplumu onun için yalnızca bir müttefik değil; aynı zamanda modernleşmenin, aklın ve rasyonel örgütlenmenin somutlaştığı bir kültürel figürdür. Karabekir'in Almanlara yönelik olumlu imgeleri, dönemin zihinsel dünyasında modernliğe duyulan hayranlığın, yerli reform çabalarıyla sentezlenme arzusu olarak da okunabilir. Dolayısıyla bu eser, yalnızca askerî ilişkiler bağlamında değil, kültürel, sosyal ve zihinsel dönüşüm süreçlerinin imgesel düzlemdeki yansımaları bakımından da değerlidir. Karabekir'in kurduğu Alman imgesi, Türk modernleşmesinin hedeflerini, sınırlarını ve tahayyül ufkunu anlamak açısından önemli bir kaynak işlevi görmektedir. Bu yönüyle Tarihte Almanlar ve Alman Ordusu, tarihsel bir belge olmanın yanı sıra, erken Cumhuriyet döneminin zihinsel ve kültürel altyapısını anlamada anahtar niteliğinde bir metin olarak okunmalıdır.

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Exploring the Influence of the Erasmus Program on Postgraduate Education Decisions: A Study at OKÜ Faculty of Arts and Sciences

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Abstract

This study provides an in-depth analysis of the impact of the Erasmus program on the postgraduate education plans and career trajectories of graduates from the Faculty of Arts and Sciences at Osmaniye Korkut Ata University (OKU). Given the growing importance of international student mobility in today's academic landscape, this research explores the longterm effects of the Erasmus experience on students' academic progress, professional aspirations, and cultural adaptation. By employing a mixed-methods approach, the study offers a comprehensive perspective. In the first phase, extensive surveys were conducted to evaluate the academic and professional development of Erasmus participants. In the second phase, in-depth semi-structured interviews were carried out to gain deeper insights into students' personal experiences, the program's influence on their career paths, and how it shaped their global outlook. The findings highlight that Erasmus participation extends beyond academic benefits, fostering international networking opportunities, enhancing intercultural competence, and facilitating smoother entry into the global job market. The study's results emphasize the pivotal role of exchange programs like Erasmus in shaping educational frameworks, reinforcing global academic partnerships, and contributing to the development of internationally minded professionals.

Keywords: Student mobility, higher education, international experience, professional networking, intercultural competence, career advancement, global education policies, academic exchange programs

1. Introduction

Globalization has radically transformed the practice of education and learning since ancient times and has expanded intellectual boundaries by ensuring the free circulation of information on a global scale. At turning points in history, trade routes such as the Silk Road have not only been an economic exchange environment but have also become the intersection of rich thought and knowledge. As Şahin (2008) also stated, the Silk Road created an intellectual network where philosophical, astronomical, literary, and medical knowledge of different civilizations circulated mutually, while medieval universities laid the foundations of global dialogue through the systematic collection and dissemination of knowledge. These two historical phenomena are the cornerstones of today's education policies as early pioneers of the free circulation of information and the internationalization of education. The Erasmus program, one of the most prominent educational initiatives of the modern age, is a continuation of this historical legacy. The Erasmus program was established in 1987 with the aim of providing international student and faculty mobility and energizing the European higher education field (Arkalı-Olcay & Nasır, 2016). This program, initiated with the foresight of the European Union, has encouraged the crossing of borders in education and has enabled students and academics from various countries to come together and share their ideas and cultural richness. The Erasmus+ Program aims to help people, regardless of age and educational status, gain new skills, increase their employment opportunities, and strengthen their personal development (Önen, 2017). Thus, the Erasmus program has revived the exchange of knowledge and culture that has existed in every period of history within a modern framework and has become a tool that reinforces the vision of global citizenship. When evaluating the wide-ranging effects of

mobility programs such as Erasmus+, it is important to refer to current research on this subject to gain a deeper understanding. Tekin and Hiç Gencer's research in 2013 examined the changes in the perspectives of students participating in the Erasmus+ Student Exchange Program. The results of the research reveal that students defined the Erasmus+ Program with emphatic expressions such as 'the experience of a lifetime', 'a vital situation' and 'the best year of their lives'. These expressions reveal the profound and transformative impact that the program had on individuals' lives. Furthermore, Teichler (2001) stated that students participating in the Erasmus program evaluated the program as highly valuable in terms of cultural experience and personal development and viewed their academic progress positively (pp. 211-212). Within this broadening educational perspective, Gençer's (2009) studies also emphasize the in-depth cultural and social integration process that the Erasmus program offered to its participants. The program enables participants to not only expand their academic knowledge but also to adapt to the cultural and social fabric of the host countries and create lasting relationships and networks. These interactions broaden individuals' worldviews and enable them to understand diverse cultural values. The Erasmus experience thus prepares participants to become tomorrow's changemakers by providing them with the global citizenship awareness necessary for worldwide leadership and innovation. In this way, the Erasmus program stands out as a leading example of efforts to build bridges and develop mutual understanding in our globalizing world. In addition, according to Aktan and Sarı (2010), students participating in the Erasmus program stated that they would carry the experiences they gained during the process into their professional lives and that these experiences would contribute to their professional lives. Similarly, Raikou and Karalis (2010) determined that the Erasmus program played a key role in students' self-development and vocational orientation; Sigalas (2010) determined that thanks to the Erasmus program, students had the opportunity to socialize more with individuals living in other European countries. The results of a study conducted by the European Commission (2014) on the impact of the Erasmus program on students' skills and employability showed that students participating in the Erasmus program found their first jobs more easily, started working life more easily and achieved career development more easily. However, in addition to this enriching dimension of the Erasmus experience, the studies conducted by Küçükçene and Akbaşlı (2021) also bring to the agenda the challenges faced by students and the strategies to cope with these challenges. They point out that to fully utilize the opportunities offered by the program, solutions and support mechanisms should be developed to overcome these challenges. In this context, the development of strategies in collaboration between participants and program managers requires a continuous effort aimed at increasing the overall efficiency of the Erasmus program and strengthening its impact on the global education landscape, increasing the inclusiveness of the program, and reaching a wider student body. This effort reflects the determination of students and program managers to understand the challenges they face and to develop effective strategies to overcome these challenges. Such initiative-taking steps are critical to unlocking the full potential of the Erasmus experience. The importance of this effort is also echoed in the study of Saban and Çenberci (2019). The study shows that sufficient awareness of the program and positive attitudes affect the benefits that students can derive from Erasmus. Insufficient information and negative perceptions may lead to students not fully evaluating these opportunities, which indicates the need for program managers to make improvements in the areas of program promotion and student counselling. Effective information and a dedicated support system will enable students to make the most of the opportunities offered by the Erasmus program and will help them to take an active part in the global education landscape. Therefore, these efforts to increase the success of the Erasmus program will increase the value and accessibility of the program not only for current participants but also for potential participants. The importance of making the most of the opportunities offered by the Erasmus program is clear in the efforts to ensure that participants are successful in the field of global education. The awareness and positive attitudes created by the program form the basis of this success, while educators and program managers take important steps to carry this success even further. In this process, studies by

researchers such as Karacan (2014) and İlter (2013) shed light on the positive effects of Erasmus on students' language skills and cultural understanding, and document that it contributes to students' development as effective global citizens and professionals by gaining personal values such as social sensitivity, tolerance and open-mindedness. However, these studies also emphasize that more research is needed to explore the long-term consequences of Erasmus' effects on post-graduation career paths. Such studies will be important for understanding the lasting impact of the Erasmus program on participants and for shaping future program policies. While existing studies on the Erasmus+ program provide valuable information for understanding the impact of the program on students, they also point out significant shortcomings for future studies. These studies are based on narrow sample groups, and therefore their results have limited applicability to a wider student population. These studies, which are dominated by quantitative data-based analyses, lack a comprehensive qualitative analysis of the individual experiences of students and the long-term effects of the Erasmus program. In this context, the study examining the effects of the Erasmus program on the postgraduate education plans of the students of the Faculty of Arts and Sciences at OKÜ stands out as a crucial step towards addressing these deficiencies. This specific study aims to shed light on the needs of the wider student population by seeking answers to questions such as how students shape their academic paths and career goals, what their contribution is to the process of finding a job after graduation, and what role they play in creating professional networks.

2. Methodology

In this study, mixed methods (mixed methods) were used for the purpose of information regarding the postgraduate education plans of Erasmus programs. The mixed method involves the collection and analysis of both qualitative and quantitative data and thus enables the research problem to be addressed more comprehensively (Creswell, 2014). And at the same time, Creswell (2014) emphasizes that the mixed method is ideal for large-scale and in-depth research. While quantitative data were reported through surveys, qualitative data were obtained through half-structured interviews. The study was conducted with 5 students who graduated from Osmaniye Korkut Ata University Faculty of Arts and Sciences and participated in Erasmus education. The effects of the Erasmus program on students from different academic disciplines were evaluated. During the data collection process, the academic success, career goals and professional skills of the participants before and after the Erasmus program were evaluated through surveys. The Grounded Theory approach was adopted within the scope of the research. According to Creswell (2014), Grounded Theory aims to develop theory through themes and categories obtained from data. The reason I chose the Grounded Theory approach is that I believe that the themes that emerged from the participants' narratives would enrich my research due to the personal and multidimensional nature of the Erasmus experience. Instead of hypotheses based on existing literature, themes and theories obtained directly from the data allowed me to reveal the effects of Erasmus on students in a more organic way. Therefore, while coding the data, I followed the three-stage coding process suggested by Creswell (2014): in the open coding stage, I identified themes by breaking the data into parts; in the axial coding stage, I established connections between similar themes and created main categories; and in the selective coding stage, I developed a theoretical model based on the main themes.

3. Findings

According to the statements of the students who participated in the Erasmus program, this experience seems to have made significant contributions to their personal development and self-confidence. The majority of the participants stated that experiencing living and studying in a different culture made them feel more independent and improved their ability to adapt to new environments. For example, Emine, who stated that she was quite shy before the program, emphasized that she learned to stand on her own feet during the Erasmus process and that her social skills improved significantly. Similarly, Ece stated

that the Erasmus experience had a positive impact on her communication skills and made her more enterprising in meeting different people. This situation points to the conclusion that the students pushed their personal boundaries and discovered their own potential better thanks to the Erasmus program. The opportunities offered by the Erasmus program in terms of language development vary depending on the experiences of the students. Some students stated that their language development was limited depending on how much time they spent with Turkish friends during the program. For example, Ece and Emine stated that spending more time with Turkish friends during Erasmus reduced their opportunities to practice English. In contrast, Ayşegül, who spent more time and chatted with foreign friends, said that her self-confidence increased and her language skills improved much faster. Aya, who had the opportunity to experience a challenging language such as Polish, also stated that overcoming this language barrier was an important gain for her and that she had the chance to improve herself in language during the Erasmus process. The majority of students participating in the Erasmus program state that this experience has led to changes in their academic goals. Students state that they have been inspired by new academic opportunities and career goals thanks to the Erasmus program. For example, Aya, who stated that she had not considered doing a master's degree before Erasmus, says that the academic environment of the program and the courses at an international university encouraged her. In this context, Ece and Emine, who stated that Erasmus gave a new direction to her academic goals, also state that this experience strengthened their thoughts about doing a master's degree. The Erasmus program, which allows students to reconsider their academic career goals, also seems to have contributed to the participants' preparation for master's and doctoral programs by providing opportunities to attend international conferences and meet different education systems. Mine also emphasizes that receiving education in an international environment broadens their mindset and provides the opportunity to meet different perspectives. Mine, who states that the program has helped her develop her research skills in particular, also states that her ability to collaborate has increased thanks to group projects with students from different countries. Although the difficulties encountered during Erasmus sometimes had a negative impact on the participants' experiences, the skills that students gained in the process of coping with these difficulties are remarkable. For example, Aya, who stated that the complexity of the health system and the Polish language barrier were a major obstacle for her, expressed that this situation negatively affected her Erasmus experience. Ayşegül, who said that unexpected events such as pandemics and earthquakes disrupted the education process, stated that she struggled to continue the Erasmus program despite these difficulties. Emine, who stated that it took time to adapt to different cultural habits and that she felt lonely at first, stated that this experience gave her the ability to discover her own boundaries and adapt to new environments. Therefore, the Erasmus program seems to have positively contributed to the students' coping with difficulties and adaptation processes. The Erasmus program has been seen to increase students' cultural awareness and develop their empathy skills with different cultures. Thanks to the program, many participants have had the opportunity to get to know different cultures and experience cultural diversity. For example, Ayşegül states that she had the opportunity to meet many different cultures and learn about various traditions throughout the Erasmus program. In this context, Emine, who expressed that she realized how rich and valuable cultural diversity is, emphasizes that Erasmus provided her with the opportunity to meet and communicate with people without prejudice. Students state that thanks to the Erasmus program, cultural diversity has contributed not only to personal development but also to their academic and professional lives.

4. Discussion

The findings of this study reveal that the Erasmus program has a multifaceted and significant impact on students' personal, academic, linguistic, and professional development, and in particular, on the formation of their postgraduate education plans. These findings are largely consistent with the results of previous studies in the field and contribute further by emphasizing the long-term academic reflections

of the Erasmus experience. One of the most prominent themes in the findings is the increase in self-confidence and personal development among the participants. This outcome supports the work of Raikou and Karalis (2010), who found that the Erasmus program contributes significantly to students' self-awareness and emotional maturity. Participants in this study frequently emphasized that experiencing life in a different country enabled them to overcome their fears, step outside their comfort zones, and become more resilient individuals. Especially female students reported that they felt more empowered and independent after the program, which suggests a positive gender-related dimension to the Erasmus experience that deserves further exploration. Another key finding is that language development is highly variable and closely linked to how actively students engage with the international environment. This aligns with the results of Sigalas (2010), who emphasized the importance of social integration in acquiring language proficiency during Erasmus. Students who made an effort to communicate with non-Turkish peers showed faster progress in language skills, while those who remained in culturally homogeneous social groups reported limited improvement. This underscores the importance of encouraging intercultural interaction and developing pre-departure training to raise awareness on the benefits of immersion in a foreign language environment. In terms of academic and career goals, it is noteworthy that several students re-evaluated their future plans during and after the Erasmus period. Many participants stated that they were inspired to pursue postgraduate education, particularly a master's degree, which supports Teichler's (2001) assertion that international mobility programs increase academic ambition and provide exposure to different academic cultures. The experiences reported in this study show that Erasmus does not merely offer short-term benefits but can be a catalyst for long-term academic planning and motivation for higher education. Furthermore, the participants' experiences with intercultural understanding and empathy development indicate that Erasmus is also an effective tool for promoting global citizenship. The program fosters openness, tolerance, and respect for diversity, which are essential qualities for 21st-century professionals. This finding resonates with the works of Karacan (2014) and İlter (2013), who found that Erasmus helps students internalize universal values and develop a global perspective. However, the challenges faced by students — such as language barriers, bureaucratic complications, and social adaptation difficulties — reveal that the Erasmus experience is not without obstacles. These findings align with those of Küçükçene and Akbaşlı (2021), who stressed the need for support systems to help students cope with the psychological and logistical difficulties they may encounter abroad. Participants in this study emphasized the importance of better orientation programs and stronger communication between home and host institutions to reduce the negative effects of these challenges. A particularly valuable contribution of this study is the identification of the Erasmus experience as a turning point in students' professional development. Participants stated that group projects, international academic settings, and participation in conferences contributed to their research, collaboration, and presentation skills. This suggests that Erasmus can serve as a platform for acquiring transferable academic and soft skills — a point supported by the European Commission's (2014) findings on the employability outcomes of Erasmus participants. Finally, this study highlights the need to approach the Erasmus experience not just as a mobility program, but as an educational transformation process. The themes emerging from the students' narratives show that Erasmus plays a formative role in identity construction, academic engagement, and long-term planning. However, the small sample size and the limitation to a single faculty and university restrict the generalizability of the findings. Future research with larger and more diverse participant groups, as well as longitudinal tracking of career development, will be essential to gain a more comprehensive understanding of Erasmus's long-term effects.

5. Conclusion and Recommendations

This study examined the impact of the Erasmus program on the postgraduate education plans of students from Osmaniye Korkut Ata University, Faculty of Arts and Sciences, through a mixed-methods

approach. The findings demonstrate that Erasmus is not merely a short-term mobility program but a deeply transformative experience that influences students' personal growth, academic motivation, and future career orientation. The research revealed that students participating in the Erasmus program developed greater self-confidence, independence, and intercultural communication skills. These personal gains were accompanied by enhanced academic motivation, as many participants expressed a newfound interest in pursuing postgraduate education, particularly master's degrees. Additionally, the Erasmus experience contributed to students' language proficiency and professional development by encouraging collaboration, research skills, and adaptability. However, the study also highlighted some limitations and challenges. Language barriers, bureaucratic difficulties, and cultural adaptation problems were commonly mentioned by participants. Despite these obstacles, students developed coping mechanisms and emphasized the importance of resilience and support systems in overcoming such challenges. The program's success in fostering global awareness, cultural empathy, and professional skills points to its critical role in preparing students for participation in a globalized academic and professional landscape. Based on these findings, several recommendations can be made:

Enhance Pre-Departure Training: Universities should offer comprehensive orientation programs that prepare students for cultural adaptation, language immersion, and academic expectations in the host country. This would help minimize the impact of initial adjustment difficulties and promote deeper engagement with the host culture.

Strengthen Language Support: Since language proficiency is a key determinant of a successful Erasmus experience, institutions should provide both pre- and post-mobility language courses. Additionally, promoting interaction with international peers rather than only compatriots should be encouraged.

Expand Psychological and Academic Counselling Services: Some students experience emotional and academic challenges while abroad. Offering access to counselling services—both in the home and host institutions—can help students manage these difficulties more effectively.

Develop Long-Term Monitoring Systems: To understand the long-term effects of Erasmus, universities and program coordinators should implement follow-up mechanisms that track students' academic and career paths post-program. This will contribute to the continuous improvement of the Erasmus program and help assess its broader educational value.

Increase Visibility and Accessibility of the Program: Many students may still lack awareness of Erasmus opportunities or may be discouraged by misconceptions. Universities should invest in promoting the program more actively and ensuring that it is inclusive for students from all socioeconomic backgrounds.

Encourage Interdisciplinary and Inclusive Participation: Efforts should be made to ensure that Erasmus is not limited to specific departments or high-achieving students. More inclusive selection processes can enrich the diversity and scope of the program's impact.

In conclusion, the Erasmus program serves as a powerful tool for empowering students to shape their futures, expand their worldviews, and contribute to the global academic community. By addressing current shortcomings and strengthening support structures, its potential to influence educational and professional trajectories can be further maximized. Future research should continue to investigate the

long-term academic, personal, and professional impacts of Erasmus with broader sample sizes and more diverse academic settings, thereby offering a more complete understanding of its transformative power.

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Gender Performativity and Androgyny in Virginia Woolf’s “Orlando: A Biography”

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Abstract

Acknowledged as one of the most influential figures in feminist thought, Virginia Woolf challenges the patriarchal structures and advocates for an equal society for men and women. Her writings reveal her struggle against traditional gender identities and the exclusion of women from society, alongside the struggles of women in a society shaped by men. Focusing on the binarities of gender identities, her “Orlando: A Biography” (1928) is famous for its radical shift between genders, which embodies a revolt against the period’s strict gender identity imposition, as well as its reflection on the period’s spirit of transformation. Orlando’s journey through centuries and genders accentuates Woolf’s rejection of social boundaries of gender identities and suggests gender performativity along with an androgynous gender formation rather than an innatist perspective. Therefore, this paper, intending to contribute to ongoing debates in feminist theory, aims to delineate how Woolf challenges fixed gender identities and explores fluid gender roles and gender performativity by dwelling on the androgynous characteristics of Orlando in “Orlando: A Biography”.

Keywords: Virginia Woolf, Orlando: A Biography, gender performativity, androgyny

1. Introduction

Virginia Stephen was born in London on January 25, 1882. She grew up in an intellectual family and was married to a writer, Leonard Woolf. Virginia Woolf is mostly regarded as one of the pioneer feminist writers. She challenges the patriarchal structures and advocates for an equal society for men and women. Her writings show her struggle against traditional gender identities and how women are excluded from society. As one of the victims of the patriarchal society, which even banned her from going to prestigious universities like Cambridge, unlike her brothers, Woolf’s writings were mostly a revolt against this system. As Marcus states, “Woolf’s feminism– which includes not just her explicit feminist politics but her concern and fascination with gender identities and with women’s lives, histories and fictions–shaped her writing profoundly” (142). Her novels portray the hardships of being a woman in a society shaped by men. Furthermore, she touches upon the relationships and rejects the binarities of gender identities.

The fluid gender identities are still debatable in society. The feminist studies, including the Queer theory, challenge the traditional perception of gender and sexuality. Queer theory critiques the binary opposition of sexes and advocates a freedom for sexual preferences. Virginia Woolf’s one of the most significant works that focuses on gender exploration is “Orlando: A Biography” published in 1928. The novel is believed to have been written under the inspiration of her lover, Vita Sackville-West, a novelist and poet. Their relationship was not completely secret; in fact, there were letters written to each other. This relationship led to the creation of the protagonist, Orlando. Bazargan states that “Orlando, as I intend to show, can be read as Woolf’s highly nuanced response to her friend’s writings, nuances which both

complement and critique Sackville-West's work" (27). Woolf's Orlando is a queer protagonist, who travels between centuries and has a transformation from a man to a woman, challenging the fixed gender identities. A radical shift between genders, like Orlando's, during the Elizabethan Era, reflects both the period's spirit of transformation in several fields and a revolt against the period's strict gender identity imposition. Orlando's journey through centuries and genders highlights Woolf's rejection of social boundaries of gender identities and emphasises the gender performativity rather than an innatist perspective. In this sense, this paper will mainly focus on the androgynous characteristics of the protagonist Orlando to unearth the fluidity of gender roles.

2. Virginia Woolf

Virginia Woolf was born to Sir Leslie Stephen and Julie Stephen in 1882. Her parents were both intellectuals who paved the way for Woolf's literary career. Woolf's father was a respectable man in society, but somehow Woolf partly hated his father. Her hatred for her father may have triggered her feminist views. Urgan tells of Woolf's emotions for his father:

Without realising it, this father, who was not at all oppressive to his children, but who commanded too much respect from everyone, was crushing his daughter with the weight of his personality alone. There is no doubt that her resentment against her father was one of the main reasons for Virginia's feminism (12)*.

The reason why Woolf hated her father, despite his respectable nature, was mostly because of his passion for ruling, a patriarchal spirit. After losing their mother, Woolf and her sister were in charge of the household. These households, imposed as womanish duties, overwhelmed her. Yet, her emotions for her father, Sir Leslie Stephen, were not pure hatred. Rather, she had ambiguous feelings that confused her. Despite having never been an evil father, he was a man of his time, strict and patriarchal. Woolf unearths her feelings about her father as follows:

When Nessa and I inherited the rule of the house, it was the tyrant father – the exacting, the violent, the histrionic, the demonstrative, the self-centered, the self-pitying, the deaf, the appealing, the alternately loved and hated father – that dominated me. But in me, rage alternated with love. It was only the other day when I read Freud for the first time, that I discovered that this violently disturbing conflict of love and hate is a common feeling; and it is called ambivalence (*Virginia Woolf and Her Father, Leslie Stephen*).

Woolf's confused ideas and emotions about her father do not stem from a father-daughter relationship; rather, it is about a conflict between a man and a woman. Woolf's father tries to take full control and authority over his daughters. He believes in the specific roles of each gender, which results in fixed stereotypes for men and women. While a man is the authority, a woman is responsible for the household and reproduction. To critique this idealised woman stereotype, Woolf uses a metaphorical statement in her essay *Professions for Women* (1931): "Killing the Angel in the House was part of the occupation of a woman writer" (4). The angel in the house metaphor is used to define Victorian women whose role in the patriarchal society is limited to the house, and who are assumed to be angels to the extent that they are burdened with reproduction and are expected to be obedient. Her father was not the only man she hated, but it became a general attitude of hers. Even though she was married to an intellectual writer, Leonard Woolf, she had no sexual attraction to her husband or any men. On the other hand, she was attracted to a woman, Vita Sackville-West, an intellectual novelist. Their relationship was more than a

* The translation belongs to the author.

friendship, and they did not completely hide it. Woolf's first impression of Vita was mentioned in her letter to a friend:

...high aristocrat called Vita Sackville-West, daughter of Lord Sackville, daughter of Knole, wife of Harold Nicolson, and novelist, but her real claim to consideration, is, if I may be so coarse, her legs. Oh they are exquisite —running like slender pillars up into her trunk, which is that of a breastless cuirassier (yet she has 2 children) but all about her is virginal, savage, patrician... (Leaska 7).

Woolf and Vita Sackville-West's relationship went on with several letters written to each other. The letters show their love for each other, both emotionally and sexually. "Orlando: A Biography" (1928) can be regarded as a product of this relationship. Similarly, DeSalvo asserts that "[m]any of the ideas that Woolf developed in Orlando about time passing, about history, about impermanence, about the relationship of people to historical processes are suggested in Sackville-West's own Knole and the Sackvilles" (204). This strong connection highlights the profound effect of Vita Sackville-West on Woolf's works. Even the setting of *Orlando* is based on a big house, which represents Vita Sackville's Knole, where she grew up. Goldman indicates that one of the motifs of the novel, the oak tree, is also a shadow of Vita-Sackville-West:

The eponymous protagonist of Orlando is a poet, first male, then female, whose extraordinary longevity allows him/her to meet many of the greatest poets in the English canon, and whose attempt over many centuries at a long pastoral poem, 'The Oak Tree', is clearly modelled in part on the poetry of Vita Sackville-West, the novel's dedicatee (56).

This connection between the oak tree in Orlando and Sackville-West's own pastoral poem *The Land* emphasises the profound influence of their relationship on Woolf's writing. As Bazargan states, "*The Land*, her (Vita Sackville-West) much-acclaimed long poem, immortalised as "The Oak Tree" in Woolf's Orlando" (26). By mentioning *The Land* in his work, Woolf honours her lover's work and also underscores their common themes of nature.

In conclusion, Woolf's early life, relationships, and her literary works are interrelated. Her complex relationship with her father fed her feminist thoughts in the very beginning of her new life after the death of her mother, Julia Stephen. Her rational marriage, rather than an emotional one, to Leonard Woolf created new opportunities for her writing career. Sharing similar interests and intellectual respect became the foundation of their relationship. However, she felt more than a mutual understanding when she met Vita Sackville-West, who fell in love with Woolf. Their relationship was somehow strong and tempestuous, as could be understood by their letters sent to each other. This relationship led to a significant hero/heroine penned by Virginia Woolf: Orlando.

3. "Orlando: A Biography"

"Orlando: A Biography" follows the life of the protagonist Orlando, initially a nobleman living in Elizabethan England. Orlando has lived for centuries without ageing. When he was in Constantinople as the Ambassador Extraordinary, suddenly he turned into a woman after a seven-day sleep. Woolf explores the identity crisis of Orlando during a 300-year journey with "their" experiences of love, belonging and societal standards. Woolf uses Orlando's journey to challenge the restricted roles of genders by advocating for the fluidity of identity.

The inspiration for the protagonist Orlando comes from Woolf's relationship with Vita Sackville West. Woolf and Sackville West's intellectual, romantic, but complicated relationship provided a basis for the creation of Orlando. Vita Sackville West's effect on Orlando is clear at the very beginning of the novel. The story opens with descriptions of Orlando and the home he lives in:

Rivers could be seen and pleasure boats gliding on them; and galleons setting out to sea; and armadas with puffs of smoke from which came the dull thud of cannon firing; and forts on the coast; and the castles among the meadows; and here a watch tower; and thee a fortress; and again some vast mansion like that of Orlando's father, massed like a town in the valley circled by walls (Woolf 10).

This big and ostentatious house is not elsewhere but Vita's family house at Knole. Woolf was invited by Vita to this mansion; thus, she knows and depicts it in her novel to both please her lover and refer to the roots of the novel. Her depictions of the house with references to "castles", "circled by walls", and "fortresses" can be seen in the real Knole houses.

While the setting provides a strong link to Vita's heritage, Woolf's depiction of Orlando is also noteworthy. Orlando's intersection with Vita is not limited to the setting but his/her appearance. Woolf, as mentioned before, wrote about Vita as "... but her real claim to consideration, is, if I may be so coarse, her legs. Oh they are exquisite running like slender pillars up into her trunk, which is that of a breastless cuirassier" (Leaske 7). She must have been too addicted to Vita's appearance, especially her legs, that praises Orlando's legs during the novel several times: "Thus, those who like symbols, and have a turn for the deciphering of them, might observe that though the shapely legs, the handsome body ..." (8); "... a pair of the finest legs that a young nobleman has ever stood upright upon..." (14). Woolf's focus on Orlando's legs shows her admiration for Vita Sackville-West's physical appearance. Her depiction of Vita highlights the creation of an androgynous character. By blending masculine and feminine traits, Woolf connects her personal feelings for Sackville-West to the novel's theme of fluid identity.

Although "Orlando: A Biography" is highly linked to personal relationships, Woolf also aims to criticise the gender identities of society with Orlando's becoming a woman. The transformation from "him" to "her" leads Orlando to live two different lives in "their" nearly 300-year-long life. After Orlando suddenly wakes up as a woman, nobody gets surprised because, as Woolf states, her identity does not change:

Orlando had become a woman - there is no denying it. But in every other respect, Orlando remained precisely as he had been. The change of sex, though it altered their future, did nothing whatever to alter their identity [...] The change seemed to have been accomplished painlessly and completely and in such a way that Orlando herself showed no surprise at it (94).

The transition from a man to a woman was too sudden for Orlando had no time to get surprised, but at the same time, she was confused about how to behave and what to do in her new body with the same soul. According to Biswas, Woolf's sudden changes of time and gender in the novel "challenge the notion of binary gender" and "the binary opposition of past/future" (39). This notion emphasises how Woolf challenges traditional binarities of gender and linear understanding of time.

Orlando's identity dilemma started very soon because of her physical appearance which is "combined in one the strength of a man and a woman's grace [...] she was a man; she was a woman; she knew the secrets, shared the weaknesses of each" (93-94, 107). Urgan links this transformation to Vita Sackville-

West's androgynous nature: "In Virginia Woolf's eyes, Vita Sackville-West was an androgynous creature who combined femininity and masculinity in her personality. He had the strength of a man and the elegance of a woman" (151). Orlando becomes neither the one nor the other but someone in a third space where she does not belong to a single identity. But she wants to be one, and she accepts that she cannot change her appearance as a woman, so she decides to change her antiquated masculine spirit. Thus, Orlando tries to adapt to her new identity as a woman. During her trip to England, she meets the Captain, who tries to be kind to her because she is a woman. This unusual interest from a man confuses Orlando's mind because she does not know how to react in such situations. She has never been exposed to compliments as a man. She thinks she should be afraid of this kind of interest coming from men, because she knows how it works. Although she was not brought up as a woman, as a man who was brought up as a binary, she knows how a woman should act. Woolf portrays Orlando's confusion after her first exposure to a man's interest:

It [that start] was not caused, that is to say, simply and solely by the thought of her chastity and how she could preserve it. In normal circumstances a lovely young woman alone would have thought of nothing else; the whole edifice of female government is based on that foundation stone; chastity is their jewel, their centrepiece, which they run mad to protect, and die when ravished of (104).

Orlando seems to accept her destiny as a woman of her time. She needs to be careful about her chastity, for which she must die. When he was a man, not so long ago, he never thought of his chastity, because it was only something stuck to women! Orlando gradually meets how patriarchal structure of society. In Beauvoir's terms, Orlando is "not born a woman, but rather becomes one" (273). She gets used to her new identity because she is in skirts instead of men's clothes. The attire she wears burdens new responsibilities and restricts her shoulders. Despite or in addition to these responsibilities, she should also need to fit into the role decided for her by society: being a decent woman with womanly instincts. The skirt she wears hinders her from the activities that she used to do as a man. For example, she cannot swim, thus she believes that she needs a man's help to swim; otherwise, she would drown. Her previous beliefs about women seem to change after experiencing women's nature when she thinks about her previous ideas that "women must be obedient, chaste, scented, and exquisitely apparelled. 'Now I shall have to pay in my own person for those desires,' she reflected; 'for women are not obedient, chaste, scented, and exquisitely apparelled by nature'" (106). She realises that there are no inherited male or woman roles as Butler states, "[t]here is no gender identity behind the expressions of gender; that identity is performatively constituted by the very 'expressions' that are said to be its results" (103). By recognising that gender roles are imposed and not inherited, she understands that gender is performative, shaped by individuals themselves with their social experiences. However, Orlando gets used to or tries to acknowledge the binary gender roles. She wants to be a woman and desires to do anything that makes her a woman. When he was a man, he should have been tough, powerful, and curial, but now she must be obedient and domestic:

And I shall never be able to crack a man over the head, or tell him he lies in his teeth, or draw my sword and run him through the body. [...] All I can do, once I set foot on England soil, is to pour tea and ask my lords how they like it (Woolf 107).

This shift highlights Orlando's struggle to adapt to the restrictive gender roles imposed by society. As a man, Orlando had the freedom to show his power and authority, but as a woman, her options are reduced to domesticity and servitude. Woolf uses Orlando's transformation to critique how gender roles limit personal independence.

Orlando's physical change seems to affect her personality. After being transformed into a woman, his old manners disappear over time. She becomes aware of her new weaknesses as a woman of her time. This leads her to be more introverted, which is a must for a woman to be accepted as "good". The burden of being a woman is not something to be easily internalised, especially after 30 years of being a nobleman who has been praised for his independent nature. Orlando becomes less proud of his mental capacity and prouder of her appearance; she needs to be a beautiful woman rather than a wise one. Because being wise is necessary for men, as they are the authority and decision makers in important circumstances. On the contrary, women should be worthy of their husbands, whose only demand is to have a beautiful and obedient woman living inside the home. The roles assigned to women and men can also be seen in their body language. Woolf describes Orlando as follows:

If we compare the picture of Orlando as a man with that of Orlando as a woman we shall see that though both are undoubtedly one and the same person, there are certain changes. The man has his hand free to seize his sword, the woman must use hers to keep the satins from slipping from her shoulders. The man looks the world full in the face, as if it were made for his uses and fashioned to his liking. The woman takes a sidelong glance at it, full of subtlety, even of suspicion (128).

This comparison shows the contrast between the roles of men and women. As a man, Orlando embodies confidence, agency, and dominance by being ready to seize his sword, while as a woman, she is burdened by societal expectations of beauty and modesty, as seen in her effort to keep her satin gown in place. Woolf uses this imagery to critique the restrictive nature of gender roles. Through Orlando's transformation, Woolf reveals how societal norms shape the behaviours of both men and women.

As aforementioned, Orlando is stuck somewhere in in-between. She is partly a man because of her previous experiences and partly a woman because of her new identity. Orlando, in short, becomes an androgynous entity who has the characteristics of both women and men. She cannot decide which side she should feel belongs to. Thus, Orlando gets confused about what to do in some situations. Orlando's mixture of womanish and mannish attitudes is actually an outpouring of every individual in real life, according to Jung's concepts of "anima" and "animus". According to Jung, "Normally both [feminine and masculine characteristics] are always present, to a certain degree, but find no place in the person's outwardly directed functioning because they disturb his outer adaptation, his established ideal image of himself" (1). Jung highlights that both feminine (anima) and masculine (animus) are inherited in every person but are often suppressed. People usually tend to present themselves according to societal expectations of gender by hiding any duality and mixture of gender roles. In *Orlando*, Woolf explores this transformation. Orlando, as an androgyny, gives a battle to the strict boundaries of being a woman and a man, although sometimes she tries adapting to those roles. As a man, Orlando used to reflect rationality and freedom, associated with animus. On the other hand, she begins to accept her role as a sensitive and obedient woman, associated with anima. As Haner asserts, "Orlando attempts to perform the dynamic, fluctuating and multifaceted representations of transgender identification and embodiment" (2167). Haner's observation emphasises how Orlando's journey reflects the fluid nature of gender identity, as Woolf uses Orlando to challenge the boundaries of binary gender roles. Woolf describes Orlando's inner dilemmas about whether "they" are a woman or a man in several contexts. She writes, "Different though the sexes are, they intermix. In every human being a vacillation from one sex to the other takes place" (Woolf 128). Later, Orlando is stirred by the presence of a woman, as "to feel her hanging lightly yet like suppliant on her arm, roused in Orlando all the feelings which become a man" (147). Eventually, Woolf narrates Orlando's full embrace of gender fluidity: "For the probity of breeches she exchanged the seductiveness of petticoats and enjoyed the love of both sexes equally"

(150). Woolf's descriptions indicate that gender is fluid and that both masculine and feminine traits exist in every person. Orlando's shift between genders reflects an androgynous identity. By this, Orlando has the characteristics of both sexes rather than a fixed one. Woolf uses Orlando's journey to underscore the existence of androgynous bodies.

The concepts "anima" and "animus", both of which exist in Orlando, support Butler's performativity, which emphasises the importance of individual experiences for choosing their gender identities. This duality of gender roles in Orlando can also be seen through the *Yin-Yang symbol*, which represents the balance of opposites, masculine and feminine, in Orlando's situation. The philosophy of the *Yin-Yang* advocates that neither light nor darkness is good or bad, but the balance arises from their harmony. Orlando's androgyny mirrors this balance: neither the masculine nor the feminine dominates, and the harmony of both aspects challenges the rigidity of binary gender roles.

Although Orlando tries to get used to her dual gender role, she faces a new challenge when she suddenly wakes up in the 19th century. Woolf depicts and mocks the gloomy and strict atmosphere of Victorian England in Chapter 5. The moral impositions of society were leading the decisions of individuals. One could not be an individual but a brick of the whole society, thus he/she was obliged to behave on behalf of the majority. The Victorian period also came with new and rigid expectations for women. Orlando begins to internalise behaviours expected of a woman in the 19th century, such as modesty and the desire for marriage, because "a change seemed to have come over the climate of England" (Woolf 155). The necessities of the period suppress Orlando, and she decides to marry "a" man, it does not matter who. Because she feels upset about her destiny and thinks that "everyone is mated except myself" (Woolf 167). At first, she tries to overcome this feeling by wearing a ring, but it does not work. She realises that the problem is not about her left hand:

Though the seat of her trouble seemed to be the left hand, she could feel herself poisoned through and through, and was forced at length to consider the most desperate of remedies, which was to yield completely and submissively to the spirit of the age, and take a husband (Woolf 165).

Orlando achieves her aim, finds her man, and engages with him. This happens so suddenly that they learn each other's name the following morning; his name is Marmaduke Bonthrop Shelmerdine, shortly Shel. But this relationship soon appears to be different from the common Victorian ones. Orlando realises the feminine nature of her fiancé immediately just after breakfast, and the same is true for Shel: "You're a woman, Shel! she cried. You are a man, Orlando! he cried" (Woolf 170). This highlights the fluidity and ambiguity of gender roles in Orlando and Shel's relationship. They explore the characteristics of the opposite gender in one another. Shelley explains this relationship as "male and female are so intermixed that single-sexed identity no longer has meaning" (198). This highlights Woolf's views on the fall of gender binarities and the traditional roles of men and women. Therefore, Orlando and Shel's relationship does not need to conform to any Victorian pattern of relationships. That is how Woolf employs their relationship to break apart such strict notions of gender binarities and criticise the limiting nature of traditionally determined roles.

4. Conclusion

Virginia Woolf's "Orlando: A Biography" offers a unique perspective on gender, identity, and the roles society expects us to play. Instead of telling a straightforward story, Woolf blends fantasy, biography, and satire to explore how identity can shift over time. Through Orlando's journey from nobleman to

noblewoman, from the 1500s to the 1900s, Woolf invites us to think about how people live with the limits of gender and tradition.

The novel has a simple but radical idea: identity is not fixed. It can change, grow, and take new forms. Orlando's transformation from a man into a woman is not presented as a dramatic or tragic event. It happens naturally, even quietly, which shows that Woolf does not see gender as something that defines a person at the core. Orlando remains the same person before and after the change. What shifts is how the world responds to her. As a man, Orlando has more freedom. He can move around easily, speak freely, and live with confidence. As a woman, Orlando suddenly has to face limits she never knew before. This shift reveals how much gender is social, not biological.

Woolf also displays that identity is shaped by time. Orlando lives through many different centuries, and with each era, society's expectations also change. Sometimes, the pressure to act in a certain way is stronger than at other times. For example, in the Victorian period, Orlando feels a strong push to marry and live a modest life. She starts to question herself, not because she truly wants a husband, but because of the culture. This shows how identity is not only personal but also shaped by the world we live in.

The novel also carries a personal story. Woolf based Orlando on her close friend and lover, Vita Sackville-West. Vita was a woman who did not always fit into traditional roles. She had a masculine style, a love of poetry, and a powerful personality. Woolf admired her deeply, and this affection shaped the novel. The connection to Vita makes the story feel more intimate and real. Orlando becomes more than a character. She becomes a reflection of someone Woolf loved and respected. This gives the novel both emotional depth and creative freedom.

One of the most powerful parts of the novel is Orlando's relationship with Shelmerdine. At first, it looks like a typical marriage, but it quickly becomes something else. Both Orlando and Shel are not what they seem. Shel has a soft, feminine nature. Orlando still holds on to some of her former masculinity. They see these things in each other, and instead of being confused, they accept them. Their bond is not based on fixed roles but on mutual understanding that allows Woolf to imagine a kind of love free from strict rules.

What makes Orlando so impressive is that it still speaks to readers today. In the 21st century, people are having more open conversations about gender, identity, and how we define ourselves. Many people are challenging traditional roles and finding new ways to express who they are. In this sense, *Orlando* was ahead of its time as Woolf wrote about hot issues of today. It proves that people have always lived in ways that go beyond binary categories. Thus, Orlando is not only a story about one person's strange and magical life. It is a story about everyone who has ever felt different, limited, or misunderstood because of who they are. Woolf gives us a character who lives freely. The message of *Orlando* is not just about gender. It is about the human need to grow, to adapt, and to live as our true selves, no matter what society expects.

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A Case Study on Turkish Retranslations of William Saroyan's "The Human Comedy"¹

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Abstract

This study aims to comparatively analyze three retranslations of William Saroyan's *The Human Comedy* within the framework of retranslation theory. To provide a theoretical grounding for this analysis, I draw upon Antoine Berman's seminal article published in *Palimpsestes* in 1990, where he enunciates his retranslation hypothesis. Berman argues that the most recent translation of a work tends to be the closest to the source text, potentially representing a "great translation". William Saroyan (1908-1981) is an Armenian American author whose family migrated to the United States of America in 1905. Saroyan, a novelist, playwright, and short story writer, received the Pulitzer Prize for his book entitled *The Time of Your Life* (1939) and declined it. Being a descendant of Bitlis, Türkiye, Saroyan wrote about his roots and hometown in almost all his works although he could not pay a visit to his hometown until 1964. Signing a contract with MGM Studios to write a movie about the effects of war on people, Saroyan started writing *The Human Comedy*. However, due to differences between the script and the original story, he attempted to cancel the project but could not get any result. *The Human Comedy* was published as a novel in 1943. The first Turkish translation of *The Human Comedy* was carried out by Ahmet Hisarlı in 1944 (Yokuş Publishing House); the second translation by Nurettin Özyürek in 1964 (Varlık Publishing); and the most recent translation by Beril Eyüboğlu in 2022 (Aras Publishing). Ultimately, this investigation endeavors to provide valuable insights into the intricate decision-making processes of translators, contributing to a deeper understanding of the rationales that shape their choices within the established framework of translation studies.

Keywords: Retranslation Hypothesis; Antoine Berman; William Saroyan; The Human Comedy

1. Introduction

Retranslation has always been a significant area of research within Translation Studies. Several studies have been conducted to determine the purpose of retranslating.² According to Piet Van Poucke the risk of publishing a retranslation is taken when i) the literary quality of the work and its author acquires a canonical place, ii) publishers share the opinion of high economic potential of the work, and iii) the work has a political and/or ideological significance (Van Poucke, 2018, 209). William Saroyan's well-known book titled *The Human Comedy* is in conformity with Van Poucke's view. The work and the author itself enjoy a canonical place in literary world; it has a high economic potential and a political and ideological importance. *The Human Comedy* has been retranslated into Turkish three times over the

¹ This abstract is based on an article prepared for the MTF6112 Different Approaches to Translation PhD course, taught by Prof. Ayşe Banu Karadağ at Yıldız Technical University.

² Retranslation has emerged as a significant area of inquiry within translation studies, prompting extensive research and discussion on its various facets. For a comprehensive overview of discussions and key theoretical contributions, see for example Albachten, Ö. B., & Gürçağlar, Ş.T. (2020). Retranslation and multimodality: Introduction. *The Translator*, 26(1), 1–8, Albachten, Ö. B., & Gürçağlar, Ş. T. (Eds.). (2019). *Perspectives on retranslation: Ideology, paratexts, methods*. Routledge, Albachten, Ö. B., & Gürçağlar, Ş. T. (Eds.). (2019). *Studies from a retranslation culture: The Turkish context*. Springer, Deane-Cox, S. (2016). *Retranslation: Translation, literature and reinterpretation*. Bloomsbury Academic.

course of almost eighty years. Therefore, a comparative analysis of retranslations can provide insightful findings.

By applying Antoine Berman's retranslation hypothesis, which is explained in the upcoming section, these retranslations can be examined, and Berman's hypothesis could be questioned within the scope of current study. Hence, retranslations of William Saroyan's *The Human Comedy* (1943) will be comparatively analyzed within the scope of Antoine Berman's retranslation hypothesis in this research. In the second section, theoretical framework of the study will be explained briefly. *The Human Comedy*, its author, translators, and publishing houses will be described in the following section. In the fifth part, a comparative analysis based on the examples obtained from retranslations will be provided. The research will be finalized with findings and concluding remarks.

2. Retranslation Hypothesis

Antoine Berman is a key figure in the study of retranslation. Berman elaborated on retranslation hypothesis in his significant work published in *Palimpsestes* in 1990. According to Berman, first translations are made to introduce the source text and author to the target culture. Besides, he claimed that translations are incomplete, and they can only achieve completeness through retranslations (Tahir Gürçağlar, *Retranslation*, 2020). Therefore, first translations carry an introductory role and are subjected to domesticating strategies. However, target cultures get used to the source text and the author himself over time. They become accepted by the literary system of the target culture. Only after that process, retranslations can be closer to the original style which makes them more foreignized compared with the first translations. Berman also suggests that retranslations are made to reach "great translation" (Berman, 1990) which withstands the test of time by not aging. Within the scope of this research, retranslations of William Saroyan's *The Human Comedy* will be examined, and Antoine Berman's retranslation hypothesis will be tested in this case study. Prior to that, the next section provides an overview of the author, his works, their translators and the publishing houses.

3. The Human Comedy and Its Translations

In 1942, William Saroyan signs a contract with MGM Studios to write a movie about the effects of war on people. Thus, he writes a novella which in the meantime is turned into a screenplay for Hollywood as quickly as possible. The movie comes out even before the novel is being published which makes *The Human Comedy* even more special (Saroyan, İnsanlık Komedisi, 2022). Due to differences between the script and the original story, Saroyan wishes to cancel the project but cannot get any result.

In this study, the novel written by William Saroyan and its Turkish translations are included within the scope of research. *The Human Comedy* has been translated into Turkish three times in almost eighty years. Each translation is provided by different translators and publishing houses. The first translation of *The Human Comedy* was carried out by Ahmet Hisarlı as *İnsanlık Komedisi* in 1944. The second translation was conducted by Nurettin Özyürek in 1964. The most recent translation was made by Beril Eyüboğlu in 2022. In this section, the author of the book, translators, and the publishing houses are examined in detail.

3.1. William Saroyan

William Saroyan was born into an Armenian family who migrated to the United States of America before he came into the world. Saroyan was born in Fresno, California in 1908. After the passing of his father, Saroyan and his siblings were taken to an orphanage and lived there for a couple of years until his mother came and took them back. *The Daring Young Man on the Flying Trapeze* (1934) became a great success and put Saroyan in the spotlight. From that point on, he began to be known as a young and promising

author in the United States of America and he never stopped writing. With his play *The Time of Your Life* (1939), Saroyan received the Pulitzer Prize and The New York Drama Critics' Circle Award; however, he declined the former, claiming that it was neither better nor worse than his previous works. He created his own style called "Saroyanesque" where he wrote fluently and vigorously. In his entire life, he wrote more than sixty books including novels, novellas and plays.

In 1964, Saroyan paid a visit to his hometown, Bitlis, Türkiye for the first time in his life. In his visit, Ara Güler, a well-known Turkish photographer, accompanied him and took several photos of him. These photos were later used in the compilation book entitled *Amerika'dan Bitlis'e William Saroyan*. Saroyan passed away in 1981 in Fresno, California leaving a great legacy behind him.

3.2. Ahmet Hisarlı (Burhan Arpad) / Yokuş Publishing House

On the title page of the first translation of *İnsanlık Komedi*, some details can be seen regarding the book. On top of the page, *Garp Edebiyatından Tercüme Serisi: 2* [Translations from Western Literature: 2]³ reads as well as the name of the author. Then title and genre of the book, the publishing house, its location and the translator's name are provided. The translator of the book is Ahmet Hisarlı. However, the research shows that Ahmet Hisarlı is a pseudonym used by Burhan Arpad. Burhan Arpad was born in Mudanya, Bursa in 1910 and passed away in Istanbul in 1994. After losing his father, Arpad worked as a projectionist and accountant. Together with Salah Birsell and İhsan Devrim, he established ABC Book Store in 1943. Later in life, he established Arpad Publishing House by himself. He also worked as a journalist, author, and translator. He was mostly interested in German and Australian literature and made around 30 translations into Turkish. In some of his translations, he used pseudonyms Ahmet Hisarlı and *Birisi* (Doğan Kitap, 2025). *İnsanlık Komedi* is one of these translations which was published under the name of Ahmet Hisarlı.

It is interesting to discern that on the back-cover blurb of TT1-1944, some books published by Yokuş Publishing House are promoted. One of them is *İnsanlık Komedi* and its translator is presented as Ahmet Hisarlı. Another promoted book is *Yalnızlık Kabusu* by Stefan Zweig whose translator is stated as Burhan Arpad, who uses the pseudonym Ahmet Hisarlı. It should be noted that both translators are the same person. Additionally, in his book *Hesaplaşma*, Burhan Arpad explains that he and Agop Arad, a Turkish Armenian artist, operated Yokuş Publishing House together (Arpad, 1976, 49).

3.3. Nurettin Özyürek / Varlık Publishing

Nurettin Özyürek was born in Uşak, Türkiye in 1921. He graduated from the Military Force in 1941 and was selected among the students to be sent to England for pilot training. The *Refah* ship, on which Özyürek was onboard, was torpedoed and sank. In this saddening incident, 168 lost their lives and 32 survived (Gök, 2024). Özyürek was among the survivors. Throughout his career, Özyürek wore many hats such as being a military officer, pilot, author, translator, and poet. He translated Mark Twain, Bertrand Russell, Emily Brontë, Ernest Hemingway into Turkish through Varlık Publishing. At the age of 47, Özyürek passed away in 1968.

Varlık Publishing was established by Yaşar Nabi Nayır in 1946 in Istanbul. It was first started as *Varlık* magazine in 1933. The publishing house aimed to support Modern Turkish literature with original and translated books. Fyodor Dostoyevsky, Charles Baudelaire, Anton Chekhov, Guy de Maupassant, Ernest Hemingway and Nikolai Gogol are among the authors whose translations are published by Varlık.

³ All translations, unless otherwise specified, were made by the author.

3.4. Beril Eyüboğlu / Aras Publishing

Beril Eyüboğlu was born in Istanbul in 1935. She graduated from the Psychology Department of Istanbul University. Eyüboğlu has translated various works from John Berger, Gabriel Garcia Marquez, John Maxwell Coetzee, William Saroyan, Emma Goldman, Marilyn French, and Kate Millett into Turkish.

Aras Publishing was established in Istanbul in 1993 and intended to introduce Turkey's Armenian culture into wider audiences. It is now among the few publishing houses that operate in two languages. Aras also aims to transfer cultural legacy of Turkey's Armenians into future generations. In this sense, it has prepared a special series titled "William Saroyan Series" with this purpose and has published and retranslated some of Saroyan's works.

4. Comparative Analysis of *İnsanlık Komedi*

In this section, three retranslations of *The Human Comedy* will be comparatively analyzed. With an aim to clarify and reveal the translators' decisions, target texts need to be examined meticulously. *The Human Comedy* is defined as ST-1943 in the following examples. The first translation by Ahmet Hisarlı is specified as TT1-1944; second translation by Nurettin Özyürek as TT2-1964; and the most recent translation by Beril Eyüboğlu as TT3-2022.

Before elaborating on analyses, it might be noteworthy to mention paratextual elements of the works in question. Both TT1-1944 and TT3-2022 include a biography of the author. In TT1-1944, the biography is written down by the translator, while in TT3-2022, it is written by Aziz Gökdemir, the editor of William Saroyan Series. Only TT1-1944 has a translator's preface; however, translation decisions and strategies are not explained there. The source text includes drawings specifically made for this book. These drawings are used only in the first translation and omitted in the rest. In TT1-1944, the back-cover blurb reads "world-wide known masterpiece of one of America's most famous author William Saroyan; Translated by: Ahmet Hisarlı". As to TT2-1964, the blurb reads as follows:

"Recently, the Armenian American novelist William Saroyan (whose real name is Aram Karaoğlanyan) stayed in his homeland for about a month and, during this time, also visited his father's hometown, Bitlis. His works *My Name is Aram* and *The Poor People*, which were previously published among our publications, were highly appreciated. This time, we are presenting one of his novels that brought him true fame with **a reliable translation**, and we hope that this work will be as liked as the others (emphasis added)." (Saroyan, *İnsanlık Komedi*, 1964)

As seen in the above excerpt from the blurb of TT2-1964, Varlık Publishing claimed to offer "a reliable translation". This is a noteworthy assertion that raises questions about the reliability of other translations and the criteria by which a translation's reliability can be assessed. As for TT3-2022, the back cover includes an excerpt obtained from the book, and there are also some footnotes given by the translator throughout the book.

In the following sections, diverse translation strategies that are applied in target texts are classified and briefly discussed with the examples. In this respect, a comparative analysis regarding chapter titles, proper nouns, addition, omission, domestication and foreignization is provided under this section. It should be noted that only a limited number of examples is analyzed and discussed under this section due to the constraints of the paper.

4.1 Chapter Titles

The Human Comedy includes 39 chapters in total. Upon careful examination, it is observed that chapter titles are translated with varying strategies in all three translations. Some examples can be seen in the following table.

Table 1. Chapter titles

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
6	A Song for Mr. Grogan	Mr. Grogan’a Şarkı	Bay Grogan İçin Bir Türkü	Bay Grogan
8	Be Present at Our Table, Lord	Ey Sahip , Gel, Bizlere Mihman	Soframızda Hazır Bulun, Yarâb	Bess’le Mary
9	Rabbits Around Here Somewhere	Burada, Bir Yerlerde Ada Tavşanı Bulunması Lâzım	Buralarda Tavşanlar Vardı	Asker Emeklisi
13	The Trap, My God, The Trap!	Kapan, Aman Yarabbim , Kapan	Kapan, Ah Tanrım Kapan!	Koca Chris
23	Death, Don’t Go Ithaca!	Ölüm, İthaca’ya Gitme!	Ölüm, İthaca’ya Gitme!	Karabasan
28	At the Public Library	Kütüphanede	Genel Kitaplıkta	Halk Kütüphanesi
32	Leaning on the Everlasting Arms	Ebedî Orduya İnanç	Ne Büyük Bir Kardeşlik	Tren
34	Here Is A Kiss	Candan Öpücükler	Öpücükler	Kilisede
35	The Laughter of the Lion	Arsıların Kahkahası	Arsının Gülüşü	Ağa Düşen Aslan

According to the above given table, it can be stated that different translation strategies are used by translators. To start with first example, the word “song” is rendered into Turkish as *şarkı* in TT1-1944 and *türkü*, a name for traditional Turkish folk song, in TT2-1964 and not translated at all in TT3-2022. It can be claimed that a domestication strategy is used in TT2-1964.

As to the second example, in TT1-1944, the source text is rendered as *Ey Sahip, Gel, Bizlere Mihman* [O Lord, Come, Be Our Guest]. It is seen that there is no connotation of “guest” in the source text. Only presence is emphasized. The same emphasis can be found in TT2-1964, as well. In the most recent translation, the translator chose a different strategy and did not translate the title based on the source text. Instead, she created a new title based on the contents of the chapter.

A literal translation is made for the title of chapter nine in TT1-1944 and TT2-1964. However, the strategy used in the first example is maintained in TT3-2022. In the thirteenth chapter, TT1-1944 provided a literal translation in the target language. Though, his word choice *Yarabbim* [My God] shows connotations of Islamic culture where it is obvious that in the source culture, the word “God” does not carry any Islamic reference. Translator of TT2-1964 applied another literal translation and used *Tanrım* [My God] which is more neutral and does not carry any Islamic reference. As for TT3-2022, it is observed that the translation is completely different from the source text. *Koca Chris* [Big Chris] is the name of one of the characters mentioned in the chapter.

In the translation of chapter twenty-three, two diverse translation strategies are applied. Both TT1-1944 and TT2-1964 provided literal translations whereas a domestication strategy is used for the word “death” in TT3-2022. It is translated as *karabasan* which is defined by Turkish Language Institution (TDK) as a nightmare or a difficult situation, mood.

As to the next example, a similar translation strategy is conducted by all translators. However, it is striking that in TT2-1964, the phrase *Genel Kitaplıkta* [At the General Bookshelf/Library] might be mistranslated since the correct Turkish equivalent of library is *kütüphane*. *Kitaplık* is used for the bookshelves that are used in libraries or at home.

Regarding the translation of chapter thirty-two, it is seen that different strategies are used by all translators. Whereas TT1-1944 went with a literal translation, TT2-1964 opted for a word choice based on the events in the relevant chapter just as TT3-2022 did.

As for chapters thirty-four and thirty-five, a similar approach is observed, as well. In TT1-1944 and TT2-1964, translators tried to maintain a loyal attitude to the source text, while the translator of TT3-2022 reflected more freedom in her translation decisions.

It can be said that the translator systematically translated chapter titles in accordance with the content of chapters in TT3-2022. However, it should also be noted that there are also chapters that are translated in line with the source text where more literal translations are made. Although a consistency is ensured among the chapter title translations within TT3-2022, it is safe to say that translations are not based on the source text, and overall, a freer attitude is assumed by the translator.

4.2. Proper Nouns

It is observed that different strategies are used by translators regarding proper noun translation. Within the scope of this section, various strategies applied by translators are shown in the following table.

Table 2. Proper nouns

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
3	Homer sang “ Rock of Ages ” while Mr. Grogan typed the telegram., 19	Bu esnada Homer, Mr. Grogan ‘ın telgrafı kaydetmekle meşgul olduğu sırada, Sağlam bir kale şarkısını söyledi., 26	Bay Grogan telgrafı yazdığı sırada Homer, “ Hazreti İsa ”yı söyledi., 14	Bay Grogan telgrafı daktilo ederken Homer Rock of Ages ’i söyledi., 25 (Translator’s note is added)
3	Bess and Mrs. Macauley played “ All the World Will be Jealous of Me. ”, 21	Bess ve Mr. Macauley “ Bütün dünya beni kıskanacak ” şarkısını çalıyorlardı., 27	Bess ile Bn. Macauley “ Cümle Âlem Beni Kıskancak ”ı çalırmaktaydılar., 15	Bess’le Bayan Macauley piyanoda All the World Will Be Jealous of Me ’yi çalıyorlardı birlikte., 27 (Translator’s note is added)
17	As they passed the Owl Drug	İhtiyar Baykuş eczahanesinin önünden	Owl eczanesini geçerken genç bir	Tabelasında Owl Drug Store yazılı

Store , a young man standing in the doorway gave them the old wolf eye., 92	geçerlerken bir delikanlı, genç kızlara arsız arsız baktı (...), 113	adam, onlara çapkınca baktı., 80	dükkanın önünden geçerken, kapının önünde duran delikanlı kızlara laf attı., 93
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In the first example, a hymn is mentioned in the source text. It is translated into Turkish with three different strategies. In TT1-1944, a literal translation is made whereas in TT2-1964, it is translated as *Hazreti İsa* [Prophet Jesus]. The word *hazreti* is used to show respect when mentioning prophets in Turkish culture. In TT3-2022, name of the hymn is left in English and italicized. Besides, a translator's note is added as a footnote with further details about the history and contents of the hymn. Likewise, in the second example, the name of the song is translated into Turkish in TT1-1944 and TT2-1964 whereas it is left in English and italicized in TT3-2022. A translator's note is also given in the footnotes.

As for the last example, an "Owl Drug Store" is referred in the source text. In TT1-1944, the entire name is literally translated into Turkish even though it is a proper noun. Literal translation of owl is *baykuş* in Turkish. In addition to that, the adjective *ihtiyar* [old] is also added in this version. Thus, a literal back translation would be "Old Owl Drug Store". Being a proper noun, the word "owl" is kept and only "drug store" is translated into Turkish in TT2-1964. In the last translation, it could be said that a different strategy is used. The expression "Owl Drug Store" is not translated and left in English. Right after this expression, the phrase *yazılı dükkan* [a store named] is added which can be classified as an expansion strategy. However, it should be noted that by not translating the word "drug store" into Turkish and adding the expression "a store", the piece of information where it could be understood that this store is a pharmacy is lost in translation.

4.3. Addition

Addition is another strategy used by translators in *İnsanlık Komedi*. Some of the examples obtained from the target texts are shown on the table.

Table 3. Addition

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
6	Homer began to sing immediately., 31	Homer hemen şarkıya başladı., 38	Homer hemen türküye başladı., 23	Homer hiç düşünmeden eski ilahilerden Amazing Grace 'i söylemeye başladı., 35
37	The first soldier looked at his friend and said, "Well, brother, this is Ithaca. This is home. " "Boy, let me look at it," the second soldier said. "Just let me look at it." Now	İlk asker arkadaşına baktı ve: "İşte, Kardeşim" dedi "İthaka'ya geldik, işte memleketimiz. " İkinci asker: "Delikanlı" dedi "Bir an da şöyle bir bakalım, bir an da sadece	Birinci er arkadaşına bakıp şöyle dedi: "Eh, arkadaş işte İthaca. İşte sıra. " "Oh, bir göreyim hele," dedi ikinci er. "Ohhhh – be! Yurdum, yuvam İthaca! Sen ne hissediyorsun bilmem, ama işte	İki askerden biri ötekine, "İşte birader, burası Ithaca, burası evim, " dedi. "Bir bakayım hele," dedi öteki. "Hele bir bakayım şuna!" Sonra içinden gelen bir coşkuyla "Oh be! Ithaca, evim benim! Senin ne hissettiğini

he hummed the delight he felt. “Ummmmmmmm- man! My home, Ithaca! I don’t know how <i>you</i> feel, but <i>this</i> is how I feel.” The soldier got down on his knees and kissed the brick of the depot floor., 208	seyredelim!” Ve memnunluğunu bir şarkı gibi: “ Benim küçük şehirciğim, benim İthaka’m! Senin neler hissettiği bilmiyorum. Fakat işte ben böyle hissediyorum” diyerek mırıldandığını açığa vurdu, sonra, yere eğildi, istasyonun taşlarını öptü (...), 253	ben böyle hissediyorum.” Er diz çöktü ve deponun döşeme tuğlasını öptü., 183	bilmem ama ben işte böyle hissediyorum,” dedikten sonra Mekke’de secde eden bir Müslüman gibi dizlerinin üzerine çöktü, kaldırım taşlarını öpmeye koyuldu., 195
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In the first example, a song named “Amazing Grace” is mentioned in TT3-2022 which is not found in the source text. TT3-2022 does not provide any translator’s note or piece of information regarding this choice of adding a song name into the text.

The most striking part of this example is the last sentence. In TT1-1944 and TT2-1964, literal translations are provided for the source text. The only difference is the “depot floor” which is translated as *istasyonun taşları* [the stones of the station] in the former and as *deponun döşeme tuğlası* [the flooring bricks of the depot] in the latter translation. However, a noteworthy change is observed in TT3-2022. The source text is translated as *Mekke’de secde eden bir Müslüman gibi dizlerinin üzerine çöktü, kaldırım taşlarını öpmeye koyuldu* which can be literally translated as “[he] **knelt down like a Muslim groveling in Mecca, started to kiss the paving stones**” (emphasis added). It is safe to claim that this arbitrary expansion distanced the target text from the source text.

4.4. Omission

Omission is a strategy that is not widely used in translations in question. However, some omission examples are found and shared in the table in detail.

Table 4. Omission

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
34	“Blessed are the poor: for theirs is the kingdom of heaven. Blessed are they that mourn: for they shall be comforted. Blessed are the meek: for they	“Ruhen fakir olanlar bahtiyardırlar, zira gökyüzündeki ülkeler onlarındır. Izdırap çekenler bahtiyardırlar, zira bu yer yüzü onların olacaktır. (...)”, 240	“Ne mutlu yoksullara: çünkü göklerin melekutu onlarındır. Ne mutlu yoksul olanlara: çünkü onlar teselli edilecekler. Ne mutlu halim olanlara: çünkü	“Ne mutlu yoksullara ki, mekanları cennet olacaktır. Ne mutlu yas tutanlara ki, teselli edileceklerdir. Ne mutlu sabırlı olanlara ki, dünya

	shall inherit the earth. (...)", 197	yeryüzü onlara miras kalacak. (...)", 173	onlara miras kalacaktır. (...)", 185
36	<p>The car moved on a short distance and stopped again. "Those people over there are the Armenians," he said, "I can tell from the priests and the kids. That's what they believe in - God and lots of children. They're something like the Greeks. And something like everybody else. See the old man dancing? Listen to that music.", 207</p>	<p>Otomobil bir parçacık yol aldıktan sonra tekrar durdu. "Şu gördüklerin de Ermeniler. Rahiplerinden ve çocuklarından tanıdım. Allaha ve çocuk bolluğuna bağlıdırlar. Bir parçacık da Yunanlıları andırırlar. Bak, ihtiyar nasıl dans ediyor? Musikilerini duyuyor musun?", 251</p>	<p>Otomobil biraz ilerleyip durdu. "Şuradaki insanlar Ermeni," dedi, "papazlarla çocuklardan tanıdım. Onların inancı da böyle – Tanrı ve bir sürü çocuk. Biraz Yunanlara benzerler. Biraz da herkese. Yaşlı adamın oynayışını görüyor musun? Şu müziği dinle bir hele.", 182</p> <p>Araba biraz ilerledikten sonra gene durdu. "İlerdeki Ermeni. Ermeni olduklarını sakallı papazlarıyla ele avuca sığmaz çocuklardan anlarsın. Bir Tanrı'ya bir de çocuklara taparlar.", 194</p>

In the first example, a prayer is uttered in the source text. While TT2-1964 and TT3-2022 translated the entire prayer, it is found that the second line of the prayer is not transferred in TT1-1944. Since there is no translator's note or any other information, the reason behind this decision is unclear. As for the second example, the sentences where Armenians are described are translated in first two translations but completely omitted in TT3-2022.

4.5. Expansion

Expansion is a widely used strategy in the retranslations of *The Human Comedy*. Due to limits of the paper, only some of the examples are demonstrated and analyzed in this section.

Table 5. Expansion

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
3	"I used to sing at the First Presbyterian Sunday School of Ithaca ," Homer said., 17	Homer: İthaca pazar mektebinde her pazar ben de okurdum, dedi., 22	" İthaca Birinci Presbiteryen Pazar Okulunda ilahiler okurdum.", 11	" Presbiteryen Kilisesi Pazar Okulu korosundaydım.", 22 (Translator's note is added)
17	Dear Ma. How are you? I am fine. I got your letter and the box of dried	Sevgili anneciğim, nasılsın? Ben, pek iyiyim. Mektubunu ve kuru incir kutusunu	Sevgili anacığım. Nasılsın. Ben iyiyim. Mektubunu ve	Sevgili anne. Nasılsın? Ben iyiyim. Mektubunu ve kuru incirleri

	figs. Thanks. Don't worry about anything. So long. Love. , 95	aldım. Teşekkür. Benim için üzülme. Allahaismarladık. Yanaklarından öperim. , 117	kuru incir kutusunu aldım. Teşekkürler. Hiçbir şeye üzülme. Hoşça kal. Sevgiler. , 83	aldım. Teşekkürler. Hiçbir şeye üzülme. Hoşçakal. Sevgiler. , 96
34	"The Department of War regrets to inform you that your son –", 196	"Harp nazırlığı üzülerek bildirir ki, oğlunuz ...", 139	"Savunma Bakanlığı sizi haberdar etmekle müteessirdir ki, oğlunuz ...", 172	"Savaş Dairesi oğlunuzun vefatını üzüntüyle bildirir.", 184

Regarding the first example, it could be said that several strategies are applied. To start with TT1-1944, the piece of information that the school is a religious institution is not given by not translating "Presbyterian" into Turkish. This can be analyzed as an omission strategy as well. As to TT2-1964, a literal translation is made. However, adding *ilahi okumak* [to sing hymns] into the sentence is striking since the source text does not refer to hymns. In the last translation, presbyterian is expanded by expressing that it is a church school. Thus, it can be concluded that both TT2-1964 and TT3-2022 applied expansion strategies by referring to different solutions.

In the second example obtained from chapter seventeen, it is found out that an expansion and domestication strategy is used together in TT1-1944. First, the expression "so long" is translated as *Allahaismarladık* [farewell] which is a culture-specific expression in Turkish. Additionally, the expression "love" is translated as *Yanaklarından öperim* [I kiss your cheeks]. This is another culture-specific item that is used especially for elderly family members out of respect and love. TT2-1964 and TT3-2022 provided a literal translation here.

As to the last example, three different expressions will be examined. In the first one, the word "home" is translated as *memleket* [hometown] in TT1-1944, and as *sıla* in TT2-1964. *Sıla* refers to a feeling where someone is far from their homeland and/or home and yearns for it. Hence, it can be said that both *memleket* and *sıla* are deeper and more comprehensive words in comparison to the word home in the source text. TT3-2022 provided a literal translation for this statement. The second expression has similarities with the first one. "My home, Ithaca" is translated as *Benim küçük şehirciğim, benim İthaca'm!* [My little city, my Ithaca] in TT1-1944, as *Yurdum, yuvam Ithaca!* [My homeland, my home Ithaca!] in TT2-1964, as *Ithaca, evim benim!* [Ithaca, my home!] in TT3-2022. The closest translation to the source text is given in the most recent target text.

As to the last example, the death of a son is implied in the source text. While TT1-1944 and TT2-1964 maintained implication, an expansion is made in TT3-2022. *Savaş Dairesi oğlunuzun vefatını üzüntüyle bildirir* can be back translated into English as "The Department of War regrets to inform you the death of your son". In the source text, the death is not expressed but only implied.

4.6 Domestication

Domestication is a strategy used to bring the source text closer to the target audience. Some examples obtained from the target texts regarding domestication strategy are given as follows:

Table 6. Domestication

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
13	“Standard price?” Homer said. “ What are you talking about? (...), 77	Homer: “Maktu fiat mı?” dedi “ Nelerde sayıklıyorsunuz öyle? (...)”, 95	“Standart fiyat mı?” dedi Homer. “ Bu da lâf mı yani? , 66	Homer, “Standart fiyat mı? Ne diyorsunuz kuzum siz?” deyip (...), 78
20	Git along little dogies – it’s your misfortune and none of my own., 108	Benim güzel sevgilim, gel benimle bakayım – bu senin bahtsızlığın, benim değil., 132	Hadi gidin buradan köpek encikleri – bu, sizin kara bahtınız benim değil., 93	Başınızın çaresine bakın köp’oğlu köpekler. Sizin felaketinizden bana ne!, 106

In the first example, TT1-1944 provided a literal translation to the source text. It can be said that the translation in TT2-1964 is not so different. Yet, a domestication strategy is used in TT3-2022 with the addition of the word *kuzum* which is an expression used to address or attract attention in Turkish. It should be noted that it is not common in daily language.

When looked at the second example, it might be claimed that some arbitrary choices are made. In TT1-1944, the expression *Benim güzel sevgilim, gel benimle bakayım* [My beautiful darling, come with me] is not an equivalent of the source text. The same situation is seen in TT3-2022 where a domestication strategy is also used. As opposed to these, TT2-1964 is closer to the source text. *Hadi gidin buradan köpek encikleri* can be translated as “Leave here little puppies” which is equivalent to the source text.

4.7. Foreignization

Foreignization strategy brings the target audience closer to the author and the source culture. Under this section, foreignization examples are given in the table and analyzed briefly.

Table 7. Foreignization

Chapter	ST-1943	TT1-1944	TT2-1964	TT3-2022
12	“You keep your dirty little wop mouth shut!” he shouted at Joe., 65	“Sen şu pis ağzını kapa” diye haykırdı., 80	“Kapat sen o düşük murdar çeneni!” diye bağırdı., 55	“Kapa çeneni seni pis wop! ” diyerek Joe’yu itmesiyle (...), 66 (Translator’s note added.)
19	The mother opened the telegram, read it, and without a sound began to sob, while the phonograph continued with a song called Chanson pour Ma Brune , and	Anne, telgrafi açtı, okudu ve sessiz sessiz hıçkırmağa başladı; bu esnada gramofonda: “ Chanson pour ma Brune ” şarkısı yükselmekte ve odayı dolduran neşeli misafirler	Anne telgrafi açtı, okudu, sessiz sessiz ağlamaya başladı; bu sırada gramofonda CHANSON POUR MA BRUNE çalıyor ve mutlu kimseler dansa devam ediyordu., 92	Anne zarfı açarak telgrafi okudu. Fonografda Chanson pour Ma Brune* çalıyor, mutlu çiftler dans ediyordu., 104 (Translator’s note is added.)

the happy people	habire dans
continued to	etmekteydiler., 130
dance., 105	

As to the first example, a culture-specific item, a slang word, is used in the source text. In TT1-1944, the word is omitted and not translated. In TT2-1964, it is translated with an explanatory approach. However, the cultural baggage carried by the word is not transmitted to the target text. In TT3-2022, the word is given without being translated and explained with a translator's note. With this approach, a new word is introduced to the target culture.

In the second example, a French song name is mentioned in the source text. All three of the translators left the name of the song in French and used italicization and/or quotation marks in their translations. Unlike the others, translator of TT3-2022 added a translator's note, too. When compared with the previous similar cases, a different strategy is applied in translating a proper noun by the translators of TT1-1944 and TT2-1964 who preferred to translate the song name into Turkish in previous examples. One of the reasons behind this might be that previous songs are given in English, and this one is written in French, a language they may not have seen themselves fit to translate it. Still, it can be concluded that a contradictory approach is taken regarding proper noun translation.

With an aim to interpret the detailed comparative analysis provided above, it can be said that translations of chapter titles in TT3-2022 are furthest from the source text whereas in TT1-1944 and TT2-1964, translations are closer to the original. As to proper nouns, a contradictory approach is observed. In TT3-2022, more foreignization strategies are used compared to TT1-1944 and TT2-1964. Thus, it can be said that TT3-2022 is closer to the source text regarding proper noun translations. It is found that TT1-1944 is the closest to the source text in terms of additions while TT2-1964 is the closest to the original regarding omission strategies. Expansion strategies are widely used in all translations. However, expansions made in TT1-1944 and TT3-2022 are more striking since they have a critical importance. These expansions put a distance between TT1-1944 and TT3-2022 with the source text. As to domestication strategies, it can be said that TT2-1964 is closer to the original work. It can be claimed that foreignization strategies are less used in TT1-1944 and TT2-1964. These strategies are mostly used in TT3-2022 which brings it closer to the source text.

According to Berman's retranslation hypothesis, TT3-2022, the most recent retranslation, is expected to be the closest translation to the source text. However, the comparative analysis made in this research shows that there are cases where all translations move closer to and farther from the source text. If they are put on a spectrum of closeness to the source text, it would be a dynamic spectrum where no translated text has a fixed close position to the source text. To sum up, it can be said that Berman's retranslation hypothesis may not always hold true, and the latest translation may not be the "great translation" just because it is produced later than the previous translations.

5. Concluding Remarks

With the intent of testing out Antoine Berman's retranslation hypothesis, retranslations of William Saroyan's eminent work *The Human Comedy* are examined and comparatively analyzed within the scope of this research. To begin with the research, Berman's retranslation hypothesis is explained. Then, *The Human Comedy*, its author, translators, and the publishing houses are addressed meticulously. Afterwards, a comprehensive comparative analysis is made, and examples are discussed in each section in detail. Findings of the analysis are also shared under the comparative analysis section.

This study's findings suggest that a recent retranslation of a work may not always align with the retranslation hypothesis regarding proximity to the source text. The motivations behind a retranslation are diverse, and each instance warrants careful consideration. A thorough descriptive analysis is crucial to ascertain the relationship between a retranslation and its source text. Continued descriptive research in retranslation studies will undoubtedly enrich our understanding of these complex dynamics.

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David Mitchell's Dystopian Vision in "The Bone Clocks": Surveillance, Dehumanization, and Climate Change in the Collapsing World

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Abstract

This study analyses the dystopian novel called "The Bone Clocks" (2014) written by David Mitchell, and it is set in England. Mitchell, in addition to winning the World Fantasy Award and the John Llewellyn Rhys, Geoffrey Faber Memorial, and South Bank Show literature prizes, was additionally twice shortlisted for the Booker Prize. The novel examines how state policies systematically oppress individuals and promote control mechanisms and monitoring, leading to ecological destruction and dehumanization. The selected novel consists of six sections, each illustrating a unique moment in the life of Holly Sykes, a 15-year-old girl who chooses to leave her home in 1984 after her mother discovers her relationship with a 25-year-old man, ultimately culminating in her maturation into a distinguished memoirist in the final chapter which is set in 2043. The opening and concluding parts are narrated by Holly, and the other parts are related with individuals who engage with her at various intervals. As the narrative shifts from past to future, Mitchell critiques by creating a dystopian world that embodies a global warming catastrophe and alterations in human behaviour indicative of anthropocentrism. Dystopia can be described as a made-up universe, typically set in the future, characterized by harsh authoritarian regimes or societal deterioration; hence, the novel illustrates a future where personal liberties are forfeited since the government employs technology and language as instruments of manipulation, thus this study examines the ramifications of a dystopian society, reflecting the climate change, degradation of personal privacy, and governmental authority in the chosen novel.

Keywords: The Bone Clocks, David Mitchell, dystopia, surveillance, climate change

1. Introduction

"We are rapidly entering the age of no privacy,
where everyone is open to surveillance at all times"
- Justice William O. Douglas

Given the selected novel's focus on societal constraints and environmental collapse, this study adopts dystopian theory as it allows for an in-depth examination of the novel's themes regarding power and surveillance. Dystopia can be described as a made-up universe, typically set in the future, characterized by harsh authoritarian regimes or societal deterioration, and "the word dystopia, originating from the two Greek words 'dus' and 'topos', is translated as diseased, bad, faulty, or an unfavourable place" (Oruç 1432). Dystopian worlds are meticulously crafted, presenting readers with a distorted reflection of their own societies, compelling them to critically evaluate the present and consider the potential consequences of unchecked power (Ringo and Sharma 112). Unlike utopias,

which imagine perfect, hopeful societies, dystopias focus on fear, control and the loss of freedom. For this reason, dystopic works depict civilizations in which individuals are de-individualized, subjected to constant observation, and characterized by prevalent surveillance and manipulation. As Adams clarifies, dystopia is different from apocalyptic fiction:

Dystopia is not a synonym for post-apocalyptic; it also is not a synonym for a bleak, or darkly imagined future. In a dystopian story, society itself is typically the antagonist; it is society that is actively working against the protagonist's aims and desires. This oppression frequently is enacted by a totalitarian or authoritarian government, resulting in the loss of civil liberties and untenable living conditions, caused by any number of circumstances, such as world overpopulation, laws controlling a person's sexual or reproductive freedom, and living under constant surveillance (47).

In this quote, Adams elucidates the historical context of the term by highlighting its difference from the similar perspectives. Society itself is typically the antagonist and people lose their civil liberties and attempt to live in hard conditions. This is exemplified by Aldous Huxley's *Brave New World* (1932) which demonstrates the societal decay that arises from the abuse of science and technology and George Orwell's *1984* (1949) which portrays the oppression exerted by totalitarian state. Therefore, dystopian works seek to highlight the possible dangers of technological advancements and totalitarian government structures, questioning the potential consequences of the repression of individuality, and these works show the effects of technology as well (Palmer 127). Dystopian governments impose many tasks and a series of duties to make people more obedient since people's hobbies and abilities are considered as useless when the state's advantage is taken into account.

Dystopian collectivism subjugates individuals to collective action in the name of "common good," and in order to accomplish this goal, the authority encourages only those activities that are beneficial to society, discouraging all counterproductive or unproductive ones. While the banned actions are all those which are crucial for the self-actualization of a person, the "beneficial" activities annihilate any development of identity, any individual choice and rights (Toma 228).

As it is seen from the above paragraph, monitoring of individuals by an invisible authority, followed by punishment, ensures these individuals' loyalty to the system. Often regarded as the first dystopian book, Yevgeny Zamyatin's *We* (1924) depicts a society where surveillance is everywhere, hence authority is no longer necessary. The narrator reflects a place which is "surrounded by transparent walls which seem to be knitted of sparkling air" and people "live beneath the eyes of everyone, always bathed in light" (Zamyatin, 1924, p. 19). These novels criticize the societies that totally eradicate individual liberties and show the future world where individual privacy has been eliminated, and all actions are observed and regulated. This system separates individuals from autonomous thought and compels their integration into society (Aravindan and Nair 80). As it is claimed:

both [utopia and dystopia] are exercises in imaging coherent wholes, in making an idea work, either to lure the reader towards an ideal or to drive the reader back from a nightmare. Both are the expression of a synthetic imagination, a comprehension and expression of the deep principles of happiness or unhappiness. (Huntington 124)

In such oppressive systems, not only physical control is achieved, but also ideological control through authoritarian speech is provided. As Stacy shows that "in classic dystopian fictions, regimes in power

often employ authoritative narratives that justify their position, and in such systems, the presence of contradictory narratives is seen as a challenge to hegemonic power” (Stacy 228). All in all, dystopian works provide a critical viewpoint, therefore through these narratives, novelists aim to raise awareness on the oppression and constraints imposed by political or power systems. Besides, these narratives question how fragile human nature can be, how people resist or fail to resist to oppressive systems, and reflect what happens when ethics and compassion disappear.

David Mitchell’s selected novel “The Bone Clocks” exceeds temporal and spatial boundaries, integrating personal experiences with universal conflicts through a complex structure. The narrative starts in England in 1984 and spans to 2043. The novel centres on Holly Sykes, who flees her home at a young age and thereafter gains remarkable experiences. The individuals and events Holly encounters throughout her life demonstrate that she is involved in a metaphysical fight between two eternal factions. On one side she encounters the Horologists, who sustain themselves by consuming the life power of others, and on the other, the Atemporals, who oppose this struggle for immortality. Holly inadvertently becomes the focal point of this conflict. Recounted by six distinct narrators, each chapter reflects Holly’s life and serves as a way to examine the influence of personal decisions, ethical problems, and the intricacies of the human spirit. In this novel, Mitchell uses familiar characters from her earlier works to establish a link between realities, and he integrates elements of science fiction and fantasy while addressing topics of politics, ecological disasters, and technological advancements. Hence, “The Bone Clocks” is regarded as a great novel that stimulates contemplation on the essence of time and memory, while helping the reader see the lives of characters from many aspects. In this perspective, examining the historical and etymological bases of dystopia is crucial for comprehending the utilization of this theory. To conclude, depicting civilizations in which individuals are de-individualized, subjected to constant observation, and characterized by prevalent surveillance and manipulation, these works attempt to demonstrate prevailing social and political systems and to make people aware of potential future problems.

2. Dystopian Elements in “The Bone Clocks”

David Mitchell aims to show the vulnerabilities of democratic regimes and instability of current political systems in his totalitarian society situated in 2043 in Ireland. In this future society, the ruling party known as Stability enforces strict control over citizens. Given political constraints and government organisation, Max Weber admits state control and defines a state as “a compulsory political organization with continuous operations” and “its administrative staff successfully upholds the claim to the monopoly of the legitimate use of physical force in the enforcement of its order” (54). Mitchell reflects this state oppression in the novel since the ruling party heavily controls and filters news and information systems:

It’s mostly in mandarin, but sometimes there’s an international news bulletin in English, and if the Net’s unthreaded this is the only way to get news unfiltered by Stability. Of course, the news has a pro-Chinese slant – Ed would call it ‘naked propaganda’ – and there’ll be not a whisper about Hinkley E, which was built and operated by a Chinese–French firm until the accident five years ago when the foreign operators pulled out, leaving the British with a half-melted core to contain (Mitchell 435).

The above quote shows how truth is fragmented, and citizens first must confront bias and misinformation to access reality. Accessing accurate data regarding national events becomes increasingly challenging, influencing their perceptions, ultimately leading to an acceptance of the current system. It can be claimed that “technological development and appropriation of its fruits by the

state – has, on the other hand, reduced the need for the use of direct, physical violence in favour of its more indirect forms” (Damjanović 15). The phrase in the quote ‘naked propaganda’ indicates that even international news is biased, serving political interests rather than objective truth; however, the radio called Pearl Island offers an alternative source, though it has its own ideological propaganda.

When I’m sure the kids are asleep, I turn on the radio. I’m always nervous that there’ll just be silence, but it’s okay: all three stations are on air. The RTÉ station is the mouthpiece of Stability and broadcasts officially approved news on the hour with factual how-to programs in between about growing food, repairing objects and getting by in our ever-more-makeshift country (Mitchell 435).

Both the regime controls information and it keeps people in a state of constant unease. Citizens must check to see whether the radio is working or not, and if it is silent, they may wonder whether something worse is coming. The fear that the radio stations might be closed when they turn them on and find nothing on air is a powerful dystopian detail. Stability might shut it down at any moment, either as punishment or a test of loyalty. In dystopian settings, “technology (or, more precisely, technologies) is used to fulfil basic needs, but also to achieve complete social control”, and information is the most controlled resource (Damjanović 18). Radio is the only medium through which people can access any news, even if it is censored. The fear of controllability of technology or infrastructure and a complete loss of communication puts immense pressure on people, forcing them into silence, and isolation means the potential end of all organised systems (Dobson and Fisher 311). Furthermore, it is crucial to note that “state repression includes harassment, surveillance/spying, bans, arrests, torture, and mass killing by government agents and/or affiliates within their territorial jurisdiction” (Davenport 1). The purpose of internet outages, restrictions on information access, and loyalty tests to the government is not merely done to create fear and facilitate compliance; rather, it aims to cultivate a gradual increase in anxiety, leading the public to temporarily cease questioning and accept all directives. This particular case concerns Holly as she foresees the seriousness of the uncontrolled power.

There. A sort of gangly powered glider. At first I think it’s big and far, but then I see it’s small and near. It’s following Seefin and Peakeen Ridges, aiming towards the Atlantic. ‘A drone,’ says Declan, his voice strained. ‘Magno,’ says Rafiq, enraptured: ‘A real live UAV.’ ‘I’m seventy-five,’ I remind him, sounding grumpy. ‘Unmanned aerial vehicle,’ the boy answers. ‘Like a big remote-control plane, with cameras attached. Sometimes they have missiles, but that one’s too dinky, like. Stability has a few.’ I ask, ‘what’s it doing here?’ ‘If i’m not wrong,’ says Declan, ‘it’s spying.’ Lorelei asks, ‘why’d anyone bother spying on us?’ Declan sounds worried: ‘Aye, that’s the question.’ (Mitchell 444)

As the quote reflects, people feel anxious while observing the drones in the sky, thus this reinforces surveillance, illustrating that even isolated, apparently common people are not exempt from scrutiny. That technology such as drones (unmanned aerial vehicles, UAVs) has been institutionalized as tools of surveillance and control. Not only does the ruling party restrict access to news sources and information but also it exerts control over the people through aircraft and other vehicles, thus individuals in rural or remote areas are somehow subjected to continuous technological observation. The existence of the drone also illustrates that autonomy of people is an illusion, but the reality is the authority of the ruling party. The dangers of unregulated surveillance surpass mere privacy, penetrating the essence of personal autonomy. On the other hand, the awareness that one’s actions and

communications are perpetually monitored might exert a restrictive influence on freedom of expression, deterring factor for critical thinking (Oravec 34).

I remember waving them off at Cork airport five years ago – the last year that ordinary people could buy diesel, drive cars and fly, though ticket prices were spiralling through the roof, and they couldn't have gone if the Australian government hadn't paid Örvár's way. Aoife went to see her aunt Sharon and uncle Peter, who'd moved out there in the late twenties and who I hope are still alive and well in Byron Bay, but there've been no news-threads to – and precious little information from – Australia for eighteen months. How easily, how instantly we used to message anyone, anywhere on earth. Lorelei holds my hand (Mitchell 441).

This quote highlights diminished agency since people are incapable of driving, flying, or they do not have any communication vehicles to check their families. Gas, essential for personal transportation, is a luxury that is either prohibited or financially inaccessible. Moreover, air travel is confined to the privileged or government-approved activities. This indicates a significant limitation in mobility as well. It is clear that only elites or the government retain access, which leads to social inequality.

The head jeep pulls up past the diesel store. Four young Irish Stability troops jump out, enjoying the impact their uniforms, guns and swagger makes on the yokels: it's not by chance that Kilcrannog's single girls wear their dwindling supplies of make-up and best clothes on Convoy Days (Mitchell 453).

In the novel, so as not to be arrested or murdered due to pressures, silence is encouraged. Since expressing disagreements or making criticism may be fatal, people prefer silence as a way of survival strategy. This reflects how tyranny works. It's not just about violence but it's about making people accept cruelty as part of daily life. Therefore, the true tragedy lies not only in the soldiers' violence but also in the fact that the people have gradually given up resisting.

Fern O'Brien points behind me to the church noticeboard. Over I go to read the new, large, hand-drawn poster: ENDARKENMENT IS GOD'S JUDGEMENT GOD'S FAITHFUL SAY 'ENOUGH!' VOTE FOR THE LORD'S PARTY MURIEL BOYCE FOR MAYOR 'Muriel Boyce? Mayor? But Muriel Boyce is, I mean ...' 'Muriel Boyce is not to be underestimated,' says Aileen Jones the ex-documentary-maker turned lobster-fisherwoman, 'and thick as thieves with our parish priest, even if they can't spell "faithful"' (Mitchell 448)

The rise of the Lord's Party mirrors dystopian regimes that exploit fear and offer false hope and divine authority to gain power. Rationality is undermined, and in this regard, there is a rise of religious authoritarianism, which highlights how chaos and crisis often give rise to populist or theocratic movements that offer simple answers (God's judgment, miracles) in place of real solutions. On the other hand, this moment exemplifies a critical dystopian feature, that is to say, the exploitation of power structures in the country is the main aim of the ruling party. This also shows how dystopian regimes exploit democratic institutions under the guise of reform or order.

Five years later, I take a deep, shuddery breath to stop myself crying. It's not just that I can't hold Aoife again, it's everything: it's grief for the regions we deadlanded, the ice caps we melted, the gulf stream we redirected, the rivers we drained, the coasts we flooded, the lakes we choked with crap, the seas we killed, the species we drove to

extinction, the pollinators we wiped out, the oil we squandered, the drugs we rendered impotent, the comforting liars we voted into office – all so we didn't have to change our cosy lifestyles. People talk about the Endarkenment like our ancestors talked about the Black Death, as if it's an act of God. But we summoned it, with every tank of oil we burnt our way through. My generation were diners stuffing ourselves senseless at the Restaurant of the Earth's riches knowing – while denying – that we'd be doing a runner and leaving our grandchildren a tab that can never be paid. (Mitchell 441)

The aforementioned paragraph offers a dark portrayal of the future inside a dystopian framework. The term Endarkenment shows a phase characterized by the combination of social, political, and environmental disintegration, serving as the antithesis of Enlightenment. It is clear that future devastation is closely associated with the wrong decisions of the present time. Tom Moylan asserts that dystopias provide “a radical critique of the present” and compel the reader to reconsider the future (Moylan 188). From an ecocritical perspective, the narrator articulates the damage through a process of mourning. The scope of environmental destruction such as the melting of glaciers, the pollution of oceans, the extinction of species threatens not only the future of nature but also of humanity. In align with this, the narrator in this chapter speaks precisely with this awareness; he explicitly states that the degradation of nature is not a coincidence but the result of human actions.

3. Conclusion

David Mitchell's novel “The Bone Clocks” is distinguished not only by its unique story but also by its dystopic picture of the future. The novel adopts a critical perspective on contemporary problems, addressing issues such as ecological collapse, capitalist exploitation, technological domination, and surveillance problems. Mitchell posits that civilizations are only superficial facades concealing inherent barbarism when power is wielded by the inappropriate people, and he clearly illustrates the possibility of experiencing totalitarian regimes in contemporary nations. The novel is not created to save mankind or enhance the quality of life; there is no commentary on equality or the improvement of human existence. Instead, it reflects the common problems in this modern world, and by choosing a country in Europe, he wants people to see what happens when the ruling parties seek to exert total control over the populace through surveillance, intimidation, and brutality. “The Bone Clocks”, including dystopic elements, critically examines the individual's role within the system, power dynamics, and the utilization of technology as a tool of authority.

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Feeling with Others: The Representation of Empathy in a Young Adult Novel

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Abstract

Young Adult Literature, as it mainly targets young readers, has the potential to enable social development to start at an earlier age. For this reason, it can play an important role in recognizing mental health issues that affect an increasing number of people and in building a society where individuals suffering from these issues are not marginalized. Considering the claims of Narrative Empathy theory regarding the effect of reading on the reader, it is likely that novels addressing mental health issues can develop an empathetic response in the reader. Authors may use various techniques, such as perspective and embodied narration, to develop an empathetic response from the reader towards their characters. However, the direct representation of empathy has been less studied in this context. Therefore, this study analyses the representation of empathy in a British young adult novel (*Am I Normal Yet?* by Holly Bourne) that addresses mental health issues. The experiences between the characters in the novel are discussed in the context of empathy. As a result, it has been emphasized that the characters experience different types of empathy such as experience sharing and mentalizing, which can serve as exemplar schemas for the reader. On the other hand, representations of failed empathy in the novel, as in real life, have also been encountered and discussed in the study.

Keywords: Young Adult Literature, narrative empathy, empathy, Holly Bourne, *Am I Normal Yet?*

1. Introduction

Douglas asserts that Young Adult (YA) novels typically focus on protagonists aged 14 to 20 and often employ a first-person narrative to explore the transition from childhood to adulthood (24). Young Adult Literature (YAL) is frequently positioned as an accessible alternative for adolescents who struggle with classic literature or have difficulty cultivating a reading habit. These novels are widely used in literature classrooms due to their engagement with contemporary issues relevant to students' lives, while also echoing the thematic concerns of canonical texts. YAL addresses a broad spectrum of topics—including social isolation, adversity, racism, ethnic discrimination, AIDS, teenage pregnancy, divorce, substance abuse, family conflict, death, and political inequality—while also exploring universal themes such as “Who am I?” and “Where do I belong?” (Herz & Gallo 64–70).

In contemporary society, a lack of understanding about mental illness can lead to significant challenges (Sampaio et al.). Mental health literacy—defined as “knowledge and beliefs about mental disorders that aid in their recognition, management, or prevention”—is essential for addressing these challenges, whether they are experienced directly or through close others (Jorm et al. 166). One of the most significant barriers to treatment is the stigma surrounding mental illness and the tendency to prioritize physical over mental health (DeLuca et al.; Ferrie et al.; World Health Organization). Early identification is critical to effective intervention (Kessler et al.), particularly because childhood and adolescence represent formative periods for developing cognitive, emotional, and social competencies with long-term consequences. Key developmental processes—such as self-regulation, socialization, and learning—emerge during this stage, and successfully navigating them can yield lasting benefits for both individuals and society. Given adolescents' heightened sensitivity to environmental influences, fostering emotional well-being is especially vital during this period (Gander & Gardiner 34; World Health

Organization 170). In this context, the empathy cultivated through reading novels that depict mental health challenges becomes profoundly valuable.

Nikolajeva asserts that engagement with fiction operates through two modes: life-to-text and text-to-life (25). The depiction of empathy within a narrative exemplifies both. Readers may recognize empathetic experiences from real life reflected in the text (life-to-text), while also internalizing the empathy processes portrayed in the narrative and applying them in their own lives (text-to-life) through the formation of cognitive schemas. Consequently, the narrative representation of empathy holds significant value in fostering the reader's capacity for empathetic understanding. This study, therefore, aims to examine the representation of empathy in *Am I Normal Yet?* by Holly Bourne, a British young adult novel that explores mental illness. To support this analysis, the study adopts a theoretical framework grounded in the concepts of empathy and narrative empathy.

2. Theoretical Framework

2.1. Empathy

The theoretical framework of this study is narrative empathy, which investigates the capacity of fiction to elicit empathic responses in readers. Before delving into the specifics of narrative empathy, it is essential to first examine the broader concept of empathy, particularly as it is represented in the novel. Although definitions vary, empathy is generally understood as an emotional state triggered by another person's affective experience, wherein the observer (or reader) feels what the other person feels—or is expected to feel—by imaginatively placing themselves in that person's position (Hoffman 440).

Contrary to the long-standing assumption in Western psychology that human nature is fundamentally selfish, Hoffman argues that empathy represents a moral capacity integral to human survival (441). Supporting this view, findings from clinical studies and neuroimaging research indicate the presence of a neural mechanism known as "mirror neurons," which facilitate imitation and are found not only in humans but also in other primates (Gallese et al.). Emphasizing the neuroscientific basis of empathy, Hoffman identifies five forms: mimicry, conditioning, direct association, verbally mediated association, and perspective-taking.

Mimicry, the most basic form, is an involuntary, isomorphic emotional response to another's affective state. Subtle changes in facial expression, tone of voice, or posture in the observed individual automatically elicit corresponding changes in the observer. These physical adjustments generate afferent feedback to the brain, producing emotional states that mirror those of the observed. The discovery of mirror neurons reinforces the existence of this neural substrate, which enables observers to experience emotions similar to those they witness. This process is observable in phenomena such as infants imitating their mothers' facial expressions or a baby beginning to cry upon hearing another baby cry. The third form of empathy, direct association, does not require a pre-match with another person's sadness or distress. Another person's distress triggers similar emotions in the person who has already experienced a similar distress. For example, a person's previous experience of parental separation makes it possible to empathise with the feelings of another person who has experienced separation.

The fourth form of empathy, verbally mediated association, occurs when the emotional distress of another is conveyed through language. In such instances—whether through a letter or a second-hand description—semantic processing is required for the observer to connect the verbal message with the emotional state of the other. While this linguistic mediation can create a degree of emotional distance between observer and observed, this distance is reduced when the observer mentally reconstructs the audiovisual experience of the other (e.g. imagining a sad face, blood, crying, moaning). When the

distressed individual is physically present, this distance effect is significantly diminished, as the linguistic cues are accompanied by non-verbal indicators—such as facial expressions, vocal tone, and body language—which elicit a more immediate empathic response. Alternatively, the process can unfold in reverse: the observer may first react to physical cues, which are then reinforced or clarified by verbal expression, resulting in a heightened empathic reaction.

The fifth and final form of empathy is perspective-taking. Since the 1950s, research has identified three types of perspective-taking. The first is self-oriented, wherein the observer (reader or listener) draws on personal experience to relate to the emotional state of the other. The second is other-oriented, which involves attending to the feelings, current circumstances, and behavior of the observed individual. When the other is not physically present and non-verbal cues are absent, this process tends to be more cognitive than emotional. The third type integrates both self- and other-oriented approaches: the observer balances personal emotional resonance with attentiveness to the observed individual's experience. All forms of perspective-taking are conscious and deliberate, though they may be spontaneously triggered by visible signs of distress. However, the intensity of the empathic response may diminish over time.

The first three types of empathy proposed by Hoffman—imitation, conditioning, and direct association—are associated with the automatic, pre-linguistic stage of development. These early forms of empathy are largely passive, involuntary, and based on superficial cues, requiring minimal cognitive processing or conscious awareness. Despite their limitations—namely, dependence on the physical presence of the observed individual and the ability to process only basic emotions—these forms are fundamental, particularly in early childhood, and continue to play a role in empathic responses later in life as primitive but essential mechanisms.

The latter two forms—verbally mediated association and perspective-taking—compensate for the limitations of the earlier types through the development of language and higher-order cognition. These cognitively mediated forms allow for empathy in the absence of the observed person and enable responses to more nuanced emotional states. While each type of empathy can occur independently, they often function in tandem. Although pre-linguistic empathy predominates in infancy, it persists into later stages and underpins the automatic, affective component of adult empathy. As cognitive capacities mature, more complex empathic responses emerge, enabling individuals to understand and respond to abstract or indirect expressions of distress.

Zaki and Ochsner conceptualize empathy as the capacity and tendency to share and understand the internal states of others, categorizing it into two primary forms: experience sharing and mentalizing (871). The former aligns with Hoffman's first three types, while the latter corresponds to his final two. Experience sharing involves an immediate, unconscious empathic response triggered by observable cues—such as facial expression, tone of voice, and posture—which reflect the emotional state of the other. These responses dominate in early development and are processed in neural regions associated with sensorimotor activity, visceral sensation, and emotional resonance.

The second form of empathy identified by Zaki and Ochsner is mentalizing, which involves inferring another person's internal state through reasoning based on general knowledge and contextual cues (872). Unlike experience sharing, which relies on immediate perceptual information, mentalizing requires the observer to make inferences about another's thoughts or emotions, drawing from both external signals and broader conceptual understanding. This process begins to emerge toward the end of the first year of life and continues to develop throughout childhood in tandem with other cognitive functions. Mentalizing is cognitively demanding, requiring focused attention, time, and mental effort.

Research suggests that cognitive representations and verbal articulations of internal states can activate brain regions involved in sensorimotor and visceral emotional processing (Barrett and Satpute). Specifically, mentalizing is associated with neural activity in areas such as the medial prefrontal cortex (MPFC), the temporoparietal junction (TPJ), and the superior temporal sulcus (STS). Dysfunction in these regions is linked to disorders such as autism spectrum disorder. These same brain areas are also involved in psychological processes like autobiographical memory, future thinking, and mind-wandering (Zaki and Ochsner 874). In contrast to the immediacy of experience sharing, mentalizing allows individuals to detach from the here-and-now, enabling them to imagine other times, places, and perspectives—an ability that underpins the empathic potential of fictional narratives.

Jeffrey conceptualizes empathy as an internal resonance with another person and identifies four dimensions: affective, cognitive, behavioural, and moral. The affective dimension refers to “the ability to subjectively experience and share another’s psychological state or emotions” (447). Emotional resonance through affective matching can result in empathic sadness or anxiety, potentially motivating prosocial behaviour. The cognitive dimension is defined as “the ability to identify and understand the emotions and perspective of others from an objective stance” (447). This detachment differentiates empathy from sympathy or compassion; the observer recognizes and interprets the other’s emotional state without becoming personally overwhelmed by it.

The behavioural dimension involves acting upon the affective and cognitive understanding of another’s emotional state, often by expressing concern or offering help. Jeffrey emphasizes that authentic empathy includes this active component (448). Finally, the moral dimension of empathy is rooted in altruism—a genuine desire to comfort or assist others. This dimension drives moral behavior that aligns with societal values and reflects a compassionate, other-focused ethical stance.

2.2. Narrative Empathy

Recent advances in neuroscience research on empathy have significantly influenced the field of literary criticism. While the connection between art and the mind is not a new idea, what is novel is the use of empirical methods—such as fMRI and PET scans—to explore how the brain responds to artistic experiences. As Lindenberger notes, engaging with art, whether through creation or appreciation, can be considered a “natural” human activity, akin to eating or sexual behavior (23). These neuroscientific investigations have deepened our understanding of narrative empathy, which Keen defines as “the sharing of feeling and perspective-taking induced by reading, viewing, hearing, or imagining narratives of another’s situation and condition” (“Empathy Studies” 127).

E.M. Forster, one of the foremost novelists of the twentieth century, contends that people often struggle to truly understand one another in daily life; hence, the novel functions as a vehicle for exploring and expressing the depths of human experience, including emotions that might otherwise be hidden due to social conventions such as politeness or shame (Forster 35). In this way, fiction—especially the novel—emerges as a powerful medium for facilitating mentalization (Zaki and Ochsner) and fostering empathic understanding.

Both behavioural (Church) and developmental (Zahn-Waxler et al.) approaches increasingly recognize empathy as a skill that can be nurtured. Therefore, it can be suggested that narrative fiction can play a vital role in empathy education. Ekman proposes that the brain transforms written language into multisensory experiences—emotions, sounds, smells, even tastes—causing the reader to process narratives as if they were real-life events (35). As Hakemulder explains, reading fiction helps readers

infer the emotions, thoughts, and motivations of others, thereby enhancing their psychological insight (13).

Moreover, the development of such insight supports greater tolerance for individual and cultural differences. Reading not only broadens the reader's perspective by granting access to diverse experiences, historical periods, and social contexts (Keen, *Empathy* ix), but also deepens emotional engagement. According to Billington, reading improves empathic understanding and offers a means of sharing experiences more profoundly than is typically possible in everyday interactions. When readers imaginatively project themselves into others' situations, they not only form connections with the broader human condition but also gain perspective on their own struggles, viewing them as integral to the shared fabric of human experience.

Given the theoretical perspectives on the empathic responses elicited by fiction, fictional narratives may exert a more profound emotional and cognitive influence on readers than non-fictional accounts (Hakemulder 56). Fiction enables readers to empathize with individuals who are marginalized, excluded, or socially constrained—even when those individuals are fictional characters. This study, therefore, highlights the potential of young adult fiction to foster empathic understanding toward adolescents experiencing mental health challenges. By representing the inner experiences, emotions, and thoughts of individuals with mental health conditions through fictional characters, such narratives can evoke empathic responses in readers.

Consequently, novels that address mental health issues can play a vital role in shaping socially conscious individuals and contribute to the cultivation of a more democratic and tolerant society. Through engagement with these narratives, readers are offered an opportunity to better understand the lived experiences of others, thereby promoting greater empathy and social inclusion.

3. Findings and Discussion

Am I Normal Yet? is the first novel in Holly Bourne's *The Spinster Club* series. Formerly a journalist, Bourne gained recognition in the young adult (YA) literary scene after winning The Bookseller's YA Book Prize. Published in 2015, the novel also earned the Lancashire Book of the Year Award and established Bourne as a significant voice in YA literature, particularly for her exploration of feminism and mental health.

The narrative follows Evie, a recent high school graduate beginning her college journey, who has been managing obsessive-compulsive disorder (OCD) and generalized anxiety disorder (GAD) since an unexpected onset in Year Nine. Through consistent therapy and medication, she achieves a degree of stability and is even able to taper her pharmacological treatment. Evie's primary goal becomes participating in what she perceives as typical adolescent experiences—attending parties, forming romantic relationships, and blending into her peer group.

In pursuit of this "normalcy," Evie pushes herself into social and romantic situations that test her emotional resilience. Alongside her close-knit group of friends—Amber, Lottie, and Jane—she attends concerts and pursues romantic relationships with Ethan, Oli, and eventually Guy. While each relationship leaves her with lingering feelings of regret, her involvement with Guy leads to a severe relapse, ultimately requiring hospitalization.

A central tension in the novel lies in Evie's deliberate effort to conceal her mental health struggles—her obsessions, compulsions, and anxiety—from her friends. Driven by the fear of alienation or rejection,

she maintains a facade of normalcy, even as her condition deteriorates. This concealment underscores the stigma surrounding mental illness and highlights the emotional labour involved in managing both recovery and social acceptance.

This analysis focuses on the representation of empathy within the narrative as a means of fostering empathic responses in readers toward fictional characters. While it is widely acknowledged that authors employ narrative strategies—such as perspective and embodied narration—to elicit empathy (Anderst; Basseler; Nikolajeva; Vinci; White), the direct representation of empathy within narratives remains relatively underexplored, with few studies addressing it explicitly (notably Anderst). This study aims to address that gap by examining how empathy is portrayed between characters in *Am I Normal Yet?* and how such portrayals may influence readers' emotional engagement.

One key narrative technique with the potential to elicit an empathic response in readers is the representation of empathy between characters. According to Coplan, when readers empathize with a character, they simulate the character's experiences while maintaining a clear distinction between self and other. This dual awareness allows readers to undergo their own psychological responses while simultaneously engaging with the character's emotional state. Anderst argues that embedding empathy within the narrative creates a "catching effect," stimulating empathic reactions in readers (281). Just as real individuals attempt to interpret the emotions, thoughts, and intentions of others, fictional characters also engage in acts of empathy, which are then mirrored and processed by the reader.

The novel illustrates this through instances of experience sharing, a form of empathy described by Zaki and Ochsner (871). In experience sharing, characters react to others' physical cues or unconsciously mimic their behaviours and emotional states. For example, when Evie meets Oli at the cinema, her nervousness causes her to mirror his leg movements: "My leg started bouncing too" (366). Similarly, Oli's shy demeanour leads Evie to mimic his nervous gestures, such as playing with her hair (67). In another instance, when their hungover teacher Brian says he is trying not to vomit, Evie suddenly feels nauseated herself (65). These examples demonstrate how characters' physical and emotional states are involuntarily mirrored by others—an empathic process linked to the activation of mirror neurons (Damasio).

This form of empathy—characterized by automatic, passive responses—relies on observable cues and involves minimal cognitive effort. Although limited in scope, typically attuned to basic emotions and dependent on the physical presence of others, it serves as a foundational element in the novel's broader empathic framework. In contrast, mentalizing enriches this rudimentary experience-sharing by engaging higher-order reasoning. Through mentalizing, individuals use both physical cues and deliberate inference to predict others' internal states.

For example, Evie deduces that Jane is in love with Joel based on her facial expressions—her gaze, flushed cheeks, and smile (103). Similarly, when observing Oli, who attends the cinema with his parents due to agoraphobia, Evie interprets his trembling arm, facial expression, and the "tears in his throat" as signs of distress (152). Later, when Evie's obsessive fear of germs intensifies following a relapse, she reads her mother's facial expression as a mix of attempted kindness and suppressed disappointment when she is denied a shower (330). In these instances, characters make voluntary, intuitive inferences about others' thoughts and emotions using external cues. From an evolutionary standpoint, humans are inherently social and constantly attribute mental states to others as a mechanism for survival (Zunshine).

The novel illustrates multiple dimensions of empathy among its characters. According to Jeffrey, empathy encompasses cognitive, affective, behavioural, and moral components (447). While these dimensions may operate independently, they also intersect in complex ways within the narrative.

Cognitive empathy, or mind reading, involves objectively understanding another's thoughts and feelings. For instance, Evie reflects that if she were to assess Guy's inconsistent behaviour ("Messages then no replies. Prolonged eye contact followed by an afternoon of completely ignoring," (256)) from a detached perspective, she would label him as "bipolar." Despite this cognitive insight, her behaviour does not align with it; she continues to pursue Guy, despite recognizing his lack of genuine interest. Similarly, Evie infers that Oli may suffer from anxiety based on his restlessness and physical agitation ("His feet bounced up and down, his legs jiggled like a jelly in a wind-machine...", (148)), yet she does not act on this understanding in a meaningful way.

The novel also demonstrates affective empathy, which involves sharing and emotionally resonating with another's experience—often described as emotional contagion. This emotional mirroring can provoke feelings such as sadness or concern and may lead to prosocial behaviour. For example, when Evie's friends mock Jane, who has become wholly defined by Joel's expectations, Evie experiences empathic distress: "My stomach twisted for Jane" (126). Likewise, she empathizes with Oli's anxiety about her lateness and experiences guilt: "I felt so guilty for being late" (144). Evie's emotional response reflects her ability to internalize Oli's feelings. As Keen notes, empathy is more easily activated by negative emotions—a pattern evident throughout the novel (Keen, *Empathy*).

The behavioural dimension of empathy represents the next stage following cognitive and emotional empathy, manifesting in tangible actions such as verbal expressions of support or helpful behaviour. Just as readers may simulate sensory experiences of characters, they can also internalize and replicate empathetic responses. Literature thus provides a platform through which readers can cultivate and practice the ability to attribute emotions, thoughts, and intentions to others. In this sense, textual experiences can be translated into real-life empathic strategies. As Nikolajeva argues, the structured and often deliberately heightened nature of fictional worlds may offer a more effective source of empathic understanding than the often chaotic and ambiguous real world (27). Fiction allows readers to engage with empathy in a safe space, free from real-world consequences.

However, understanding another's thoughts or emotions does not necessarily lead to empathetic action. While this detachment can protect individuals from the negative effects of failed or misplaced empathy, it can also render empathy inert if it fails to motivate behavioural change. As a result, the moral dimension of empathy—defined by altruistic behaviour that benefits others—may remain unrealized. Nonetheless, the novel offers examples in which the behavioural and moral dimensions are clearly expressed.

Jane, for instance, demonstrates both behavioural and moral empathy in her unwavering support of Evie during the early stages of her illness. She comforts Evie during compulsive hand-washing episodes, brings her homework when she cannot leave the house, spends weekends with her when she is unable to go out, and refrains from judging or pressuring her. Jane's actions embody empathic care that transcends emotional resonance, culminating in meaningful support. Likewise, by the novel's end, Evie reflects on her previous treatment of Oli and seeks to reconnect, acknowledging the pain she may have caused him. Her effort to make amends illustrates a form of compensatory empathy, where past failures are addressed through acts of remorse and compassion.

These instances underscore the presence of the behavioural and moral dimensions of empathy, where actions such as apologizing, embracing, or offering support arise from an empathic understanding. As Jeffrey contends, the behavioural dimension is the *sine qua non* of empathy—its essential manifestation (448). The novel also depicts failed empathic encounters, where characters experience empathic insight but do not act on it, highlighting the limitations and complexities of translating empathy into behaviour.

Evie acknowledges Oli's anxiety, stemming from his agoraphobia, and the emotional pain it causes him. She even reflects on her own similar experience—having stayed home for weeks—and wishes she had told Oli that she truly understood him (152–153). Despite recognizing how comforting it would be for Oli to feel understood, she withholds this information, and her empathic awareness remains unexpressed. Following their failed cinema meeting, although she empathizes with Oli, she makes no effort to console him or demonstrate emotional support. As a result, Oli resumes therapy and remains absent from school for an extended period. During his absence, Evie glances at his empty desk, implicitly acknowledging the emotional void she contributed to. However, this regret does not culminate in an apology or any meaningful act of reconciliation. She later criticizes herself for not texting him, recognizing her failure to act. This example underscores how empathic understanding, when not followed by action, remains incomplete. A failure to respond behaviourally can hinder the full realization of empathy.

Situational empathy—the ability to understand another's condition through direct context rather than cognitive inference—allows Evie to grasp Oli's struggle. Yet, its lack of reasoning and reflection limits its potential to prompt morally appropriate behaviour, even toward an in-group peer. By depicting such failed empathic scenarios, the novel emphasizes the importance of behavioural responses in completing the empathetic process, reflecting similar patterns in real-life relationships.

Zunshine identifies failed empathy as a paradox: although mind reading offers valuable insights into others' emotional states, it remains an inherently unreliable process due to the risk of misinterpretation (185). Nevertheless, empathy persists as a fundamental human drive and an essential component of social existence (Zunshine 202). Moreover, the adolescent mind is still developing the capacity to attribute mental states accurately, which may account for Evie's contradictory behaviour toward mental illness. Although she criticizes others for their lack of understanding, she herself fails to act empathetically toward Oli.

In keeping with the theme of personal growth that characterizes much of young adult literature, Evie eventually texts Oli and proposes meeting for coffee. This gesture marks a shift in her empathic development and suggests an emerging ability to translate empathic awareness into action, reflecting her maturing understanding of moral responsibility and social connection.

4. Conclusions

This study has examined key moments in the novel that are crafted to elicit strong empathic responses, analysing the various forms of empathy represented—cognitive, affective, behavioural, moral, and situational. The narrative demonstrates a notable capacity to evoke empathy in readers, which can be particularly meaningful for individuals experiencing mental health challenges by offering validation and reducing feelings of isolation. At the same time, readers unfamiliar with such issues may gain insight and develop more empathetic attitudes toward those who are affected.

As Zunshine emphasizes, humans are inherently social beings with an innate tendency to understand others (185). Fiction that effectively stimulates empathy can serve as a powerful educational and emotional tool, reinforcing this natural inclination. Such texts are especially valuable to educators,

librarians, and counsellors seeking to promote mental health awareness and emotional literacy in young audiences.

However, it is important to approach these narratives with sensitivity to their specific contexts and unique characteristics. Overgeneralizations or misinterpretations can undermine the nuanced portrayals of mental health and empathy presented in literature. Acknowledging the distinctiveness of each text ensures that the empathetic potential of fiction is harnessed responsibly and effectively.

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The Impact of Using Chatbots in Teaching Speaking Skills: A Systematic Review

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Abstract

The advancement of Artificial Intelligence (AI) technologies and their integration into education have facilitated the adoption of innovative tools in foreign language instruction. Among these, AI-powered chatbots have been increasingly utilized in speaking classes, attracting significant research interest regarding their effectiveness in enhancing speaking skills. However, a comprehensive and systematic understanding of how AI-based chatbots contribute to English as a Foreign Language (EFL) speaking instruction remains limited. The present study aims to systematically analyze existing literature and investigate the effects of AI-powered chatbots on the development of speaking skills in EFL contexts. In addition, this study seeks to provide recommendations for future research in the field. In this context, a systematic literature review was conducted across four academic databases, Web of Science (WoS), ERIC, JSTOR, and Springer, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. A total of 26 relevant studies published between 2014 and 2024 were analyzed. The findings indicate that AI-powered chatbots have a positive impact on speaking skill development. Furthermore, the study identifies key technological and pedagogical challenges, as well as students' and teachers' perceptions regarding the integration of chatbot technologies into speaking instruction.

Keywords: Artificial intelligence-based chatbots, conversational agent, teaching speaking skills

1. Introduction

With the integration of artificial intelligence technologies into education, traditional learning and teaching methods have changed. Technological developments have shown their effects in the field of education as in many areas of life. Educators have increased the use of web-based programs and digital tools to increase the variety of teaching methods (Zengin & Aksu, 2017). Among these technologies, one new form of artificial intelligence is Chatbot, a computer software that uses natural language processing to mimic “human language with the aid of a text-based dialogue system” (Zumstein & Hundertmark, 2017, p.98).

Chatbots are usually divided into two main categories, traditional (rule-based) and artificial intelligence-based. Traditional chatbots and AI chatbots differ noticeably (Wu & Yu, 2024). Traditional chatbots are based on predetermined templates and trends (Tai & Chen, 2024). Their interactions are restricted by pre-defined rules, which reduces their adaptability and flexibility to handle diverse inputs (Coniam, 2014; Yang et al., 2022). However, AI chatbots can learn from past user input and remember it, resulting in improved interactions and engagement (Nyugen et al., 2022).

The increasing use of innovative resources in language teaching has led to being seen as a valuable resource for developing speaking skills. Although its use in educational environments is increasing and its various benefits are known, its pedagogical effects have not been discovered yet. Most existing studies have focused on the effects of AI chatbots on general language development, learner engagement and motivation, but have neglected their effects on conversational skills. Examining how chatbots can be utilized to enhance speaking is essential as it's one of the hardest abilities for language learners to learn and grow. Therefore, by thoroughly examining previous research on the use of AI chatbots for speaking instruction, this study is required to fill this gap in the literature. The research attempts to provide a thorough understanding that can guide future pedagogical implementations and research directions in the field of language education by recognizing present practices, limits, and learner and teacher perspectives.

1.1. Artificial Intelligence and Chatbots in Education

Education has not been exempt from the transformation brought about by AI. The incorporation of AI technologies into educational settings has made learning more adaptable, flexible, and customized. AI-powered solutions like recommendation engines, automated assessment tools, and intelligent tutoring systems have improved the ability to suit the unique needs of each student (Duong & Suppasetseree, 2024). Among these developments, chatbots have shown great promise as a tool for formal and informal education.

Chatbots are computer programs that employ natural language processing to mimic human-user conversation, particularly over the internet. They provide a range of services, including administrative support, question-answering, and practice interacting with pupils. The capacity of AI-based chatbots to learn from encounters, modify their responses, and have more realistic conversations sets them apart from rule-based systems (Nyugen et al., 2022). In modern education, these dynamic capacities place chatbots as instructional agents as well as technical facilitators (Wu & Yu, 2024; Zumstein & Hundertmark, 2017).

1.2. The Use of Chatbots in Foreign Language Learning

Over the past ten years, chatbots have become increasingly important in foreign language instruction, particularly in English as a Foreign Language (EFL) contexts. Numerous studies demonstrate that chatbots can help students improve their vocabulary, grammar, pronunciation, and fluency, among other language skills (Belda-Medina & Calvo Ferrer, 2022; Mahmoud, 2022). One of the most significant benefits of utilizing chatbots in foreign language instruction is that they provide students with a relaxed learning environment free from the anxiety of making mistakes and receiving negative feedback (Mousalli & Cardoso, 2020; Naseer et al., 2024).

By giving students access to real-world communication scenarios, chatbots help them become more proficient communicators and more motivated to utilize the target language. In addition, they can be set up to provide topic-based, contextualized discussions that are in line with students' interests and skill levels, encouraging student autonomy and individualized education (Tai & Chen, 2022). Furthermore, a large number of EFL students are not exposed to real-world language usage outside of the classroom. Chatbots act as additional language partners in these situations, allowing students to practice at any time and from any location. They are a great resource for foreign language learners of all ages and skill levels because of their interactive design, constant availability, and nonjudgmental attitude (Jeon, 2023; Yang et al., 2022).

1.3. Speaking Skills in the EFL Context

Speaking is regarded as a challenging job in the context of learning EFL since students are not exposed to actual language and are afraid of making mistakes and getting bad feedback. (Chen and Tai, 2022). Language learners may benefit from emotional support and anxiety reduction from AI chatbots (Hsu et al., 2023). Students' anxiety about making mistakes is lessened by chatbots' artificial nature, which also offers them conveniences and other advantages (Mousalli & Cardoso, 2020). A voice-based chatbot can enhance students' spoken ability in the target language in EFL classes where speaking opportunities are few (Azizimajd, 2023). Students' vocabulary, accuracy, and fluency can all be enhanced by using it when teaching speaking (Fathi et al., 2024). Through scenario talks and role-playing exercises with AI chatbots, students can select topics that pique their interest (Huang et al., 2021).

There is still a need to thoroughly examine how AI chatbots aid in the development of speaking abilities in EFL environments, even if the number of studies investigating chatbot use in language instruction is growing. While a number of studies have examined the use of chatbots in language acquisition, speaking abilities have received relatively less attention than vocabulary instruction, reading comprehension, or learner motivation. Specifically, there is still much to learn about integrating AI-powered chatbots into speaking teaching, particularly in EFL contexts. A deeper understanding of the AI chatbots' potential in the development of speaking skills is important to reveal the general trends and gaps of the studies in this field. Therefore, this study aims to analyze how chatbots are used in teaching speaking by systematically examining the current literature and to provide suggestions that will guide future research on this technology. In the light of the previous overview, the following research questions guide this study:

1. To what extent does using AI chatbots affect EFL learners' speaking proficiency?
2. What are the main challenges of using AI chatbots for teaching speaking skills in ELT?
3. What are the attitudes and perceptions of teachers and students towards the effectiveness of using AI chatbots for teaching speaking skills?

2. Methodology

This study was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework in order to systematically review and analyze the studies on the use of chatbots for teaching speaking skills. In align with the systematic review methodology, a set of key terms including “artificial intelligence-based”, “chatbot”, “conversational agent”, “foreign language”, “language learning”, “language teaching”, “speaking skills”, and “teaching speaking” was identified to structure and refine the literature search process. Boolean operators (e.g., AND, OR) were used to construct the search queries for combining key terms and optimizing search results. Web of Science (WoS), ERIC, JSTOR, and Springer were identified as the main databases to find the relevant studies. Inclusion and exclusion criteria were determined and studies were selected with accordingly. However, some research papers accessed from the reference sections of the selected studies were also included the present study.

Table 2.1. Key Words

Category	Key Words	Boolean Operators
AI and Chatbots	“artificial intelligence-based”, “chatbot”, “conversational agent”	AND, OR

Language Learning and Teaching	“foreign language”, “language learning”, “language teaching”	AND, OR
Speaking Skills	“speaking skills”, “teaching speaking”	AND, OR
Combination Examples	(“chatbot” OR “conversational agent”) AND (“speaking skills” OR “teaching speaking”)	Search optimized with Boolean operators.

2.1. Selection Criteria

In order for the study to be up-to-date and relevant, the impact of chatbots on improving speaking skills in teaching/learning English as a foreign language, and published only between 2014 and 2024 were examined. The studies with full text access and published in English were included in this study. The studies involving language learners of any age group or language level were presented. In this study, while journal articles were analyzed, poster presentations and book chapters were excluded. The studies published before 2014, focusing on other language skills and using artificial intelligence applications other than chatbots were not included.

Table 2.2. Inclusion/Exclusion Criteria

Criteria	Inclusion	Exclusion
Date	2014-2024	Before 2014 and prior to 2025 January
Focus	Studies focusing on improving speaking skills in teaching English as a foreign language	Research focusing on language skills other than speaking
Type	Journal articles	Poster presentations and book chapters
Method	Qualitative, quantitative, mixed methods	Reviews
Participants	Students of all ages and language level, English language teachers	Students outside the EFL context
Database	Web of Science, ERIC, JSTOR, Springer	Google Scholar

2.2. Data Collection and Analysis

This study aimed to systematically review and synthesize the existing studies on the effects of chatbots in teaching speaking skills. First of all, a comprehensive search strategy was defined to select the appropriate studies. The key terms and databases used are as specified in the Search Strategy. Duplicate titles were removed from the screened studies. Abstracts were read and studies were reselected according to the inclusion and exclusion criteria. These studies were examined in detail and analysed thematically.

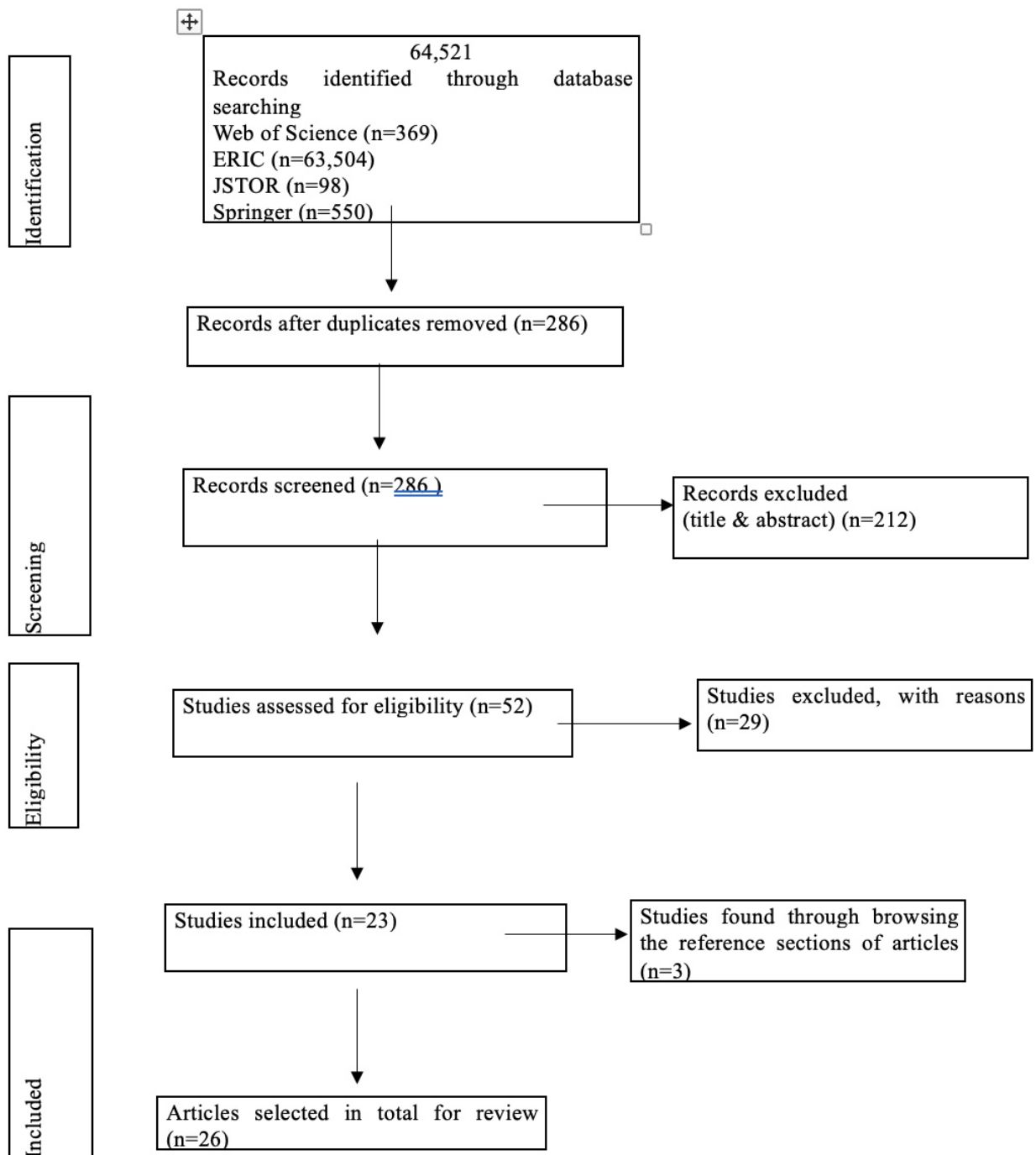


Figure 2.1
Data Collection Diagram

3. Findings

3.1. The Impact of AI Chatbots on EFL Learners' Speaking Proficiency

The results sections of the selected studies were analysed and the effects of chatbots on EFL learners' speaking proficiency were determined. Most of the studies (n=9) show that AI chatbots have positive impacts in terms of improving speaking skills in English as a foreign language. According to an experimental study including two experimental groups and one control group, students used AI voice-chatbot showed significant differences on all speaking tasks compared to students in the other groups (Kim et al., 2021). They scored noticeably better than the other two groups' first speaking performance grades. This study's results compare the mean scores for three circumstances: AI voice-chatting, AI text-chatting, and face-to-face. The result of the study proved that the use of AI chatbot, especially voice-chatbot, improves students' speaking skills (Kim et al., 2021).

Another study was conducted with 100 university students in Taiwan. In this study, which was conducted to see the effect of a chatbot application called TPBOT on students' speaking skills, there was an experimental and a control group. The students were given a pre-test and post-test to check whether the chatbot was effective. After four months of oral training, the results clearly showed that the students in the experimental group improved their speaking skills in English significantly, but the students in the control group showed limited or no improvement in speaking skills (Hsu et al., 2023). In addition, the researchers (Hsu et al., 2023) noted that chatbots contribute to students' language learning process by integrating teaching methods and new technologies. In a similar study (Wu et al., 2023), a chatbot application called SpokenBot was used by undergraduate students, and changes in their vocabulary and pronunciation were observed. Comparing the results, this study found that the students who used this chatbot application improved their speaking fluency in English.

AI chatbots provide instant feedback by correcting users' grammar and pronunciation mistakes. Thus, learners can use grammar more accurately and speak fluently (Duong & Suppasetserree, 2024). Belda-Medina and Calvo-Ferrer (2022) reported in a study that the vocabulary of participants using different AI chatbots such as Replika, Kuki, and Wysa was considerably enriched. In addition, their linguistic level was improved and they could use various colloquial expressions. In Mahmoud's study (2022), the randomly selected participants had used two chatbots, Andy and Replika, for six weeks. When the pre-test and post-test results are compared, it is seen that before the use of chatbot, none of the students could achieve a score between 85-100, while after the use of chatbot, many students (n=48) succeeded in reaching this score. Also, while 30 students scored in the 50-64 band before the 6-week chatbot-integrated speaking lessons, the lowest score range after these lessons was 75-84. It can be concluded from this study that chatbots have a positive effect on teaching speaking skills.

In the studies investigating the effect of chatbots on speaking skills, primary and secondary school students were also included in the experimental groups as volunteer participants. A total of 314 students participated in a study conducted in South Korea (Yang et al., 2022), 177 from the age range of 10-11 and 137 from the 15-age group. To understand how effective chatbots are in facilitating students' communication in English as a foreign language, they were given 3 different tasks. Through these tasks, students' vocabulary usage was also measured. According to the study, chatbots help EFL learners increase their vocabulary, which enhances their speaking abilities (Yang et al., 2022). Another study that involved middle school kids in South Korea found that the experimental group's pre-test and post-test results demonstrated more progress in language use, fluency, and pronunciation than the control group's (Han, 2020). The same finding was drawn from a study that used a chatbot named CoolE Bot, in which a topic was selected and a character was created (Chen & Tai, 2024). The General English Proficiency Test (GEPT) Kids, which was created for primary school pupils, used as both the

pre-test and the post-test in this study. The researchers came to the conclusion that the students' speaking abilities were improved by the chatbot.

3.2. Technological and Pedagogical Challenges in Using Chatbots

Although the use of chatbots in teaching speaking skills has positive effects, it also has some challenges (Chen et al., 2020; Dizon, 2017; Hsu & Liu, 2021; Wu et al., 2020; Xie et al., 2021). These can be technical failures, such as disconnections during communication, or individual problems, such as users having difficulty focusing (Du & Daniel, 2024). Tai (2020) stated in a study that the implicit feedback given by chatbots is sometimes not understood, which is a challenge faced by users. Moussalli and Cardoso (2020) mention a challenge posed by the limitations of automatic speech recognition technology. According to these researchers, this technology can correctly detect sentences of a certain length, but as sentences get longer, the reliability of detection and recognition decreases. In addition, the fact that EFL learners have different accents and mispronounce words can also negatively affect the chatbots' speech recognition perception (Moussalli & Cardoso, 2016). This because initially chatbots were not created for EFL learners but for native speakers (Xie et al., 2021).

Since EFL learners' language proficiency differs from one another, the topics they can understand and speak about also differ (Chen et al., 2020). Accordingly, students with higher language proficiency may better understand the meaning when communicating with chatbots and the use of chatbots may contribute to improving their speaking skills. However, the topics provided by chatbots can become mundane and boring for these students (Hsu et al., 2023).

3.3. Teachers' and Students' Perceptions of Using Chatbots for Teaching Speaking

There are some studies in the literature that reveal the views of students and teachers within the scope of the effect of chatbots on speaking skills. One of them is Mohamed's and Alian's (2023) study with pre-university students using Duolingo and Falou applications. In this study, the participants were given a 20-item Likert scale. This scale was used to determine students' views on the usefulness, evaluation and feedback of chatbots. Most of the students stated that these chatbots are accessible and useful. They believe that the chatbots have positively affected their participation and interaction in the lesson. They also think that users' speaking skills are improved as their grammar, spelling and pronunciation errors are corrected instantly by chatbots. According to the responses to Cerny's (2023) survey, while students find chatbots useful for interactive learning, they are concerned that "a robot" may not understand them.

Jeon (2024) created chatbots through Dialogflow for his research. "The chatbots were designed to provide four different sets of responses: corrective feedback, prompts, fallback intent, and evaluation" (Jeon, 2024). 12 students who participated in the study stated that chatbots can chat like real people and therefore they can practice speaking English with them. A student said that when s/he took a class without a chatbot, s/he has fewer opportunities to listen and speak. Some students mentioned that they learned new expressions while communicating realistically with chatbots. The data from the interviews and surveys shows that the chatbots' interactive features gave students many chances to interact, and some of them found these opportunities enjoyable (Jeon, 2024). However, another perception was that the chatbots did not offer the advantage of being able to help the students in the same way that an instructor would during conversation practice (Divekar et al., 2018).

The EFL students stated that the AI-based chatbots gave them tailored feedback and training according to their own requirements and development. They enjoyed that the AI-based chatbots could adapt to their level of English competence and support them when they had speaking difficulties. Additionally,

they stated that the chatbots' capacity to recognize their errors and offer immediate feedback enabled them to promptly enhance their speaking abilities (Yang, 2022). The students indicated that expressions such as "Your answer is great", "I really like your response" used by chatbots while giving feedback increased their courage and willingness to speak English. They also mentioned that the avatars they created in chatbot applications provided them emotional support (Wang et al., 2024). Students' confidence was significantly increased by the chatbots' non-judgmental atmosphere, which allowed them to practice speaking without worrying about making mistakes or being judged (Naseer et al., 2024).

Students who used chatbots stated that they could think as much as they needed to respond during communication, did not feel pressure, did not have the opportunity to speak English in real life, and therefore wanted to use chatbots in their speaking skill learning process (Kim et al., 2021). Many EFL teachers, like their students, believe that chatbots have a positive effect on speaking skills. They stated that one of the positive effects is that chatbots speak like humans. However, they added that while it improves speaking fluency, it has little effect on grammatical accuracy. There are even teachers who say that some feedback is meaningless (Chuah, 2021).

4. Discussion

This study examined studies integrating artificial intelligence-based chatbots into the process of teaching speaking English as a foreign language. It aimed to show English language teachers and researchers the possible effects of chatbot integration in speaking classes and to shed light on future research by bringing together the results of previous studies in this field. The results of this systematic review demonstrated the positive effects of using chatbots in teaching speaking skills. The reviewed studies revealed that most of the students using chatbots improved their speaking English fluency (Duong & Suppasetseree, 2024; Wu et al., 2023), pronunciation, vocabulary (Belda-Medina & Calvo-Ferrer, 2022; Yang et al., 2022), and grammar (Chen & Tai, 2024; Duong & Suppasetseree, 2024; Han, 2020).

The findings show that chatbots provide instant and personalized feedback to learners. This feedback, especially grammar corrections and pronunciation improvements, supports students to learn more independently (Duong & Suppasetseree, 2024). Hence, it is possible to say that chatbots can help students take responsibility for their own learning processes. However, some teachers reported that the feedback provided by the chatbot is not always meaningful (Chuah, 2021). Therefore, relying entirely on the chatbot for feedback and evaluation of the conversation may not be ideal. In addition, even though a real-like speaking environment was provided, some students said that a robot cannot give feedback like a teacher (Cerny, 2023). At this point, students' perceptions, individual needs and preferences should be taken into consideration when integrating chatbots into speaking lessons. While the artificial nature of chatbots reduces speaking anxiety of the students with a fear of making mistakes (Hsu et al., 2023; Chen & Tai, 2024), communication topics with chatbots can be restricted and boring for students with higher speaking proficiency (Hsu et al., 2023).

Another challenge of using chatbots is the reliability of speech recognition technologies. The fact that students with different accents and pronunciations are sometimes not understood or misunderstood by the chatbot (Tai, 2020) can cause disruptions in EFL students' learning process, reduce their willingness to speak and even damage their self-confidence. To avoid such problems, teachers should be careful when selecting chatbots to use in class or to recommend to students for out-of-class use. In fact, thanks to the developing technology, the features of chatbots are being improved day by day and error risks are being reduced, but the cost of using chatbots can be a significant barrier, especially for

educational institutions and individual users. This makes it difficult for some users to use chatbots regularly (Chen et al., 2020; Hsu & Liu, 2021).

The findings of this study offer both theoretical and practical contributions on how chatbots can be used effectively in teaching speaking skills. However, this study only includes research published in English with access to the full text, which may limit the scope of the study. Moreover, the cultural and educational contexts of these studies may also limit the generalizability of the results. Nevertheless, this study reveals the pedagogical potential of chatbot use in teaching speaking skills. Researchers can conduct comprehensive and long-term studies to better understand the long-term effects of chatbots. In addition, more research could be conducted focusing on teachers' experiences of using chatbots in the classroom and their perceptions and attitudes towards the effect of chatbots on speaking skills.

5. Conclusion

This systematic review has shown that AI-based chatbots are effective in teaching speaking skills in EFL contexts. The results revealed that chatbots contribute to speaking skills by improving grammar, vocabulary, pronunciation and fluency. When the studies focusing on teacher and student opinions are analyzed, it is seen that there is a positive perception towards the use of chatbots in general. In addition, some technological and pedagogical difficulties have also been revealed. For example, some factors such as the fact that chatbots sometimes do not understand or misunderstand users, and the reliability concerns of speech recognition technologies can lead to problems with the effectiveness of chatbots. Therefore, teachers need to take all these factors into consideration for chatbot-integrated speaking lessons.

In order for further research to reach more comprehensive and generalizable results, it is recommended to conduct longer-term studies in various cultural and educational contexts. It is also recommended to conduct studies investigating teachers' experiences of using chatbots and their opinions about the teaching process. In conclusion, despite some challenges, the use of chatbots can reduce speaking anxiety by providing a non-judgmental and comfortable learning environment, increase students' willingness to speak and improve their speaking skills by providing immediate and supportive feedback. Therefore, further research in this field can focus to improve weaknesses of chatbots and integrate them into speaking skill instruction.

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An Investigation into Inter-Rater Reliability in Scoring Integrated Listening-Writing Tasks in an EFL Context

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Abstract

This study aims to investigate the variability of scores and reliability in an integrated listening-writing task applied in a compulsory B1-level EFL preparatory program in a Turkish university. A pre-training orientation with a 20-point analytic department rubric was conducted. The analytical rubric includes five criteria: content, paraphrase quantity, paraphrase quality, language use, and overall quality. A total of 95 essays, which were the summaries of a listening task, were scored by ten raters. In the first round, each of five raters scored 19 papers. In the second round, the same papers were scored by each of the 5 raters. If there are any discrepancies of 5 points in the scores, a third rater who was not involved in the first and second scoring sessions scored these papers. Data analysis involved descriptive and inferential statistics to examine variability of total scores and the scores assigned in all the rubric components and interrater reliability between raters. The study offers insight into rater behavior in the evaluation of integrated listening-writing tasks and potential subjectivity in some of the criteria of the analytic rubric, despite the structured nature of the rubric.

Keywords: Writing assessment, analytic rubric, inter-rater reliability, integrated writing tasks, variability

1. Introduction

Performance assessment, which enables learners to engage in real-life tasks, is a contemporary type of assessment that makes an authentic evaluation of language proficiency. Writing, which is a productive skill based on learners' performances, requires higher-order cognitive skills such as critical thinking, making syntheses, and organizing information flows, especially in higher education contexts (Han, 2017; Khazrouni, 2019). Its assessment is of importance in the learning process and academic achievement of learners. Moreover, restraints of traditional writing tasks have led to an increase in integrated writing tasks. As the name suggests, integrated listening and writing tasks are a combination of listening and writing skills. It provides raters with the opportunity to make a comprehensive assessment of learners' comprehension, interpretation, and production. These tasks could be perceived to be a sample with which learners deal in academic settings (Cubilo & Winke, 2013). Thus, inclusion of the integrated writing tasks into the language assessment process increases the validity and authenticity of the assessment.

However, writing assessment is subjective based on its nature (Barkaoui, 2007; Eckes, 2008; Weigle, 2002). The raters have a significant influence on the written performance of the learners, as their expectations are different even if assessment criteria are the same. Thus, it leads different raters to score the same paper differently, putting the reliability and validity of the scores at risk. In this context, it is important to investigate the effect of raters on scoring the integrated writing tasks and analyze each rubric criterion systematically in order to create a reliable and valid assessment process. The current study aims to investigate the interrater reliability and variability in scoring the integrated listening and writing tasks at a B1-level preparatory school of a state university.

1.1. Research Questions

The research questions to reveal the inter-rater reliability and variability in the scores of an integrated listening and writing task are given below:

1. What are the interrater reliability and variability of the total scores assigned by raters for each set of papers?
2. What are the interrater reliability and variability of scores assigned for each rubric criterion across sets, and which criterion demonstrates the highest reliability?

2. Literature Review

Performance assessment is a procedure that provides the assessment of proficiency in real-life tasks requiring cognitive processes by the learners in the contextualized tasks (Palm, 2008; Stecher, 2010). Given the restraints of traditional test formats, performance assessment, especially in the evaluation of writing skill, has increasingly been becoming significant (Stecher, 2010). Besides the assessment of language accuracy, writing assessment requires higher-order skills such as organizing information flows and supporting and conveying the information in a structured way (Han, 2017; Khazrouni, 2019).

In addition, analytic rubrics provide in-depth assessment through their multifaceted nature. They are generally structured with various criteria such as content, organization, and language use based on the task requirements and make assessment more descriptive and transparent. To exemplify, Shin and Ewert (2015) investigated the learners' scores in an integrated reading and writing task assigned through a rubric including five criteria: (1) viewpoint recognition, (2) organization, (3) development, (4) language use, and (5) text engagement and scrutinized the correlation between the independent reading and writing competences of the learners and each criterion in the rubric. Interrater reliability was revealed to be high in the criteria focusing on writing, e.g., language use and development, whereas low interrater reliability was found in the criteria focusing on reading skill, e.g., viewpoint recognition and text engagement. Similarly, Han's study (2017) on the comparison of scoring written productions via analytic and holistic rubrics demonstrated more variability between raters on low-quality written productions, which the type of rubric may affect. The results indicated that analytic rubrics' detailed structure could increase interrater reliability. In the study conducted by Aybirdi & Han (2024) to investigate the rater effects on the scores assigned in the translation performance of learners, which indicates the written production skills of learners, significant differences in the scores and reliability levels across analytic rubric components. It could be inferred that criterion-based subjectivity is still a crucial issue. In addition, these rubrics are still prone to rater effects on the scores; e.g., it was shown that the scores assigned by experienced raters may demonstrate variability as they place importance on the same rubric criteria at different levels (Eckes, 2008). In this study, six profiles of raters and the criteria to which they attach importance were defined. It could be suggested that writing assessment is a critical issue that is open to subjectivity by the raters despite the strong structure of analytic rubrics.

Writing, especially in a higher education context, is generally taught in an integrated version with reading or listening skills. The integrated listening and writing tasks require the learners to convey the information from the listening texts via writing. In addition, these tasks include not only micro linguistics such as syntax, morphology and semantics (Suastra & Menggo, 2020) but also cognitive skills like comprehension, identifying the main ideas, making synthesis, and reorganizing the information (Plakans & Gebril, 2013; Safari & Ahmadi, 2023). To shed light on the issue, high-stakes examinations like TOEFL iBT adopt the integrated writing tasks, indicating a sign for academic achievement, and Plakan and Gebril (2013) demonstrated that learners with high scores were more successful at choosing important ideas from the listening text and integrating them into their written

production; however, the learners with lower scores adopted direct quotations from the given texts. Moreover, Cubilo and Winke (2013) revealed listening skill is strongly correlated with academic writing skill in their study investigating the effect of note-taking skills on written performance. However, writing assessment, including the integrated tasks, has the potential to be influenced by the raters' subjective decisions on the learners' production. Interrater reliability is an issue influencing the reliability of written productions. The research demonstrates that there could be significant differences between the raters, and even some raters could be more lenient while others could be stricter with their scoring (Eckes, 2008; Weigle, 1998).

In recent years, interrater reliability has become a major focal point in the assessment of integrated writing tasks. Golparvar and Rashidi (2021) found that complexity of the integrated writing tasks could affect the rater consistency and lead to various tendencies in total scores. Similarly, Barkaoui (2007) asserted that rubric type and its criteria cause raters to pay attention to some textual features, which leads to variability in scoring. Cheong et al. (2021) proposed that proficiency in independent skills to be assessed in ILW tasks such as writing and listening could be different, which may also create differences in rater perceptions. In order to increase the reliability of the assessment process, clarity of rubrics could lead raters to be more consistent in scoring (Chan & May, 2022; Weigle, 2002). These studies reveal that writing assessment depends not only on the production of the learners but also on the process and rater behaviors. However, it is revealed that writing assessment depends not only on the production of the learners but also on the process and rater behaviors. There is a gap in the literature aiming to investigate the interrater reliability of ILW tasks. Combined with this gap, rater behavior based on the analytic rubric criteria in the ILW tasks is the other gap in the literature. Thus, the current study aims to investigate the reliability and variability of the scores assigned by raters in an ILW task and to contribute to the literature on language assessment through the adoption of a detailed analysis.

3. Methodology

3.1. Research Design

The current study adopted a quantitative research design that focused on interrater reliability in the assessment of a B1-level ILW task at a state university (Creswell, 2015). Multiple sets of rater pairs, each scoring different sets of student papers through an analytic rubric were included in the study. Each rater set included two instructors who scored the students' papers in the set independently. Descriptive and inferential statistics were employed in order to investigate inter-rater reliability and validity of the scores assigned in an ILW task by instructors.

3.2. Data Collection Instrument and Procedure

Data were collected from the scores assigned by raters on an integrated listening and writing task. All students completed the task requiring them to listen to a podcast and produce a summary-response text, which was designed to evaluate their listening comprehension, ability to paraphrase information, and overall written production skills in an academic context. Student papers were scored using a departmental analytic rubric specifically designed for integrated listening-writing tasks. It consisted of five components: Content, Paraphrase Quality, Paraphrase Quantity, Language Use, and Overall Quality (Appendix A). Each component was scored on a scale from 0 to 4, with higher scores indicating stronger performance. The total score per paper was calculated out of 20. Before the scoring process, raters took training on the usage of the analytic rubric to establish the consistency in comprehension of all the criteria, which would ensure the reliability of the scores. Two raters independently evaluated a set of 19 student papers. In the rare case of significant score discrepancy, i.e., more than 5 points (observed in only one instance in this dataset), a third rater was involved to provide the final decision. However, the

total scores and the scores assigned in each rubric component by the first two raters were used in the analysis.

3.3. Participants

The study involved two groups of participants: students at a B1-level preparatory school and raters. First, convenience sampling was employed as both learners and raters were accessible and representative of the context (Creswell, 2015). 95 students enrolled in the B1-level English preparatory program at a state university and 10 raters participated in the study (Table 1). 4 raters (40%) had 2-5 years of experience in language testing, while 6 raters (60%) had more than 10 years of experience.

Table 1. Raters' experience in language testing

Raters	Years of Experience	n	%
R2, R5, R8, R9	2-5	4	40
R1, R3, R4, R6, R7, R10	More than 10	6	60
	Total	10	100

3.4. Data Analysis

Descriptive statistics and inferential statistics through SPSS 27 were conducted to analyze data. To address both research questions concerning the variability of both total scores and the scores assigned in each rubric component, descriptive statistics were applied through mean and standard deviation (Creswell, 2015; Dörnyei, 2007). Regarding the interrater reliability, inter-class correlation coefficient (ICC), Cronbach's α and inter-item correlation, all of which are central to reliability studies in L2 research (Plonsky & Derrick, 2016) were conducted for both total scores and scores in each rubric component.

4. Results and Discussion

The results of the study are presented based on research questions.

RQ1. What are the interrater reliability and variability of the total scores assigned by raters for each set of papers?

The current study investigated the interrater reliability and variability in a total of 5 sets of student papers of an ILW task at B1 level, each of which was scored by 2 raters (Table 2).

Table 2. Reliability and variability of total scores in each set of papers

Set	Raters	M	SD	Cronbach's α	ICC	95% CI	Inter-Item Correlation	F-Test Value	P- Value
1	R1	11.47	3.57	0.872	0.877	0.679- 0.953	0.791	7.793	0.000
	R2	11.37	2.87						
2	R3	11.32	3.45	0.797	0.799	0.485- 0.922	0.667	4.937	0.001
	R4	10.68	3.82						
3	R5	11.74	3.33	0.969	0.957	0.835- 0.985	0.940	31.962	0.000
	R6	10.95	3.45						
4	R7	10.79	2.92	0.612	0.579		0.486	2.577	0.026

	R8	9.63	1.86			-0.004- 0.832			
5	R9	12.47	3.13	0.838	0.748	0.094-	0.730	6.190	0.000
	R10	10.21	3.65			0.916			

There were inconsistencies among the sets. Some raters' scores were more homogeneous than the others'. The analysis of total scores in Set 1 indicated a high level of interrater reliability between R1 and R2 with the inter-item correlation of 0.791 and the Cronbach's α of 0.872. The ICC for average measures was found to be 0.877 (95% CI: 0.679–0.953), and the F-test was statistically significant ($F=7.793$, $p=0.000$). The mean scores for R1 ($M=11.47$, $SD=3.57$) and R2 ($M=11.37$, $SD=2.87$) demonstrated a moderate level of variability within the scores of the set. In Set 2, the consistency between R3 and R4 could be reported to be at an acceptable level ($\alpha=0.797$) and the inter-item correlation was 0.667. These results were supported by a good level of ICC (ICC=0.799, 95% CI: 0.485–0.922) and a statistically significant F test result ($F=4.937$, $p=0.001$). The mean scores were revealed for R3 ($M=11.32\%$, $SD=3.45$) and R4 ($M=10.68$, $SD=3.82$) indicating a moderately wide distribution. The analysis for Set 3 resulted in a notably high Cronbach's α (0.969) and inter-item correlation (0.940). Besides, the ICC result (ICC=0.957, 95% CI: 0.835–0.985) demonstrated the high interrater reliability between R5 and R6 ($F=31.962$, $p=0.000$). The mean scores and standard deviation of R5 ($M=11.74$, $SD=3.33$) and R6 ($M=10.95$, $SD=3.46$) led to wide and variable distributions of scores. As for Set 4, the interrater reliability between R7 and R8 was revealed to be lower, with a Cronbach's α of 0.612 and the inter-item correlation of 0.486. The ICC (0.579) was moderate (95% CI: -0.004–0.832) and F test result was statistically significant ($F=2.577$, $p=0.026$). The calculations of mean scores were 10.79 for R7 ($SD=2.92$) and 9.63 for R8 ($SD=1.86$), showing a wider variability of the scores by R7 than the consistent scores of R8. Lastly, a satisfactory level of interrater reliability between R9 and R10 in Set 5 was revealed with Cronbach's α of 0.838 and inter-item correlation of 0.730. ICC (0.748) supported the results (95% CI: 0.094–0.916), which were statistically significant ($F=6.190$, $p=0.000$). The range of the total scores indicated variability for R9 ($M=12.47$, $SD=3.13$) and R10 ($M=10.21$, $SD=3.65$), and the distribution of the results was found to be wide and variable. These results demonstrated that there was a diversity in the interrater reliability and variability in different sets. The highest interrater reliability was between R5 and R6, while a relatively lower level of interrater reliability was observed between R7 and R8. It is indicated that there could be inconsistencies in scoring even if an experienced rater, like R7, was included. In addition, the distribution of the total scores in some sets of papers, such as Set 3 and Set 5, showed wider variations; however, more homogeneous distributions were observed in the others. It shows that raters yield various tendencies in total scores of ILW tasks (Barkaoui, 2007; Chan & May, 2022; Cheong et al., 2024; Golparvar & Rashidi, 2021).

RQ2. What are the interrater reliability and variability of scores assigned for each rubric criterion across sets, and which criterion demonstrates the highest reliability?

The present study investigated the interrater reliability between the raters in each set and the variability of the scores in each rubric criterion. First, the results for the content are reported in Table 3.

Table 3. Reliability and variability of content criterion in each set

Content									
Set	Raters	M	SD	Cronbach's a	ICC	95% CI	Inter-Item Correlation	F-Test Value	P- Value
1	R1	2.63	0.90	0.876	0.874		0.780	8.065	0.000

	R2	2.79	0.91			0.681- 0.951			
2	R3	2.63	0.96	0.748	0.752	0.361-	0.599	3.975	0.003
	R4	2.47	0.90			0.904			
3	R5	2.37	0.96	0.863	0.869	0.656-	0.801	7.281	0.000
	R6	2.37	0.68			0.950			
4	R7	2.16	0.69	0.731	0.740	0.316-	0.649	3.723	0.004
	R8	2.21	0.42			0.900			
5	R9	2.63	0.76	0.653	0.622	0.083-	0.489	2.881	0.015
	R10	2.26	0.87			0.850			

Regarding content criterion of the rubric, the findings of interrater reliability indicated variation across different sets. To start with the highest interrater reliability, the raters in Set 3, R5 and R6, reached the highest level of reliability (Cronbach's α =0.863, inter-item correlation=0.801). In addition, ICC was found to be 0.869 (95% CI: 0.656–0.950), which is also statistically significant (F =7.281, p =0.000). The distribution of the scores assigned by R5 was wide (M =2.37, SD =0.96) whereas the scores assigned by R6 distributed homogeneously (M =2.37, SD =0.68). These results demonstrate that R5 and R6 had a common ground in what content means in terms of the given task, and individual variability persists in scoring even if the interpretation of the content criterion is the same by the raters (Jonsson & Svingby, 2007).

However, the lowest level of reliability across all sets was reported in Set 5, even if it indicated a moderate level (Cronbach's α =0.653, inter-item correlation=0.489). ICC was reported to be 0.622 (95% CI: 0.083–0.850). Besides, F test results were revealed to be statistically significant (F =2.881, p =0.015). The scores assigned by R10 (M =2.26, SD =0.87) were more widely distributed than the ones of R9 (M =2.63, SD =0.76). These results indicate that differences in rater experience or interpretation of content relevance could be the reason (Weigle, 2002).

Also, in Set 1, there was a high interrater reliability between R1 and R2 in terms of content criterion in the rubric (Cronbach's α =0.876, inter-item correlation=0.780). ICC was revealed to be 0.874 (95% CI: 0.681–0.951) which indicated a statistically significant difference (F =8.065, p =0.000). The mean scores for R1 (M =2.63, SD =0.90) and R2 (M =2.79, SD =0.91) demonstrated that the scores in content criterion were homogeneously distributed with a low variability. Next, the reliability metrics in Set 2 included Cronbach's α (0.748), inter-item correlation (0.599) and ICC (0.752) (95% CI: 0.361–0.904), indicating a moderate level of interrater reliability between R3 and R4 in terms of content. The results were statistically significant (F =3.975, p =0.003). R3 and R4 reached mean scores of 2.63 (SD =0.96) and 2.47 (SD =0.90) respectively, indicating a moderate level of variability in the scores. However, the reliability level was revealed to be relatively lower in Set 4, still at a good level, with Cronbach's α of 0.731, inter-item correlation of 0.649, and ICC of 0.740 (95% CI: 0.316–0.900), which were statistically significant (F =3.723, p =0.004). The mean score of R7 (M =2.16, SD =0.69) indicated more variability than the one of R8 (2.21, SD =0.42) which was more homogeneously distributed.

All these results showed different levels of reliability in each set regarding content criterion i.e., from moderate to high interrater reliability. The highest interrater reliability was between R5 and R6 (ICC=0.869) whereas the lowest one was between R9 and R10 (ICC=0.622) despite a moderate level. The variability in the criterion of content was low; however, there could be wider ranges in some sets, e.g., Sets 3 and 5. These results are supported by the research reporting that raters could have variability

as scoring content criterion is based on conceptualizing the content in test-takers' mind with the main idea and key details (Barkaoui, 2024; Liao et al., 2024). Secondly, the results for the Paraphrase Quality Criterion are reported in Table 4.

Table 4. Reliability and variability of paraphrase quality criterion in each set

Paraphrase Quality									
Set	Raters	M	SD	Cronbach's α	ICC	95% CI	Inter-Item Correlation	F-Test Value	P- Value
1	R1	2.37	0.76	0.530	0.534	0.211-0.820	0.361	2.126	0.059
	R2	2.21	0.71						
2	R3	2.32	0.82	0.776	0.780	0.432-0.915	0.640	4.459	0.001
	R4	2.21	0.71						
3	R5	2.58	0.77	0.869	0.874	0.672- 0.951	0.768	7.638	0.000
	R6	2.53	0.77						
4	R7	2.05	0.70	-0.088	-	-0.720- 0.054	- -0.043	0.919	0.570
	R8	1.32	0.58						
5	R9	2.42	0.60	0.671	0.486	-0.230- 0.802	0.545	3.040	0.012
	R10	1.58	0.90						

As for Paraphrase Quality criterion, the findings of interrater reliability varied dramatically among all sets. R5 and R6 demonstrated the highest interrater reliability with Set 3 (Cronbach's α =0.869, inter-item correlation=0.768). ICC calculation (0.874) also supported the results (95% CI: 0.672–0.951), which were statistically significant (F =7.638, p =0.000). Both R5 (M =2.58, SD =0.77) and R6 (M =2.53, SD =0.77) scored similarly and homogeneously. These results show that raters had identical perception of the criterion and extensive rating experience focusing on the rater calibration in subjective rubric criterion (Weigle, 2002).

However, in Set 4, the interrater reliability between R7 and R8 was revealed to be low (Cronbach's α =-0.088, inter-item correlation= -0.043). Moreover, the ICC calculation was found to be negative (ICC= -0.054, 95% CI: -0.720–0.474). F test result (F =0.919) was not statistically significant (p = 0.570). These findings show a lack of common understanding between raters as there could be discrepancies in their interpretation of the criterion. R7 (M =2.05, SD =0.70) scored in a wider distribution than R8 (M =1.32, SD =0.58), which underlines the discrepancy in scoring.

It was revealed that there was a moderate level of interrater reliability between R1 and R2 in Set 1 (Cronbach's α =0.530, inter-item correlation=0.361). Also, ICC was found to be 0.534 (95% CI: 0.211–0.820), which was also not statistically significant (F =2.126, p =0.059). The scores given by R1 (M =2.37, SD =0.76) and R2 (M =2.21, SD =0.71) had a moderate level of variability. The raters had similar ranges of distributions in scoring paraphrase quality even if the p -value was almost close to the threshold, suggesting a tendency towards the consistency. In Set 2, the interrater reliability between R3 and R4 was at a satisfactory level (Cronbach's α =0.776, inter-item correlation=0.640), supported by ICC calculation (0.780) (95% CI: 0.432–0.915). The results were statistically significant (F =4.459, p =0.001). Moreover, the mean scores for R3 and R4 were 2.32 (SD = 0.82) and 2.21 (SD =0.71), respectively, which indicated a moderate variability. Set 5 resulted in a moderate interrater reliability (Cronbach's α =0.671, inter-item correlation= 0.545) and ICC value (0.486) supported the result (95% CI: -0.230–

0.802). F test results were statistically significant ($F=3.040$, $p=0.012$). The scores assigned by R10 ($M=1.58$, $SD=0.90$) were more variable than R9 ($M=2.42$, $SD=0.60$).

Overall, these results indicated that interrater reliability in all the sets were variable in terms of Paraphrase Quality, and Set 3 ($ICC=0.874$) and 4 ($ICC=-0.054$) had the highest and the lowest reliability rate, respectively. Also, the distribution of the scores demonstrated more variability in some sets i.e. Set 1 and Set 5, despite more homogeneous scores assigned in others such as Set 3. Chan and May (2022) demonstrate that paraphrase strategies and comprehension of the content of the source text are open to interpretation and could have a negative effect on interrater reliability, which could explain the findings for Paraphrase Quality criterion in the current study. Next, the results for interrater reliability and variability in each set with regard to Paraphrase Quantity Criterion are reported in Table 5.

Table 5. Reliability and variability of paraphrase quantity criterion in each set

Paraphrase Quantity									
Set	Raters	M	SD	Cronbach's a	ICC	95% CI	Inter-Item Correlation	F-Test Value	P- Value
1	R1	2.10	0.76	0.692	0.701	0.210-0.886	0.560	3.242	0.008
	R2	2.05	0.52						
2	R3	2.05	0.70	0.705	0.705	0.249-0.886	0.545	3.395	0.006
	R4	1.89	0.73						
3	R5	1.95	0.70	0.878	0.883	0.694-0.955	0.801	8.191	0.000
	R6	1.90	0.88						
4	R7	2.37	0.76	0.392	0.365	-0.459-0.742	0.294	1.646	0.150
	R8	2.05	0.40						
5	R9	2.68	0.67	0.573	0.465	-0.187-0.780	0.447	2.344	0.040
	R10	2.21	0.42						

The notable variability across all sets was found in terms of paraphrase quantity criterion. The highest interrater reliability was found to be between R4 and R5 in Set 3 (Cronbach's $\alpha=0.878$, inter-item correlation= 0.801). Supported by statistically significant F-test results ($F=8.191$, $p=0.000$), the ICC value was calculated to be 0.883 (95% CI: $0.694-0.955$). The scores of R6 ($M=1.90$, $SD=0.88$) displayed more variability than R5 ($M=1.95$, $SD=0.70$). These results indicate a shared perception of the criterion between the raters. However, interrater reliability between R7 and R8 in Set 4 was found to be low (Cronbach's $\alpha=0.392$, inter-item correlation= 0.294) and the ICC value was 0.365 (95% CI: $-0.459-0.742$). Moreover, F-test result was not statistically significant ($F=1.646$, $p=0.150$), which shows that the observed agreement could be based on chance. The scores assigned by R7 ($M=2.37$, $SD=0.76$) showed more variability than the one by R8 ($M=2.05$, $SD=0.40$). It could be inferred that raters' scoring were inconsistent and not reliably aligned in this set.

Interrater reliability between R1 and R2 in Set 1 was found to be at a satisfactory level (Cronbach's $\alpha=0.692$, inter-item correlation= 0.560) and ICC value was calculated to be 0.701 (95% CI: $0.210-0.886$), with a statistically significant F-test result ($F=3.242$, $p=0.008$). The scores assigned by R1 ($M=2.10$, $SD=0.76$) showed a wider distribution than R2 ($M=2.05$, $SD=0.52$). Interrater reliability between R3 and R4 in Set 2 had similar results to Set 1 with a satisfactory level (Cronbach's $\alpha=0.705$, inter-item correlation= 0.545). ICC value was 0.705 (95% CI: $0.249-0.886$) supported by a statistically significant

F test results (3.395, $p=0.006$). The variability of scores assigned by R3 ($M=2.05$, $SD=0.70$) and R4 ($M=1.89$, $SD=0.73$) was found to be moderate. These results were supported by Jonsson and Svingby (2007) reporting that raters could use the rubric if it includes quantitative expectations. As for Set 5, interrater reliability was found to be moderate (Cronbach's $\alpha=0.573$, inter-item correlation= 0.447) which was supported by the ICC value (0.465 , 95% CI: $-0.187-0.780$). The F-test result was significant ($F=2.344$, $p=0.040$). The scores assigned by R9 ($M=2.68$, $SD=0.67$) displayed more variability than R10 ($M=2.21$, $SD=0.42$).

The results for Paraphrase Quantity resulted in diverse interrater reliability rates across sets, and the highest reliability was observed in Set 3 (ICC = 0.883) and the lowest one was found in Set 4 (ICC = 0.365). In addition, some sets i.e., Set 1, 3 and 5, demonstrated more variability in scores, whereas others i.e., Set 2 and 4, were more homogeneous. These results underline the importance of clear norms despite the quantitative nature of paraphrase quantity (Barkaoui, 2007). Cheong et al. (2024) also found that test takers' performance in integrated writing tasks highly depends on their achievement in independent skills i.e., listening and writing. It could have caused some student productions to be more explicit and unique if their writing skills were stronger whereas others could have more direct quotations from the listening text. Thus, these differences could lead to different rater perceptions in terms of Paraphrase Quantity even if the production included the required content. The interrater reliability and variability regarding Language Use Criterion in each set are presented in Table 6.

Table 6. Reliability and variability of language use criterion in each set

Language Use									
Set	Raters	M	SD	Cronbach's a	ICC	95% CI	Inter-Item Correlation	F-Test Value	P- Value
1	R1	2.05	0.78	0.866	0.871	0.664- 0.950	0.765	7.468	0.000
	R2	2	0.74						
2	R3	1.89	0.57	0.772	0.782	0.423- 0.917	0.710	4.395	0.001
	R4	1.89	0.94						
3	R5	2.37	0.5	0.764	0.694	0.150- 0.886	0.710	4.238	0.002
	R6	1.95	0.85						
4	R7	1.84	0.50	0.303	0.222	-0.423- 0.643	0.180	1.414	0.226
	R8	1.32	0.58						
5	R9	2.05	0.97	0.858	0.838	0.570- 0.938	0.752	7.052	0.000
	R10	1.73	0.93						

The interrater reliability in Language Use criterion was various from high to low across all sets. In Set 1, interrater reliability between R1 and R2 was the highest one (Cronbach's $\alpha=0.866$, inter-item correlation= 0.765) and ICC value was calculated to be 0.871 (95% CI: $0.664-0.950$), with a statistically significant F-test result ($F=7.468$, $p=0.000$). The scores assigned by R1 ($M=2.05$, $SD=0.78$) and R2 ($M=2.00$, $SD=0.74$) were homogenous. These findings suggest the overlapping understanding of language complexity and accuracy. Similarly, the interrater reliability between R9 and R10 in Set 5 was high (Cronbach's $\alpha=0.858$, inter-item correlation= 0.752), supported by a high ICC value (0.838 , 95% CI: $0.570-0.938$). Moreover, F-test result was statistically significant ($F=7.052$, $p=0.000$). The mean scores showed both R9 ($M=2.05$, $SD=0.97$) and R10 ($M=1.73$, $SD=0.93$) scored in wide ranges.

On the other hand, it was found that interrater reliability between R7 and R8 in Set 4 was low (Cronbach's $\alpha = 0.303$, inter-item correlation= 0.180), which was supported by ICC value (0.222, 95% CI: -0.423–0.643). F-test result was not statistically significant ($F=1.414$, $p=0.226$), which could show that the observed agreement was based on chance and raters did not have a common understanding of the criterion. In addition, scores assigned by R7 ($M=1.84$, $SD=0.50$) was homogeneous, but R8 ($M=1.32$, $SD=0.58$) scored in a wider distribution. The interrater reliability between R3 and R4 in Set 2 was found to be satisfactory (Cronbach's $\alpha = 0.772$, inter-item correlation= 0.710), supported by the ICC value (0.782, 95% CI: 0.423–0.917). Moreover, F-test was statistically significant ($F=4.395$, $p=0.001$). The mean scores for R3 and R4 indicated that scores assigned by R4 ($M=1.89$, $SD= 0.94$) were more variable than R3 ($M=1.89$, $SD= 0.57$). Similarly, in Set 3, interrater reliability between R5 and R6 was satisfactory (Cronbach's $\alpha = 0.764$, inter-item correlation= 0.710) and ICC value was calculated to be 0.694 (95% CI: 0.150–0.886), with a statistically significant F-test result ($F=4.238$, $p=0.002$). Also, R6 ($M=1.95$, $SD= 0.85$) indicated a wider distribution than R5 ($M=2.37$, $SD= 0.50$).

All these findings demonstrated that reliability indicated differences in terms of Language Use Criterion across all sets of papers; for instance, the highest reliability was shown in Set 1 (ICC = 0.871) while the lowest one was in Set 4 (ICC = 0.222). The score distribution was wide in some sets i.e., Set 5, but it is more homogeneous in some sets i.e., Set 1 and Set 2. The inconsistencies could be abolished if more clear descriptors were used in the language use criterion or the expected lexical items and grammatical structures could be determined before scoring. Lastly, the interrater reliability and variability of Overall Quality Criterion in each set is presented in Table 7.

Table 7. Reliability and variability of overall quality criterion in each set

Overall Quality									
Set	Raters	M	SD	Cronbach's a	ICC	95% CI	Inter-Item Correlation	F-Test Value	P- Value
1	R1	2.32	0.67	0.766	0.769	0.406- 0.911	0.622	4.273	0.002
	R2	2.21	0.63						
2	R3	2.37	0.76	0.713	0.715	0.268- 0.890	0.557	3.480	0.006
	R4	2.21	0.85						
3	R5	2.47	0.84	0.898	0.873	0.615- 0.954	0.849	9.800	0.000
	R6	2.21	0.63						
4	R7	2.37	0.76	0.613	0.575	-0.011- 0.831	0.491	2.584	0.026
	R8	2.68	0.47						
5	R9	2.68	0.75	0.695	0.680	0.207- 0.874	0.533	3.283	0.008
	R10	2.42	0.77						

The interrater reliability results for the Overall Quality criterion demonstrated variation across all sets, from moderate to high consistency. The highest reliability emerged from Set 3 papers scored by R5 and R6 (Cronbach's $\alpha = 0.898$, inter-item correlation= 0.849), which was supported by ICC value (0.873, 95% CI: 0.615–0.954). In addition, F-test result was statistically significant ($F=9.800$, $p=0.000$). As for the variability, R5 ($M=2.47$, $SD=0.84$) scored in a wider range than R6 ($M=2.21$, $SD=0.63$). These results indicate that raters could reach a common ground in a holistic scoring. However, interrater reliability between R7 and R8 in Set 4 was the lowest across all sets (Cronbach's $\alpha = 0.613$, inter-item correlation= 0.491), which was also supported by ICC value (0.575, 95% CI: -0.011–0.831). F-test result

was statistically significant ($F=2.584$, $p=0.026$). Moreover, R8 ($M=2.68$, $SD=0.47$) had more homogeneous scores than R7 ($M=2.37$, $SD=0.76$).

Interrater reliability between R1 and R2 in Set 1 was found to be at a moderate level (Cronbach's $\alpha=0.766$, inter-item correlation= 0.622), which was also supported by ICC value (0.769 , 95% CI: $0.406-0.911$). Also, the F-test result was statistically significant ($F=4.273$, $p=0.002$). The mean scores for R1 ($M=2.32$, $SD=0.67$) and R2 ($M=2.21$, $SD=0.63$) indicated a homogeneous score distribution. Also, in Set 2, similar results emerged in terms of interrater reliability (Cronbach's $\alpha=0.713$, inter-item correlation= 0.557). The ICC result was 0.715 (95% CI: $0.268-0.890$), with a statistically significant F-test result ($F=3.480$, $p=0.006$). The scores assigned by R4 ($M=2.21$, $SD=0.85$) indicated more variability than R3 ($M=2.37$, $SD=0.76$). Lastly, in Set 5, interrater reliability between R9 and R10 was yielded similar results (Cronbach's $\alpha=0.695$, inter-item correlation= 0.533), and the ICC was reported as 0.680 (95% CI: $0.207-0.874$), with a statistically significant F-test result ($F=3.283$, $p=0.008$). Both R9 ($M=2.68$, $SD=0.75$) and R10 ($M=2.42$, $SD=0.77$) showed similar results in terms of variability, which was in wide ranges.

The findings for Overall Quality Criterion indicated that the highest interrater reliability was observed in Set 3 papers scored by R5 and R6 (ICC= 0.873) whereas the lowest one was in Set 4 papers scored by R7 and R8 (ICC= 0.575). Also, the score distributions were wide in some sets i.e., Set 3 and Set 5 but more homogeneous in others i.e., Set 1 and Set 4. All these results indicate a need for further explicit explanation of what overall quality means as raters had differences in understanding, which is also in line with the findings of Golparvar and Rashidi (2021) reporting that integrated tasks that raters' interpretation is significant could lead to variation in scoring.

5. Conclusions

The current study investigated the interrater reliability and variability in ILW tasks at B1 level scored through an analytic rubric with five criteria: content, paraphrase quality, paraphrase quantity, language use and overall quality. The results show that interrater reliability revealed variation based on rubric criteria and total scores. Content and Language Use criteria demonstrated high reliability whereas paraphrase quality, paraphrase quantity and overall quality having subjective natures indicate lower level of reliability. Also, the rater experience is revealed not to affect the reliability as the relatively novice raters had more homogeneous scores than some of the experienced raters.

All these findings suggest that analytic rubrics should be presented in a clearly structured way through exemplification, especially for criteria that are open to interpretation. Achieving reliability in scoring is important not only for individual scoring but also for the validity of the test results and fairness in testing. Thus, in order to increase the objectivity of writing assessment, there should be a systematic approach of the institution through in-service training on writing calibration.

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Appendix

Dimension	Criteria			
	4 Very Good	3 Good	2 Fair	1 Poor
Content	Can grasp all of the main ideas. Can develop the main point substantially by occasionally using secondary information.	Can grasp most of the main ideas. Includes somewhat incorrect information or information beyond the original text, but it does not substantially deviate from the main point.	Can grasp only limited main ideas. Cannot demonstrate an adequate development of the main point. Noticeably includes incorrect information or information beyond the original text.	Cannot identify main ideas. Cannot grasp main ideas correctly.
PARAPHRASE (Quantity)	Can paraphrase 80% or more of the expressions included in the summary in one's own words.	Can paraphrase from 50% to less than 80% of the expressions included in the summary in one's own words.	Can paraphrase only from 25% to less than 50% of the expressions included in the summary in one's own words.	Can paraphrase only less than 25% of the expressions included in the summary in one's own words.
PARAPHRASE (Quality)	Can actively attempt to paraphrase. Can demonstrate effective paraphrases where both sentence construction and vocabulary choice are different from the original text.	Can actively attempt to paraphrase. Can paraphrase using vocabulary different from the original text. Seldom changes sentence construction from the original text.	Includes few expressions consisting of more than 4 words in a row copied from the original text. Can only demonstrate paraphrases using vocabulary from the original text. Deletes expressions partially or changes word order.	Includes a number of expressions consisting of more than 4 words in a row copied from the original text. Cannot demonstrate effective paraphrases.
LANGUAGE USE	Can demonstrate a sophisticated range of vocabulary with effective word/idiom	Can demonstrate an adequate range of vocabulary with good word/idiom choice and usage.	Can demonstrate only a limited range of vocabulary, word/idiom choice and usage.	Can demonstrate little knowledge of vocabulary, idioms, and word form. Can demonstrate little

	choice and usage. Can demonstrate effective and complex sentence construction with few grammatical errors.	Can demonstrate simple but effective sentence construction. Includes minor and occasional errors.	Can demonstrate simple sentence construction. Meaning is obscure due to frequent major errors.	knowledge of sentence construction rules and English writing conventions. Meaning is obscure due to a number of minor and major errors.
OVERALL QUALITY	As a response to this task, the overall quality of this summary is...			
	Very good (4)	Good (3)	Fair(2)	Poor(1)

“Sineklerin Tanrısı”nın Türkçe Çevirilerinin Çoğuldizgedeki Konumunun Belirlenmesi Üzerine Bir Çalışma

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Öz

Bu bildirinin amacı William Golding’ın 1954 yılında kaleme aldığı, özgün ismi *Lord of the Flies* olan *Sineklerin Tanrısı* kitabının çoğuldizgedeki konumunu sorgulamaktır. Çalışmanın çıkış noktası, alegorik bir roman olma özelliği taşıyan bu kitabın, yalnızca ülkemizde değil farklı edebiyat dizgelerinde de çocuk edebiyatı ürünü olarak görülmesi yanılgısına sıkça düşülmesidir. Todova (2022) çocuk edebiyatında sıklıkla şiddet unsurlarının işlendiğini, bunun en ünlü örneğinin ise *Sineklerin Tanrısı* olduğunu ifade etmiştir. Kitabın çocuk kitabı olarak algılanmasının sebeplerinden biri ise küresel çapta bir ün kazanmak amacıyla hem çocuk hem yetişkin edebiyat dizgesine hitap eden eserlerin, yazarlar tarafından üretilmesidir. Shavit’e (1980) göre “yazar, iki farklı okuyucu grubuna hitap ederek okur kitlesini genişletir ve yalnızca bir dizgeye bağlı kaldığı düşünülürken eserini okumayacak okurlara da bu sayede ulaştırır” ancak Mina Urgan’ın (2008) kaleme aldığı çevirmen sonsözünde, *Sineklerin Tanrısı*’nın alegorik bir roman olma özelliği taşıması ile gerek karakter isimlerinin seçimi gerekse olayın geçtiği mekanın tasviri göz önünde tutulduğunda, *Sineklerin Tanrısı*’nın başlangıçta Robert Michael Ballantyne’nin *Mercan Adası*’nın çağdaş bir uyarlaması olarak algılandığı fakat bu eserin çocuklar için yazılmış bir serüven romanı olduğunu düşünmenin yanlış olduğu vurgulanır. Bu nedenle Zohar Shavit’in (1991) çocuk yazını çevirisinin yazınsal çoğuldizgedeki konumu açısından belirlenmesi (çev. Besen) konusundaki görüşleri çerçevesinde, *Sineklerin Tanrısı*’nın Özay Süsoy tarafından 1969 yılında *İşte Bizim Dünya* ve Mina Urgan tarafından ise 1979 yılında *Sineklerin Tanrısı* adıyla Türkçeye kazandırılmış iki farklı çevirisinin özgün metinde işlenen sözel ve anlatısal şiddet unsurlarının çeviri sürecinde nasıl ele alındığı, çevirmenler tarafından herhangi bir müdahale ya da manipülasyona uğrayıp uğramadığı bu çalışmada incelenmiştir. Çeviri sürecinde çevirmen seçimleri ve kararlarına bakılarak incelenen örnekler neticesinde, çevirmenlerin bu kitabı çocuk kitabı olarak ele almadığı, çocukların dil ve algı düzeyine ya da eğitim amaçlarına uygun hale getirmeye yönelik seçimlerde bulunmadığı ve çeviri eylemini bu doğrultuda gerçekleştirmediği, her iki çevirmenin de sözel ve anlatısal şiddet unsurlarının tümünü hiçbir açıklama, yumuşatma ya da değiştirme olmaksızın Türkçeye aktardığı, kitabın biçimsel, ideolojik ya da karmaşıklık düzeyi özelliklerine müdahale etmediği, çocukların okumasına ya da çocuklara okunmasına yönelik bir tutum ile çeviri sürecinin gerçekleştirilmediği, tüm bu incelemeler sonucunda eserin edebi dizgedeki konumu bağlamında çocuk edebiyat dizgesinden ziyade yetişkin edebiyat dizgesinde konumlanmak üzere üretildiğinin söylenebileceği sonucuna varılmıştır.

Anahtar Kelimeler: Çeviri, manipülasyon, çocuk edebiyatı, çoğuldizge, çocuk edebiyatı çevirisi, şiddet

1. Giriş

Şiddet kavramı hayatımızın her alanında maruz kaldığımız, kimi zaman maruz kaldığımızı dahi fark etmediğimiz şekilde alışılabilir bir durum olarak günlük yaşantımıza sirayet eden bir olgu olarak karşımıza çıkmaktadır. Bu denli yaygın bir eylemin edebiyat eserlerinde de işlenmesi olağandır. Yetişkin edebiyatında, özellikle polisiye ve suç romanlarında sıklıkla rastladığımız şiddet unsurları, çocuk edebiyatında da fazlasıyla yer almaktadır. Cambridge English Dictionary (<https://dictionary.cambridge.org>), şiddeti “insanları bilerek incitmek ya da zarara sebep olmak amacıyla

gerçekleştirilen eylemler" olarak tanımlar. Şiddet deyince aklımıza ilk olarak fiziksel bir zarar verme durumu gelse de daha kapsamlı bakıldığında şiddetin farklı türleri olduğunu görmekteyiz. Foster'a (2003) göre edebiyatta şiddet, makro düzeyde, "temayı geliştirme" ya da "hikayenin konusunu derinleştirme" niyetiyle yazarlar tarafından işlenen şiddet durumları ya da agresif ve yıkıcı bir tutumla karakterler arasında meydana gelen belirli incinmeleri ifade etmektedir. Bu bakış açısı doğrultusunda edebi eserlerde var olan şiddet unsurlarının yazar tarafından bilinçli seçimler doğrultusunda, belirli bir amaç dahilinde işlendiği kanısına varılabilmektedir. Peki şiddet karşımıza hangi şekillerde çıkabilir? Öncelikle bu kavram coğrafi olarak, kültürel olarak, yaşam tarzı olarak, insanların alışlagelmiş geleneklerine göre bile değişiklik gösterebilir. Bir bölgede "şiddet" olarak algılanan herhangi bir hareket ya da söz, başka bir bölgede gayet normal karşılanabilir. Bu sebeple, öncelikle şiddetin sınıflandırılmasını masaya yatırmak doğru olur. Bu çalışmada şiddet kavramı, Sineklerin Tanrısı adlı eserin çevirisinde karşılaşılan "sözselsel", ve "anlatısal" şiddete yönelik örnekler üzerinden incelenecektir. Bu kavramları açmadan önce, şiddetin türlerine bakmakta fayda vardır. En yaygın olarak karşılaştığımız şiddet içeren durumlardan bahsedecek olursak Zhong ve Lin (2023) şiddeti edebiyat eserlerinde baskın bir konu olarak tanımlar ve şu şekillerde karşımıza çıkacağından söz eder; cinsiyete dayalı şiddet, aile içi şiddet, sözselsel şiddet; cinsiyete dayalı şiddet çoğunluk kadınların, nadir de olsa erkeklerin maruz kaldığı taciz, tecavüz ve cinsiyete dayalı eşitsizlikleri ele alır, aile içi şiddet ise genellikle aile içerisinde kadının ve çocuğun aile bireyleri tarafından maruz kaldığı her türlü şiddet olarak tanımlanır, sözselsel şiddet ise her türlü tehdit, nefret söylemleri, küçümseme ve lakap takma olarak ele alınabilir (krş. s. 202). Söz konusu çocuk edebiyatı olduğunda tüm bu kavramların işlenişine bakarak, yayınevleri, hükümetler, toplum ve ebeveynler bile talepler sebebiyle eserlerin çevirilerine sansür uygulanmak istenebilir. Hunt'a (1997) göre, çocukların okuduğu eserlerde iki farklı sessiz sansür mekanizması vardır: Birincisi, güçler olarak bahsedilen hükümet politikaları sebebiyle çocukların eserlere ulaşımının kısıtlanması; ikincisi ise, yayıncılık pazarının bir ya da birkaç güçlü yayınevi tarafından piyasada domine edilmesidir (krş. s. 96). Çocuk edebiyatında kimi zaman eserlere bilinçli şekilde yerleştirilen şiddet unsurları da bu sessiz sansürlere maruz kalabilmektedir. Eserlerde yaş grubuna göre çocukları geleceğe ve gerçek dünyaya hazırlama niyeti ile akran zorbalığı konuları (sözselsel ve anlatısal şiddet olarak da karşımıza çıkabilir) hususunda bilinç kazandırmak, davranış yerleştirmek ve farkındalığı arttırmak amacıyla şiddet işlenebilir. Örneğin, çizgi filmlerdeki iyi kalpli ve sevimli kahramanların, kötülerle ya da kötülüklerle mücadelesinde sorunları şiddet kullanarak çözmeleri, şiddetin haklı olduğu izlenimini oluşturarak çocukların bu tür davranışları model almasını kolaylaştırmaktadır (Avcı, 2006, s. 139). Bir diğer amaç ise özellikle milli bilinci aşılamak, önem verilen askeri zaferleri ve kahramanlık destanlarını çocuklara öğretmek amacıyla içerisinde savaş ve askeri konuların ele alınmasıdır. Zhong ve Lin'e (2023) göre çocuk edebiyatında katı bir sansüre uğramasına rağmen korunan birtakım şiddet unsurları vardır ve genellikle çocuk edebiyatında şiddet motifleri savaşlar, tehditler ve çatışmalar olarak karşımıza çıkar, bu unsurların korunma sebebi ise eğitici bir amaç doğrultusunda olmaktadır (krş. S. 202). Kimi eserler de çocuklara yönelik yazılmasa bile konusu ve karakterleri sebebiyle çocuk edebiyatı dizgesinde yer alma eğilimi göstermiştir. Alegorik bir eser olan ve bu çalışmanın konusu olan Sineklerin Tanrısı Maarif Kolejleri döneminde liselerde okutulmuş olup, hala liselerin okul kitaplığında yer almaktadır (bkz: <https://tavsanli.meb.gov.tr/kitap/kitap-23701>). Urgan'a (2016) göre;

Sineklerin Tanrısı'nın başlangıcını okuyanlar, bu kitabı ıssız bir adada çocukların serüvenlerini anlatan, küçükler için yazılmış bir öykü, R. M. Ballantyne'in 1858'de yazdığı ünlü çocuk kitabı Coral Island'ın (Mercan Adası) çağdaş bir uyarlaması sanırlar. Hatta Golding, kendine özgü buruk alaycılıkla, okuyucunun bu sanısını pekiştirmek istercesine, Sineklerin Tanrısı'nın başlıca iki kişisine Mercan Adası'ndaki çocuklardan aldığı Ralph ve Jack adlarını verir (s. 250).

Metni hem çocuklara hem de yetişkinlere yönelik yazarak ve metni sanki sadece çocuklar için yazmış gibi davranarak yazar, her iki sistemde de metnin kabul görmesini sağlar (krş. Shavit, 1980, s. 77). Shavit (1980) yazarın, iki farklı okuyucu grubuna hitap ederek okur kitlesini genişlettiğini ve yalnızca bir dizgeye bağlı kaldığı düşünüldüğünde eserini okumayacak okurlara da bu sayede ulaştığını söyler (krş. s. 77). Yazar bu şekilde eserini her iki edebiyat dizgesinde var ederek okunurluğunu ve tanınırlığını artırmış olur, aynı zamanda bu dizgelerde kabul görmüş bir eseri var etmeyi de mümkün kılar. Shavit'e (1982) göre çeviri normları, özellikle yetişkin edebiyatından çocuk edebiyatına dönüştürülmüş metinlerle ya da aynı anda hem yetişkin hem de çocuk edebiyatına ait olan metinler söz konusu olduğunda, çocuk edebiyatı sistemindeki hedef metne uygulanan kısıtlamaları en açık şekilde ortaya koymaktadır (krş. s. 171). Hem çocuk edebiyatı hem de yetişkin edebiyatı dizgesinde kendine yer bulabilen eserler, hedef kitleye göre çeviri sürecinde manipülasyonlara açıktır. Karadağ, Bozkurt ve Alimen (2015) çalışmalarında "çeviriye erek odaklı yaklaşımın benimsenmesi ve kültür kavramının dahil edilmesinin ardından çevirinin ideolojik boyutta da çeviri araştırmalarında yer almaya başladığını" ifade etmiştir (s. 96). Bu metin manipülasyonu kimi zaman yukarıda söz ettiğimiz gibi yayınevleri, hükümet politikaları ve hedef kitle beklentilerine göre şekillenir. Kimi zaman da çevirmen çeviri sürecinde eseri uygun yaş kitlesine göre manipüle ederek birtakım öğeleri ekleyip çıkartabilir ya da açıklama yoluna gidebilir. Gibbels'e (2009) göre de kimi zaman çevirmenler "sessiz sansürcüler" olarak karşımıza çıkar (krş. s. 57). Bütün bu unsurlar göz önünde tutularak, William Golding tarafından kaleme alınan ve alegorik bir eser olma özelliği taşıyan Sineklerin Tanrısı'nın Özay SÜSOY ve Mina URGAN tarafından Türkçeye çevrilen versiyonları, Shavit'in çocuk edebiyatı çevirmenlerinin, metni toplumun "çocuk için iyi" diye tanımladığı şekilde, çocuğa uygun ve yararlı olarak düzenlemek ya da olay örgüsünü, tiplerini ve dili, çocuğun kavrama düzeyine ve okuma yetisine göre düzenlemek ilkelerine dayanarak (çev. Besen, 1991, s. 19) metinleri işleyişine yönelik tutumu üzerinden incelenecektir.

2. Literatür Taraması

2.1. Çocuk Edebiyatında Çeviri

Çocuk edebiyatında çeviri kavramını ele almadan önce, çocuk edebiyatının ne ifade ettiğini tanımlamak gerekir. Oittinen (2000) genel tanımlamalardan kaçınarak çocuk edebiyatını çocuk tarafından sessizce okunan, çocuğa ise sesli okunan eserler olarak açıklar (krş. s. 4). 17, 18 ve 19. Yüzyılın başlarındaki ilk çocuk kitaplarının amacı çoğunlukla, çocuklara eğitim ve ahlaki öğretmektir ve bu eserler, toplumun genelinin "çocuk dediğin sessiz, çalışkan ve öğrenmeye açık olmalı" tutumunun yansıması olarak didaktik ve ahlaki özelliklere sahipti (Lynch-Brown ve Tomlinson, 1998, s. 229). Fakat günümüzde bu eserler yalnızca çocuğu toplumun kabul ettiği kalıplara sokma amacı gütmemektedir. Çocuk edebiyatı edebi türler arasında son zamanlarda gösterdiği ekonomik ve ideolojik özellikler sebebiyle detaylı ele alınmaya başlanan konulardan biridir. Öncelikle çocuk edebiyatı alanına düşen eserlerin sınıflandırılması hususu bu açıdan irdelenmelidir. John Rowe Townsend'e (1980) göre;

Kısa vadede görünen o ki; neyin çocuk kitabı olduğuna yayıncı karar verir. Çocuk kategorisine bir kitabı koyarsa kitap çocuk kitabı (ya da gençlik kitabı) olarak incelenecek. Yetişkinlere yönelik bir kategoriye dahil ederse kitap hemen ya da hiç okunmayacak (krş. s. 197).

Leonardi'ye (2020) göre, yetişkin edebiyatından bağımsız bir olgu olarak çocuk edebiyatı, nispeten yeni bir alandır ve günümüzde çocuk kitaplarının piyasasının bu denli büyük olmasının sebebi, çocuk kitaplarının tüm dünyada tanınmasını ve dünyanın her yerine ulaşmasını sağlamak amacıyla dünya çapında kuruluşların ödül ve sponsorluk üzerinden pek çok önemli eylem yürütmesi sonucunda çocuk kitaplarının öneminin toplumdaki rolü ve öneminin artmasıdır. (krş. s. 10). Çocuk kitapları alanındaki küresel ekonomik kaygı ile çocuk edebiyatı çevirisi de doğru orantılı olarak artmaya başlamıştır fakat

çocuk edebiyatında çevirinin rolünü yalnızca ekonomik kaygılarla büyüyen sektöre bağlamak doğru olmaz. 70'li yıllardan bu yana, çocuk kitaplarının çevirilerine yönelik incelemeler çoğunlukla kültürel öğeler, dilbilimsel bakış açıları ve eğitici özelliklere göre şekillenmiştir. Çeviri süreci yalnızca iki dil arasında kelimelerin aktarımı değil, aynı zamanda iki ayrı kültürün de aktarım sürecidir. Aslında her çeviri, hedef ve kaynak sistemlerin talepleri arasında devam eden gerilimin ve en az iki kültürel sistem arasında süregelen diyalogun bir sonucudur (krş. Shavit, 2020, s. 75). Çocuk edebiyatında çevirinin doğal olarak amaçlarından biri de kültürel öğelerin aktarılması, yabancı kültürlerin çocuklara tanıtılması olarak da düşünülebilir. Lindgren'e (1969) göre, iyi bir çevirmenin yardımı ile çocuklar en yabancı ve uzak oldukları şeyleri ve durumları bile muhteşem bir yeniden deneyimleme kabiliyetine sahiptir (krş. s. 98). Puurtinen'e (1998) göre çocuk edebiyatı, çocukların okuma becerilerini geliştirmenin ve onları eğlendirmenin yanı sıra, fikirleri, değerleri, uygun davranışları ve genel kültür bilgilerini aktarmada da önemli bir rol oynar (krş. s. 2). Çocuklar, çocuk kitapları üzerinden bilgi birikimlerini güçlendirebilir, yeni bakış açıları kazanabilir, uygun davranışları kazanabilir ve yeni kültürlerin değer yargılarına aşinalık kazanabilir. Çeviribilimde kültürel öğelerin ve bu amaç doğrultusunda yapılan çevirilerin incelenmesinin yanı sıra, dilbilimsel boyutta da çocuk kitapları sıklıkla ele alınır. Bunun başlıca sebeplerinden biri çeviribilimin dilbilimle olan ilişkisinin yanı sıra, çocuk kitaplarının çocuklara kazandıracağı okuma, konuşma ve anlama becerisi olduğu söylenebilir. Öte yandan ise çeviri faaliyetlerinin özenli ve nitelikli olmasının çocuk edebiyatında inceleme alanında olmasının sebebi ise edebiyat dizgesine o alanda nitelikli ve başarılı eserleri kazandırmaktır. Shavit (1992) çocuk edebiyatının birçok alan ve dizgesinin kesişim ve birleşim noktasından evrildiğini söyler (krş. s. 2). Bu bakış açısı doğrultusunda, Knowles ve Malmkjær'e (1996) göre bu kesişim ve birleşim konusu, metnin dilbilimsel yapılarının ve bu yapıların yazar/okuyucu ilişkisinin anlamlandırılmasındaki öneminin göz önünde tutulması gerektiğini vurgular (krş. s.2). Dilbilimsel özellikler üzerine yoğunlaşarak bile yazar ve okur arasında kurulmak istenen ilişkiyi, eserin kim için yazıldığını anlamak kolaylaşabilir.

2.2. Çocuk Edebiyatında Çeviri Eserlerdeki Şiddet Kavramı

Hepimizin çocukken okuduğu, izlediği veya dinlediği çocuklara yönelik hazırlanan eserlerde şiddetin bir türü karşımıza çıkmıştır. Çeviri çocuk edebiyatındaki şiddetin çevirisi kısmen hafife alınır çünkü editör ve yayıncıların talepleri doğrultusunda çevirmenler bazen ilgili unsurları hafifleme eğiliminde olur (Travalia: 2019'dan akt. Zhong ve Lin, 2023, s. 203). Metinlerin içine bilinçli ve belirli bir amaç doğrultusunda yerleştirilen şiddet öğelerini hafifletmek metne çevirmenin hem ideolojik hem de şahsi görüşlerini yansıtmayı, kimi zaman bunu yayınevi ya da editör baskısı ile yapması da eseri manipülasyona uğratar. Fakat Abaten'in görüşü şöyledir; "çocuklar için, şiddet, ölüm ve suç öğeleri kabul edilebilir olabilir ve hatta gereklidir (Abaten, 2013'ten akt. Todorova, 2022, krş. s. 12). Masallarda dahi işlenen şiddet unsurları, aslında çocuk edebiyatında neredeyse en sık işlenen unsurlardan biri halinde karşımıza çıkmaktadır. Şiddet kavramı deyince kafamızda canlanan fiziksel şiddeti bir kenara bırakacak olursak, "üvey anne ve üvey kardeşlerin" Sindirella'ya zorbalık yapması, aynı şekilde "üvey anne"nin Pamuk Prenses'i öldürmeye çalışması, Rapunzel'in bir kuleye hapsedilmesi de bir tür şiddettir. Todorova (2022) şiddet unsurunun tüm dünyada çocuk ve genç okuyuculara yönelik eserlerde var olduğunu ve bunun en ünlü örneğinin ise William Golding'in 1954 yılında kaleme aldığı bir grup oğlan çocuğunun acımasızca ve gaddarca bir arkadaşlarını öldürdüğünü anlata Sineklerin Tanrısı olduğunu belirtmiştir (krş. s. 12-13).

3. Sineklerin Tanrısı'nda Şiddet Unsurlarının Çevirisi

Çalışmanın bu bölümünde, William Golding'in 1954 yılında kaleme aldığı Sineklerin Tanrısı adlı eserde bahsi geçen sözsel, metaforik ve anlatısal şiddet unsurlarından Shavit'in "Çocuk Yazını Çevirisinin Yazınsal Çoğuldizgedeki Konumu Açısından Belirlenmesi" adlı çalışmasında söz ettiği varolan örnekçelere yatkınlık, metnin bütünlüğü, metnin karmaşıklık düzeyi, ideolojik ya da değerlendirici

uyarlama ve biçimsel normlar unsurları açısından bakmak gerekmektedir. Bu kavramlar çalışmanın bu kısmında tanımlanacak olup, sonrasında verilen örnekler ile birlikte edebiyat dizgesinde eserin çocuk ve genç edebiyat dizgesine yatkınlığı, Shavit'in çevirmenlerin çocuk edebiyatında metni manipüle etme amaçları çerçevesinde (bkz. s. 2), çevirmenlerin seçimleri doğrultusunda irdelenecektir.

3.1. Shavit'in Çocuk Yazını Çevirisinin Yazınsal Çoğuldizgedeki Konumu Açısından Belirlenmesi Yaklaşımı

3.1.1. Varolan Örnekçelere Yatkınlık

Shavit'e (1981) göre "çocuk edebiyatı çevirisi erek edebiyat dizgesinde var olan örneklerle bağlı olma eğilimi gösterir ve eğer model erek dizgede yoksa, erek edebiyat dizgesinde yer alması için eserden birtakım unsurlar çıkartılarak metin değiştirilir (krş. s. 172). Yani bir metin, eğer benzerini erek dizgede bulabiliyorsa örnekçeler erek dizgedeki benzer metine göre şekillendirilir, şayet kaynak metin benzerini erek dizgede bulamıyorsa, kendi içindeki birtakım unsurlar, metnin erek dizgede yer edinmesi amacıyla çıkartılarak değiştirilebilir. Kaynak metindeki örnekçelerin değiştirilmesi ve çıkartılması, metnin hedef kitlesinde de değişikliklere sebep olabilir. Shavit'in (1991) görüşü de şu şekildedir:

Çevirmen örnekçelerden birinde karar kılrsa bile (özellikle amaçlanan okurun yaşına uygun olarak: daha küçük çocuklar için fantezi öyküsü, daha büyükler için serüven öyküsü), diğer örnekçelin metne sızması kaçınılmazdır. Yine de, fantezi öyküsü genelleştirmeye, serüven öyküsü ise somutlaştırmaya eğilimli olduğundan, bazen çelişen her iki örnekçe de metnin seçimini ve işlenmesini yönlendirir. Metni herhangi bir örnekçeye uydurmak için çevirmen bazen özgün metinde var olmayan fakat erek örnekçede olması zorunlu sayılan, bu nedenle örnekçeyi güçlendirmekte gerekli olan öğeleri örnekçeye eklemek zorunda kalır (çev. Besen, s. 21).

3.1.2. Metnin Bütünlüğü

Metinler söz konusu olduğunda kendi görüşüm her zaman her metnin, oluşturucusunun bilinçli seçimleri sonucunda ortaya çıktığı yönündedir. Bu sebeple, "metnin tam olarak çevrilmesi günümüzde saygın görülen yetişkin dizgesindeki pek çok çeviride benimsenmiş bir normdur" (çev. Besen, Shavit, 1991, s. 21). Özellikle klasiklerde de karşımıza çıkan, çocukların eğitimi ve genel kültürü için faydalı bulunan klasik eserlerin kısaltılması, değiştirilmesi, yaş gruplarına göre düzenlenmesi bahsettiğimiz metin bütünlüğünün uğradığı değişime uygun örnekler olabilir. Farklı bir konudan ele alacak olursak, çocuk kitaplarının da yetişkin dizgesine aktarıldığı durumlar olabilir. Fakat bizim burada üzerinde durduğumuz konu; hedef kitlesi yetişkinler olan eserlerin çocuk edebiyatına aktarıldığı durumlardır. Shavit (1981), yetişkinler için yazılan kitaplar çocuk dizgesine aktarıldığında, çocukların kavrama seviyesine veya çocuk dizgesinde kabul gören ahlak kurallarına ilişkin uyarlamalara rastlandığını söyler (krş. s. 174). Çocuklar için tabu olabilecek konular (müstehcenlik, işkence ya da toplumun tutumuna göre eşcinsellik), yetişkin edebiyat dizgesinden çocuk dizgesine aktarılırken çevirmen ya da editör tarafından manipüle edilebilir. Bu manipülasyonlar ve müdahaleler metinde büyük değişikliğe yol açar. Bu çalışmadaki örneklerde ele alınacak konu ise çocuklar için bir diğer tabu konusu olan "vahşet" ve "şiddet" unsurları olacaktır.

3.1.3. Metnin Karmaşıklık Düzeyi

Metinler yazıldıkları kitlelere göre, konularına göre ya da işleniş biçimlerinde göre çeşitli seviyelerde karmaşıklık gösterebilir. Örneğin; bir metin zaman ve mekan açısından belirsizlik taşıyabilir. Fakat çocuklara yönelik yazılan metinlerin karmaşıklık düzeyi yaş grupları ve algı seviyelerine göre değişiklik gösterir. Bu noktada Shavit'in (1981) Alis Harikalar Diyarında örneğine bakabiliriz; bu eserde olayların gerçek mi yoksa düş mü olduğu anlaşılmamakla birlikte yazar, zaman-uzam açısından dengeli bir

belirsizlik ile eserini işlemiştir; buna rağmen çevirmenlerin çeviri eserde gerçek ve düş arasında çevirmenler keskin ve net bir ayırım yapmışlardır, eserin belirsizliğini çeviri yoluyla oradan kaldırmışlardır (s. 175). Bazen de metinde yer alan olaylara ya da eylemlere derinlik katmak için uzunca anlatılar ya da betimlemeler yapılır. Bu unsurlar da metnin okunabilirliğini ve anlaşılabilirliğini hatta verdiği mesajların odak noktasını değiştirir. Çeviri sürecinde bu öğelerin çıkarılması, değiştirilmesi veya basite indirgenmesi eserin kendi içinde derinliğini ve niyetini bir ölçüde yok etme eğiliminde olabilir. Shavit'in (1981) bu konuda verdiği örnek ise Tom Sawyer'dır, bu eserde uygulanan basitleştirilmiş örnekçeler, metnin derinliğini ve içeriğindeki alaycılığı yok ederek eseri sıradan bir macera kitabına dönüştürmüştür (krş. s. 176).

3.1.4. İdeolojik ya da Değerlendirici Uyarlama

Edebi eserler yazıldıkları dönemin, yazarlarının ideolojilerinin ve değerlerinin bir ölçüde yansımasıdır. Eserlerdeki ideolojik unsurların belirlenmesinde bu sebeple dönem özelliklerini okumak önemli bir adımdır. Erek toplumun ideoloji ve değerlerine aykırı görülen, benimsenmeyen ya da reddedilen unsurlar çeviri sürecinde değişime uğrayabilir. Shavit'in (1981) Robinson Crusoe'nun bu hususta güzel bir örnek olduğunu, Almancaya yapılan çevirisinde Rousseau'un eğitsel dizgede ideolojik olarak benimsenmesi sebebi ile, Defoe'nin burjuva özellikleri ve sömürgecilik değerlerinin değiştirildiğini söylemiştir (krş. s. 177). Nitekim görülmektedir ki eğitim sisteminin bile benimsediği görüş ve ideoloji, eserlerin çeviri sürecinde baskın unsur olarak karşımıza çıkabilir. Bu sebeple eserler erek toplumlara, ideolojilere ve amaçlara göre uyarlanmaya açık hale gelir.

3.1.5. Biçimsel Normlar

Shavit (1981) "en belirgin biçimsel normun yüksek yazın biçimi olduğunu hem çocuk edebiyatında hem yetişkin edebiyatında ortak olduğunu fakat bu normların nedenlerinin yetişkin edebiyatında "yazınsallık" düşüncesiyle oluşturulmuşken çocuk edebiyatında yazının öğreticiliği ve çocuğun kelime hazinesini zenginleştirmeye yönelik olduğunu" ifade etmiştir (krş. s. 179). İki edebiyat dizgesinde de var olan yüksek yazın biçimi, söz konusu çocuklara yönelik eser olduğunda farklı bir amaç güderek şekillenmiş olabilir. Burada söz konusu amacın temelinde, bahsedildiği üzere çocuğun konuşma, ifade ve anlatım becerisini geliştirmek olduğu gözlemlenebilir.

3.2. *Sineklerin Tanrısı*'nda Karşımıza Çıkan Şiddet Unsurları

Avrupa Konseyi'nin resmi sitesinde yayınladığı yazıdaki tanıma göre sözsöz şiddet "bir kişiyi (herkesin içerisinde ya da yalnızken) aşağılayıcı, alay edici, küfürlü cümlelerle küçük düşürmek, sevdiği kişiler hakkında kötü şeyler söylemek ve diğer şiddet türleri ile kişiyi tehdit etmek; başka bir açıdan da kişinin din, kültür, dil, cinsel yönelim ve geleneklerine yönelik yapılan hakaretler" tanımını görürüz (krş. <https://www.coe.int/en/web/gender-matters/verbal-violence-and-hate-speech>). Çalışmamızın bu bölümünde *Sineklerin Tanrısı* kitabının Türkçe çevirilerinde karşılaşılan sözsöz şiddet unsurlarından bahsedilecektir.

Örnek 1:

William Golding: "Then Jack leapt to his feet, slashed off a great hunk of meat, and flung it down at Simon's feet. "Eat! **Damn you!**" He glared at Simon" (s. 88).

Özay Süsoy: "O zaman Jack ayağa fırladı. Kocaman bir et parçası kopardı. Onu Simon'un ayaklarının dibine fırlattı. Ye! **Allahın belası!** Simon öfkeyle baktı" (s. 91).

Mina Urgan: "Derken ayağa fırlayan Jack, domuzdan koskocaman bir parça kesti, Simon'un ayaklarının dibine fırlattı: Ye! **Allah kahretsin seni!** Öfkeyle, dik dik bakıyordu Simon'a:" (s. 83).

Yukarıdaki örneğe baktığımızda, akranlar arasında sözsöl şiddetin bir türüne rastlıyoruz. Burada çocuklar arasında bir zorbalık olduđu kullanılan dile de yansımış olarak karşımıza çıkıyor. İki çeviride de sözsöl şiddet unsurunun aynen aktarıldığı ve hiçbir şekilde yumuşatılmadığı gözlemlenebilir.

Örnek 2:

William Golding: “Once more that evening Ralph had to adjust his values. **Piggy** could think. He could go step by step inside that **fat head** of his, only Piggy was no chief” (s. 93).

Özay Süsoy: “O akşam bir kere daha Ralph durumu enine boyuna düşünmek zorunda kaldı. **Domuzcuk** düşünebiliyordu. O **şişko beyninin** içine adım adım girebiliyordu, ama Domuzcuk başkan değildi” (s. 96).

Mina Urgan: “Bu akşam, değeri ölçülerini bir kez daha ayarlamak zorunda kaldı. **Domuzcuk** düşünebiliyordu. O **şişko kafası** adım adım ilerleyebiliyordu. Gelgelelim domuzcuk bir şef değildi” (s. 88).

Yukarıdaki örnek, “Piggy” kelimesi karşımıza bir lakap olarak çıktığını ve eserde fiziksel ve bireysel farklılıkları sebebiyle ötekileştirilen bir çocuğun akranları tarafından sürekli “Domuzcuk” takma adıyla çağırıldığını gösteriyor. Çocuk bu durumdan rahatsız olmasına rağmen herkesin ona bu şekilde hitap etmesine alışsa da aslında özgüveninde ciddi problemler ortaya çıkmakta. Sözsöl şiddetin bu unsuru eserde işlenen konu itibarıyla takma isimlerin insanların özgüvenlerini ve kendilerine olan inançlarını nasıl baltalayabileceğini açıklıyor. Örneğin; çocuğa akranları ne zaman bir etkinlik yapmayı teklif etse çocuk “şişman olduđu için” bu etkinlikleri yapamayacağını söylüyor çünkü hayatı boyunca dış görünüşü sebebiyle yetersiz olduğuna aile bireyleri tarafından bile inandırılmış. Çevirilere baktığımızda ise iki çevirmen de eserdeki lakabı kaynak metne uygun amaçla Türkçeye aktarmıştır.

Örnek 3:

William Golding: “ ‘What are we? Humans? Or animals? Or **savages**? What's grownups going to think? Going off—hunting pigs—letting fires out—and now!’ ” (s. 109).

Özay Süsoy: “-Biz neyiz? İnsan mı? Yahut hayvan mı? Yoksa **barbar** mı? Büyükler ne düşünecekler? Dolaşmalar... domuz avlamak... ateşi söndürme ve şimdi de bu!” (s. 113).

Mina Urgan: “Neyiz biz? İnsan mı? Yoksa hayvan mı? Yoksa **vahşiler** mi? Büyükler ne diyecekler bizler için? Basıp gidiyoruz... Domuzlar avlıyoruz... Ateşi söndürüyoruz... Şimdi de bu...” (s. 103).

Cabridge sözlüğü “savage” kavramını “aşırı şiddetli, vahşi ve korkutucu” olarak tanımlar (bkz. <https://dictionary.cambridge.org/dictionary/english/savage>). Türkçe sözlüğe baktığımızda ise “vahşi, barbar” kavramlarını görüyoruz (bkz. <https://tureng.com/tr/turkce- ingilizce/savage>). Bu iki kavram da yaş grubuna göre çocukların anlayamayacağı kelimeler olarak değerlendirilebilir. Dolayısıyla kavramlar doğrudan hiçbir müdahale olmadan aktarılmıştır. Barbar kavramı genç okuyucular tarafından bilinmeyebilir. Çevirmenin bu kavramı kullanması ile kitabın çocuklara yönelik olarak çevrilmediği anlaşılmaktadır.

Örnek 4:

William Golding: “A shadow fronted him tempestuously. **"You shut up, you fat slug!"** There was a moment's struggle and the glimmering conch jiggled up and down” (s. 110).

Özay Süsoy: “Bir gölge öfkeyle önüne geçti. **-Kes sesini seni, seni şişko!** Bir anlık bir mücadele oldu. Pırıldayan şeytan minaresi aşağı yukarı doğru sallandı” (s. 113).

Mina Urgan: “Belalı bir gölge dikildi Domuzcuğun karşısına: **‘Kapa çeneni, seni gidi şişko sümüklüböcek!’** Bir ara itişip kakıştılar. Işıldayan büyük şeytanminaresi, bir aşağı iniyor, bir yukarı çıkıyordu” (s. 103).

Kaynak metnin başından beri aşağılanan, ötekileştirilen, dışlanan ‘Domuzcuk’ karakterine eser boyunca sözlü ve fiziksel şiddet devam etmektedir. Yukarıdaki örnekte görüldüğü üzere, eser boyunca adını bilmediğimiz, sadece lakap ile anılan karakterimize uygulanan sözselsel şiddetin farklı bir şeklini görüyoruz. Bahsedilen “fat slug” ifadesi, karakterin hem fiziksel özelliklerine yönelik bir söylem hem de sevilmeyen ve nispeten pis karşılanan “sümüklüböcek” türü üzerinden aşağılama içeriyor. Süsoy çevirisinde “slug” kavramının atıldığını görüyoruz, bu bir derece sözselsel şiddeti yumuşatsa da fiziksel özelliklere yönelik hakaret anlamından bir şey kaybetmemiştir.

Örnek 5:

William Golding: “His mind was crowded with memories; memories of the knowledge that had come to them when they closed in on the struggling pig, knowledge that **they had outwitted a living thing, imposed their will upon it, taken away its life like a long satisfying drink**” (s. 83).

Özay Süsoy: “Kafası anılarla doluydu; mücadele eden domuzun çevresindeki halkayı daralttıkları, yaşayan **bir varlığın üstesinden geldiklerini anladıkları, kendi isteklerini gerçekleştirdikleri, onu uzun doyurucu bir içki içiyormuş gibi öldürdükleri zaman** kazandıkları anılarla doluydu” (s. 86).

Mina Urgan: “Yığınla anı vardı belleğinde: Debelenen domuzu kuşattıkları sırada edindikleri bilginin anısı; **canlı bir şeye üstün çıkmamanın; ona kendi istediklerini yaptırmanın; susayıp da uzun uzun, doya doya su içercesine, onun canına kıymanın** anısı” (s. 78).

Yukarıdaki örnekte anlatısal şiddet türünü gözlemliyoruz. Bir canlının katledilişini anlatan kısa bir bölüm üzerinden yapılan benzetmeleri incelediğimizde, çocukların canını kurtarmaya çalışan bir domuzu nasıl zevkle hakladıklarını, bu duygunun onlara verdiği hazzı kaynak metinde “a long satisfying drink” olarak işlenmiş olup Özay’ın Türkçe çevirisinde ise “doyurucu uzun bir içki” olarak aktarılmıştır. Şiddet olayının verdiği hazzı benzetmelerle anlatmalarının yanı sıra, burada “içki”nin de yaş grubuna göre kullanılması tartışmaya açık olabilir. Urgan’ın çevirisinde ise gerçekleştirilen katliamın “susayıp da uzun uzun su içercesine” aktarımıyla verdiği zevk pekiştirilmeye çalışılmıştır. Her iki çeviride de metin çocuklara uygun amaçla Türkçeye aktarılmamıştır. Çevirmenlerin metne uyguladığı manipülasyonlara örnek görememekteyiz.

Örnek 6:

William Golding: “Kill the pig. Cut her throat. Spill her blood.” (s. 81).

Özay Süsoy: “DOMUZU ÖLDÜR. BOĞAZINI KES. KANINI AKIT.” (s. 84).

Mina Urgan: “Domuzu gebert! Gırtlığını kes! Kanını akıt!” (s. 77).

Eserin sloganı haline gelen yukarıdaki söylem, kitabın hedef kitlesinin çocuklar olamayacağını en belirgin göstergelerinden biri olarak düşünebilir. Her iki çevirmen de kaynak metne ve içeriğindeki şiddet seviyesine bağlı kalarak metni Türkçeye aktarmıştır. Aktarım sürecinde, çocukların algı düzeyine ya da onlara uygun bir eser yaratmaya yönelik bir metin değişimi ya da müdahalesi söz konusu olmamıştır.

Örnek 7:

William Golding: “This was fascinating to Henry. He poked about with a bit of stick, that itself was wave-worn and whitened and a vagrant, and tried to control **the motions of the scavengers**” (s. 73).

Özay Süsoy: “Bu adeta Henry’i büyüledi. Dalgaların aşındırdığı, beyazlandığı başıboş dolaşan bir tahta parçasıyla orayı burayı dürttü. **Çöp yiyen hayvanların davranışlarını** kontrol etmeye çalıştı” (s. 75).

Mina Urgan: “Henry büyülenmişti. Dalgaların kemirdiği ve beyazlaştırdığı, suların başıboş kalmış bir değnek parçasıyla, şurasını burasını karıştırarak, **çöp arayanların devinimlerini** denetimi altına almak istedi” (s. 68)

Cabridge sözlüğü “scavenger” kavramını “kendisinin öldürmediği ölü hayvanlarla beslenen kuşlar ya da hayvanlar” olarak tanımlar (bkz. <https://dictionary.cambridge.org/dictionary/english/scavenger>). Türkçe sözlüğe baktığımızda ise “leşçi, leşçil, çöp yiyici” tanımlarını görmekteyiz (bkz. <https://tureng.com/tr/turkce-ingilizce/scavenger>). Yukarıdaki örnekte kullanılan kelime seçimleri ya da benzetmelerin yanı sıra, metnin karmaşıklık boyutunu da tartışmak gerekir. Uzun betimlemelerin olduğu bu örnek, genç okurların algı ve dilbilgisi düzeyinin ötesine geçmesinin yanı sıra, “çöp yiyen hayvanlar” karşılığı “scavengers” kelimesini daha açık hale getirmiştir. Urgan’ın çevirisinde ise “çöp yiyenler” karşılığı genç okurlar için bir şey ifade etmeyebilir. Burada çocuklar kavram kargaşasına düşerek çöp yiyen şeyin hayvan mı yoksa insan mı olduğuna karar veremeyebilir. Dolayısıyla gerek uzun betimlemeleri gerek bahsedilen “scavengers” genç okurların algı düzeyi için karmaşıklık içermektedir. Çevirmenlerin ise bu karmaşıklığa müdahale etme gereği duymadığı, betimlemelerin sadeleştirilmemesinden ve “scavengers” kavramının aynen aktarılmasından anlaşılmaktadır.

4. Sonuç

Çocuk edebiyatında çeviri sürecinde çevirmen seçimlerinin metni çocuklara uygun hale getirmek için çeşitli değişikliklerde bulunması olası bir konudur. Özellikle bu çalışmada işlenen örnekte gösterilmek istenen ise alegorik bir eser olan *Sineklerin Tanrısı*’nı çocukları ve onların başından geçenleri anlatan bir eser olarak görmenin yanlış olduğudur. *Mercan Adası*’nın iyimser bakış açısıyla işlediği konuyu, karamsar ve çarpıcı bir bakış açısıyla işleyen William Golding, çocuklar üzerinden yapılan benzetmelerle dünyadaki güç denge ve düzenini aktarmaya çalışmıştır. Çevirmenlerin seçimlerine ve metni aktarım dillerine baktığımızda iki çevirmenin de kaynak metni bir çocuk ya da gençlik kitabı olarak ele almadığı, çeviri sürecinde çocuklara yönelik olarak biçim, ideoloji, karmaşıklık düzeyi ya da örnekçeler üzerinde hiçbir değişiklikte bulunmadığı, dolayısıyla bu kitabın çocuklara yönelik bir kitap olmadığını, okur kitlesinin yetişkinler olması gerektiğini, okullarda okutulmaya uygun olmadığını, amacı dünya güç düzenini ve dengesini göstermek olan alegorik bir eseri yalnızca akran zorbalığını işleyen, bir adada çocukların başından geçenleri anlatan alelade bir serüven öyküsü olarak ele almamamız gerektiğini söyleyebiliriz. Bu edebi esere yalnızca karakterlerin 6-12 yaş arası çocuklar olması, bir adada başlarından geçenlerin anlatılması bakış açısıyla yaklaşılması, edebiyatın etki ve amaçlarını da basite indirgemek, edebiyatın bir başkaldırı aracı olduğunu unutmak demektir.

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Ethics and Inequality in Biotechnology: A Study of Paolo Bacigalupi's "The Windup Girl"

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Abstract

Paolo Bacigalupi's *The Windup Girl* is a speculative fiction novel set in a 23rd-century dystopia that critically examines the socio-technical entanglements of environmental collapse, genetic engineering, and global capitalism. Through a science and technology studies lens, the novel interrogates how technological advancements shape and are shaped by social structures, ethics, and power dynamics. Emiko, a genetically engineered "New Person," embodies debates on bioengineering, commodification, and the moral boundaries of scientific progress, while characters like Anderson Lake, a corporate agent, and Hock Seng, a refugee, expose the exploitative intersections of technology, economy, and culture. Jaidee Rojjanasukchai, as an environmental enforcer, highlights resistance against technocratic dominance, emphasizing tensions between human agency and ecological forces. By critiquing technoscientific hegemony and its role in perpetuating inequality and ecological degradation, *The Windup Girl* challenges humanity's reliance on technological solutions for systemic crises, advocating instead for a more ethical and sustainable approach to coexistence with nature and technology.

Keywords: Dystopia, genetic engineering, *The Windup Girl*, environmental collapse, speculative fiction

1. Introduction and Literature Review

Biotechnology is the techniques and processes used to understand and modify the functions of human, plant and animal cells. By redefining man's capacity to intervene in nature and his own existence, biotechnology can also raise some of the most profound ethical, philosophical and social questions in human history. In this context, biotechnology and literature, although seemingly distant disciplines, meet as two creative fields, one exploring the molecular fabric of life, the other the emotional and intellectual layers of human experience, both raising deep questions about what it means to be human. For example, themes such as genetic engineering, artificial intelligence, and human-robot relationships are at the center of science fiction novels. In this regard, Aldous Huxley's novel titled *Brave New World* deals with the social effects of biotechnological advances. Furthermore, in terms of the ethical questions behind biotechnology and its capacity to intervene in the human life cycle, genetic manipulation, cloning, or human efforts to achieve immortality have been frequently addressed in literature. The earliest example is Mary Shelley's work titled *Frankenstein* because the reader can see the creature that is made by a human even if the creature has become a monster. Moreover, literary figures can create new worlds and characters inspired by biotechnological advances, and they can lead readers to empathize with science by offering a human perspective. In particular, biotechnological developments contribute to the writing of these figures in the dystopian or utopian genres. The best example is Paolo Bacigalupi's award-winning novel *Windup Girl*, published in 2009. Paolo Bacigalupi's *The Windup Girl* is set in a dystopian 23rd-century world ravaged by climate change, biological disasters, and biotechnological exploitation. In this alternative future, the balance between humanity and nature has collapsed, and genetically engineered products and creatures have infiltrated every aspect of life. The novel follows events set in Thailand and tells the stories of characters who live their lives while struggling with genetic engineering practices and environmental disasters. In this context, this article

aims to examine the author's critique of environmental and ethical dilemmas surrounding biotechnology by analysing four characters named Emiko, Anderson Lake, Jaidee Rojjanasukchai, and Hock Seng in Paolo Bacigalupi's *The Windup Girl* and their experienced social inequalities and understandings of ethics.

1.1. Research Questions

This study also explores how the novel interrogates the interplay between technological advancements, ethical dilemmas, and social inequities in a dystopian future.

2. Methodology

It can be stated that the discussion focuses on themes of biotechnology, human rights, identity, humanity's relationship with nature, and socio-economic injustice in the light of the scholars' ideas like Elisabeth H. Ormandy and Julie Dale, Sandra Batie, David E. Ervin, Dhan Prakash, Dimitrios Karalis, Tilemachos Karalis, Rodomiro Ortiz, Jing-Bao Nie.

3. Results and Discussion

3.1. Emiko: The Struggles of a Genetically Engineered Being

First of all, if the ethics of the struggles of the genetically engineered being named Emiko in the novel are analysed, it would be good to introduce Emiko first. It can be stated that Emiko is not a real person, but a genetically modified "New Person" developed in a laboratory. Created by her Japanese owner as a secretary, translator and bedmate, she is used as a means of entertainment after being abandoned in Thailand. Her physical features is explained in the novel with these sentences like "Her skin gleams, smooth and inviting" (Bacigalupi 106) , "Her voice is flat" (Bacigalupi 106), "All they see are stutter-stop motions" (Bacigalupi 36), "her black hair clinging to her face", "she barely spies the pores of her flesh" (Bacigalupi 35) , "Her black hair fans out like a net in the lapping waves" (Bacigalupi 252) and "Her lips are soft" (Bacigalupi 109). It can be said that these depictions highlight that Emiko's physical features are designed to be flawless, and her beauty is too perfect to be entirely human, but they also convey a sense of disconnection and difference resulting from her artificial creation, particularly through her movement style.

Furthermore, if her experiences and exploitation through the novel is analysed, it can be stated using the lines from the novel like "New People serve and do not question" (Bacigalupi 36) and "All they see are stutter-stop motions... a windup" (Bacigalupi 36), "She is trash" (Bacigalupi 243), Emiko is seen as a tool for human pleasure and service with emphasizing her lack of agency. Her status as a windup girl, a genetically modified being, makes her less valuable than a human in the eyes of society and she is depicted as trash to be used and discarded. Also, these windup girls used as a sex slaves which shows the themes like exploitation and dehumanization in the novel. As an example for this, it can be stated that Emiko is subjected to abuse, including a particularly harrowing scene in a club owned by Raleigh. In this situation, it is seen that Emiko is publicly violated in front of an audience that shows her lack of autonomy and the societal perception to the windups. Also, again it is seen in the sentences like "The same reason you run like a dog for your masters. They paid me in the coin I wanted most"(Bacigalupi 232) and "She is an animal. Servile as a dog" (Bacigalupi 174) that they must be obedient and submissive like dogs, even when they are being humiliated, through a powerful image of exploitation. This also highlights how society views Emiko as less than human or subhuman. In this context, the author states "She wills herself to resist, but the in-built urge of a New Person to obey is too strong, the feeling of shame at her rebellion too overwhelming" (Bacigalupi 44). These lines show the conflict in Emiko's inner self. Also, these lines symbolize the potential for Emiko to transgress her designed purpose and reclaim her autonomy. Moreover, it can be said that with the situation that Emiko shows that she wants

her freedom and her rights, Bacigalupi critiques the commodification of life and raises ethical questions about human rights for genetically engineered beings. In this context, it is clear that not only the author but also other scholars touch upon this subject in their articles. For example, considering that genetically modified organisms are also organisms with animal-like cells, Elisabeth H. Ormandy and Julie Dale state in the article named “Genetic engineering of animals: ethical issues, including welfare concerns” that “The CCAC (Canadian Council on Animal Care) works to an accepted ethic of animal use in science, which includes the principles of the Three Rs which are reduction of animal numbers, refinement of practices and husbandry to minimize pain and distress, and replacement of animals with non-animal alternatives wherever possible” (546). In this regard, it can be stated that this statement shows that it is ethical not to harm or abuse animals and other organisms like Emiko, even when used in science. In this respect, Ormandy and Dale did not oppose their use in science, even though the three R's rule is in their favor in reducing their pain and stress. On the other hand, Dimitros Karalis and Tilemachos Karalis state in the article titled “Genetically Modified Products, Perspectives and Challenges”, in the context of organisms and animals used in science that “Specifically with regard to animals, modern ethical and philosophical considerations hold that animals, like humans, have rights and that these rights should in no way be violated” (5). This scholar attempts to argue against the use of organisms in science by arguing that animals should be treated as living organisms and not as beings that serve humans. Also, Dimitros Karalis and Tilemachos Karalis add that “Introducing genes into animals and carrying out experiments can lead to drastic changes in the physiology and behavior of the animal” (5). In the light of this statement, it can be said that just as genetically modified organisms and animals have rights, Emiko in the novel also has the potential to say no to violence as a result of the changes of her behaviors. In this regard, Emiko's genetic makeup has given her superior physical abilities. While these abilities may initially seem like a curse to the reader, Emiko gradually learns to use her abilities against those who would harm her. Also, it is seen that in the novel she kills Somdet Chaopraya, a member of Thailand's old aristocratic elite with ties to the Ministry of Commerce, who also opposed the Ministry of Environment, which has introduced strict ecological regulations to protect Thailand's fragile ecosystem. Also, thanks to her quick reflexes, she is able to neutralize her enemies who were looking for her. After these events, Emiko forms an alliance with General Pracha, the head of the Ministry of Environment who replaced Jaidee, one of Thailand's powerful bureaucrats, but later she does not want to be a tool for the political interests of others and decides to chart her own path. After it, Emiko finds herself in the company of Gibbons who is the rogue scientist that offers Emiko a chance at a new future. Gibbons reveals the Emiko's genetic structure. Even if he previously believed that she was sterile, he stated that she might allow her to reproduce using the DNA in her hair with the statement like “Limitations can be stripped away” (Bacigalupi 358). With this statement it can be stated that this situation challenges the perception of new people as an evolutionary dead end. In this regard, Dhan Prakash states in the article “Risks and Precautions of Genetically Modified Organisms” that “The genetic modification could give genetically modified plants, animals, or microorganisms an advantage that would allow them to increase in numbers and spread in the environment”(4). This shows that the reproduction of genetically modified organisms is not fictional. Although in the novel this new exploratory event sounds nice, it can be noted that it also has risks. So, it can be stated that sometimes there is no problem in the transfer of genes, but sometimes it occurs. In this regard, Dhan Prakash states that in the article “there are unknown consequences which could be the change in the organism's/plants metabolism, growth rate, and/or response to external environmental factors. These consequences influence not only the genetically modified organisms itself, but also the natural environment in which that organism is allowed to proliferate” (4). In the light of this statement, it can be stated that the reader can see climate change and rising sea levels as a consequence of human actions and dangers of bioengineering in the novel. Lastly, the statement like “Ethical issues, including concerns for animal welfare, can arise at all stages in the generation and life span of an individual(which is) genetically

engineered” (Ormandy et al. 546), demonstrates that, as in the novel, genetically modified organisms are not only limited to the abilities and tasks that humans have bestowed upon them throughout their lives, but also from a very early point, questioning it is ethics because they are logically restricted to reproduce by humans shows an example of humanity's self-centeredness. In short, it can be stated that with the analysis of the ethics of the situations that Emiko experienced as a genetically modified organism, the themes like human rights, biotechnology, the tension between innovation and humanity's moral boundaries, social inequality through sexual exploitation, use of power and societal attitudes towards women and marginalized individuals are highlighted in this novel well.

3.2. Anderson Lake: The Power Dynamics and Ethics of Biotechnology

Secondly, if the understanding of the ethics of Anderson Lake in the novel is analyzed, it would be good to introduce Mr. Lake first. Anderson appears to be running a factory called Spring Life in Bangkok using a false identity, but he is actually an agent working for the US-based giant biotech company titled AgriGen. His goal is to keep the factory Spring Life which sells a technological device named ‘kink-spring’ designed to store the energy efficiently, running while secretly finding genetically resistant plant strains stored in Thailand's seed bank and serving the company's interests. So, it can be stated that although Anderson's plan may seem treacherous, his real aim is to increase the number of plants resistant to deadly agricultural diseases in the world with the genetic resources he wants to obtain, even though the world's agricultural systems have come to the point of collapse due to genetically modified organisms. In this context, the scholar Rodomiro Ortiz states in the work “Critical Role of Plant Biotechnology for the Genetic Improvement of Food Crops” that “Plant biotechnology will facilitate the farming of crops with multiple durable resistance to pests and diseases, particularly in the absence of pesticides” (1). Also, Ranjith Pathirana and Francesco Carimi add that “Over the past few decades, biotechnology has made significant contributions to cereal crop improvement by enhancing yield, nutritional content, biotic and abiotic stress tolerance, herbicide tolerance, and many other valuable traits like quick selection for perennial growth”(4). These statements underline the critical benefits of biotechnology for plants in terms of food security for the growing world population, the ability to make plants healthier by increasing their nutritional properties, and the important role they play in making them more resistant to pests, diseases or stress factors such as drought and salinity. In this regard, in relation to the novel, it can be stated that this character has actually established an oppressive system through the AgriGen company under the pretext of solving the food crisis within the scope of the benefits of biotechnology. So much so that in this context, it is stated in the novel that "We are nature. Our every tinkering is nature, our every biological striving. We are what we are, and the world is ours. We are its gods"(243). In the light of this statement, it can be stated how Anderson legitimizes intervention in nature and human life and sees himself in a position above nature, defends this system and his ethical understanding is to see people as consumers. In addition, it is clear that such producers reveal their desire to monopolize and dominate the ecosystem by taking control of biological resources.

In this regard, if the connection between Emiko who is genetically engineered being and his relationship are analysed, it can be stated that at the beginning of the novel Mr. Anderson sees Emiko as an animal. In this regard, in the novel he states “She is an animal. Servile as a dog” (Bacigalupi 184). It shows Emiko being belittled by Anderson, who perceives him as an animal rather than a human being. Also, he says “Her soul, emerging from within the strangling strands of her engineered DNA” (Bacigalupi 184). It highlights how Emiko's genetically engineered nature suppresses her true self and how Anderson can use her for his own ends, for example as a bedfellow. In addition to this, he states to Emiko that “I want to shake you sometimes. If you would just let me, I could be your god and shape you to the Eden that beckons us” (Bacigalupi 243). This statement again implies that he sees her as a tool not as a person highlights Anderson's desire to control Emiko and shape her according to his own ideals and thoughts.

Even Emiko states when Mr. Anderson is near her that “they are too much improved for this world” (Bacigalupi 113). In the light of Anderson's thoughts, it can be stated that she emphasizes her awareness of her artificial nature and the unethical challenges she faces in a world that does not fully accept her. Furthermore, it can be stated that later, Anderson, who did not hesitate to harm Thailand, the people, and Emiko, began to show human emotions, especially after meeting Emiko. For example, it is stated in the novel that “Emiko shivers uncontrollably beside Anderson, her smile a forced mask. Anderson pulls her closer” (Bacigalupi 115). This shows that Emiko is shivering because of fear and cold, and Anderson is trying to support her by getting closer to her. It also highlights that his interactions with Emiko show some contradictory aspects, especially in his understanding of professional ethics. Moreover, although Anderson sometimes shows mercy towards Emiko, he has never completely deviated from the idea that she should only be used for his own purposes, meaning his human emotions remain limited. By the end of the piece, it is seen that Anderson's plans to exploit Thailand's valuable seed bank for the benefit of his employer, AgriGen, as well as his bond with Emiko, are shattered, and his manipulative nature and the betrayal of Kanya, who is dedicated to preserving Thailand's ecological stability and sovereignty, lead to his downfall. In this regard, Dimitrios T. Karalis and Tilemachos Karalis state that “Consumers' views are influenced by the information they are offered each time, the existing regulations, the confidence they have in the government in regulating the issues that arise, and what they are prepared to pay” (5). In the light of his statement, it has been revealed that Anderson, as a consumer of Emiko, can sometimes weaken his bond with Emiko depending on the situation, within the framework of interests and rules, even though the bond between them is strong. So, it can be said that Anderson's turbulent relationship with Emiko is an example of the dynamics of power that can result from lack of human rights and belittling of an entity. Overall, it can be stated that in the work, Anderson represents the unethical aspects of capitalism in the context of biotechnology and the greed and power of large corporations to exploit all kinds of resources and pursue their own interests, even though it may seem innocent at first.

3.3. Jaidee Rojjanasukchai and Hock Seng: Resistance and Survival

Thirdly, if the understandings of the ethics of Hock Seng and Jaidee Rojjanasukchai in the novel is analysed, it would be good to introduce Mr. Lake first. It can be stated that Hock Seng is a Chinese refugee who lost his family and wealth because of ethnic purges in Malaysia. Seng also later works as Anderson's assistant at the Spring Life factory. He is very resourceful, cunning, and has a desperate desire to regain his lost wealth and status. So, his life story highlights the poor living conditions experienced by displaced people and the difficulties of surviving in such an exploitative and hostile world. It can even be stated that, as a result of the inequality he experienced, he joined Anderson Lake's company in order to be included in the upper classes of society with his lower-class cultural background, because it is clear in the novel that a new elite class has emerged in society due to the rise of biotechnology and genetic engineering, and people like him are left even lower down and marginalized. In this regard, it is stated in the novel that “Yellow card refugees from Malaya are starving in the street” (Bacigalupi 16) and “Without his specialized skills in language and accountancy ... he would be starving (Bacigalupi 16). These statements show that people from his culture and other immigrants are considered foreigners and others by the Thai people, which is completely unethical, and they are labelled as yellow cards and left to starve on the streets. In addition, he should consider himself lucky because he did not starve and is in a good position compared to them thanks to his language skills and accounting skills. In addition to this he states “Hock Seng shudders at the sight, remembering his own people similarly disassembled, other bloodlettings, other factory wreckage” (Bacigalupi 21). In this context, Hock Seng's shudders as a result of the destruction he sees show the effect of his past traumas on him. In addition, the expression “factory wreckage” symbolizes how biotechnological companies exploit lower-class people, namely workers unethically. Also, the fact that his people are described as

fragmented as a result of the destruction he has seen clearly shows that people's value is measured only by the function they serve for the system. In this context, Hock Seng's recruitment due to his skills shows that, just like Emiko, he is not seen as a normal person but has become an object/ tool, so to speak. In this regard, Jing-Bao Nie states in the article titled "The Fallacy and Dangers of Dichotomizing Cultural Differences" that "Dichotomizing cultures is politically and normatively dangerous because it accepts as cultural norms, either tacitly or explicitly, some ethically problematic practices" (340). This statement indicates that when a cultural divergence occurs, even the unethical norms of the dominant culture may be seen as somewhat correct for the non-dominant culture. Moreover, in the work, it is stated that "Bodies lie everywhere" (Bacigalupi 318), and "Hock Seng picks up the bicycle. "That's mine," the man says. Hock Seng pauses, studying the man. The man can barely keep his eyes open, yet still he clings to normalcy, to the idea that something like a bicycle can be owned" (Bacigalupi 318). In this context, Hock Seng's pause to take the bike from the nearly dead man suggests that he is faced with an ethical dilemma. It can be stated that the questions in his mind are; The man is almost dead, does he have the right to take his bike in this situation? Is it ethically right for Hock Seng to take this bike while he himself is trying to survive in the midst of this disaster? In fact, it has been revealed that Hock Seng is close to breaking ethical rules and can try to use people for his own benefit as a result of biotechnological disasters such as Anderson Lake who has a more dominant culture rather than Hock Seng, as he has to take advantage of the weakness of others in order to survive. In other words, although Hock Seng is upset with the dominant culture's denigration of him and does not find it ethically correct, he took ethical norms, which are right according to Anderson Lake but actually wrong, as an example for himself. In this regard, it can also be noted to some extent that Hock Seng, in order to survive in Thailand, has created an ethical approach to biotechnology that changes in line with its interests, like Anderson Lake. This situation also highlights the social inequality as result of disasters, human rights and ethical dilemmas he experiences in terms of the themes of the novel.

Furthermore, if the understanding of the ethics of Jaidee Rojjanasukchai in the novel is analysed, it can be stated that Jaidee is a captain in Thailand's Ministry of the Environment and is known as the 'Bangkok Tiger' for his heavy-handed enforcement of the ministry's policies. Unlike Anderson Lake, he is deeply committed to protecting the Thai government from foreign influences and genetic contamination by agribusiness companies. He is also an idealistic leader who is admired by the people for his uncompromising stance against corruption and exploitation. However, in the later pages of the work, his dedication also makes him enemies among the powerful Ministry of Commerce and foreign interests and leads to his end. In this context, this characteristic of him highlights how deep Jaidee's ethical values are and how he is willing to make any sacrifice for his country's independence. In this regard, he states "I am trying to reason with you. My hands are full with tigers: blister rust, weevil, the coal war, Trade Ministry infiltrators, yellow cards, greenhouse quotas, fa' gan outbreaks... And yet you choose to add another" (Bacigalupi 124). It can be stated that this statement showcases Jaidee's resilience and determination to fight against numerous threats to the kingdom despite countless challenges. Also, in the novel, it is stated that "Jaidee studies the general's desk. (and he says) 'I wasn't aware that the Environment Ministry only inspected cargo at others' convenience'" (Bacigalupi 124) and "When you're a captain, promise me you'll do the same" (Bacigalupi 119). In this context, it can be said that Jaidee's ethical framework reflects his understanding of justice and responsibility, he criticizes environmental controls being made solely based on the convenience of others. In addition to this, if Jaidee's ethical perspective towards biotechnology and Emiko is examined, it can be seen that Jaidee is a member of the Ministry of the Environment and sees genetically modified organisms as a change of the natural order which is seen in his statement like "Crime" (Bacigalupi 297) and shows a negative attitude towards them. In this context, it is stated in the article titled "Effect of biotechnology on biodiversity" that genetically modified organisms "were introduced by private companies that have intellectual property

rights to the main components of the technology that pose a threat to crop biodiversity” (Amini et al. 910). Also, in the article titled “Biotechnology and the Environment: Issues and Linkages” it is stated that “they can harm the environment through negative impacts on non-target species or biodiversity, on pest or virus resistance, and on transfer of genes to wild relatives or to conventional crop” (Batie and Ervin 4). In light of these lines, Jaidee's attitude towards Emiko and genetically modified organisms has revealed that genetic interventions contradict society's traditional ideas about nature, especially because of the damage they cause to nature, specifically in terms of biodiversity. Lastly, Jaidee's view of biotechnology within the framework of his dedication to duty, his ethical disapproval of biotechnological developments for the protection of nature, and in terms of the theme of the work, his emphasis on the effects of biotechnology highlights the relationship between humans and nature. In short, it can be noted that while Jaidee's ethics in the context of biotechnology are focused on environmental protection against biotechnological studies, Hock Seng's ethics are oriented towards the economic opportunity that biotechnology offers regardless of its environmental impacts while combating inequalities.

4. Conclusions

Finally, the novel titled *The Windup Girl* written by Paolo Bacigalupi, which is an award-winning novel and published in 2009, is a perfect example that shows relationship between science fiction and the posthuman which are categorized by Sherryll Vint in the work titled “Posthumanism and speculative fiction” into three main streams of thought that are Uber-human in which “new powers that emerge through evolutionary change or technological intervention such as genomic engineering”(226) new human which “imagines some technological intervention that creates a new human body and they also criticize the ethics of them”(226) and non-human that “has given literary voice to animals, robots etc.”(226). This is done thanks to the use of windup girls, questioning their rights and biotechnology studies in the work. Additionally, with the analysis of the ethical perspectives of the author's four main characters, who have been affected by the disasters and climate crises resulting from the effect of genetically modified organisms, it can be stated that although the aim of ethics is to show the truth, the ethical understandings, especially against genetically modified organisms, are generally first shaped in line with the characters' own interests that also highlight the themes like power relations, inequality and human rights at the end. Also, it can be stated that with this novel, the author especially reevaluates humanity's relationship with nature and technology, advocating for ethical responsibility and sustainable coexistence in the face of systemic crises. As a result, it should not be forgotten that nature is a gift given to humans. Nature, natural resources and biotechnology, although not a substitute for natural, exist for the benefit of humanity. It is in the hands of humanity to use all of these correctly and ethically, and it is a duty of the people. Nature is a wealth that we must leave to our future generations...

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A Double Self of Mary Shelley: Autobiographical Parallels between Mary Shelley and Her “Mathilda”

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Abstract

The Romantic Period, accentuating individuality, emotion, and the sublime, paved the way for Gothic literature, which, among others, italicised dark scenery, mystery, horror, and the supernatural. Mary Shelley, a central figure of Romantic and Gothic literature, dazzlingly integrated these elements in her semi-autobiographical novella *Mathilda*. *Mathilda* achieves this by delineating forbidden love, guilt, loneliness, solitude, mourning, and sorrow, which are the characteristics of Shelley’s period and personal traits. Thus, *Mathilda* embodies one of Shelley’s profound crossings of autobiography and fiction, allowing readers to see into her inner world as well as the cultural and literary currents of the Romantic and Gothic periods. Therefore, this paper aims to explore the autobiographical parallels between Mary Shelley and Mathilda, the protagonist of the novella, a character moulded within the Romantic and Gothic spheres.

Keywords: Romantic Period, Gothic Literature, Mary Shelley, *Mathilda*, Autobiography

1. Introduction

The Romantic period, which began as a rebellion against rationalism and rules and included symbols such as the sublime, individualism and nature, paved the way for the birth of Gothic Literature, which was darker, melancholic and explored the supernatural. Mary Wollstonecraft Shelley, one of the outstanding writers of the period, provides us with a beautiful intersection of Romantic and Gothic literature. Her semi-autobiographical novella *Mathilda* is a combination of both Romantic and Gothic movements. The book is full of characteristic themes such as forbidden love, guilt, loneliness, death, and grief. This novel, which also has touches from the author’s own life, shows us Shelley’s inner world. *Mathilda* is both a reflection of Mary Shelley’s life and an important example of Gothic Romanticism. Accordingly, this paper traces the autobiographical parallels between Mary Shelley and Mathilda, the protagonist of the novella with the same name.

The term romanticism derives from the word “romance” (Urgan 502 [my translation]). Although the exact date is unknown, the Romantic period started with the French Revolution in 1789 and ended with the Great Reform Act in 1832. It is a period that brought about many changes not only in literature but also in science, philosophy, art and music. The real start of the period begins with the publication of William Wordsworth’s *Lyrical Ballads*, which can be considered a manifesto. The Romantic period, a kind of return to nature, emerged as a reaction against the rationalism and rigid rules of Neo-Classicism and Restoration-Era literature. Its main themes are nature, the sublime, emotion, imagination, individuality, transience of time, supernatural, gothic and folklore and the past. The Romantics fully

appreciated Elizabethan drama and poetry, which were not at all in keeping with the tastes of the Restoration or the Neo-Classical period. They were interested in folk literature, especially ballads, and took this genre as their model (Urgan, 505 [my translation]). William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, Lord Byron and John Keats were among the significant writers of the period.

One of the subgenres of Romantic period literature is Gothic literature. Gothic literature contains commonalities with romanticism, which emerged as a response to the 18th-century classicism movement grounded in the Cartesian school of thinking (Tüzen 98 [my translation]). Unlike Romanticism, Gothic deals with darker, horror and melancholic themes in depth. In 1764, Horace Walpole published the first gothic fiction, *The Castle of Otranto* (Özkaracalar 7-8 [my translation]). The general themes of Gothic novels are madness, forbidden desires, death, the sublime, and isolation. The most well-known Gothic writers, in addition to Horace Walpole, are Ann Radcliffe, Mary Shelley, Emily Brontë, and Edgar Allan Poe. The most well-known works in this genre are *The Mysteries of Udolpho*, *Frankenstein or The Modern Prometheus*, and *Wuthering Heights*.

2. “Mathilda” as an Autobiography

Literature is not only divided into periods but also into various genres and subgenres based on the topics they cover, forms, styles, and objectives. These classifications reflect the variety and complexity of literary expression, providing insights into the human condition. An autobiography, unlike a biography, is an internal narrative that is walled off from outside interference. In order to write a novel, the author does not intervene with a document or another vigilant eye; he exposes his experiences to the reader by pressing his memory. Another feature of autobiography is that it is a type of record of history, culture, and customs, a panorama of an era and society, because it represents the period in which the author lived (Özyer 75 [my translation]). As a response to the strict, logical, rationalist oppression of the Enlightenment, the Romantic Movement opposes the richness of human experience, and thus the diversity and originality of every individual life, towards the single and absolute knowledge of the Enlightenment (Yazıcı 197 [my translation]). Writers incorporate elements of their experiences into their pieces, either explicitly or implicitly, with the understanding that the work will be nourished by reality or unconscious components. Some writers incorporate their autobiographies in their works because they believe the truth would enhance their work or because the art movement they follow inspires them to compose a work based on observations and testimonies (Kılıç 4 [my translation]).

The autobiographical elements in *Mathilda* and their connection to Mary Shelley’s own life have been the subject of many academic discussions. Numerous scholars have approached the novella through psychoanalytical and feminist perspectives, highlighting the psychological complexity of the characters and the way Shelley reflects her own traumas through fiction. In her article *Melancholy Experience in Mary Shelley’s Mathilda*, Christa Schönfelder explores the intersections of literature, melancholy, and trauma. She states that Shelley creates a “narrative of mourning” where the protagonist is trapped in her loss and cannot recover (164). This reading closely aligns with Mary Shelley’s own experience of prolonged grief and isolation after the loss of her children and her husband.

According to Tilottama Rajan, *Mathilda* is not a simple tale but rather a “monologue of mourning and protest,” as it does not provide any closure or catharsis to the character (44). She also emphasizes how the novella presents a daughter who is emotionally abandoned, a mirror to Shelley’s own strained relationship with her father. Rajan also refers to Freud’s theory of melancholia and the inability to mourn a lost object, arguing that *Mathilda* fits this definition (44). Margaret Davenport Garrett also elaborates on this emotional entanglement, claiming that through the process of writing and rewriting,

Shelley eventually created a feminine narrator who speaks from her own experience about “the pain and guilt that can develop in a loving relationship, particularly when one person is dependent on another” (Garrett 45). She draws attention to the narrator’s emotional dependence and how this dependence both sustains and destroys her.

Kenneth J. Doka’s concept of “disenfranchised grief,” as applied by Richard Gross, provides a useful lens for *Mathilda* as an autobiography, too. Gross defines disenfranchised grief as sorrow “not acknowledged by society or mourned publicly” (10). To Gross, Mathilda’s loss is not socially accepted; instead, it is silenced and privatized, which intensifies her suffering (10). This kind of grief aligns with Shelley’s own emotional reality, where mourning was often an internal and unshared process, especially as a woman in a patriarchal society.

All these studies reflect the multifaceted nature of *Mathilda*, revealing how Mary Shelley blends personal trauma with literary innovation. Rather than being a traditional narrative of healing, the novella becomes a reflection of enduring grief, dependent identity, and silent emotional suffering.

3. The Autobiographical Parallels between Shelley and Her Mathilda

3.1. The Absence of the Mother

The absence of the mother figure is a recurring motif in Romantic and Gothic literature. In *Mathilda*, the protagonist loses her mother shortly after birth, leaving her in a state of emotional vulnerability and symbolic incompleteness. Mary Shelley also lost her mother, Mary Wollstonecraft, soon after she was born. This early experience of loss deeply affected Shelley and found expression in her works. In a similar vein, in *Mathilda*, when Mathilda loses her mother, she says, “I am alone, quite alone, in the world—the blight of misfortune has passed over me and withered me” (Shelley 7). The lack of a maternal figure causes the character to feel spiritually and emotionally abandoned. Schönfelder claims that Mathilda “feels doomed to sadness,” and this sadness is not something she wants to recover from (164). Rather, she embraces it and builds her identity around it.

According to Margaret Davenport Garrett, Mathilda retreats into both a physical and emotional solitude and isolates herself from others, especially from those who try to help (45). Her emotional withdrawal becomes a mechanism of self-preservation and an echo of the emotional detachment experienced in childhood. Likewise, to Schönfelder, Mathilda “refuses to be healed” (164). This concept of chosen isolation aligns with the psychoanalytic idea that unresolved mourning can become part of the self, what Sigmund Freud calls melancholia. To Freud, melancholy and grief are two distinct but related reactions to loss.¹

3.2. A Complicated Relationship with the Father

While the absence of a mother characterizes the origin of Mathilda’s sorrow, it is her father’s return that marks the beginning of her internal collapse. The father-daughter relationship in *Mathilda* is steeped in ambiguity and trauma. Upon his return, the father expresses a forbidden and incestuous love for Mathilda, which leads to his eventual suicide. This narrative arc, while fictional, reflects Shelley’s own complicated and strained relationship with her father, William Godwin, especially after she eloped with Percy Bysshe Shelley. In the novella, Mathilda states, “It was not strange that I loved him—he was so gentle, so affectionate, and I had been a solitary being until he returned to take care of me”

¹ For detailed information, see Sigmund Freud’s “Mourning and Melancholia,” in *On the History of the Psycho-Analytic Movement: Papers on Metapsychology and Other Works* (1957). Ed. James Strachey. London: The Hogarth Press. pp. 243-259.

(Shelley 16). This emotional dependency becomes the root of her tragedy. Rajan notes that Mathilda is “unable to mourn” and remains in a “state of incurable sorrow” (Rajan 44).

The concept of “disenfranchised grief” by Gross is again relevant here. Mathilda cannot publicly express her grief for a father who loved her inappropriately and caused his own death. Gross defines disenfranchised grief as sorrow “not acknowledged by society or mourned publicly” (Gross 10). Mathilda’s grief is both stigmatized and silenced. Garrett interprets this relationship as a symbol of emotional overdependence, explaining that the pain and guilt in *Mathilda* stem from “a loving relationship, particularly when one person is dependent on another” (Garrett 45). Shelley may not have experienced incest, but the emotional confusion, guilt, and alienation portrayed in the novella mirror her personal emotional struggles.

3.3. Loss and Mourning

Mathilda is built upon loss. Mathilda loses her mother, then her father, and finally her only friend, Woodville. These cumulative losses are not just narrative devices but psychological wounds that define the character’s identity. Mathilda is not portrayed as someone who overcomes grief; rather, she is consumed by it. Rajan describes *Mathilda* as “an extended monologue of mourning and protest” (44), underlining that the protagonist is never allowed to process her grief fully. This aligns with Freud’s distinction between mourning and melancholia. While mourning is a finite process, melancholia is an internalized and unresolved attachment to the lost object. Mathilda is clearly trapped in melancholia. Gross’s concept of “disenfranchised grief” is especially relevant in this context. Disenfranchised grief refers to a kind of sorrow that society refuses to acknowledge. Mathilda’s grief over her father, who confessed incestuous love for her, is socially taboo and thus denied any legitimate outlet. Gross argues that such grief becomes more traumatic when it is hidden or invalidated (10). This hidden grief is echoed in Mathilda’s retreat into solitude and eventual death.

3.4. Isolation and Loneliness

Mathilda’s life is characterized by physical and emotional isolation. After her father’s death, she chooses to live away from society, in a “dreary heath bestrewn with stones” (Shelley 72). This setting becomes a physical manifestation of her internal emptiness and detachment. Isolation is not simply a consequence but a conscious choice that defines her character. Her retreat into isolation is not accidental but intentional. It is a defence mechanism against further emotional harm and a form of passive protest against a world that has failed her. Garrett emphasizes that this isolation stems from the psychological pain of dependent relationships. Mathilda’s emotional entanglement with her father leaves her unable to form new attachments. According to Garrett, “the pain and guilt that can develop in a loving relationship” make Mathilda turn inward rather than risk another emotional collapse (45). This loneliness becomes part of her identity, and it sustains her melancholia. In Mathilda’s case, solitude is not only a result of her grief but also its shelter.

3.5. Writing and Literature as a Confession

Confession is central to *Mathilda*’s narrative structure. The story is presented as a letter, a long confessional addressed to an unnamed friend. From the very beginning, Mathilda makes it clear that she does not seek sympathy but rather writes to unburden herself: “I relate my tale, though I may not hope for sympathy” (Shelley 9). The act of writing becomes Mathilda’s only form of relationship, a way of both engaging with the world and withdrawing from it. According to Rajan, Mathilda cannot escape her father emotionally, and confession becomes a cyclical burden rather than a means of catharsis. Rajan interprets this structure as Shelley’s representation of melancholia—an inability to

mourn, where the lost object remains psychologically present. Rather than leading to healing, confession in *Mathilda* reinforces emotional paralysis (44).

Freud's theory of melancholia defines it as an unresolved form of mourning in which the individual internalizes the lost object, causing a continual state of suffering. In this sense, *Mathilda*'s written confession becomes a record of her inability to let go of the past. Schönfelder supports this view, asserting that the novella does not result in emotional release but instead traps the narrator in a narrative of loss and mourning (164). Gross's notion of "disenfranchised grief" also applies here. Mathilda's grief is not publicly validated, and writing becomes her only outlet. However, even this outlet is confined within silence. Writing is not a path toward reintegration into society, but rather a means of preserving isolation. Thus, writing in *Mathilda* is a paradoxical act: it is both testimony and tombstone. It records Mathilda's trauma, but it does not resolve it. Literature, in this case, becomes a confessional space that immortalizes suffering without alleviating it.

4. Conclusion

In *Mathilda*, Mary Shelley not only narrates the tragic fate of a fictional character, but also reveals the emotional depth of her own experiences. Through Mathilda's losses, isolation, and melancholia, Shelley constructs a narrative that reflects her personal trauma, psychological complexity, and emotional entrapment. Themes such as the absent mother, the overbearing father, and the failure to mourn are not only literary devices, but also extensions of Shelley's lived reality. The novella demonstrates how loss can be internalized and transformed into melancholia, particularly when society refuses to recognize one's grief. As discussed by Freud, melancholia involves a failure to detach from the lost object. Gross's theory of disenfranchised grief helps explain why Mathilda's sorrow is intensified: she grieves something that cannot be publicly acknowledged. Rajan and Schönfelder both assert that the protagonist is trapped in a mourning that cannot progress into healing.

The confessional tone of the novella, along with its autobiographical undertones, indicates that *Mathilda* serves not just as a story but as a psychological and emotional confession. Writing becomes both a sanctuary and a burden—allowing expression, but never offering release. Ultimately, *Mathilda* is a reflection of Mary Shelley's double self—divided between memory and fiction, between emotional truth and societal suppression. The novella stands as a timeless and haunting testament to the ways in which literature can hold and preserve the silent sufferings of the soul.

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Second Language Learning and Dyslexia

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Abstract

Dyslexia is a specific learning disability that significantly impacts students' ability to learn to read and write in their mother tongue or second language. While there have been studies on dyslexic students and their second language learning, the number of studies remains limited. This review attempts to define dyslexia and examine its characteristics, particularly its impact on reading, writing, and spelling. Additionally, it explored the preparedness of English language teachers to address the needs of dyslexic learners. To achieve this, the researchers utilized Karadeniz Technical University's library search engine, focusing on terms such as dyslexic, dyslexia, foreign language learning, and second language learning. Nineteen peer-reviewed articles published after 2000 were reviewed. The findings emphasize the importance of teacher awareness and training in dyslexia to promote a more inclusive classroom environment. By shedding light on dyslexia in second language learning, this study underscores the need to equip educators with the skills and knowledge needed to support dyslexic students effectively, fostering a more accessible and equitable learning environment.

Keywords: Dyslexia, dyslexic, foreign language, second language teaching

1. Introduction

Acquiring proficiency in a second language is essential to enhance communication skills. For instance, in Türkiye's educational system, it is obligatory for students to learn foreign languages as part of their schooling. When individuals apply for employment, their initial inquiry often pertains to their proficiency in English or their knowledge of additional languages. That is, people who are not bilingual face obstacles in their personal and professional lives as the world becomes more closely linked (Kormos et al., 2009). When it comes to English learners, particularly those from disadvantaged groups, attaining the desired level of proficiency is less likely to be achieved for several reasons.

Learning a foreign language presents several challenges, including memorizing vocabulary, comprehending grammatical rules, accurate pronunciation, and most importantly, the ability to utilize the second language in everyday conversations. Educators have developed numerous methods to facilitate student learning. These methods or strategies change according to the class level, environment, and so on. In addition, students with learning difficulties require distinct learning strategies. According to Halliwell (2003), learners with common learning issues suffer from a variety of topics, but those with learning difficulties struggle only in certain domains such as reading, writing, and motor skills. The author also states that the intensity of these challenges varies; however, with assistance, even children facing severe obstacles can learn and improve their skills. Students with special needs exhibit unique approaches toward acquiring a second language. Nevertheless, many language educators encounter challenges in effectively supporting students with special learning difficulties due to various factors. For

example, educators often struggle to comprehend students' specific needs in the context of their unique educational circumstances (Kormos et al., 2009). Individuals with dyslexia frequently have difficulty reading and spelling, which impairs their memory, poorly processes information, and causes them to comprehend language slowly. This results in their academic performance falling short of their intellectual capacity and their expectations placed on them (Nijakowska, 2020). There is no standardized method to address dyslexia in children. Such individuals experience a spectrum of challenges ranging from mild to severe, with varying impairments. Consequently, the type of assistance required is contingent upon both the subject matter and severity of dyslexia (Halliwell, 2003).

This study aimed to highlight studies on ELT for dyslexic students, explore the experiences of dyslexic learners, and track their progress. Only studies published after 2000 related to dyslexia, dyslexic learners, and foreign or second-language learning were included. Nineteen articles met the inclusion criteria, with additional sources drawn from the reference lists of the articles.

2. Literature Review

Dyslexia is a brain-based disorder that affects the identification, spelling, and decoding of words, according to the International Dyslexia Association (2022). There are approximately 780 million people with dyslexia worldwide. Given the global population of 7.8 billion, this means that one in ten individuals is affected by dyslexia (Zauderer, 2025). Dyslexia is primarily recognized by persistent struggles with literacy skills such as reading and writing. However, the scope extends beyond these skills. Dyslexic people may face difficulties in remembering or processing the information they either hear or see (British Dyslexia Association, 2009). Phonological impairment affects cognitive capacities as well as reading comprehension and vocabulary expansion (International Dyslexia Association, 2022).

According to Nijakowska (2020), learners with dyslexia often struggle with things such as sounding out words, memorizing them, and processing language quickly, which can be especially challenging for understanding sounds within words. As a result, their achievement in school may not reflect their actual intelligence or the difficulty of the work they are expected to do. The appellation of "dyslexia" is an argumentative word and is not used in some learning institutions; instead, they use "specific learning disability" or "learning disability" (Grünke & Cavendish, 2016). However, there are some comments that using learning disability is problematic because it frames the affected learners as if they cannot learn (Redford, 2017).

Lyon et al. (2003) stated that people with dyslexia have difficulty accurately and quickly recognizing words, and sounding words out is difficult, and this is a brain-based learning difference. They explained that this problem occurs because individuals have difficulty learning the sounds of their mother tongue. Irrespective of how intelligent people with dyslexia are and how hard they try, they have difficulty learning to read. As their reading is not fluent, people with dyslexia read much less; therefore, they may have a smaller vocabulary, and they also lack information written in newspapers, magazines, and books (Lyon et al., 2003).

The mother tongue of a learner affects the learning of a foreign language up to a point (Müller, 2021). Consistent with this, Ganschow et al. (1998) stated that people who struggle to learn their first language also face challenges in learning a second language, which is described by the linguistic coding differences hypothesis. There is a relationship between how we learn both languages, especially reading. In line with this, a study by Bekebrede et al. (2009) emphasized that orthographic processing is necessary for fluent reading in addition to phonological processing and presented evidence that individuals with dyslexia differ from typical readers in this area. However, Miller-Guron and Lundberg's (2000) study

found that some Swedish dyslexic individuals who preferred English to Swedish performed better in reading, writing, and spelling. This finding suggests that exposure to English may have helped these individuals to learn commonly used spelling patterns, thereby enhancing their reading skills.

Another study by Van Setten et al. (2017) analysed the reading and writing skills of Dutch adolescents with a genetic risk for dyslexia in both their first language and English as a second language. They demonstrated that the high-risk dyslexic group performed significantly worse on all tests than the high-risk non-dyslexic and low-risk control groups. This study sheds light on dyslexia's persistence due to differences in skills, such as verbal working memory, phonological awareness, and rapid naming, and improved rapid naming and memory skills could improve phonological impairments. Although English has less transparent spelling than Dutch, it is interesting to note that the dyslexic group performed better in English word reading than in Dutch. This can be explained by higher motivation, strategic reading techniques, and greater exposure. According to this study, learners with dyslexia require ongoing assistance, especially when learning a second language.

Building on this idea, Ziegler et al. (2003) stated that individual language abilities and native language background are essential factors in second language acquisition for dyslexic learners, but that target language characteristics, mainly the writing system, have a substantial impact on reading development. For reading ability, the writing system can also make it either harder or easier for learners with dyslexia to read. Languages with a more straightforward connection between letters and sounds (e.g., Spanish, Greek, Italian) are easier to learn to read, even for people with dyslexia, while English orthographic systems make reading difficult for reading (Ziegler & Goswami, 2005; 2006; Ziegler *et al.*, 2003). A learner's linguistic proficiency affects second language learning either positively or negatively, which is described as the Linguistic Interdependence Hypothesis (Cummins, 1979). Similarly, a study conducted by Mohamadzadeh et al. (2020) indicated that multisensory phonetic intervention applied to students with dyslexia led to significant improvements in both L1 (Farsi) and L2 (English) skills. These findings support Cummings's hypothesis.

Fiser and Crnjakovic (2022) examined teachers' knowledge of dyslexia in their study. Participants defined dyslexia as difficulty in writing and reading with different challenges faced by learners, such as difficulty in pronunciation and misspelling. Teachers who worked with dyslexic learners were better at solving reading, writing, and spelling problems. Primary school teachers reported issues with syntax, pronunciation, and listening comprehension, but secondary school instructors reported difficulties learning new materials and self-esteem. Students with dyslexia performed well in speaking and listening skills but struggled with reading and writing skills. Instructors observed common challenges among dyslexic students, such as letter confusion, slow reading, and spelling. Students with dyslexia needed extra time to finish their assignments, had shorter attention spans, and faced challenges learning vocabulary and grammar.

Pfenninger (2015) performed a case study to analyse the effects and benefits of learning software for foreign-language learners. An experimental study was conducted with dyslexic and non-dyslexic readers. The test and control groups received different treatments to measure literary skills. According to the results, computer-based instruction in L2 and L3 phonological, morphological, and semantic skills was effective for dyslexic learners. The teaching program supported dyslexic readers in catching up to non-dyslexic learners in both languages by enhancing their phonemic awareness and decoding abilities. Similarly, Flaten and Tsagari (2022) investigated the efficacy of a technology-based English intervention for dyslexic elementary school students. They emphasized the positive impact of multisensory learning and technology on literacy skills and learner engagement and drew attention to

the importance of inclusive approaches, early identification, and targeted instruction in second language teaching. The intervention led to a 38% enhancement in students' spelling skills as well as an increase in their motivation.

Bogdanowicz and Bogdanowicz (2016) in their descriptive study emphasized that the difficulties teachers encounter in teaching vocabulary to students with learning difficulties generally stem from the cognitive and behavioural characteristics of these students and that this situation requires special strategies and adequate teacher training. She created a foreign language teaching method that combined English language units with graphic and motor patterns, making learning multisensory and fun for preschoolers. This method draws attention to a preventive approach based on early intervention to reduce the risk of dyslexia. It also prepares children for reading and writing skills, strengthens memory through multisensory learning, and contributes to the development of automatic fluent expressions. Overall, it is a holistic and evidence-based approach that supports foreign language learning and positively contributes to children's overall development.

Nijakowska (2020) claimed that there are two essential variables that determine how prepared foreign language instructors are to work with dyslexic learners in their classes. The first is the confidence they possess in understanding dyslexia and their ability to integrate it into inclusive teaching methods (i.e., their abilities and knowledge). The second area of concern is their general ideologies towards the integration of dyslexic students into traditional educational settings. Nijakowska et al. (2018) conducted a broader study of the preparedness of English teachers, including dyslexic students. This study was conducted with Polish, Cypriot, and Greek English teachers, and data were collected from 832 participants. The results showed that EFL teachers were inadequately prepared to deal with dyslexia-related issues in inclusive learning environments. Inadequate training for pre-service teachers and in-service training on dyslexia and inclusion are causes of this lack of readiness. The study underlined the importance of improving teacher preparation programs to improve instructors' understanding of dyslexia and inclusive practices.

According to Nijakowska et al. (2018), foreign language (FL) classroom preparedness is crucial for working successfully with dyslexic learners. Readiness consists of a wide range of information, such as the characteristics of dyslexia, how it affects learning a second language, efficient teaching methods, inclusive teaching approaches, theories guiding successful reading intervention programs, and local educational policies that offer accommodations for exams and classroom settings.

Instructors' perceptions about dyslexia and its characteristics were surveyed by Allington (1982), and it appeared that the reading problems of learners with dyslexia were caused by vision impairment, according to teachers. A similar study by Wadlington and Wadlington (2005) on instructors' understanding of dyslexia revealed that teachers generally have a poor understanding of dyslexia and that there are many misconceptions about dyslexia. For instance, many people think that letter reversals are the biggest clue to dyslexia. Another common misconception is that dyslexia is non-hereditary. A significant number of the participants in the survey think that people with dyslexia typically show the same traits, and these traits tend to be equally severe for most of them; however, there are individual differences and changes in the level of dyslexia. However, educators generally understand some key points: they know that dyslexia does not have anything to do with how smart a person is, and they recognize that it can impact not just reading but also writing and speaking skills.

A comparable study was conducted by Atar and Amir (2023). The researchers examined 176 potential English teachers' common conceptions, beliefs, and knowledge about dyslexia, as well as the gaps in

their knowledge. For this study, 176 participants from eight different universities in Türkiye were selected, and the data were analysed using SPSS. The study found that there is a need for EFL teacher training in dyslexia. A significant lack of knowledge of dyslexia was identified, particularly in recognizing students with dyslexia and understanding how to support them effectively. With regard to gender differences, no statistically significant difference was observed between males and females.

A study conducted by Žero and Pižorn (2022) examined English teacher candidates' beliefs about dyslexia and the impact of these beliefs on teacher education programs. The findings show that students have numerous misconceptions about dyslexia, and that their teacher training does not adequately prepare them to work with individuals with dyslexia. The prevalent misconception is that dyslexia is characterized by visual perception problems, such as seeing letters backwards. This emphasizes that many participants in the study view dyslexia as a problem or deficiency inherent in the individual, and this perception influences both attitudes toward dyslexic students and expectations regarding educational practices. This study emphasizes the need for teacher training programs to comprehensively address the theoretical and practical content related to dyslexia.

Podder et al. (2021) aimed to develop a digital sentence-learning system for dyslexic children learning English as a second language based on a multisensory teaching approach designed to alleviate the difficulties they encounter. The system includes modules for word-by-word sentence display, text-to-speech and speech recognition, a writing component, and a performance tracker, all intended to concurrently engage students' sensory modalities including sight, hearing, speech, and writing. Color coding, sound emphasis, and word structure differentiation are examples of visual and phonological support that reinforce the learning process, which is systematic and step-by-step, and may be adjusted to each student's unique speed. The system offers important advantages, such as individualized learning, performance tracking for teachers, and remote support in situations where special educators are not available. Although it has not been tested in children due to COVID-19, the system, which has been evaluated by 28 special educators, has been found to improve the reading performance of dyslexic students, reduce errors in word sequencing, and contribute to the development of self-confidence. However, limitations such as testing with a limited number of students and unsuitability for all dyslexia profiles provide areas for improvement in future studies.

The need for teachers' preparedness and knowledge about dyslexia has been emphasized in many studies. The lack of knowledge to identify dyslexic learners and inadequate information on how to teach dyslexic students a second language are huge gaps. Therefore, there is a pressing need to synthesize the available research to develop an understanding of current research trends, existing gaps, and future directions. The researchers reviewed 19 peer-reviewed articles published after the year 2000. Articles were selected using the Karadeniz Technical University library's search engine, based on keyword searches, including dyslexia, dyslexic, foreign language, and second language teaching. Unrelated disabilities and first language acquisition were excluded from the articles while reviewing them. A content-based analysis was conducted to identify the common findings, challenges instructors faced, and if there were any solutions for those challenges regarding dyslexia and second language teaching. A summary of the research examined in this study is presented in Table 1.

Table 1. *Highlights of Studies on Dyslexia in L2 Learning Contexts*

Year & Author(s)	Research Focus	Method / Participants	Key Findings
2005, Wadlington & Wadlington	Educators' beliefs about dyslexia	Control study; 40 students	Misconceptions common; focus on word reversal
2009, Bekebrede et al.	Phonological & orthographic skills in dyslexia	72 students (37 dyslexic, 35 control)	Reading/writing vary more by orthographic skill
2015, Pfenninger	MSL for FL learners with dyslexia	Quasi-experimental; 40 learners	MSL improves phonology & orthography
2016, Bogdanowicz & Bogdanowicz	Dyslexia in L2 learning; GSM method	Descriptive	Early intervention & structured teaching emphasized
2017, Kormos & Nijakowska.	MOOC impact on inclusion	MOOC survey (n=1187/752)	Improved attitudes & self-efficacy
2017, van Setten et al.	L1 & L2 reading with dyslexia risk	Cross-sectional; 81 adolescents	Persistent reading deficits in both languages
2018, Nijakowska et al.	Teacher preparedness in EFL	Survey; 546 EFL teachers	Reliable tool created to assess training needs
2020, Nijakowska	Dyslexia in FL education	Literature review	Teachers underprepared; dyslexia barriers persist
2020, Łockiewicz et al.	Decoding in Polish vs. English	Cross-linguistic	L1 skills explain variance in L2 decoding
2020, Alonzo et al.	Predicting dyslexia in DLD	Logistic regression; 473 children	Letter ID is a stronger predictor than PA
Mohamadzadeh et al. (2020)	To test the effectiveness of an innovative English teaching approach (multisensory phonics education) for dyslexic students in the Iranian context	5 students	The study reveals that multisensory phonics instruction effectively teaches English to Farsi-speaking dyslexic students, outperforming traditional methods in developing their native language skills.
2021, Tribushinina et al.	Spelling instruction for EFL dyslexics	Quasi-experimental; 40 students	Explicit instruction effective, esp. in similar L1/L2
2021, Tatarnitseva et al.	Reading in artificial languages	Intervention; 12 children	MSL effective, slower in non-natural languages

2021, Podder et al.	Sentence learning system	Tech-based; 28 educators	Native language support aids ESL dyslexics
2022, Žero & Pižorn	Students' beliefs about dyslexia	Mixed methods	Misconceptions common; teacher training needed
2022, Dwi Lestari et al.	Vocabulary teaching difficulties	Interviews; 4 teachers	Behavior/classroom issues & lack of training
2022, Fišer & Crnjaković	Croatian EFL teachers' knowledge	Qualitative; 16 teachers	Inclusive education training strongly needed
2023, Eden & Shmila	Tech-aided vocabulary for dyslexics	Experimental; 106 students (50 dyslexic)	Hybrid tools boost confidence & vocabulary
Atar, C., & Amir, A. (2023)	Analyzing the knowledge gaps, misconceptions, and beliefs about dyslexia among pre-service EFL teachers in Turkey.	176 pre-service EFL teachers studying at eight different universities in western and central Turkey	Inadequate general information, Awareness of knowledge gap, common misconceptions

According to the reviewed articles, there is a strong emphasis on instructors' misconceptions about dyslexia (e.g., Atar & Amir, 2023; Wadlington & Wadlington, 2005; Žero & Pižorn, 2022). Common misunderstandings regarding letter reversal indicate the need for comprehensive teacher education and training for instructors' preparedness. This requirement has been highlighted in studies of teacher preparedness (Fišer & Kałdonek-Crnjaković, 2022; Nijakowska, 2020). There are a variety of teaching methods and interventions to support dyslexic students in second or foreign language contexts. For example, the multisensory learning (MSL) strategy enhanced phonological and orthographic skills in learners with dyslexia, as found in studies by Pfenninger (2015) and Mohamadzadeh et al. (2020). Tribushinina et al. (2021) pointed out the advantages of direct instruction in spelling, especially if there is a substantial resemblance between the first and second language. On the other hand, Łockiewicz et al. (2020) and van Setten et al. (2017) stated in their studies that the difficulties faced in L1 decoding often continue and affect L2 learning. Tatarnitseva et al. (2021) highlighted that dyslexic learners found it more difficult to learn artificial languages, indicating that linguistic familiarity is important for second language acquisition. Technology also plays an important role in the promotion of inclusive language education. This is evident in study of Kormos and Nijakowska (2017), who stated that online courses have positive effects on teachers' confidence, leading to a positive mindset about working with diverse learners. Correspondingly, Eden and Shmila (2023) discovered that using digital tools to teach vocabulary to dyslexic students improves their skills and self-confidence. Early detection of dyslexia is critical. According to Alonzo et al. (2020), identifying letters is a better early indication of dyslexia than phonological awareness. Overall, these studies demonstrate that combining excellent teaching practices, technological support, and early diagnosis can improve the outcomes of dyslexic students learning a second language.

3. Discussion

There has been an increase in awareness regarding dyslexia; however, dyslexia-related research and teacher education in English with dyslexic students is still inadequate. The reviewed articles highlight an important problem regarding English instructors' tendency to be unprepared to support dyslexic learners. Language teachers do not have adequate knowledge about the special educational needs of dyslexic students or the strategies they use in language learning, and their attitudes toward dyslexia directly affect students' motivation and success. Dyslexic students need helpful, caring teachers and well-structured materials that are appropriate for individual learning speeds, and language teacher training should include the effects of dyslexia on language learning and appropriate teaching and assessment methods (Kormos et al., 2009). In line with this, Nijakowska et al. (2020) stated that many instructors do not have appropriate training to identify and successfully manage dyslexic disorders. This issue usually starts in basic teacher education programs if the emphasis on recognizing and assisting dyslexic students is frequently insufficient. As a result, initial signs of dyslexia may be unnoticed, delaying critical treatment that might significantly enhance a student's educational experience. Teachers may misunderstand these indicators as normal academic challenges or behavioral concerns, resulting in ineffective assistance measures. In addition, instructors who receive adequate training are key elements of success in an inclusive teaching environment (Kormos & Nijakowska, 2017).

There is an essential need for studies on teaching foreign languages such as English to dyslexic learners. The findings of this study indicate that educators are far from creating evidence-based approaches and methodologies to meet dyslexic students' difficulties when learning a new language. Most of the present research focuses on dyslexia in the context of native language acquisition, with limited studies on how dyslexic pupils deal with the complications of foreign language learning. There is a critical need for specialized research on effective teaching strategies, treatments, and supportive technology for children with dyslexia in foreign-language classes. For instance, a study by Podder et al. (2021) highlighted the promise of technology-supported instructional tools to address the learning needs of dyslexic students, but findings across various contexts revealed considerable variation in teacher preparedness and a common lack of training in inclusive practices (Łockiewicz et al., 2020; Nijakowska et al., 2018). Various approaches are needed to address these issues. Teacher training requires comprehensive educational programs for dyslexia, so that teachers can identify and provide support to dyslexic students for teaching a second language. This training should combine theoretical knowledge with practical strategies, providing teachers with tools and confidence to implement inclusive teaching methods.

4. Conclusion

Teaching a second language requires numerous methods that can differ from learner to learner. By identifying individual differences in a classroom environment, teachers can prepare their tools and activities according to their needs. However, there is a huge gap in the identification of learning disabilities, such as dyslexia. Upon analysis of studies, instructors generally do not have enough knowledge about dyslexia and its characteristics. Many instructors held misconceptions about dyslexia and felt unprepared to support affected students. Despite some correct beliefs, their limited training and lack of confidence hinders effective inclusive teaching. This causes additional difficulties for learners with dyslexia in learning a second language. The number of studies on dyslexia and second/foreign language is also inadequate.

In addition, research on dyslexic students' foreign language teaching is scant in Türkiye. This shows that there is a great need to teach English to dyslexic students not only in Türkiye but also all over the world. The insights gathered from this review highlight the urgent need for teacher preparedness to enhance and expand the research base on dyslexia in the context of foreign language education. By

doing so, we can move towards a more inclusive educational system where all students, regardless of their learning difficulties, can succeed. Addressing these issues through targeted professional development is essential to creating more equitable and supportive language classrooms. The present study draws attention to the pressing need for expanded research and pedagogical intervention, particularly within the Turkish context and comparable educational systems. This paper aims to be a call for future studies.

It is also emphasized that dyslexia is a neurological and genetically based learning disability that causes lifelong difficulties in reading, writing, and spelling. Deficiencies in phonological awareness, short-term memory, and processing speed are seen to negatively affect both native and foreign language learning. Languages with complex orthographies, such as English, create additional difficulties for individuals with dyslexia, who struggle to understand letter-sound relationships. Starting the diagnostic process at an early age and selecting appropriate assessment methods increases the success of interventions. Multisensory structured teaching approaches, technology-supported applications, and explicit phonics instruction have been found to be effective in language learning for individuals with dyslexia. In addition to that a lack of social-emotional support can lower academic achievement and lead to psychological problems. In conclusion, it is of great importance to develop inclusive and science-based teaching strategies that are aware of the different cognitive and linguistic needs of individuals with dyslexia.

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Exploring Attitudes and Motivations of Secondary School Turkish Students Learning English as a Foreign Language

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Abstract

This study examines the attitudes and motivations of secondary school students learning English as a foreign language, highlighting the importance of individual variations despite similar language proficiency levels. Recognizing that these variances can profoundly influence language learning processes, the research aims to reveal students' perspectives on English, a Western language, within a culturally diverse educational environment, including the Arabic language. A comprehensive literature review revealed a paucity of studies examining students' views and motivations for learning English as a foreign language alongside the Arabic language in Imam Hatip Secondary Schools in Türkiye. The current descriptive case study addresses this gap by highlighting the importance of understanding students' attitudes and motivations to foster more effective language learning practices. The findings aim to contribute valuable insights to the field of language learner motivation research, ultimately supporting educators in enhancing students' language learning experiences.

Keywords: EFL, motivation, Imam Hatip Secondary School

1. Introduction

Gaining proficiency in English as a foreign or second language is increasingly essential for individuals from all over the world. Individuals are motivated to learn the English language for diverse reasons, including traveling, cultural exchange, educational advancement, and enhanced employment opportunities. Parents often encourage their children to learn English from early on due to its association with economic and technological development (Spolsky, 1998). Currently, speaking English is regarded as critical for enhancing educational and career opportunities (Sarigül, 2018). The global significance of English as a universal language transform learning it from a choice into a necessity for many individuals. In the same vein, Kachru's (1985) model with three concentric circles clarifies the global spread of English by considering historical circumstances, status, and functions of English worldwide, emphasizing English instruction and learning. The Expanding Circle promotes the use of English as a foreign and international language. A large number of people attempt to become highly proficient in English, particularly in Expanding Circle countries like China, Korea, Indonesia, and Iran (Arslan & Kafes, 2021). Türkiye is included in this circle as well (Bodur & Arıkan, 2017). This growing emphasis on English illustrates the necessity to comprehend factors influencing language learning outcomes.

In Türkiye, English proficiency remains challenging to attain, partly due to limited motivation to learn the language (Yılmaz, 2014) as English is infrequently used in daily interactions. Additionally, the poor proficiency levels of Turkish students can also be attributed mostly to the neglect of key personality traits such as motivation, age, gender, personality, and learning styles in the English as a Foreign

Language (EFL) context. Learners are influenced by these facets during their learning process (Tok 2007:196). However, these traits, which are commonly overlooked, have considerable effects on how effectively students grasp a foreign language. Individual characteristics including motivation, anxiety, ability, and learner beliefs may be taken into consideration so as to assist EFL students in Türkiye. Addressing these issues can improve learning outcomes along with more effective teaching methods.

This descriptive case study focuses on the Turkish EFL education context within an Imam Hatip Secondary School where students study both English and Arabic. Motivation for learning English plays a critical role in determining how successful they are in this process and shapes their attitude toward foreign language learning (Atay& Kurt, 2010; Oroujlou & Vahedi, 2011). In addition to enabling students to maintain their efforts, motivation further shapes their perspectives on learning. In particular, as English is taught as a foreign language alongside Arabic in Imam Hatip Secondary Schools, exploring students' motivations for learning English is particularly relevant. Students need to be fluent in Arabic because they have additional Arabic-based classes, such Qur'an. Furthermore, parents' perspectives on life, events, nations, and languages may be reflected in their preference for an Imam Hatip Secondary School with a focus on religion-based instruction. Gaining insight into how students balance studying two foreign languages may enhance insights into their language learning processes. The findings are intended to inform educators and decision-makers on how to establish a more encouraging and motivating learning environment.

The current study aims to motivations of Imam Hatip Secondary School students learning English as a foreign language, addressing a gap in the literature regarding their reasons for learning English in this particular context. The research questions to be answered in this study were determined as follows:

RQ1. What are the Imam Hatip secondary school EFL students' motivation levels for learning English?

RQ1.1. Is there any significant difference between male and female students' level of motivation?

RQ1.2. Is there any significant difference in students' motivation levels regarding their ages?

RQ1.3. Is there any significant difference in students' motivation levels regarding their classes?

2. Literature Review

2.1. Motivation

Motivation is a key factor influencing the foreign language learning process and success. This is also confirmed by the related research that motivation, attitudes, and beliefs are among factors that impact students' achievement in the classroom (Atay & Kurt, 2010; Oroujlou & Vahedi, 2011). A lack of desire may impede learning since motivated students are more dedicated and willing to study the language (Oroujlou & Vahedi, 2011). Research on motivation has thus become more dynamic and linked to learning environments since the 1990s (Vandergrift, 2005). A motivated foreign language (FL) learner can be assessed utilizing multiple measuring scales (Gardner, 2007). The characteristics of motivated foreign language learners include effort, perseverance, attendance, expectation, desire, stimulation, positive attitude, self-reliance, grounds, and goal-directedness (Gardner, 2007). Lambert and Gardner's (1972 as cited in Dörnyei, 1998) seminal work linked motivation to global awareness and language learning. In summary, motivation is indispensable for successful foreign language learning. Even in challenging learning contexts, teachers' enthusiasm and attempts to incorporate motivation into the process of learning can significantly foster student performance. Research demonstrates that motivated students exhibit more perseverance, positive attitudes, and goal-oriented actions, promoting successful language learning. However, handling motivational challenges demands a more thorough understanding of its dynamic nature and how it interacts with educational settings.

2.2. Motivation Theories

Motivation theories have provided essential framework for understanding language learning motivation. Since 1960, motivation has theoretically been an important issue in applied linguistics and foreign language learning (Hermessi, 2023). From the 1960s through the 1990s, the Socio-Educational Model predominated (Gardner, 1988). Dörnyei (2010) introduced a model of the second language self-system. An eclectic theoretical approach was then utilized. Kormos and Wilby (2019) integrated six motivating concepts—self-efficacy, intrinsic motivation, anticipation value, worry, and flow—to determine the relationship between learning assignments and accomplishment goals.

Expectancy-value theory, a widely recognized theory, asserts that people get motivated when they consider they are capable of carrying out an action (Wigfield & Eccles, 2002). That is, motivation arises when individuals believe they can succeed and value the task. Expectancy is an individual's assessment and faith in the capacity to complete a task (Schunk & Zimmerman, 2012). Value is the belief of individuals regarding the reasons for the actions (Schunk & Zimmerman, 2012). Expectations and thoughts about academic achievement influence students' preferences, behaviours, perseverance, and actual success (Wigfield & Eccles, 2002). The approach overlooks factors like emotion and culture in favour of concentrating on the cognitive side of motivation. To fully comprehend the motivation, however, interaction with other theories is necessary.

The achievement motivation theory was incorporated with an expectation-value framework (Atkinson & Cartwright, 1964). Motivation is defined by the accomplishment motivation theory as a conflict between achieving success and avoiding failure (HE, 2014). Expectancy, incentives, and motives are the three elements of motivation (Atkinson & Feather, 1966). Motives, such as a desire for achievement and the fear of failure, are persistent, enduring, and lead to knowledge about personal patterns (Schunk & Zimmerman, 2012). Students who are driven to succeed attempt to fulfil their inner ambitions, except for those that are too challenging. Likewise, people who are afraid of losing try their hardest to prevent failing. In this theory, individuals' cognition and beliefs are interwoven.

The self-efficacy theory adopts a social cognitive perspective. This emphasizes the crucial role of social interaction in impacting individual behaviour. Motivation affects their performance and learning (Schunk, 1995). Bandura (1986) defined self-efficacy as the assessment of a person's capacity to direct actions to accomplish desired ones. As suggested by Bandura (1997), individuals' self-efficacy influences their decision concerning what to undertake, how much effort to dedicate, and how long to persist in it.

Weiner's (1985) Attribution Theory highlights that individuals' motivation for future activities is affected by their subjective reasoning for success or failure. These attributes could be exterior or internal. Some may be external, blaming teachers' instructional methods, while others may be internal, relating to students' aptitudes or shortcomings (Weiner, 1985). When learners assign internal causes to their failure, they may become more motivated. Weiner (1985) concentrates on three elements: locus, controllability, and stability of causes. Attribution Theory highlights how learners' explanations for success or failure affect future motivation, focusing on these three elements.

As for other related theories, goals are commonly defined as the purpose of an action (Linnenbrink & Pintrich, 2002). Goals are also cognitive representations of future events that motivate actions (Wentzel, 2002). Ushioda (2011) adds that both proximal and distal goals have an impact on individuals' intrinsic motivation, self-efficacy, and self-regulation. Proximal goals are accomplished in a single step and are

fulfilled promptly, while distal goals are completed gradually. Additionally, Ames (1992) suggests that two components of motivation are mastery orientation and performance orientation.

As for the self-determination theory, Deci and Ryan's (1985) assert that learners' inner demands are the source of motivation. Self-determination theory and autonomy are closely related. Individuals must act freely, according to this theory (Macaro, 2005). Extrinsic and intrinsic motivation are distinguished by Deci and Ryan (2000). In contrast to extrinsic motivation, which is an act of outcome, intrinsic motivation is defined as performing an act for pleasure. Czikszentmihalyi (1990) argues that once young people are faced with a task that is challenging to concentrate on, they initially demand external motivation.

Today, motivation remains an intricate and essential aspect of learning a foreign language. The Socio-Educational Model, Expectancy Value Theory, Self-Determination Theory, and other theoretical frameworks contribute to substantial insights into the social, emotional, and cognitive aspects of motivation. These theories highlight a different facet of the way individuals establish goals, view their capabilities, and deal with challenges indicating the significance of internal as well as external factors in shaping behaviour. Designing successful learning environments that motivate and sustain students' enthusiasm and achievements requires a need for comprehensive approaches in teaching and research.

3. Methodology

3.1. Participants and Setting

English is a compulsory subject in Turkish secondary schools, including Imam Hatip secondary schools where Arabic is also taught in addition to English. Fifth and sixth graders take three hours of English weekly, while seventh and eighth graders receive four hours. All students attend two hours of Arabic classes weekly. This study involved 118 voluntary secondary school students studying at Imam Hatip in Türkiye during the 2022–2023 academic year. The participants ranged in age from ten to fourteen. The demographic data of the participants are displayed in Table 1.

Table 1. Demographic Characteristics of Participants

	Frequency	Percentage (%)
Gender		
Male	56	47,5
Female	62	52,5
Age		
10	36	30,5
11	28	23,7
12	29	24,6
13	23	19,5
14	2	1,7
Class		
5	49	41,5
6	30	25,4
7	16	13,6
8	23	19,5
Total	118	100,00

Table 1 shows that 52.5% of the participants were female and 47.5% were male. Regarding grade level, 41.5% were fifth graders, 25.4% were sixth graders, 13.6% were seventh graders, and 19.5% were eighth graders. In terms of age, 30.5% of the participants were 10 years old, 23.7% were 11, 24.6% were 12, 19.5% were 13, and 1.7% were 14 years old.

3.2. Data Collection Process

Volunteers received the necessary explanations regarding the goal and methodology of this study prior to the data collection procedure. There were two phases involved in creating the research sample. Students from Imam Hatip Secondary School who volunteered for the study were requested to click on the shared group link using the researchers' social media accounts in the first phase. Convenience sampling was an effective method to select participants for the first stage from among the students enrolled in Imam Hatip Secondary School. In the second phase, snowball sampling was employed. Researcher used personal social media account to publish messages about the research content. Researcher indicated in this message that participation was voluntary and that the study's goal was to investigate the reasons behind the students' motivation to learn a foreign language. Furthermore, this communication included the URL to the WhatsApp group that would be reached during the research, and it suggested that secondary school students who volunteered at Imam Hatip join the group by clicking on this link. Members of the group were asked to forward the connections to the WhatsApp group to any students they recognized at Imam Hatip Secondary School. Thus, snowball sampling allowed researchers to connect with participants. The WhatsApp group was expanded to include over 100 volunteer students. Till the WhatsApp group had over 100 members, volunteer students were still added because a larger sample size improves the group's capacity to reflect the entire universe (Lock et al., 2020). Before the study began, the parent consent form was distributed to the participants via WhatsApp.

3.3. Data Collection Instrument

This study employed the quantitative research method. According to Dörnyei (2007), quantitative research is systematic, focused, and capable of producing repeatable, reliable data that can be generalized. The Attitude Motivation Test Battery (AMTB) was used online in this investigation (see Appendix). To reach volunteer participants, researcher posted the URL on social media. To reduce misunderstandings and enhance the reliability of the results, Turkish versions of the tools were employed. Gardner's (1985) Turkish version of the AMTB was used to determine the participants' motivation for learning English as a second language. The study measured participants' motivation to learn English as a foreign language through Akyol (2019) translated Turkish version of the battery. With 28 individuals, pilot research was carried out to assess the AMTB's reliability (Akyol, 2019). The pilot research indicated that the Turkish version of the AMTB has a Cronbach-alpha reliability of 0.85. Additionally, the Cronbach's alpha value in research by Akyol, who created the Turkish version of the AMTB, was 0.91. Students could also express their ideas on the 5-point Likert scale, which ranges from strongly agreeing to strongly disagreeing, using the AMTB. 118 participants filled out the AMTB form.

3.4. Data Analysis

Analysis of the data was performed utilizing the information gathered from the Turkish version of the AMTB online survey. The data were retrieved from Google Docs, then imported into the Statistical Package for the Social Sciences (SPSS) version 22 for data analysis. The internal consistency reliability of the questionnaire was determined by computing Cronbach's alpha. The study employed descriptive statistics to examine the demographic information and uncover general characteristics of the participants. Descriptive statistics, such as mean and standard deviation, were also utilized in responding to the question of the study.

4. Results

4.1. RQ1. What are the Imam Hatip secondary school EFL students' motivation levels for learning English?

This study's initial research question aimed to determine the reasons behind the English language learning of secondary school EFL students. The factors with the highest probability in the pertinent rows were first identified, and the factor that shared traits with those rows was bolded.

Table 2. Rotated Component Matrix^a

Component												
Items	1	2	3	4	5	6	7	8	9	10	11	12
19	0,753	-0,001	0,056	-0,335	-0,025	-0,016	0,040	0,050	0,001	0,012	0,026	0,098
27	0,743	-0,459	0,052	-0,003	-0,044	0,076	0,012	0,114	-0,040	-0,013	0,045	-0,081
38	0,727	-0,275	0,038	-0,196	-0,179	0,041	-0,035	-0,033	0,076	0,018	-0,183	0,067
37	0,715	-0,074	0,266	-0,280	-0,095	0,167	-0,058	-0,068	-0,104	0,026	0,019	-0,031
23	0,667	-0,418	0,203	0,102	-0,034	0,215	0,160	0,062	-0,092	0,081	-0,049	-0,075
21	0,656	-0,067	0,306	-0,028	-0,282	0,096	-0,207	0,082	-0,174	-0,069	0,122	0,134
6	0,633	-0,150	0,043	0,003	-0,348	0,217	-0,074	0,166	-0,048	0,215	0,177	0,028
29	0,632	-0,042	0,138	-0,370	-0,119	0,113	-0,062	-0,075	0,055	0,267	-0,061	0,067
33	0,565	-0,180	0,017	0,052	-0,206	0,215	-0,254	0,315	0,045	0,009	0,211	-0,108
35	0,540	-0,028	-0,048	-0,169	-0,311	-0,299	0,144	0,239	-0,256	-0,168	0,046	-0,077
3	0,458	0,346	0,060	0,406	0,277	-0,073	0,021	0,090	-0,139	-0,146	0,127	0,302
8	0,418	-0,295	0,040	0,017	-0,280	0,380	-0,086	0,164	-0,161	-0,013	0,372	-0,010
25	-0,126	0,768	-0,045	-0,010	0,181	-0,135	-0,021	-0,008	0,067	0,018	-0,102	-0,067
13	-0,333	0,733	0,082	0,205	-0,036	0,018	0,085	-0,140	-0,094	-0,173	0,019	0,040
4	-0,064	0,715	-0,033	0,295	-0,032	-0,118	0,090	-0,329	0,048	0,012	-0,067	-0,032
10	-0,298	0,704	0,124	0,126	0,173	0,016	0,100	0,091	0,114	-0,127	0,138	0,036
36	-0,016	0,634	-0,060	0,148	0,032	-0,120	0,046	0,242	0,233	0,285	-0,041	-0,328
28	-0,236	0,544	0,063	0,412	0,394	-0,167	0,085	-0,020	-0,203	0,049	0,197	0,010
40	-0,199	0,526	0,212	0,259	0,242	-0,004	-0,016	0,074	-0,290	-0,234	-0,278	0,093
20	-0,379	0,500	-0,056	0,144	0,366	-0,183	0,117	0,035	0,126	-0,008	0,210	-0,035
18	-0,294	0,476	0,137	0,154	0,238	-0,116	0,117	0,241	-0,052	-0,366	0,306	0,191
17	-0,361	0,392	-0,058	0,220	0,312	0,152	0,341	-0,152	-0,007	0,276	0,058	0,114
46	-0,315	0,359	-0,011	0,307	0,326	-0,207	0,134	-0,084	-0,177	0,309	0,161	-0,125
41	0,032	0,110	0,802	0,079	-0,006	-0,016	-0,112	-0,019	0,114	0,025	0,080	0,093
34	0,109	-0,036	0,757	-0,218	-0,080	0,097	0,007	-0,108	-0,051	0,072	-0,079	-0,209
7	0,150	-0,092	0,681	0,066	0,044	0,033	-0,044	-0,193	0,031	-0,001	0,092	-0,104
44	-0,009	0,049	0,663	0,025	0,066	-0,039	0,072	0,189	0,166	0,390	0,059	0,210
11	0,286	0,014	0,641	-0,051	-0,184	0,019	-0,019	0,093	-0,123	-0,086	0,145	0,354
22	0,079	0,001	0,536	-0,277	0,150	0,376	-0,053	-0,066	-0,302	0,026	0,067	-0,288
5	-0,267	0,318	-0,044	0,687	0,195	-0,162	0,100	0,001	-0,120	-0,083	0,066	-0,066
24	-0,207	0,278	-0,012	0,654	0,113	0,004	0,071	0,079	0,139	0,115	-0,277	0,116
15	-0,235	0,266	-0,155	0,507	-0,085	-0,177	0,020	0,239	0,439	-0,087	-0,107	-0,120

12	0,319	-0,393	0,205	0,461	0,089	0,321	0,082	0,138	-0,056	0,219	-0,199	0,227
2	-0,363	0,233	0,048	0,417	0,358	-0,138	-0,069	-0,362	0,069	-0,086	-0,181	0,151
43	0,210	-0,117	0,141	-0,125	0,780	0,055	0,140	0,128	-0,122	0,020	0,005	-0,059
31	-0,374	0,360	0,144	0,013	0,684	-0,067	0,133	-0,028	0,071	-0,073	-0,095	-0,076
42	-0,369	0,144	-0,012	0,225	0,396	-0,075	0,387	0,134	0,100	-0,110	-0,077	-0,392
45	0,325	-0,264	0,142	-0,232	-0,120	0,686	0,041	0,053	-0,020	-0,082	0,075	-0,025
32	-0,307	0,332	-0,028	0,231	0,398	0,521	0,057	0,061	-0,087	0,051	0,115	-0,061
30	-0,077	0,035	-0,036	0,035	-0,030	-0,100	0,835	-0,033	0,041	-0,003	0,077	0,080
39	0,100	0,324	-0,193	0,054	-0,019	0,303	0,611	0,084	0,222	-0,087	-0,071	-0,224
9	0,165	-0,009	-0,145	0,071	-0,095	0,012	-0,001	0,777	-0,053	-0,013	-0,125	0,029
1	-0,088	0,033	0,109	-0,007	0,150	0,015	0,128	-0,087	0,758	-0,059	0,086	-0,023
14	0,191	-0,065	0,371	-0,086	-0,081	-0,081	-0,076	-0,011	-0,141	0,682	0,152	0,016
26	0,044	0,037	0,353	-0,120	-0,008	0,021	0,074	-0,175	0,126	0,146	0,715	0,034
16	0,055	0,615	-0,113	0,108	0,164	-0,083	0,103	0,081	-0,029	0,132	-0,064	0,420

a. Rotation converged in 16 iterations.

Table 2 presents the rotated component matrix from the factor analysis, where survey items are listed in rows and extracted components (factors) are shown in columns. Each item's strongest loading identifies the factor it is most closely associated with, indicating that students tended to respond similarly to those items. A total of twelve factors were extracted. However, this article focuses on the five most interpretable components with meaningful item groupings and higher factor loadings. Factor 1 includes items: 19 (0.753), 27 (0.743), 38 (0.727), 37 (0.715), 23 (0.667), 21 (0.656), 6 (0.633), 29 (0.632), 33 (0.565), 35 (0.540), 3 (0.458), and 8 (0.418). This factor may be interpreted as "Negative Attitudes toward English Learning" or "Demotivation". Factor 2 includes items: 25 (0.768), 13 (0.733), 4 (0.715), 10 (0.704), 36 (0.634), 28 (0.544), 40 (0.526), 20 (0.500), 18 (0.476), 17 (0.392), and 46 (0.359). This factor may represent "Perceived Importance and Value of English." Factor 3 includes items: 41 (0.802), 34 (0.757), 7 (0.681), 44 (0.663), 11 (0.641), and 22 (0.536). This factor may be interpreted as "Speaking Anxiety and Confidence." Factor 4 consists of items: 5 (0.687), 24 (0.654), 15 (0.507), 12 (0.461), and 2 (0.417). This factor may be labelled "Engagement and Interest in Learning." Factor 5 includes: 43 (0.780), 31 (0.684), and 42 (0.396). This factor may reflect "Self-Perception and Classroom Environment." These five components were selected for discussion due to their clarity, thematic relevance, and strength of loadings, helping to interpret students' overall motivational tendencies toward English language learning.

Turkish AMTB (Attitude Motivation Test Battery by Gardner, 1985) was utilized, with a 5-point Likert scale. In this survey, students expressed opinions that ranged from strongly disagree to strongly agree. Subsequently, the components were presented individually in table formats to facilitate understanding and result interpretation. Table 3 presents the responses given by the students. The frequency, mean, and standard deviation of these replies were displayed.

Table 3. Students' Motivation Levels towards English (Factor 1)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		

19. I will postpone my English assignments as much as possible.	61	51,7	39	33,1	12	10,2	6	5,1	0	0,0	1,6864	0,85434
27. Learning English is a waste of time.	74	62,7	30	25,4	11	9,3	1	0,8	2	1,7	1,5339	0,83392
38. Students who claim to be nervous in English classes are just making excuses.	72	61,0	28	23,7	10	8,5	4	3,4	4	3,4	1,6441	1,00873
37. I think learning English is boring.	63	53,4	34	28,8	13	11,0	7	5,9	1	0,8	1,7203	0,94177
23. Learning a foreign language is not important to us.	74	62,7	31	26,3	7	5,9	5	4,2	1	0,8	1,5424	0,85379
21. To be honest, I have little interest in my English class.	51	43,2	41	34,7	11	9,3	12	10,2	3	2,5	1,9407	1,08046
6. My English class is a waste of time.	69	58,5	37	31,4	9	7,6	1	0,8	2	1,7	1,5593	0,81169
29. I give up when I don't understand my English teacher's explanation.	55	46,6	35	29,7	21	17,8	6	5,1	1	0,8	1,8390	0,95156
33. I'm afraid to speak English anywhere outside the classroom.	62	52,5	27	22,9	12	10,2	10	8,5	7	5,9	1,9237	1,22758
35. Learning English is important, because when I know English, other people will respect me more.	78	66,1	20	16,9	12	10,2	7	5,9	1	0,8	1,5847	0,95476
3. Learning English is really great.	1	0,8	3	2,5	18	15,3	41	34,7	55	46,6	4,2373	0,86408
8. Foreign language education is not fun.	58	49,2	33	28,0	11	9,3	8	6,8	8	6,8	1,9407	1,21453

To examine the students' motivation levels on a single item, the comments were categorized as either positive (strongly agree and agree) or negative (strongly disagree and disagree).

As shown in Table 3, the majority of students demonstrated positive attitudes toward English learning. Most students disagreed with negative statements such as postponing their English assignments (84.8%), believing that learning English is a waste of time (88.1%), or finding it boring (82.2%). Similarly, 84.7% did not believe that students who feel nervous in English classes are just making excuses. A large majority (89%) believed that learning a foreign language is important. Most students expressed interest in their English class, with 77.9% disagreeing that they had little interest (item 21). Additionally, 89.9% did not believe their English class was a waste of time, and 76.3% disagreed with giving up when they didn't understand the teacher (item 29). Most students (75.4%) were not afraid to speak English outside the classroom. While 83% disagreed that learning English is only important for gaining respect (item 35), a significant majority (81.3%) stated that learning English is really great (item 3). Lastly, 77.2% disagreed with the idea that foreign language education is not fun, further supporting positive motivation toward language learning.

Table 4. Students' Motivation Levels towards English (Factor 2)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
25. Learning English is important because it will be useful in finding a good job.	4	3,4	6	5,1	10	8,5	34	28,8	64	54,2	4,2542	1,03928
13. Learning English is important because it makes me more educated.	4	3,4	3	2,5	13	11,0	43	36,4	55	46,6	4,2034	0,97454

4. Learning English is important because it will make me more comfortable with people who speak English.	4	3,4	3	2,5	15	12,7	37	31,4	59	50,0	4,2203	0,99688
10. Reading English is important because I will need it for my future.	3	2,5	3	2,5	9	7,6	33	28,0	70	59,3	4,3898	0,92481
36. To be honest, I have no desire to learn English at all.	9	7,6	14	11,9	41	34,7	27	22,9	27	22,9	3,4153	1,18629
28. I love my English lesson, and I look forward to studying more English in the future.	3	2,5	8	6,8	18	15,3	41	34,7	48	40,7	4,0424	1,03275
40. I feel worried if someone asks me something in English.	5	4,2	2	1,7	5	4,2	22	18,6	84	71,2	4,5085	0,97618
20. English is a very important part of the school program.	5	4,2	9	7,6	21	17,8	46	39,0	37	31,4	3,8559	1,08032
18. I want to learn many foreign languages.	5	4,2	4	3,4	16	13,6	40	33,9	53	44,9	4,1186	1,04734
17. I love the activities of our English lesson more than the other lessons.	7	5,9	10	8,5	44	37,3	29	24,6	28	23,7	3,5169	1,12267
46. English is one of my favourite lessons.	5	4,2	18	15,3	28	23,7	28	23,7	39	33,1	3,6610	1,20696

As shown in Table 4, the majority of students expressed highly positive attitudes toward learning English. A significant percentage considered English important for finding a good job (83%), becoming more educated (83%), and feeling more comfortable with English speakers (81.4%). Most students also recognized the importance of reading English for their future (87.3%). While 45.8% admitted having no desire to learn English (item 36), a substantial 75.4% looked forward to studying more English in the future (item 28). Additionally, 89.8% felt worried when asked something in English (item 40), suggesting high speaking anxiety despite their strong recognition of English's value. Most students also believed that English was an essential part of the school program (70.4%) and expressed interest in learning other foreign languages (78.8%).

Table 5. Students' Motivation Levels towards English (Factor 3)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
41. When I study English, I ignore distractions and focus on my lesson.	22	18,6	29	24,6	29	24,6	28	23,7	10	8,5	2,7881	1,23932
34. I wish I had a different English teacher.	34	28,8	15	12,7	31	26,3	28	23,7	10	8,5	2,7034	1,33531
7. I'd be nervous if I had to speak English to a tourist.	20	16,9	19	16,1	34	28,8	33	28,0	12	10,2	2,9831	1,24023
44. When I finish school, I'm going to stop studying English because I'm not interested.	39	33,1	22	18,6	25	21,2	22	18,6	10	8,5	2,5085	1,34448
11. I'm never sure of myself when I'm speaking our English class.	23	19,5	29	24,6	36	30,5	27	22,9	3	2,5	2,6441	1,11344

22. I'd be uncomfortable if I had to speak English on the phone.	26	22,0	26	22,0	30	25,4	32	27,1	4	3,4	2,6780	1,19028
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Table 5 indicates mixed levels of motivation. The presence of distractions, feelings about their teacher, and speaking anxiety seem to be challenges influencing their motivation levels. A majority (43.2%) disagreed with the statement that they focus while studying English (item 41), suggesting some challenges in concentration. Similarly, 41.5% did not wish for a different English teacher (item 34), indicating general satisfaction. Regarding self-confidence, 44.1% disagreed with the idea that they were never sure of themselves in English class (item 11), implying a fair level of confidence. Most students (44%) also disagreed with feeling uncomfortable speaking English on the phone (item 22). In terms of long-term motivation, 51.7% expressed an intention to continue studying English after school (item 44). A sizable portion (38.2%) reported they would feel nervous speaking English to a tourist (item 7), suggesting some speaking anxiety in real-life situations.

Table 6. Students' Motivation Levels towards English (Factor 4)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
5. I am determined to know all aspects of English.	2	1,7	9	7,6	37	31,4	48	40,7	22	18,6	3,6695	0,92501
24. I always ask my teacher for help if I don't understand something in my English class.	4	3,4	8	6,8	32	27,1	41	34,7	33	28,0	3,7712	1,04113
15. Speaking English doesn't bother me at all.	3	2,5	10	8,5	19	16,1	44	37,3	42	35,6	3,9492	1,04471
12. I have no interest in foreign languages.	55	46,6	42	35,6	12	10,2	8	6,8	1	0,8	1,7966	0,93881
2. I can't wait to go to class because my English teacher is very good.	3	2,5	5	4,2	18	15,3	30	25,4	62	52,5	4,2119	1,01990

As shown in Table 6, most students expressed strong positive attitudes toward the English language. A majority (59.3%) were determined to know all aspects of English (item 5), and 62.7% reported that they asked their teacher for help when needed (item 24). Additionally, over 72% were comfortable speaking English (item 15), reflecting low anxiety. The vast majority of students (82.2%) disagreed with the statement “I have no interest in foreign languages,” suggesting a high level of interest in learning languages (item 12). Furthermore, a strong majority of the students were eager to attend classes because of their teacher (77.9%), highlighting the positive influence of the student-teacher relationship.

Table 7. Students' Motivation Levels towards English (Factor 5)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
43. Sometimes worry that other students in the class will laugh at me when I speak English.	45	38,1	26	22,0	31	26,3	10	8,5	6	5,1	2,2034	1,18797
31. I plan to learn as much English as possible.	7	5,9	8	6,8	23	19,5	34	28,8	46	39,0	3,8814	1,17793

42. My English teacher does not present the course and materials in an interesting way.	3	2,5	11	9,3	33	28,0	36	30,5	35	29,7	3,7542	1,06166
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Most of the students (60.1%) disagreed with the statement that they worried about being laughed at when speaking English (item 43), indicating relatively low anxiety in this regard. On the other hand, a large majority (67.8%) expressed a strong desire to learn as much English as possible (item 31), showing high motivation. However, 60.2% of the students agreed that their English teacher does not present the course and materials in an interesting way (item 42), suggesting a potential issue in instructional engagement. Students showed mixed perceptions regarding the material presentation that could impact their motivation.

Table 8. Students' Motivation Levels towards English (Factor 6)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
45. English is one of my favourite courses.	55	46,6	40	33,9	18	15,3	4	3,4	1	0,8	1,7797	0,88806
32. To be honest, I don't like my English class.	3	2,5	12	10,2	18	15,3	40	33,9	45	38,1	3,9492	1,08484

The majority of students (80.5%) disagreed with the statement that "English is one of my favourite courses" (item 45), suggesting a generally low overall enthusiasm for English as a subject. Similarly, 72% of the students agreed with the negatively worded statement "I don't like my English class" (item 32), indicating that most students had negative attitudes toward English classes, reflecting a dissatisfaction.

Table 9. Students' Motivation Levels towards English (Factor 7)

Items	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
30. My English teacher is my inspiration.	16	13,6	23	19,5	47	39,8	19	16,1	13	11,0	2,9153	1,15896
39. I wish I could speak English fluently.	16	13,6	16	13,6	45	38,1	31	26,3	10	8,5	3,0254	1,13576

The data from Table 9 indicated a moderate level of inspiration drawn from the English teacher. About 27% of the students considered their English teacher to be an inspiration (item 30), and 34.8% agreed or strongly agreed that they wished to speak English fluently (item 39).

The findings revealed varied levels of motivation and attitudes that EFL students among secondary school EFL students toward studying English. There were differences in the degree of their interest, engagement, and confidence among students, while the majority kept a positive attitude and acknowledged the value of English for both academic and personal growth. Their viewpoints were strongly influenced by factors, including their enjoyment of the subject, their fear of failing, and the impact of the teaching methods. The findings highlighted how essential it was for teachers to create

engaging and supportive environments, and to focus on the needs of their students to promote both the cognitive and affective aspects of learning. To improve teaching methods and learning outcomes in foreign language instruction, further research into the motivational variables and how they interact with classroom dynamics can provide deeper insights.

4.2. RQ1.1. Is there any significant difference between male and female students' level of motivation?

It was examined whether there was a significant difference between the variable levels based on the factor scores that were obtained. Then, an independent two-sample t-test was employed when the gender variable had two levels. Twelve factors were compared in the same way, and the results are shown in Table 10.

Table 10. Differences Between Men and Women in terms of Sub-Dimensions (t-test)

Lower Dimension	Gender	N	M	SD	T	P
F1	Female	62	-0,0185991	1,07388646	-0,212	0,833
	Male	56	0,0205918	0,92054971		
F2	Female	62	0,1305152	0,79183489	1,500	0,136
	Male	56	-0,1444990	1,17957965		
F3	Female	62	0,2648177	0,93583761	3,139	0,002
	Male	56	-0,2931910	0,99466677		
F4	Female	62	-0,0396599	0,82537686	-0,452	0,652
	Male	56	0,0439092	1,16960324		
F5	Female	62	0,2138962	0,77575470	2,499	0,014
	Male	56	-0,2368136	1,16239071		
F6	Female	62	0,0656444	0,94119386	0,749	0,455
	Male	56	-0,0726777	1,06515417		
F7	Female	62	0,1088941	0,83009255	1,248	0,215
	Male	56	-0,1205613	1,15537146		
F8	Female	62	-0,1439703	0,91602206	-1,658	0,100
	Male	56	0,1593957	1,07116949		
F9	Female	62	-0,0547848	0,79080642	-0,625	0,533
	Male	56	0,0606546	1,19438101		
F10	Female	62	0,0632960	0,73019282	0,722	0,472
	Male	56	-0,0700777	1,23547945		
F11	Female	62	-0,0729851	0,88259365	-0,833	0,406
	Male	56	0,0808049	1,11833337		
F12	Female	62	0,0793408	0,77882661	-0,906	0,367
	Male	56	-0,0878416	1,19982410		

Table 10 shows that the mean scores for the F1 factor were -0.0186 for females and 0.0206 for males. An independent samples t-test was conducted to determine if there were significant gender differences in the F1 factor. The results indicated no significant difference between males and females ($t = -0.212$, $p = 0.833$), as the p-value exceeded the 0.05 significance level. Similarly, no significant gender

differences were found for the F2 factor ($p = 0.136$). However, significant differences between genders were observed for the F3 factor ($t = 3.139$, $p = 0.002$) and the F5 factor ($t = 2.499$, $p = 0.014$), with both p -values below 0.05. For all other factors (F4, F6–F12), the analyses showed no significant mean differences between females and males. Overall, motivation toward English remained generally similar across genders in many aspects.

4.3. RQ1.2. Is there any significant difference in students' motivation levels regarding their ages? ANOVA test was performed for the age variable and the results were given in Table 11.

Table 11. Test Results Regarding the Differences Between Sub-Dimension Means by Age Variable (ANOVA- Scheffe)

Lower Dimension	Age	N	M	SD	F	P	Differences
F1	10,00	36	-0,368	0,765	5,092	0,001	10-13
	11,00	28	0,172	1,102			
	12,00	29	-0,237	0,892			12-13
	13,00	23	0,676	1,035			
	14,00	2	-0,117	0,080			
F2	10,00	36	0,115	0,785	0,739	0,568	--
	11,00	28	-0,201	1,236			
	12,00	29	-0,089	1,103			
	13,00	23	0,123	0,882			
	14,00	2	0,628	0,181			
F3	10,00	36	0,010	0,986	1,854	0,124	--
	11,00	28	0,263	1,004			
	12,00	29	0,085	0,995			
	13,00	23	-0,352	0,973			
	14,00	2	-1,052	0,124			
F4	10,00	36	0,030	0,968	1,625	0,173	--
	11,00	28	0,332	1,106			
	12,00	29	-0,148	0,933			
	13,00	23	-0,306	0,955			
	14,00	2	0,480	0,614			
F5	10,00	36	0,194	0,988	1,145	0,339	
	11,00	28	0,011	0,933			
	12,00	29	-0,152	0,865			
	13,00	23	-0,203	1,239			
	14,00	2	0,890	0,139			
F6	10,00	36	0,002	0,869	0,061	0,993	--
	11,00	28	-0,070	1,124			
	12,00	29	0,063	0,973			
	13,00	23	0,005	1,160			
	14,00	2	-0,027	0,343			

F7	10,00	36	-0,358	1,018	3,236	0,015	10-11 10-12 10-14
	11,00	28	0,323	0,997			
	12,00	29	0,186	1,040			
	13,00	23	-0,171	0,712			
	14,00	2	1,188	0,655			
F8	10,00	36	0,105	0,970	0,292	0,883	--
	11,00	28	-0,011	0,948			
	12,00	29	-0,017	1,139			
	13,00	23	-0,081	0,996			
	14,00	2	-0,562	0,676			
F9	10,00	36	0,123	1,034	1,046	0,387	--
	11,00	28	-0,331	0,933			
	12,00	29	0,072	0,859			
	13,00	23	0,093	1,177			
	14,00	2	0,325	0,847			
F10	10,00	36	-0,019	0,996	0,284	0,888	
	11,00	28	0,138	0,877			
	12,00	29	-0,059	0,903			
	13,00	23	-0,097	1,294			
	14,00	2	0,386	0,823			
F11	10,00	36	0,185	0,954	1,113	0,354	--
	11,00	28	0,042	1,107			
	12,00	29	-0,144	0,977			
	13,00	23	-0,230	0,962			
	14,00	2	0,817	0,777			
F12	10,00	36	-0,005	0,880	1,241	0,298	--
	11,00	28	-0,257	0,899			
	12,00	29	-0,034	1,318			
	13,00	23	0,363	0,784			
	14,00	2	0,020	0,985			

The ANOVA results in Table 11 show that for the F1 factor, the p-value was 0.001, which is less than the significance level of 0.05. Therefore, there is a statistically significant difference in F1 factor scores based on the age variable. The Scheffe post hoc test revealed that this difference arises from the comparisons between students aged 10 and 13, and those aged 12 and 13. For the F2 factor, the p-value was 0.568, indicating no significant difference in scores across age groups. Similarly, a significant difference was found for the F7 factor, with a p-value of 0.015. The Scheffe test showed that this difference was due to the scores of students aged 10 compared to those aged 11, 12, and 14. For all other factors (F3, F4, F5, F6, F8, F9, F10, F11, and F12), the p-values were greater than 0.05, indicating no significant differences in factor scores by age.

4.4. RQ1.3. Is there any significant difference in students' motivation levels regarding their classes?

A one-way analysis of variance (ANOVA) test was used in the study's following phase to determine whether the mean factor scores for the class and age variables differed from one another. The ANOVA test was employed since the class variable has four levels. The components that were significant according to the ANOVA test were used to identify which class differences were produced by a multiple comparison study. Multiple comparisons were conducted using the Scheffe test. Table 12 presented the data that were collected.

Table 12. Test Results Regarding the Differences Between Sub-Dimension Means by Class Variable (ANOVA-Scheffe)

Lower	Grade	N	M	SD	F	P	Differences
F1	5,00	49	-0,301	0,758	6,509	0,000	
	6,00	30	0,186	1,246			5-8
	7,00	16	-0,354	0,423			7-8
	8,00	23	0,646	1,058			
F2	5,00	49	0,009	0,914	0,999	0,396	
	6,00	30	-0,244	1,295			
	7,00	16	0,180	0,763			--
	8,00	23	0,173	0,868			
F3	5,00	49	0,059	1,036	2,643	0,053	
	6,00	30	0,310	0,906			
	7,00	16	-0,145	0,990			--
	8,00	23	-0,429	0,939			
F4	5,00	49	0,208	1,053	1,390	0,250	
	6,00	30	-0,169	1,024			
	7,00	16	0,004	0,760			--
	8,00	23	-0,225	0,966			
F5	5,00	49	0,173	1,017	2,635	0,053	
	6,00	30	-0,261	0,888			
	7,00	16	0,370	0,641			--
	8,00	23	-0,287	1,181			
F6	5,00	49	-0,009	0,936	0,168	0,918	
	6,00	30	0,103	1,210			
	7,00	16	-0,042	0,664			--
	8,00	23	-0,085	1,074			
F7	5,00	49	-0,148	1,070	0,661	0,578	
	6,00	30	0,146	1,121			
	7,00	16	0,124	0,786			--
	8,00	23	0,039	0,808			
F8	5,00	49	0,153	1,103	0,820	0,485	
	6,00	30	-0,172	0,799			--

	7,00	16	0,046	1,059		
	8,00	23	-0,132	0,972		
F9	5,00	49	0,110	0,979	1,092	0,356
	6,00	30	-0,274	0,982		
	7,00	16	-0,018	0,795		--
	8,00	23	0,136	1,173		
F10	5,00	49	-0,012	1,037	0,118	0,949
	6,00	30	0,088	0,829		
	7,00	16	-0,077	0,706		--
	8,00	23	-0,036	1,307		
F11	5,00	49	0,168	1,007	2,329	0,078
	6,00	30	0,089	0,996		
	7,00	16	-0,557	0,846		--
	8,00	23	-0,087	1,002		
F12	5,00	49	0,023	0,934	2,380	0,073
	6,00	30	-0,375	1,215		
	7,00	16	0,229	0,851		--
	8,00	23	0,281	0,814		

The variance analysis results in Table 12 show a statistically significant difference in F1 factor scores according to the class variable, with a p-value of 0.000, which is below the 0.05 significance threshold. The Scheffe post hoc test revealed that this significant difference was due to the responses of students in the fifth and eighth grades, as well as the seventh and eighth grades. For the F2 factor, the p-value was 0.396, indicating no significant difference in mean scores between class levels. Similarly, no significant differences were found in the scores of the other factors across grades, as all their p-values were greater than 0.05.

5. Discussion and Conclusion

The current study investigated the motivation and attitudes of Imam Hatip secondary school students toward learning English as a foreign language. The results revealed that AMTB mean scores were normally distributed. Although no statistically significant difference emerged in overall motivation scores based on gender, age, or grade level, certain motivational subcomponents varied. Specifically, gender differences were observed in dimensions associated with speaking anxiety and self-perception (Factors 3 and 5), while age and grade were related to shifts in demotivation-related attitudes (Factor 1). These distinctions suggested that while overall motivation levels remained comparable across groups, particular motivational tendencies were influenced by demographic variables. The current findings partially contrasted with Kara and Aksak (2020), who reported significant differences in attitudes and anxiety based on gender and grade among Imam Hatip high school students, with females showing more positive attitudes and increasing anxiety and self-efficacy as grade level increased. The findings of the current study were also aligned with Eken (2017), who found that gender did not significantly affect cognitive and affective aspects of attitude.

In this study, Factor 1 encompassed items was related to procrastination, boredom, and viewing English as insignificant, which together reflected a dimension of demotivation—a common challenge in EFL contexts (Dörnyei, 2001). The general disagreement with such items was promising, indicating a

relatively positive orientation toward English learning. Similarly, Factor 2 captured students' perceptions of English's value, supporting Gardner's (1985) suggestion that both instrumental and integrative motivation play essential roles in language learning. Most participants acknowledged English as important for academic and professional prospects, echoing Yashima's (2002) emphasis on international orientation in EFL learners.

Factor 3, linked to speaking confidence and anxiety, suggested that while students were willing to communicate in English, many still expressed embarrassment and fear of being judged by peers (see Tables 5 and Table 9). These experiences aligned with the study by Horwitz et al. (1986), who noted that anxiety in the language classroom can inhibit even highly motivated students. Addressing these emotional barriers was vital, especially since learners showed low comfort during impromptu or public speaking tasks.

Factor 4 related to students' involvement and interest in English classes, indicating their willingness to participate and seek help from teachers, highlighting the influence of classroom dynamics. However, dissatisfaction with how materials were presented (item 42) pointed to a concern. This is consistent with Pishghadam and Sabouri (2011), who have found that engaging and appealing instruction plays a crucial role in fostering motivation.

Factor 5 emphasized students' self-image and perceptions of the classroom environment. Fluctuations in these areas were seemingly tied to experiences with peers and teachers. A relatively low number of participants found their teacher inspiring (item 30). These insights reinforce the proposition that the teacher-student relationship considerably shapes students' emotional and motivational engagement (Hughes, 2012).

Gardner (1985) highlights that attitudes are fundamental in EFL contexts. Understanding what motivates students to learn languages remains central to creating supportive language learning environments. Foreign language teachers play a central role in this process. By strengthening positive teacher-student relationships and by means of inspiring approaches, they can help foster more positive attitudes and increase both motivation and enjoyment in language learning (Clément & Dörnyei et al., 1994). It seems also crucial for English teachers to understand their students' opinions about their lessons. Reducing classroom stress may enhance both motivation and success. Using interactive methods such as games, icebreakers, and visuals tailored to learners' age and gender can help accommodate individual differences (Oxford & Shearin, 1994). Improving teaching strategies to alleviate anxiety and building rapport may foster greater student engagement and better learning outcomes. In particular, tackling speaking-related fear and peer pressure is necessary to help learners participate confidently (MacIntyre & Gardner, 1991). Addressing speaking anxiety and fears may help students self-confidently take turns and enjoy the classes.

A total of 118 secondary school students participated in this study. While it may not provide generalizable conclusions about the motivation and aptitude levels of the students, insights gained from the results may inform more effective pedagogical approaches. To further promote foreign language teaching and learning processes, it is necessary to explore the interplay between motivational variables, classroom dynamics, and teacher qualities. Future research, especially using observational and longitudinal methods, are also needed to reveal how students maintain motivation over time (Dörnyei & Ushioda, 2021).

In conclusion, motivation is a critical learner variable. Investigating this variable may benefit both teachers and students by highlighting the need for more inclusive and supportive approaches. Considering the overall motivational patterns observed, further studies are necessary to explore Imam Hatip EFL students' motivational characteristics more deeply in the Turkish context.

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Appendix

Attitude and Motivation Test Battery (AMTB)

Demographic Information of the Students	
Gender	Male () Female ()
Age	

Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesi					
	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.İngilizce dersimde bir soruya cevap vermem gerektiğinde endişelenmiyorum.					
2.Derse gitmek için sabırsızlanıyorum çünkü İngilizce öğretmenim çok iyi.					
3.İngilizce öğrenmek gerçekten harikadır.					
4.İngilizce öğrenmek önemlidir, çünkü İngilizce konuşan insanlarla daha rahat olmamı sağlayacaktır.					
5.İngilizcenin tüm yönlerini bilmek için azim içerisindeyim.					
6.İngilizce dersim gerçekten zaman kaybıdır.					
7.Bir turiste İngilizce konuşmam gerekirse gergin olurum.					
8.Yabancı dil eğitimi eğlenceli değildir.					
9.İngilizce öğretmenimin çok iyi olduğunu düşünmüyorum.					
10.İngilizce okumak önemlidir çünkü geleceğim için buna ihtiyacım olacak.					
11.İngilizce dersimizde konuştuğumda kendimden asla emin değilim.					
12.Yabancı dillere ilgim yok.					
13.İngilizce öğrenmek önemlidir, çünkü beni daha eğitimli yapar.					
14.İngilizce dersimizde sorulara cevapları gönüllü olarak vermek beni utandırıyor.					
15.İngilizce konuşmak beni hiç rahatsız etmiyor.					
16.Birçok yerli İngilizce konuşan arkadaşla sahip olmak isterdim.					
17.İngilizce dersimizin aktivitelerini diğer derslerden daha çok seviyorum.					
18.Birçok yabancı dili öğrenmek isterim.					
19.İngilizce ödevlerimi mümkün olduğunca ertelerim.					

20.İngilizce, okul programının çok önemli bir parçasıdır.					
21.Dürüst olmak gerekirse, İngilizce dersime çok az ilgi duyuyorum.					
22.Telefonda İngilizce konuşmam gerekirse rahatsız olurum.					
23.Yabancı dil öğrenmek bizim için önemli değil.					

Appendix-AMTB (Continue):

24.İngilizce dersimde bir şeyi anlamadığımda öğretmenimden her zaman yardım isterim.					
25.İngilizce öğrenmek önemlidir çünkü iyi bir iş bulmakta faydalı olacaktır.					
26.Sınıftaki diğer öğrencilerin İngilizceyi benden daha iyi konuşması beni endişelendirir.					
27.İngilizce öğrenmek zaman kaybıdır.					
28.İngilizce dersimi çok seviyorum, gelecekte daha fazla İngilizce çalışmayı sabırsızlıkla bekliyorum.					
29.İngilizce öğretmenimin açıklamasını anlamadığımda pes eder dikkatimi dağıtırım.					
30.Diğer öğrencilerin sınıfta İngilizce konuşurken neden gergin olduğunu anlamıyorum.					
31.İngilizce öğretmenim benim için ilham kaynağıdır.					
32.Mümkün olduğunca çok İngilizce öğrenmeyi planlıyorum.					
33.Dürüst olmak gerekirse, İngilizce dersimi sevmiyorum.					
34.Sınıf dışında herhangi bir yerde İngilizce konuşmaktan çekiniyorum.					
35.Farklı bir İngilizce öğretmenim olmasını isterdim.					
36.İngilizceyi öğrenmek önemlidir, çünkü İngilizce bildiğimde diğer insanlar bana daha çok saygı duyacaktır.					
37.Dürüst olmak gerekirse, hiç İngilizce öğrenme arzum yok.					
38.İngilizce öğrenmenin sıkıcı olduğunu düşünüyorum.					
39.İngilizce derslerinde gergin olduklarını iddia eden öğrenciler sadece mazeret uyduruyorlar.					
40.Akıcı bir şekilde İngilizce konuşmak isterdim.					
41.Birisi bana İngilizce bir şeyler sorarsa endişeli hissediyorum.					
42.İngilizce çalışırken, dikkat dağınıkları görmezden gelir ve dersime odaklanırım.					
43.İngilizce öğretmenim dersi ve materyalleri ilginç bir şekilde sunmuyor.					
44.Bazen İngilizce konuştuğumda sınıftaki diğer öğrencilerin bana güleceğinden endişeleniyorum.					
45.Okulu bitirdiğimde, İngilizce çalışmaktan vazgeçeceğim çünkü ilgimi çekmiyor.					
46.İngilizce en sevdiğim kurslardan biridir.					

The Effect of Adventure Education on Students' Willingness to Communicate in English

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Abstract

In today's world, where English is crucial for communicating with people from diverse cultures, investigating the factors that affect English speaking skills is of great importance. For instance, in foreign language learning, learners must be willing to communicate in the target language. Willingness to communicate (WTC) is influenced by various factors such as psychological, linguistic, sociological and personality characteristics. By understanding these factors, educators can create supportive environments encouraging participation and improving learning outcomes. In this sense, the aim of this study, in which adventure education serves as a supportive learning environment, is to examine the effect of adventure education on high school students' WTC in English. In this study, 29 10th-grade high school students were included in speaking activities with a 10-week adventure education program. This 10-week process was documented by filling in observation forms. According to the descriptive analysis of the data obtained from the observation forms, the students demonstrated a lower level of WTC in the initial weeks. However, their WTC levels increased as the students got used to the activities in the following weeks. In addition, thematic analyses revealed that the increase in students' WTC levels was due to positive experiences, English development, psychological and emotional developments, and the active engagement in learning.

Keywords: Adventure education, WTC, English, speaking, willingness, communication

1. Introduction

WTC in a second language (L2) is commonly described as the intention to engage in communication when provided with the opportunity. It is recognized as a dynamic situational factor (Cao, 2014). Various factors, including psychological, linguistic, sociological, and individual personality traits, influence WTC. An understanding of these factors enables educators to design supportive educational settings that encourage active student engagement and communication, ultimately leading to improved learning outcomes (Solhi, 2024). The classroom environment, including both the teacher's pedagogical approach and the physical and social setting, plays a crucial role in shaping students' WTC. Teachers can reduce barriers and foster a positive atmosphere that encourages interaction. While positive emotions like L2 enjoyment are closely linked to external factors, such as the teacher's influence, foreign language anxiety is more strongly associated with internal factors of the student (Yuan et al., 2023). Anxiety and demotivation among learners of English as a foreign language negatively impact their WTC (Solhi, 2024). Furthermore, learners' attitudes toward the task play a crucial role in shaping their WTC in the L2 classroom. In addition to these internal factors, external elements such as the classroom environment can also significantly influence WTC (Wang et al., 2021). Studies have found a strong positive relationship between learners' WTC and the amount of L2 they used while completing tasks, especially among those who held highly favourable attitudes toward the task (Dörnyei & Kormos, 2000).

Shifting from indoor to outdoor learning environments can significantly enhance students' willingness to participate by making the learning experience more engaging and enjoyable. Research indicates that outdoor settings foster greater student engagement by providing a more stimulating context for educational activities (Neville et al., 2023). Additionally, programs that emphasize group affiliation and social connections can further increase willingness to participate by creating a supportive environment that encourages active involvement. The development of self-efficacy, social connections, and opportunities for reflective learning suggests a positive relationship between adventure education and an increased willingness to engage in new experiences (Mutz & Müller, 2016).

Adventure education is a form of experiential learning that strongly emphasises participation in adventurous activities to build interpersonal and intrapersonal skills (Ganea & Grosu, 2020). Each educational adventure experience should include three key components: a briefing before the experience, the experience itself, and a debriefing afterwards (Panicucci, 2007). It includes various approaches designed to equip students with problem-solving skills and encourage them to take responsibility for the consequences of their choices. It also offers interactive and immersive learning experiences that engage participants holistically, producing observable results while using the natural environment as the primary educational setting (Potter et al., 2012). Adventure education programs, in particular, often provide participants with a sense of autonomy, enabling them to make meaningful choices and take control of their learning experiences. This autonomy fosters personal empowerment and enhances willingness to engage in activities. Furthermore, the social dimension of adventure education, such as fostering teamwork and building relationships, plays a crucial role in motivating participants. These social connections increase support and encourage participation (Down et al., 2023). Overall, adventure education has a positive influence on participants' willingness to engage in diverse experiences, thereby contributing to their personal and social development (Riley et al., 2024).

In this research, a learning environment was created regarding the importance of WTC for speaking skills and the positive atmosphere of adventure education. Speaking activities developed through adventure education were implemented to foster learning environments that could enhance students' willingness to use the target language, alleviate their anxiety, and boost their self-efficacy. In this way, the study aimed to examine the effect of adventure education on students' WTC in English.

2. Methodology

2.1. Research Design

This study focuses on a qualitative part of a quasi-experimental design thesis research, which collected data both qualitatively and quantitatively.

2.2. Participants

The study included 29 10th-grade high school students. The sample was selected using the purposive sampling method (Creswell, 2009), as the school where the research took place offered suitable conditions for conducting the activities, and the participants required improvement in their English speaking skills. All the students included in this study were from the same class, and after being informed about the study, they all volunteered to participate. Among the participants, 12 were female (41%), and 17 were male (59%). Regarding the age distribution, 11 participants were 15 (38%), while 18 were 16 years old (62 %).

2.3. Data Collection and Research Process

After the ethical approval procedure, the content and scope of the research were introduced to the students, and the consent of both the students and their parents was obtained. For 10 weeks, speaking

activities were conducted using adventure education adapted from the books “Adventure Education Fun Games and Activities for Children and Youth” by Linda Ritson (2016) and “A Handbook of Ideas: Teaching Adventure Education” by Deborah Tannehill and Michelle Dillon (2009), following the 10th-grade English curriculum of the Ministry of National Education (2018). The activities were organised as one class hour (40 minutes) per week, with some weeks lasting longer. The number of activities varied weekly based on the content and student participation.

Over 10 weeks, the researcher observed each activity and noted the students’ WTC as low, moderate, or high. Any situation affecting the students’ participation in the speaking activities was detailed on the observation forms. The data obtained from the observation forms were thematically analysed using MAXQDA software (Oliveira et al., 2015). Thematic analysis was employed to facilitate the organization, reading, and coding of data while extracting meaningful insights from the codes (Creswell, 2009).

3. Findings

3.1. Findings of the Descriptive Analyses

During the 10-week activities, a separate observation form was completed for each activity. Consequently, the number of activities carried out matches the number of completed observation forms. The number of weekly activities is illustrated in Figure 1.

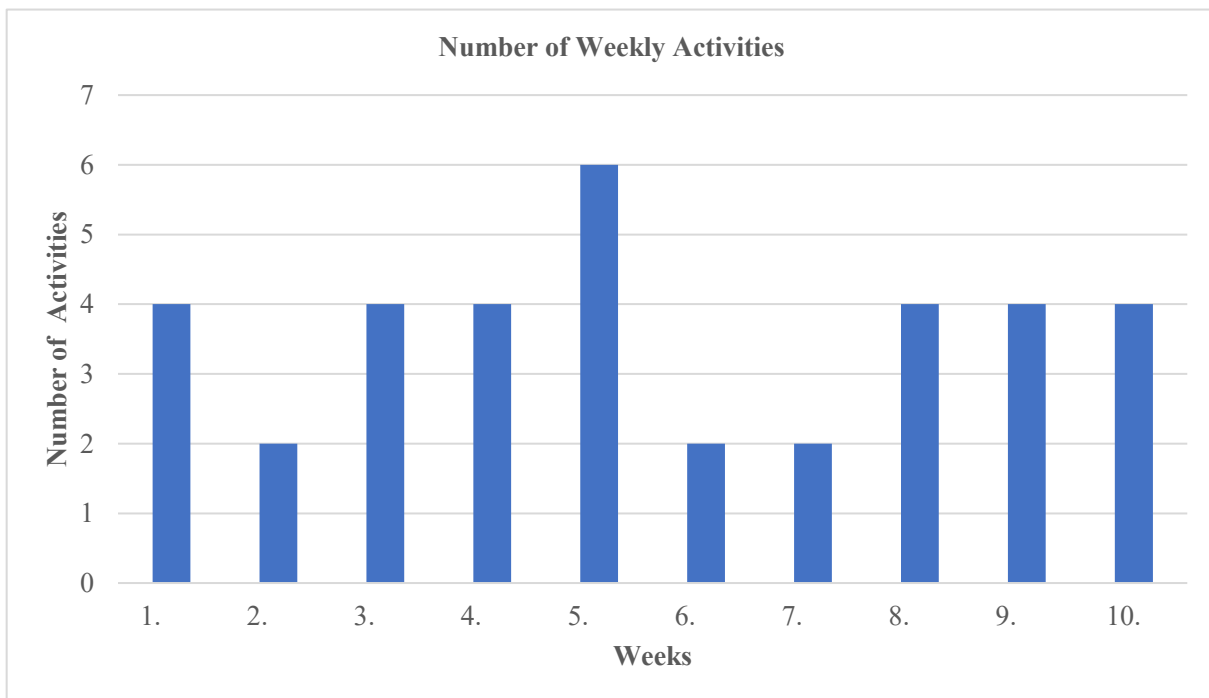


Figure 1. *Number of Weekly Activities Over 10 Weeks*

Analysing the WTC levels classified as low (1), moderate (2), and high (3) on the observation forms revealed that the initial weeks were when students showed the lower level of WTC. In the descriptive analyses, the activities in which students demonstrated low WTC occurred only in the first week. The WTC levels of the participants in the activities performed in the first week are shown in Figure 2.

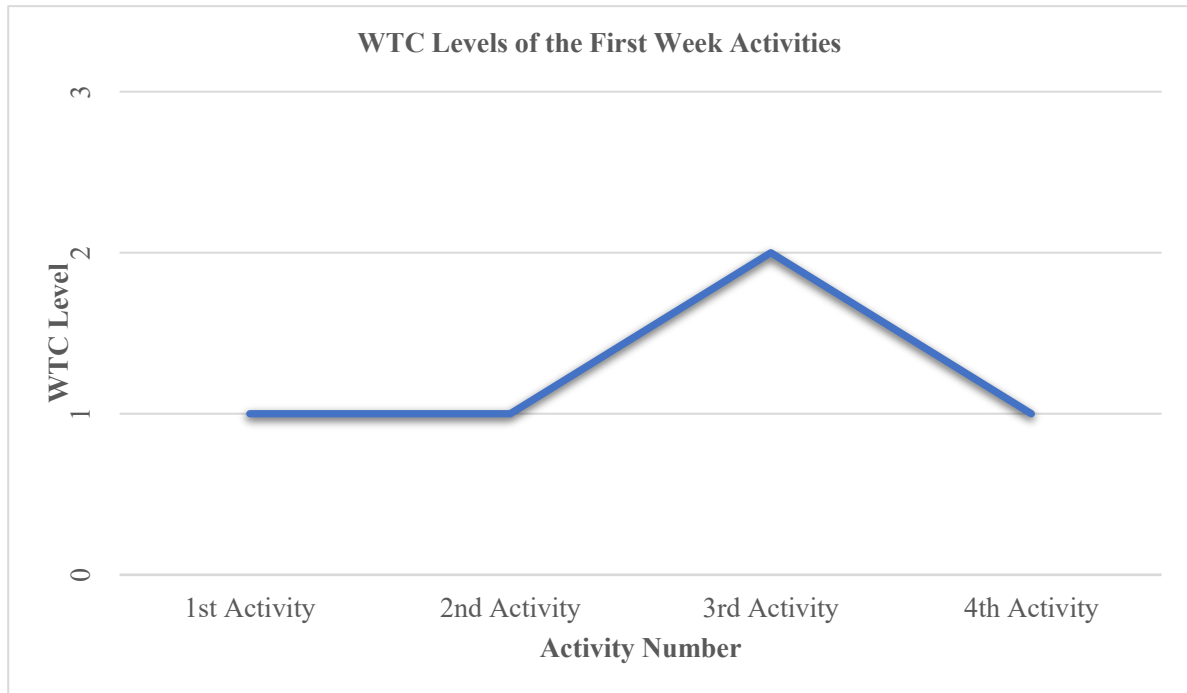


Figure 2. WTC Levels of the Participants at the First Week Activities

As can be seen in Figure 2, students who were still novices in adventure education showed a low level of WTC in three of the four activities in the first week. A moderate-level of WTC was also observed in the third activity. Considering the activities where participants exhibited moderate levels of WTC, variations were observed in the number of these activities across different weeks until Week 6. Figure 3 presents the weeks and the number of activities with a moderate level of WTC.

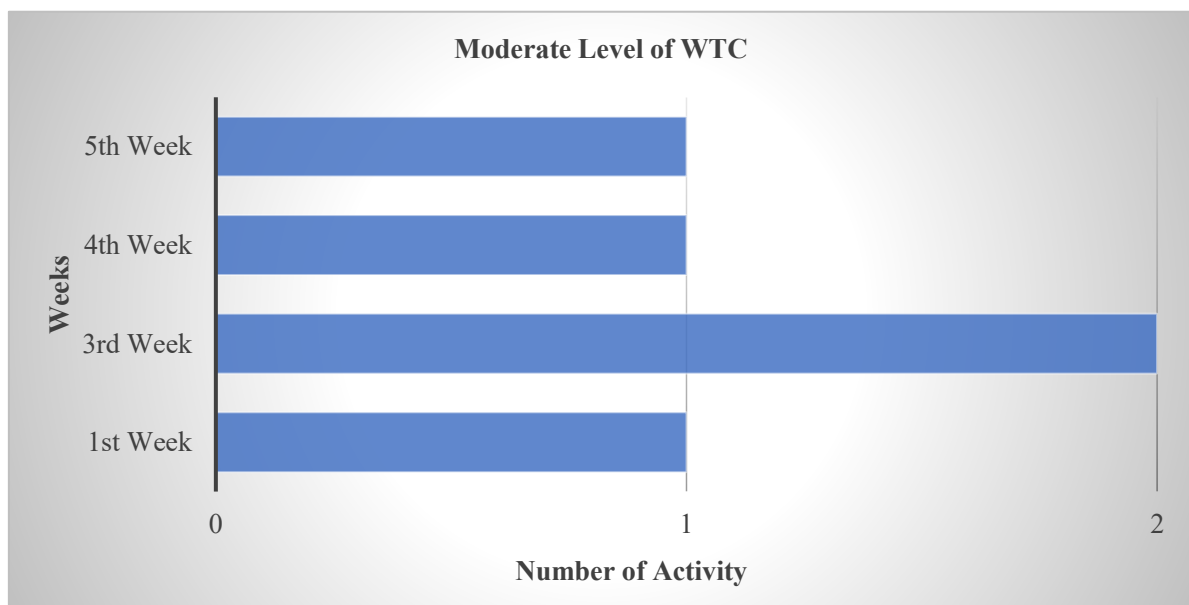


Figure 3. Activity Numbers and Weeks in Which Students Had a Moderate Level of WTC

Figure 3 reveals that in the first, fourth, and fifth weeks, students exhibited moderate levels of WTC in just one activity. In the third week, they demonstrated a moderate level of WTC in two of the four activities. In the fifth week, participants displayed moderate levels of WTC for the last time. By the sixth week, WTC levels were recorded as high on the observation forms for all activities. Considering these

findings, when the data recorded in the observation forms were analysed in detail, it was revealed that a situation affected the physical condition of the participants who had moderate levels of WTC in multiple activities in the third week. Week 3 coincided with the first week of Ramadan, and it was found that most of the students had low energy due to the process of adaptation to fasting. In other words, the moderate level of WTC was due to an external factor. No such difference was observed in the following weeks because the students were used to fasting. Students' high level of WTC after the fifth week can be interpreted as an indication that their WTC increased in parallel with their exposure to adventure education activities.

3.2. Findings of the Thematic Analyses

During the reflection sessions of the adventure education activities, the researcher took additional notes on the observation forms regarding the sentences the students made about the activities or the situations observed to enhance their WTC. These notes were analysed using the thematic analysis method. The codes developed from these analyses, the sub-themes derived from the codes, and the main theme generated from the sub-themes are shown in Table 1.

Table 1. Themes Identifying the Justifications for Increased WTC During Adventure Education Activities

Main Theme	Sub-Themes	Codes
Increased WTC	Positive experiences	Enjoyment (f=6)
		Peer support (f=2)
		Effective group work (f=5)
	English development	Increased frequency of English use (f=4)
		Decreased need to use the native language (f=1)
	Psychological and emotional benefits	Learning to cope with stress in speaking English (f=1)
		Enhanced motivation (f=1)
		Enhanced interpersonal empathy (f=2)
	Active engagement in learning	Increased willingness to participate in class (f=2)

As indicated in Table 1, students' WTC in English increased due to positive experiences such as enjoyment, peer support, and effective group work during activities; the higher frequency of use of English and a reduced need to rely on the mother tongue were attributed to the development of English; psychological and emotional benefits, including lower stress in using the target language, increased motivation, and enhanced interpersonal empathy; and active engagement.

In summary, the analyses indicate that the gradual increase in students' WTC levels during English-speaking activities with adventure education, along with the positive experiences expressed by students during reflection sessions and the researcher's notes, demonstrate that adventure education has a positive effect on WTC in a foreign language context.

4. Discussion

According to the findings of this study, adventure education activities conducted in outdoor environments include effective group work, peer support, and enjoyable learning settings that positively influence students' WTC and their engagement in the activities. Students who were exposed to English during adventure education activities and had more opportunities to use the language increased their WTC. This finding supports the previous study conducted by Sato (2020). In Sato's study (2020), participants stated that their WTC increased when they had the opportunity to speak English, received positive feedback from the instructor, found the topic interesting, and felt the need to use English. In addition, the findings of this study support the findings of the study conducted by Wang et al. (2024), which revealed that effective classroom interactions are essential for second language acquisition and that these interactions not only develop language skills but also foster a supportive environment that encourages students to speak more. The increase in students' motivation and decreased stress about using the language positively affected their WTC. This finding that positive emotions increase the WTC aligns with Solhi (2024), who stated that negative emotions, such as a lack of motivation and anxiety, have negative effects on WTC. Additionally, students' WTC increased as they became accustomed to the activities, although this was not observed in the initial weeks. This can be attributed to the fact that as participants' adventure education experiences increase, their self-efficacy also increases (Fang et al., 2021). The WTC of the students could improve as their mastery experience improved.

When analysing studies on adventure education, Koparmal and Lane (2024) found that adventure-based activities, such as keeping a nature diary, increased students' motivation and improved their English writing skills. The present study also found that adventure-based English speaking activities increased students' motivation and positively contributed to WTC. Similarly, Bauman (2023) stated that adventure education supports the learning process by reducing emotional barriers, especially anxiety, which is frequently encountered in language learning, and thus indirectly contributes to language proficiency. Torres-Rodríguez and Martínez-Granada (2022) emphasised that learning environments that allow social interaction, collaboration, and scaffolding increase students' motivation to use the target language. Similarly, in the present study, the increased interaction among students during group work fostered interpersonal empathy, peer support, effective collaboration, and increased WTC in the target language.

Although many studies do not directly investigate the relationship between adventure education and English language learning, they have shown that the socially interactive nature of adventure education contributes positively to the development of communication skills (Albedry et al., 2023; Allan et al., 2024; Kuo et al., 2019; Lynch et al., 2024; Mann et al., 2023). In the context of this study, where English served as the medium of communication, the communication-oriented skills that students developed through group-based activities can be regarded as having contributed to their WTC.

In conclusion, the interactive learning environment fostered by adventure education activities enables students to engage in English through effective group work. This enjoyable learning atmosphere enhances students' willingness to participate and their motivation, positively impacting their WTC.

5. Conclusion

In this study, which investigated the effect of the English-speaking activities organised with adventure education on the participants' WTC, it was revealed that the WTC levels of the students increased as they became accustomed to the activities. The thematic analyses of the observation notes identified the justifications for the increase in the WTC levels of the students as follows: enjoyment during the activities, peer support, positive experiences resulting from effective group work; the increased

opportunity to speak English during the activities and a reduced reliance on the mother tongue due to the growing necessity to communicate in English; and psychological and emotional developments such as coping with stress, increased motivation, enhanced interpersonal empathy and greater engagement in the learning process. In summary, group work activities in a positive learning environment boosted students' desire to communicate in English.

6. Pedagogical Implications

This study reveals that integrating adventure education into foreign language teaching improves students' WTC by creating supportive and interactive learning environments. Positive learning experiences, effective group work, peer support, enjoyment of the learning process and increased use of English, as provided within the adventure education learning environment, play an essential role in increasing WTC. In this context, it is recommended that English language teachers prioritise out-of-class, interactive, and student-centred practices to enhance students' WTC. Furthermore, the study offers significant implications for educational policies and practices by demonstrating that out-of-class learning environments can positively contribute to the foreign language learning process. In light of these findings, it is advised that school administrators promote the integration of such learning environments into instructional practices. Moreover, policymakers are expected to adopt supportive approaches toward these experiences by ensuring the inclusion of relevant content in the development of English curricula.

7. Limitations of the Study and Suggestions for Further Research

The findings of this study contribute to the field by offering a relevant example of current practices in innovative and student-centred foreign language teaching approaches implemented in school settings; however, the study also has certain limitations. The primary limitation of this study is its relatively small sample size, comprising 29 students from a single academically selective high school, which may limit the generalizability of the findings. Additionally, the exclusive reliance on qualitative data collected through observation forms may have introduced a degree of subjectivity and restricted the depth of understanding regarding students' internal experiences and perspectives. Future research could be strengthened by increasing the sample size and incorporating participants from diverse school types and academic backgrounds, thereby enhancing the generalizability of the findings. Moreover, the use of multiple data collection methods may offer a more comprehensive understanding of students' WTC and the impact of adventure education.

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The Trauma after Homecoming in Sam Shepard's "States of Shock"

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Abstract

This article highlights the concept of homecoming trauma in Sam Shepard's play *States of Shock*, underlining the psychological and existential struggles of the returning war veteran, Stubbs. The study demonstrates how Shepard reflects the aftermath of war through Stubbs' interaction with society back home and his inability to relocate himself in the civilian life due to his PTSD. Following modern trauma studies, the article examines the difference between battlefield and home environments, arguing that traumatic symptoms could increase upon return. The role of the Colonel, portraying traditional military ideals, furthers Stubbs' suffering by refusing to acknowledge his new situation as wounded veteran. Additionally, the play's depiction of societal trauma, particularly by the secondary characters like Glory Bee and the White Couple, assures the pervasive effect of war trauma beyond the battlefield to civilian life. Shepard's work ultimately criticizes the American militarism, illustrating how trauma could extend beyond individuals and warfare to reshape an entire culture.

Keywords: Trauma, PTSD, states of shock, battlefield, war

1. Introduction

Since guns were introduced to the public, the ramifications of warfare had become dictated by the numbers of cannons and muskets owned. This substantial shift created an everlasting change in the outcomes of wars, antiquating medieval classical armoury and making victory merely one step away from a pull of a trigger. Being able to kill without any direct contact with enemies has created a revolution in the field of the military. Moreover, Industrial Revolution has contributed to the mass production of weaponry. With time, armies developed high tech rifles and equipment making war easy to happen with more damage. The twentieth century brought with it the two world wars that ended with the death of millions. Simultaneously, nuclear weapons were used against humans for the first time in Hiroshima and Nagasaki bombings. The series of catastrophes and instability continued towards the twenty-first century when the US declared war on terror ending up in the invasion of Afghanistan and Iraq. After all these shattering events and chaos around the world, perturbation has controlled the world. People, with the development of censor-free social media became able to witness graphic scenes daily. All that led to a collective anxiety that was gradually formed unconsciously in their minds. The exposure to war scenes, killing, bombardment, and disturbing images aggravated a feeling of insecurity and horror worldwide. Considering the process of the normalization of traumatic incidents, Kaplan assures that society in UK since 1990 can be defined as a society with traumatic culture (27). Kaplan's assertion is built on Seltzer's concept 'Wound Culture' which emphasizes the public's inclination towards the graphic and bloody images.

Trauma is a term that was used since the Greek's times; it was back then interpreted as a physical damage and similarly is used in English language to depict a physical injury. Nowadays, after a vast development in the field of psychology, trauma refers to psychological damage in particular. The same term was previously used in a different way during the First World War; back then it was named "Shell Shock" (Myers 26) that was defined as a mental damage caused by experiencing war (Cambridge Dictionary). Shell Shock was also presented in the literary works of that time such as *Mrs Dalloway* by Woolf. One

of the major factors behind the quick improvement of trauma terminology was its accreditation as a new field of study named 'Trauma Studies' as the world is gradually getting more dramatic and in just few weeks or days, that more events would occur than the humanity witnessed ever according to Raymond Williams (112). This major shift in the field of trauma urged more trauma narratives to occur; one of them is Cathy Caruth's book *Unclaimed Experience: Trauma, Narrative, and History* that handled trauma studies in modern sense.

In this paper different aspects of trauma will be emphasized with more focus on the homecoming trauma or more basically the impact of trauma upon soldiers returning home. When soldiers are back home, they bring back with them all the pain and sorrow they experienced on the battlefield. The sudden shift and detachment from the battlefield setting where soldiers are used to witness bewildering images creates an awkward feeling that leads soldiers to have mixed feelings. Trauma gradually starts to re-occur when soldiers are back home because trauma tends to haunt its victims. In other words, the process of traumatization or trauma itself is something that is attached to the battlefield therefore when traumatic soldiers are transferred to other environment the severity of their trauma starts to get more apparent. One can propose two possible losses that occur to soldiers when they return home, the first is a loss of the milieu that served as a host for them during war which is the battlefield. The second is the loss of the image of home that changed during their military service breaking their longing home as they will not see the same things that they missed upon return. In this way, the victims of trauma who returned home, will feel estranged and lose their belonging that will be prevailing a feeling of homelessness on them. The feeling of homelessness could also be related to the fact that the victims are no more having the same lifestyle at home that they had before deployment. Majority of the soldiers will return with either psychological or physical impairments. That change in their life will prevent them from feeling home again and home will be something that they will miss forever. Rich (45) coined the term 'Tragic Man' that refers to a person who perpetually stay homesick and never get to go back home again in a psychological sense. Trauma victims upon returning home will always get to feel like a tragic man who is estranged of his own home.

The play "States of Shock" by the American playwright Sam Shepard will be tackled with particular focus on the story of the homecoming of the main character, Stubbs. Various aspects of homecoming trauma are highlighted in the play, the main character will be analysed as a victim of homecoming trauma with examination of the effects of PTSD after returning home. Additionally, existential themes and minor characters' roles in the play will be explored in terms of trauma.

Sam Shepard is one of the outstanding American playwrights who won many awards due to his plays that always left an impression on the audience. His plays are known for being bleak, poetic, and surreal. With the decrease of governmental support to citizens in the United States due to the long-lasting chain of wars including the Gulf War. Shepard felt an urge to involve some political discourse in his writing. As a result, Shepard's plays became more concerned with conflicts and catastrophic events rather than social change and society. The involvement of more military characters also started to occur in his plays through veterans and in-service soldiers narrating their experiences and anxieties on the battlefield. In a message to Chaikin written in 1983, Shepard assures that he has been thinking about a new condition that he calls a "shock-state" which refers to the condition of "being lost of one's identity being shattered under severe personal circumstances-in a state of crisis where everything I've previously identified within myself suddenly falls away" (qtd in Tekinay 70).

When the tensions reached their highest in the Middle East during the Gulf War and especially after the mass bombing in Iraq, Shepard got inspired to write his play *States of Shock*. This play can be considered

as a direct reaction to the war that the US took against Iraq. Simultaneously, the play can also be regarded as a criticism of the public sphere's support of the war in the US. The play transparently shows the mental damage and the trauma that came as a result of this war. Therefore, *States of Shock* can be described as a loud outcry against the war that was waged. The play also has the character of the Colonel who is a veteran of the Vietnam War. The inclusion of this character seems a reminder made by Shepard of the Vietnam War and its effect on the people. *States of Shock* according to De Rose is a "reminiscent of Shepard's hallucinatory plays from the late 1960s, *States of Shock* is more concerned with expressing a highly personalized state of traumatized consciousness, what Shepard calls a "shock state" than with telling a story" (2). The play with its single act reflects a meeting between a veteran colonel and Stubbs, a new returning soldier. The Colonel as a Vietnam veteran represents the traditional war wagers who have always existed in the history of warfare. Stubbs is a traumatic newly home comer who has a severe physical injury that left him on a wheelchair. Through the play, the Colonel tries his best to discover the way that his own son died as Stubbs was the one accompanying him when he died. The play mirrors the clash of a two traumatic men from different wars and different periods.

2. War Trauma and PTSD

Trauma was officially recognized after the acceptance of Post-Traumatic Stress Disorder (PTSD) as a psychological disorder by the American Psychiatric Association (APA) in 1980. Then, by the same manual, trauma was explained as an impact to an incident that is both extreme and strange to the milieu of the normal human experience like catastrophes, wars, or any damage that causes psychological impact (American Psychiatric Association). The recognition of trauma turned it into a field of medical interest as it extended to other fields of science and social science.

Cathy Caruth's book "Unclaimed Experience: Trauma, Narrative and History" handles trauma as an interdisciplinary term and defines it as "the response to an unexpected or overwhelming violent event or events that are not fully grasped as they occur, but return later in repeated flashbacks, nightmares, and other repetitive phenomena" (118). Caruth is an outstanding scholar when it is about trauma because she has a widely cited emphasis on trauma. Regarding the formation of trauma, Caruth asserts that "in the structure of its experience or reception: the event is not assimilated or fully experienced at the time, but only belatedly, in its repeated possession of the one who experienced it" (4). The one who first contributed to the modern field study of trauma was Jean Charcot, he was from the initial scholars to search the bond between mental illness and traumatic disorder meanwhile dealing with his medical life during nineteenth century. Charcot's focus was specifically on hysteria, which is a psychological disorder thought to occur in women, because it is widely diagnosed among them. Charcot tried to prove the contrary by assuring that hysteria is pure mental-psychological case rather than physiological (Herman 102). In late nineteenth century, Sigmund Freud concluded that hysteria is an outcome of a psychological-traumatic damage due to disturbing past events (78). Therefore, one can say that trauma is like a scary ghost that chases patients.

In the Diagnostic and Statistical Manual of Mental Disorders by the American Psychiatric Association (APA), they asserted that PTSD's significance resides in "the development of characteristic symptoms following a psychologically traumatic event that is generally outside the range of usual human experience" (Spitzer et al 236). PTSD could be caused by several reasons such as man-made catastrophic events and natural catastrophes. Moreover, PTSD defined as "part of a spectrum of reactions to trauma" (Morrison et al 332-334). Cathy Caruth believes that PTSD is a part of a trauma "post-traumatic stress disorder reflects the direct imposition on the mind, psychically and neurobiologically, by an event that it cannot control" (Caruth 135). PTSD is mainly dependent on the patient's memory. Memory plays an essential role in traumatization due to its role in preserving data that the mind processes. Trauma is

created in relation to the revisiting of the traumatic scene that is saved in memory. Onno van der Hart and Bessel A. Van der Kolk assure two parts of human memory, first is traumatic memory, and second is narrative-normal memory. Kolk and Hart in the book *The Intrusive Past: The Flexibility of Memory and the Engraving of Trauma*, suggest that narrative memory is concerned with socialization and social acts, on the contrary, traumatic memory is void of any socialization or social acts and it functions solitarily (425). One can understand from these definitions that traumatic memory is inexpressible in patients, meaning that, traumatic memory is not processed while narrative memory is always processed for its social sense. Kolk and Hart contend that "what may most complicate the capacity to communicate about traumatic experiences is that memories of trauma may have no verbal (direct) component whatsoever [...] [are organized] without any accompanying narrative about what happened" (287). The Trauma locates at a very major place in the patients' brain and it hinders the patient from expressing their trauma verbally. Caruth, in line with that, agrees that traumatic memories cannot be narrated. Traumatic memories are not narratable because they are not accessed at any time by the memory. She further explains that trauma:

is always the story of a wound that cries out, that addresses us in the attempt to tell us of a reality or truth that is not otherwise available. This truth, in its delayed appearance and its address, cannot be linked only to what is known, but to what remains unknown in our very actions and our language. (4)

Caruth explains that literature plays a significant role in helping patients to describe their trauma. Literature has a very solid testimonial capability; literature also has a decent imaginative spirit that through, traumatic experience can be conveyed into images (4). Literature with its fiction could portray a lot of bewildering and traumatic scenes, therefore, literature can be almost perfect place where trauma can be both expressed and represented. Traumatic people always needed a place where they can be listened and treated. Literature can provide this atmosphere for that patient to be listened and that could also function as a way of getting gradually treated from trauma. The fundamental resides in literatures' flexibility to deal with several subjects and provide long and detailed descriptions that would help the traumatized to be healed and listened.

3. Trauma of the Homecoming in States of Shock

States of Shock sheds the light on traumatic victims whom almost lost their sanity during wars. Stubbs, a returning soldier is apparent to be the most traumatic among all. After his return home he tried his best to heal from his trauma by actively articulating what he has endured. Upon his return home, Stubbs started to feel estranged in the sense that all of the people around him are civilians and are incapable of comprehending his situation. Regarding Stubbs, De Rose assures that after returning home, Stubbs is no longer interested in the events that led to his trauma, instead, he seeks a chance to discuss the horrific aftermath, the emotions and the pain as well as the dissolution of the world that he once knew (3). De Rose perceives Stubbs as a traumatic who is looking for salvation and a hope to live as a normal human. In the play, this behaviour is reflected when Stubbs blows his whistle to get the attention of the people surrounding him, moreover he constantly lifts his shirt to show the massive wound from the war:

Stubbs: When I was hit-It went straight through me. Out the other side. Someone was killed.
But it wasn't me. I'm not the one. I'm the lucky one. (Shepard 4)

By doing so, Stubbs is looking for any chance available in order to get over his trauma and the horrific memories in his mind. Trauma survivors like Stubbs are always in need to discuss their trauma and feelings rather than being reminded of it without any elements of healing. Stubbs, since he got to meet

the Colonel, he is always reminded of his own trauma because the Colonel always asks him to describe the incident that led to Stubbs' trauma. He keeps reminding him not only verbally but also by using objects like toy soldiers:

You had heavy enemy artillery plus warships firing into you from offshore. Lets say the knives will represent the shoreline.

[...]

Colonel: When you were hit, Stubbs-you were backed up against the mountain. Is that right? Pretend the sugar is the mountain. Right here. Just pretend.

[...]

Now-from the top of the mountain-Let me get this straight, now. Only you can verify this because you were there, Stubbs. I'm just going on hearsay. From the top of the mountain you were blocked up by your own defensive artillery plus militia. Is that right? (Shepard 9)

The extracts above demonstrate the Colonel's constant reminders of Stubbs traumatic incident, by doing so, he is bringing more misery to Stubbs preventing him from normalizing his situation. Cathy Caruth assures that when trauma survivors are reminded of their trauma, they go through an agony that could lead to their destruction (45). The Colonel might be unaware of the fact that he is hurting Stubbs and loading more pressure on him regarding his situation as a trauma survivor. Stubbs was defensive against the reminders made by the Colonel; he keeps himself silent as he tries his best to prevent himself from commenting or making any references to his trauma. With his constant insistence the Colonel drives Stubbs to explode starting a series of hallucinations that took him back to what he saw at the last moment before he got hit by a missile. In a nutshell, it can be said that Stubbs is trying his best to recover from his trauma, yet what makes it difficult on him is the constant insistence and persistent reminders of the Colonel.

Regardless of the Colonel's reminders of Stubbs' traumatic past, Stubbs never showed interest in answering or being responsive to the Colonel. He is not interested in the incident itself, instead, he is looking for a way to make people understand and help him to heal. There are two possible ways to justify Stubbs' silence towards the Colonel's questions. The first is his willing to recover from his trauma; therefore he creates a way of defense by disassociating himself from the incident he lived. According to Van Der Kolk, the disassociation between the person's imagination and the real traumatic incident could help in the reduction of the severity of the traumatic aftermath as well as PTSD symptoms. That will also give the chance to the trauma survivor to build an imaginative recreation of the event with less severity (102). If Van Der Kolk's assumption considered, and if Stubbs was actually trying to recreate the traumatic incident with less severity, then, one can conclude that the only obstacle that faces Stubbs are the reminders of the Colonel, because these reminders make Stubbs unable to forget the severity of the incident that he lived before.

The second justification of Stubbs silence resides in his inability to answer the Colonel's questions due to the horrific scenes he witnessed. Stubbs is facing a state of unspeakableness that prevents him from answering the questions. In this case, it seems that Stubbs' feeling and emotions are hindered due to the pain and anxiety that his experience imposed on him. The effect of trauma could develop from a state of anxiety to a serious blocking of emotions, and that will interrupt the survivor's ability to express their feelings in an accurate way. They will become always uncertain and indecisive of what they feel or what they need eventually leading them to lose their ability to be responsive.

The Colonel keeps making false claims about Stubbs as he takes him out of his own identity. Despite the Colonel being the biological father of Stubbs, he keeps telling Stubbs that I am not your father and I can do good adopting you to be my own son. The Colonel is hesitant to accept his son in this situation, severely injured on a wheelchair. This reflects in part what Stubbs is facing, which is not being accepted by the society even by his own father. This situation puts Stubbs in a position where he is unable to understand himself or the society surrounding him. He feels that he is not himself anymore and therefore he cannot form associations with his previous life before deployment. The Colonel's actions made Stubbs lose his sense of self preventing him from sustaining his survival. Cathy Caruth assures that survival from trauma is "not simply the attempt to grasp that one has almost died but, more fundamentally and enigmatically, the very attempt to claim one's own survival" (150). Stubbs went through shock the moment he realized that his biological father is no more wanting him. That puts Stubbs into another trauma which is the social trauma that he started facing when he returned home.

The play *States of Shock* does not only demonstrates the traumatized Stubbs, but provides a whole evaluation of a traumatized society. For instance, the character Glory Bee is also suffering from both social and war trauma, as a black woman she inherited her social trauma from the racism and aggression that she has always faced in her society. The racist behaviour towards Glory Bee can also be observed in the play itself. The two white couple who are waiting for their food keep complaining because their food is late, when the white woman observes Glory Bee passing nearby, she says "She ought to be shot" (Shepard 13). The previous extract shows the hatred that the African American society is facing. Glory Bee's war trauma can attributed to the sequence of wars that the US has taken and that had its own impact on Glory Bee as a part of the society:

The thing I can't get over is, it never occurred to me that Denny's could be invaded. I always thought we were invulnerable to attack. The land-scraping. The lightening. The parking lot. All the pretty bushes. Who could touch us?

Who would dare/

[...]

When the first wave of missiles hit us, I kept studying the menu. I thought the menu would save me somehow. The pretty colored photo- graphed of all our specials. The Catfish Dinner. The Chicken-Fried Steak. I worshipped the menu. (Shepard 36)

Glory Bee, the waitress stands for the African American society specifically and the American society generally, especially those who were hesitant whether they should serve in the army or not. Stubbs resembles the same group of young people but after their return from the battlefield. The white couple in the play resembles the privileged people who always been supportive of wars against other nations. The way the white couple express themselves together with the language they use shows their pro-violence aspect, Shepard created these characters to demonstrate his dissatisfaction with the US war against Iraq. The two white couple reflects several traumatic symptoms when they are talking to the other characters. At the final part of the play, at the moment when the wagon of masks enters the stage, the White Woman inquires whether they should be ready to avoid any attack by taking specific position:

(Suddenly, from left, a metal busboy wagon, loaded with gas masks, is rolled onstage. It arrives all by itself and stops centerstage. The characters ignore it. Pause.)

[...]

WHITE WOMAN Shoudn't we be getting under the table by now? Shouldn't we be tucking our heads between our knees? (Shepard 37)

As it is clear in the extract the couple sounds to have previously experienced such situations with being cautions against war alarms. It can also be said that this couple could be veterans, which means that they have already experienced war before, on the stage, both are indifferent of what is happening there and they always sit in silence. The masks that arrived at the stage demonstrate the US public's fear of any attacks against the US and also show their fear of the rumor that Iraq owns the WMD. With the advancement of the story of the play, the setting, which is a public café started to gradually turn into warzone. Glory Bee is constantly suffering from balancing the tray as if there are hidden forces pushing her to do that. That could be resembled to the shaking of the ground while bombardment. Moreover, there are always sound of constant bombing in the background in the theatre and it increases whenever the play reaches a climax. The death of the manager of the restaurant and the long delays of the food in the play according to Weiss are "attributed to the cook's wounds" (83). The implication of such bewildering images makes it clear that almost all of the characters in the play suffer from trauma.

4. Ignorance and the Trauma of the Body

Stubbs past experience at battlefield left him disabled and almost dead inside. He has been inactive both sentimentally and spiritually due to his impotence. Stubbs constantly shouts "My thing hangs like a dead meat" (Shepard 30). In the play, Stubbs impotence does not appear to be interpreted in a sexual way, yet, it symbolizes the trauma of identity and personality loss. The constant expression of Stubbs impotence refers to his willingness in expressing his trauma to other people using his own words. His screams can also be voices of challenge against those who left him behind and abandoned him. He is not given enough attention by the people surrounding him neither understood by other people. The Colonel keeps pushing on Stubbs to believe in things that are unrealistic. Furthermore, Glory Bee is uninterested in Stubbs when he tries to show his wounds to her. Stubbs whistling represents the solid outcry that he blows whenever he shows his wound in an attempt to express his lack of being understood by the people around him. At the end of the play when Stubbs gets reaction from the surrounding characters, he blows his whistle and left his shirt simultaneously to express his anger with the situation. The scene was created by Shepard perhaps to demonstrate the rejection of the American society to marginalized people such as Stubbs who are in their opinion considered as inferior human due to their disability. According to Herman, comprehension plays a very significant role in reducing the traumatic damage. He further explains, at the moment when trauma attacks with its terrible memories, as defence mechanism, the patient try his best to express his trauma verbally. So that the pressure results from the terrible memories is released through verbal communication and most importantly comprehension from the listeners (102).

The Colonel has significant and different impact on Stubbs, he symbolizes a traditional military man who strongly believes in the old traditions of war. In the play he appears to be patriarchal and still living in the Vietnam War period lifestyle. The Colonel has no empathy towards Stubbs, maybe because he is no more looking like normal human due to his disability, he tries to disown him and creating an illusion in Stubbs mind that the Colonel is not his father. The Colonel has fell into the dilemma of believing that the old fashion he is following is no more valid and he is unable to accept this. When Stubbs tries to disobey the Colonel, he stops him by beating threats and that justifies the Colonel's attitude when he made up his own sons death not to deal closely with the disabled Stubbs anymore. The manoeuvre of the Colonel from admitting that Stubbs is his biological son becomes clear when he describes the American society as "Bravest stock, the pioneer...these ones have not left us to wallow in various states of insanity and self-abuse" (Shepard 21). The previous extract reveals the Colonel's extreme thinking that a hero must die in war and not come back paralyzed, this prevents him from confessing that Stubbs is his real son. In this situation, Stubbs could be facing a severe memory loss due to his trauma that he is no more able to remember his real father.

In other places in the play, the Colonel seems to still have some attachment towards his son despite his situation that does not please him. He helps Stubbs and takes care of him while he is suffering from the injury, however, he feels ashamed of the people around him so he does this privately. He also did not stop from manipulating Stubbs by making him forget that he is his own son.

The vast majority of severe trauma cases result from wars and it involve physical injuries from scars to severe wounds. Although trauma is known to be mostly psychological, physical injury also plays a significant role in determining the severity of the trauma case. Due to what he experienced on the battlefield, Stubbs became eighty percent mutilated. That wound left Stubbs' in a permanent mark that will always remind Stubbs of the incident. Stubbs always reveals this wound to the audience and the other characters on the stage in order to make them understand his situation. De Rose Contends that "Stubbs' physical and emotional mutilation is graphically manifest in a wound which he regularly reveals to the audience and to other characters on the stage". Therefore, Stubbs' wound is not merely physical, but also has a psychological depth and speaks for "the physical devastation and emotional havoc wreaked upon those who go to war, those who die, and those who return "mutilated" to the families which sent them off to fight" (4). Stubbs assures by himself the psychological impact of his wound by saying that "The middle of me is dead. The core. [...] the part of me that goes on living has no memory of the parts that are all dead. They've been separated for all time. They'll never have a partner" (Shepard 10). Simultaneously, the wound could also stand for the shock that he got from his father the Colonel after he abandoned him. As a soldier who fought and risked his life for the sake of his country, Stubbs like any soldier has expected himself to be celebrated when homecoming, yet, the opposite was waiting for him. After Stubbs comes to realization that the Colonel is his biological father and he has been deceiving him regarding his real identity, he feels upset and resembles the act of the Colonel as shocking and traumatic as the incident he encountered in the battlefield:

Stubbs: Remember the moment you forsook me. The moment you invented my death.
(Shepard 20)

[...]

Your face, lying. Smiling and lying. Your bald face of denial. Peering down from a distance. Bombing me. (Shepard 39).

The extract above shows Stubbs reaction to what has the Colonel done to him, he describes it as severe as the traumatic incident he lived in the battlefield. It can be said that Stubbs is trapped between two traumas, the first is his trauma that he encountered on the battlefield and the second is the trauma that he encountered from the people around him especially his father.

In the play, the bigger picture of Stubbs as a character criticizes and questions the war and its horrendous aftermath. Stubbs frequently rolling around the stage making sounds and demonstrating his scars to the audience. Stubbs was abandoned and stripped from his own being. Novak and Brencio argue that "trauma disturbs the "ek-static" unity of temporality and when it enters into a person's life, everything changes as the traumatic event overwhelms the individual's ability to cope with, and find meaning in life" (qtd in Tekinay 127). After losing his hope in life and that sounds like something inevitable. Stubbs then, clings to the smallest hope to feel more alive and that is by the slight sexual encounter that he faced with Glory Bee when he shouts "My thing is coming back" (Shepard 38). After repeating this sentence that seems to have brought him hope, he immediately shifts to talk again about his trauma:

STUBBS (Rolling on floor with GLORY BEE)

My thing is coming back! GLORY BEE Oh, great

[...]

STUBBS My thing is arising! I can feel it!

[...]

STUBBS It's coming back! It's all coming back to me now!

COLONEL You're dreaming, Stubbs! Wildly hallucinating again.

STUBBS No—listen—here's how it was. Listen to me now! (STUBBS stops rolling with GLORY BEE and tries to sit up from the floor. He gets GLORY BEE to help him.

COLONEL stays in wheelchair. Struggling to sit) When I was hit. It went straight through me and out- (Shepard 39).

The previous extract shows Stubbs first successful attempt towards recovery, his physical approach to Glory Bee made him realize that he can overcome his impotence. Glory Bee as a character represents the American youth that have not been deployed to war and are comprehensive of the situation on the battlefield. Spiritually, Glory Bee can be the safe place where Stubbs can be, because she is aware of the damage he has been through. After the encounter with Glory Bee, Stubbs now is more hopeful about his recovery so he suddenly starts to narrate his trauma to the Colonel.

Stubbs while healing tries to utilize his memories to reflex the picture of the battle in his mind. The image of the US war that Stubbs presenting us is not glorious as it is announced, instead, a brutal and bloody one. Shepard believes that wars are one of the main reasons that helped in the building of modern US. Stubbs, the disabled war veteran states that a soldier must "Lock onto an image or you'll be blown to KINGDOM COME" (Shepard 176). Stubbs comment clearly demonstrates his feeling of indifference between the harm caused by the battlefield and the one that was caused by people when returning home. Stubbs stands for every veteran soldier in terms of their reality, bitterness and awkwardness. The couple, the waitresses Glory Bee and the Colonel each try to live their life reflecting their own manner. One can say that Stubbs is totally lost because he has no one to trust in, he is not longing to the battlefield neither to his alternative place which is home.

States of Shock also implies a godless atmosphere. Most of the characters including Stubbs himself have lost their believe in God. During the deadly incident he lived in the battlefield, Stubbs was hesitant to pray and instead said "We had no idea who God was. Who was God" (Shepard 28). The feeling of the absence of God in the play can also be a reason that has contributed to the decrease of the character's mentality that as a result created a double trauma. Ross contends that the survivors of traumatic incidents tend to develop a sort of anger against God because God could have intervened and saved them from their trauma (432). The Godless atmosphere then in States of Shock contributed a lot to the miserable situation of the characters. They are acting hopelessly with a lot of random repetitions and indecisiveness. This situation is overall the common situation for those who cannot determine their life and their future. The society where and when these a character lived forces such atmosphere. The interesting part of Stubbs life is that he is no more able to recognize the difference between home and battlefield, because both damaged him and caused him trauma. Despite his endeavours to survive, Stubbs fails because of his surroundings. The people surrounding Stubbs are already traumatized socially. Perhaps Stubbs constitutes a reminder for them of their traumas so they tried to avoid his existence as a defence mechanism they developed. States of Shock demonstrates the severe level of trauma on both societal and battlefield levels. Both civilians and veterans are wandering together to discover ways to heal from trauma. Shepard has not touched upon trauma as a psychological case but he integrated it as a part of whole culture which is the American culture. He utilized trauma as a window

to define the culture of this country particularly at the times of war and political escalations. Therefore, one can say that Shepard's masterpiece can be regarded as one of the main literary works that pictures a realistic image of trauma.

5. Conclusion

Shepard's *States of Shock* demonstrates live image of retuning soldier from the battlefield. With his suffering gradually getting worse upon returning home. Stubbs becomes completely unable to forget his traumatic aftermath due to the Colonel's reminders of his traumatic incident. He lives a dilemma as he is completely estranged from his home that he is familiar with before deployment. He feels unwelcomed among his people because he is now different, an injured veteran on a wheelchair. Stubbs is trying his best to deliver a message to people to understand his suffering, whenever he feels estranged, he removed his shirt to show his severe wound, were a missile has passed through his body. Without reaching to any result, Stubbs comes to a state of silence, especially when he realizes that his biological father, the Colonel, is no more welcoming him. He tells him that my son is dead. The Colonel himself could feel shameful because his son did not die in the battlefield, rather he got wounded and now he is on a wheelchair. Other characters in the play also have their own personal trauma. Glory Bee and the white couple both stand for the American society and represent both the supporter and those who opposes the policy of US in getting itself into sequel wars.

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Complex Dynamic Systems Theory as a Theoretical Framework to Study Turkish Preparatory School Students' Causal Attributions to Their Perceived Achievements and Failures in Learning English

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Abstract

Despite advancements in modern teaching methods and increased language input accessibility, many language learning settings fail to meet expectations. In response, English Pathway Programs (EPPs) have gained popularity among universities to accommodate international students who do not meet conventional language proficiency requirements assessed by IELTS or TOEFL (Cross & O'Loughlin, 2013). This trend reflects global challenges in language acquisition, including in Türkiye, where similar struggles remain despite widespread access to language learning resources. Thus, this research investigates the causal attributions of preparatory school learners through the lens of Complex Dynamic Systems Theory (CDST), highlighting the interconnected and ever-evolving nature of language learning. The analysis is guided by CDST principles, including non-linearity, feedback sensitivity, adaptation, and context dependence (Larsen-Freeman, 2015). Hiver & Al-Hoorie (2020) argue that mixed methods should extend beyond the traditional qualitative-quantitative divide to include individual and group-level analyses alongside exploratory and falsificatory objectives. Accordingly, this study adopts a dynamic framework surpassing traditional methods to explore causal attributions, detect patterns, and uncover variations, relationships, and individual differences in language learning. The study was conducted with preparatory school students (A1 repeat and B1 learners) at Pamukkale University, employing an integrative research design. The Language Achievement Attribution Scale (LAAS) provided quantitative data on students' attributions to success and failure, while open-ended questionnaires explored individual learning experiences. Findings revealed that students with similar midterm scores perceived success differently, influenced more by individual factors such as goals and motivations than by gender or proficiency level. Pedagogical recommendations emphasize authentic materials, digital tools, and adaptive teaching strategies (Finch, 2004) to enhance engagement and success. By adopting CDST and an integrative research design, this study contributes to a deeper understanding of language learning as a holistic, dynamic, and emergent process.

Keywords: Complex Dynamic Systems Theory, CDST, language learning, causal attributions, preparatory school, language acquisition.

1. Introduction

Globalization has reshaped the contexts in which foreign languages (FLs) are taught, learned, and used, driven by increased mobility, technological advancements, and the expansion of global information networks. Moreover, it has destabilized the traditional norms and conventions upon which FL instructors rely to support learners in becoming successful users of the language beyond the classroom. Today,

classrooms are no longer the sole avenue for English learning. With access to authentic materials through videos and the Internet, along with opportunities for tele-collaboration and interaction in social networks, students can engage with native speakers and cultural contexts more easily. Electronic chatrooms also offer even the most introverted students a space to interact in the target language (Kramsch, 2014).

Despite these technological and pedagogical advancements, language learning outcomes still vary significantly. In response to the increasing enrollment of international students who do not meet language proficiency thresholds on standardized assessments such as IELTS or TOEFL, universities now often rely on English Pathway Programs (EPPs) (Cross & O'Loughlin, 2013), reflecting the global prevalence of language acquisition challenges including in Türkiye. Many a student in Türkiye has to attend to English Language Preparatory Programs upon entering university, as they do not meet proficiency standards. Although students receive approximately 1,400 hours of English instruction during their primary and secondary education, nearly 90% still graduate with proficiency levels at A1/A2 instead of the B1 level prescribed by the Ministry of Education (¹[http-1](http://)). Data from Pamukkale University illustrates this issue clearly: 94.43% of 943 students in 2008–2009, 97.33% of 1,090 students in 2009–2010, 90.20% of 1,453 students in 2010–2011, and 83.29% of 1,634 students in 2011–2012 began preparatory school at beginner levels (A1/A2) (Paker, 2012).

Some of these students are required to repeat the preparatory program due to failure, while others successfully progress to B1+ from A1. Although they start at the same prep school with the same or similar proficiency level, significant gaps in final outcomes are observed. If a student fails for a second time during their second year at the preparatory school, they are required to leave their current program and transfer to one that delivers the same curriculum in Turkish. This outcome may contribute to negative perceptions of English learning, even among those who later succeed academically in their fields but remain limited in English proficiency.

The seriousness of this situation calls for critical attention. It is therefore crucial to revisit the question of why students who share the same classroom, curriculum, and starting point in English walk such different paths in their language learning journeys, not through static, one-size-fits-all explanations, but through a more nuanced lens: one that combines Attribution Theory (Weiner, 1972), which explores how learners make sense of success and failure, with Complex Dynamic Systems Theory (Larsen-Freeman, 1997), which captures the evolving, interdependent, and non-linear nature of language development.

2. Literature Review

2.1. Attribution Theory and Language Learning

Attribution Theory, proposed by Weiner (1972), posits that individuals seek to make sense of the reasons behind their past successes and failures. This process of explanation influences future expectations, emotions, and motivated behavior. According to the theory, causal attributions can be classified along three primary dimensions: locus (internal vs. external), stability (stable vs. unstable), and controllability (controllable vs. uncontrollable), with intentionality and globality occasionally included as additional dimensions. These causal aspects affect a wide range of emotional responses, including anger, gratitude, guilt, hopelessness, pity, pride, and humiliation. In particular, the perceived stability of causes shapes expectations of future success, which in turn influences motivation and performance (Weiner, 1972; ,Weiner, 2018).

¹ <http://mufredat.meb.gov.tr/Dosyalar/201812020472656-OGM%20INGILIZCE%20PRG%2020.012018.pdf>

Different types of causal attributions can have a significant impact on the behaviors of learners (Dörnyei & Ushioda, 2011) as well as their motivation and overall language learning outcomes. In this regard, Weiner's Attribution Theory has been widely recognized as a strong predictor of classroom learning and performance, particularly through its emphasis on how motivation is shaped by learners' interpretations of their past experiences (Weiner, 1972). In addition to the structural components of attribution, learner-specific factors have been emphasized as crucial in shaping how attributions are formed. Horwitz (1999) suggests that variability in language learning outcomes may stem from the individual nature of learners, each of whom engages with the acquisition process in unique ways. These differences shape how learners interpret their successes and failures, often in relation to personal factors such as gender, age, cultural background, and self-efficacy. These theoretical insights have laid the foundation for numerous studies examining how attributional patterns emerge across different learner populations and educational contexts.

2.2. Empirical Insights into Attribution Theory

Grounded in Weiner's Attribution Theory, numerous studies have examined the causal attributions of language learners in EFL and ESL contexts abroad (William & Burden, 1999; McQuillan, 2000; Williams, Burden, & Al-Baharna, 2001; Graham, 2004; Williams et al., 2004; Lei & Qin, 2009; Peacock, 2010; Pishghadam & Zabihi, 2011; Fatemi & Asghari, 2012; Mohammadi & Sharififar, 2016; Lou & Noels, 2017; Fielden & Rico, 2018; Liu & Zhang, 2018; Meccawy & Sebai, 2025) and in Türkiye (Kayaoğlu, 1997; Büyükselçuk, 2006; Saticilar, 2006; Taşkıran, 2010; Semiz, 2011; Sahinkarakaş, 2011; Özkardeş, 2011; Höl, 2016; Kyzy, 2016; Yavuz & Höl, 2017; Paker & Özkardeş-Döğüş, 2017; Çağatay, 2018; Bıçak, 2019; Kasap & Ünsal, 2021; Gökçe, 2021; Güneş, 2022; Taşkıran, 2022; Ünsal & Kasap, 2024; Yazıcı, 2024) with varying research foci, findings, and pedagogical implications for language teaching and learning. Some researchers conducted statistical analyses to determine whether there were significant differences in learners' causal attributions for success and failure based on variables such as gender, motivational type (internal vs. external), and stability. Others generalized findings based on differences observed among these variables.

For instance, Williams et al. (2004) explored how secondary school students in the UK attribute their successes and failures in learning foreign languages, identifying 21 success and 16 failure attribution categories through open-ended questionnaires and grounded theory analysis. Their findings revealed significant differences based on gender, age, language studied, and perceived success, while also pointing to a notable lack of student awareness regarding learning and metacognitive strategies. Similarly, Genç (2016) examined the effects of gender, age, and perceived success among Turkish EFL students in higher education. The study found that students generally attributed their failures to external causes and their successes to internal ones. Additionally, female students placed greater importance on effort and internal factors compared to their male peers. In light of these findings, it is clear that variables such as gender, age, motivation level, cultural background, and self-efficacy beliefs can impact the language learning process in specific contexts. However, what remains unclear is why learners who share similar demographic and contextual backgrounds still show considerable variation in their learning outcomes.

2.3. From Attribution to Complexity: Rethinking Learner Diversity

What persists in this unresolved question, namely why learners with similar backgrounds still diverge in outcomes, may in fact reflect a deeper gap between the structured expectations of theory and the unpredictable realities of practice, and between standardized statistical results and the complex, evolving nature of individual learner experiences. In second language acquisition (SLA) theory, it is widely

acknowledged that learners' success in acquiring a language can vary significantly. Learners differ not just in their rate of L2 acquisition, but also in their ultimate level of achievement, with a few achieving native-like proficiency and others remaining far below that level due to individual differences that stem from social, cognitive, and emotional components (Ellis, 2004). However, in practice, studies on individual differences, including those related to motivation or attitude, often treat all members of a defined group as homogeneous, thereby overlooking the uniqueness of individual learners (Larsen-Freeman, 2019). In other words, statistical methods are frequently used to generalize from population samples to individuals. Another drawback in studies on individual differences is the traditional reliance on quantitative methodologies. In most cases, researchers have favored questionnaires or scales using Likert-scale items that require learners to self-report on specific aspects of their language learning experiences. However, reliability and validity of these instruments are questionable. When students are asked to agree or disagree with statements like 'I ask questions in English', they will find it Therefore, although useful for capturing broad trends, these instruments may fall short in reflecting the complexity and dynamic nature of individual learner experiences in SLA (Larsen- Freeman, 2019). In addition, conducting correlational analyses can only show how variables relate to one another, not how they cause one another (Ellis, 2004). Besides, in statistical analyses of a study, the outliers, who get the highest and the lowest scores in the testing instrument, were generally excluded from the study on the grounds that they affect the results and the generalizability of the study. However, what if the excluded outliers represent exceptional cases such as Julie, Wes, Bob, and Valerio? Could our results be meaningful without them? These rare cases at that time provided counter-evidence to prevalent SLA theories (Larsen- Freeman, 2019). For instance, Julie, an adult native speaker of British English residing in Cairo who appeared to speak Egyptian Arabic in a manner practically indistinguishable from native speakers of Arabic, was given as evidence against the Critical Period Hypothesis by Ioup et al. (1994). Schmidt's (1983) Wes, a native Japanese speaker living in Hawaii, illustrates that even with substantial comprehensible input and frequent interaction with English speakers, grammatical development may not occur as expected. In a similar vein, Bob, a Chinese learner of English, used specific question forms in particular interactional contexts, thereby challenging the assumption of universal developmental sequences in second language acquisition (Tarone & Liu, 1995). These cases draw attention to the limitations of generalizations and underscore the value of examining individual learner trajectories. Under the light of the findings from these studies, it can be claimed that everything is connected with everything else in language learning process and outliers could mean a lot in testing theories. Thus, there is "a need for a new kind of thinking that reconnects that which is disjointed and compartmentalized, that respects diversity as it recognizes unity, and that tries to discern interdependencies" (Morin, 2008, p. vii), which will go beyond identifying simple linear cause-effect links and identify the complex, non-linear, dynamic and unpredictable factors affecting the language learning process, as in the rare cases of Julie, Wes, Bob and Valerio. In this regard, Complex Dynamic Systems Theory (CDST) can be a promising and well-suited theory for capturing the multifaceted nature of second or foreign language development.

2.4. CDST in Language Learning

Chaos/complexity theory (C/CT) and the associated dynamic systems theory (DST) are indeed transdisciplinary theories that were initially suggested in the natural sciences to describe the behaviour of complex dynamic systems and have since been extended to the social sciences. Systems often comprise a large number of system components that interact and give birth to a higher level of complexity (Larsen-Freeman, 2020). Then, this theory was adopted and first introduced into the field of language learning by Larsen-Freeman (1997) to explain language use and development phenomena in terms of emergent systems that are complex, interconnected, dynamic, self-organizing, context-dependent, open, adaptive, and non-linear (Larsen-Freeman, 2019). Complexity theory allows us to

view SLA as “a dynamic, complex non-linear process that is open, self-organising, adaptive, unpredictable, and sensitive to initial conditions and feedback (Finch, 2004, p.13). “We can neither claim that learning is caused by environmental stimuli (the behaviourist position) nor that it is genetically determined (the innatist position). Rather, learning is the result of complex (and contingent) interactions between individual and environment” (Van Lier 1996, p.170 as cited in Finch, 2004, pp.13-14). Thus, it is difficult to identify the independent and dependent variables and their non-linear and complex relation with each other when a link between a particular characteristic, such as motivation, and language proficiency is established, despite the fact that various statistical techniques (such as path analysis), which claim to solve this problem (Ellis, 2004). Despite this recognition, much of the existing research rely on group-level generalizations and quantitative methods, which, while valuable for identifying broad patterns, may not fully capture the nuanced and dynamic learning trajectories of individual learners. As a result, there is a critical gap in the literature concerning how diverse factors such as motivation and contextual influences interact in dynamic and non-linear ways to shape perceptions of learners regarding success and failure.

To address this gap, the present study aims to explore Turkish preparatory school students’ causal attributions for their perceived achievements and failures in learning English through the lens of CDST. The CDST framework offers the potential to provide a more comprehensive understanding of how interconnected, emergent, and context-dependent factors influence language learning outcomes. By embracing the complexity of learner experiences, the study seeks to offer a richer and more situated account of attribution processes in second language development.

The current research is expected to make a number of contributions to the existing literature. First, the study aims to extend the limited research on understanding the causal attributions of prep school learners to their perceived achievements and failures. To the authors’ best knowledge, this is the first study to explore the causal attributions for success and failure in learning English from the point of view of CDST. Second, the study is expected to provide a more comprehensive understanding on causal attributions by identifying the non-linear and dynamic relationship among different interconnected factors rather than just creating simple linear cause-effect links. Third, the current study is also significant with respect to the research design. In contrast to most of the existing studies in the literature, the research aims to extend the understanding of causal attributions of prep school learners by focusing on the rare cases, outliers and differences within the group of participants within the same level. In other words, this study can be said to highlight the differences among the same-level students rather than making generalizations by focusing on similarities among them. Hence, this study adopts a transdisciplinary integration of research methods for CDST, which is beyond the quantitative–qualitative divide (Hiver & Al-Hoorie, 2020; Hiver et al., 2022). In order to reach the aims of the study, the following research questions were formulated:

1. How do A1 repeat students perceive their own language learning success, and how do these perceptions relate to their exam performance and self-evaluations?
2. What are the causal attributions of A1 repeat students for their perceived success or failure in learning English?
3. How do A1 repeat students evaluate their learning experiences across their initial and repeated A1 courses in terms of motivation, learning environment, and contributing factors to success or failure?
4. What are A1 repeat and B1 students’ perceptions of prep school practices, including reasons for attendance, feedback effectiveness, and the reliability and validity of proficiency exams?
5. What suggestions do A1 repeat and B1 students offer to improve language learning outcomes and minimize failure?

3. Methodology

3.1. Research Design

The traditional approach to mixed methods involves a blend of qualitative and quantitative methods. However, Hiver and Al-Hoorie (2020) suggested that the integration of methods within this framework is no longer restricted to this binary approach. An integrative design can also encompass a combination of individual and group-level analyses, as well as exploratory and falsificatory objectives. Although it may not be feasible for a single study to encompass all of these three areas, a transdisciplinary research agenda into a particular problem or subject matter would ideally aim to achieve such integration. Therefore, this research adopted a dynamic approach, utilizing a framework that goes beyond the traditional boundaries of quantitative or qualitative methods as can be seen in Figure 1.

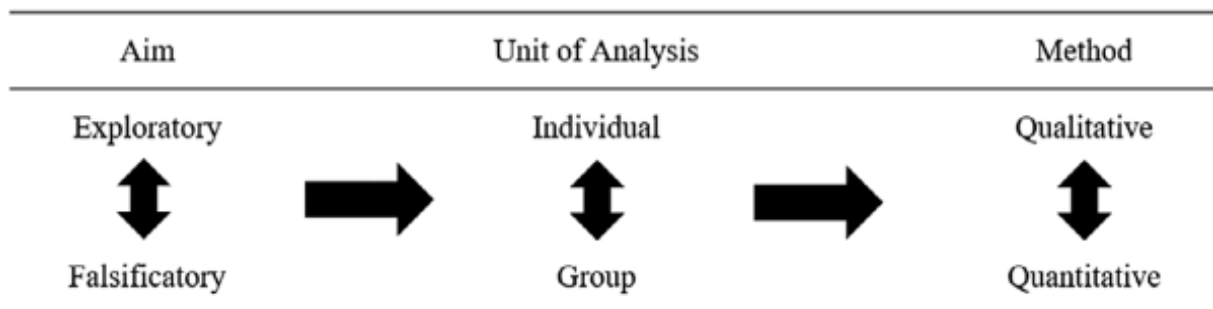


Figure 1. Integrative framework for CDST research designs integration proposed by Hiver and Al-Hoorie (2020).

Under the light of this framework, the study aimed to explore causal attributions and identify patterns and trends at both individual and group levels of analysis by gathering qualitative and quantitative data. The goal was not just to triangulate data, but rather to detect variations and dynamic relationships within groups. The study also examined correlational and significant relationships, as well as non-significant results and individual differences in order to reveal the dynamic relations among different factors. In summary, this exploratory research aimed to contribute to a deeper understanding of complex phenomena by adopting a holistic and dynamic approach that goes beyond the conventional limitations of research methods.

3.2. Participants

The study included a total of 55 preparatory school students from Pamukkale University. Using purposive and convenience sampling, the research focused on exploring the causal attributions of A1 repeat and B1 level learners regarding their perceived success and failure in language learning. Among the participants, 28 were A1 repeat-level students and 27 were B1-level students. In the School of Foreign Languages, the students are administered a preparatory school English exam based on four skills by the university. Learners who fail to achieve the minimum passing score of 70 out of 100 on the placement examination are required to attend preparatory school for two or more modules before they can begin their first-year studies.

Table 1. Demographic information about participants

Level	Gender		Department		High School		Bilingual		Finance on lang. learning	
	Male	Female	Economy	Engineering	State	Private	Yes	No	Yes	No
A1	15	13	28	6	23	5	4	24	9	19
B1	15	12	27	0	21	6	3	24	4	23

3.3. Data Collection Instruments

Ethical approval for the study was obtained from the Social and Human Sciences Ethics Committee of the relevant university, covering both the research instruments and procedures. Data collection adhered to established ethical standards and employed the Language Achievement Attribution Scale (LAAS) alongside open-ended questions. Participants were informed about the voluntary nature of their involvement and the confidentiality of their responses through a consent form. They were also invited to indicate their willingness to participate in follow-up interviews during the second phase of the study. Data were ultimately gathered using three instruments: a demographic information form, the LAAS, and open-ended questions.

3.3.1. Demographic Information Form

At the beginning of the study, both A1 repeat and B1 students were asked to provide demographic information about their age, gender, department, class, and exam scores. They were also asked whether they speak another language other than English.

3.3.2. LAAS

In order to investigate the causal attributions of the participants for their perceived success and failure in the English proficiency exam, LAAS was employed. Originally developed by Hsieh and Schallert (2008), the scale was translated and adapted into Turkish by Semiz (2011). Following expert review, it was determined that the scale might not fully capture the theoretical dimensions of Attribution Theory. Consequently, Bıçak (2019) supplemented the instrument with seven additional items. The current study utilized this expanded Turkish version of the LAAS by Bıçak (2019). The Cronbach alpha reliability of the instrument for this study was found to be .70 ($r=.70$).

3.3.3. Open-ended Questions

Both A1 repeat and B1 level students were asked to respond to open-ended questions, not merely to triangulate the data but to explore individual differences in greater depth. These questions elicited the perceptions of A1 repeat students regarding the differences between their initial A1 course and the repeated A1 course, specifically in terms of: (a) motivation, (b) attitude, (c) language achievement, (d) reasons for learning English, (e) language learning and study styles, (f) factors positively influencing their achievement, (g) factors negatively influencing their achievement, (h) the language learning environment, (i) proficiency exams, and (j) any additional factors they had observed. Additionally, both A1 repeat and B1 students were asked to explain their reasons for attending the preparatory school, to share their views on the impact of teacher feedback on their language learning process, and to evaluate the reliability and validity of the school's proficiency exams. They were also invited to propose solutions aimed at maximizing success and minimizing failure in English language learning. The responses to these open-ended questions were analyzed in light of the CDST, with particular reference to the principles outlined by Larsen-Freeman (2015), namely: *change, space, complexity, relationship, non-linearity, sensitive dependence on initial conditions, openness and non-finality, feedback sensitivity/adaptation, context-dependence, and non-Gaussian distribution*.

3.4. Data Collection Procedure

The data were collected from students using an online version of the instruments administered via Google Forms. Prior to data collection, participants were provided with an informed consent form outlining the voluntary nature of their participation and assuring the confidentiality of their responses. The data collection process was conducted during scheduled class hours under the supervision of the instructor, and participants completed the scale within approximately 10 to 15 minutes.

3.5. Data Analysis

The study employed both quantitative and qualitative research methods to provide a comprehensive understanding of repeat causal attributions of prep school students.

3.5.1. Quantitative Analysis

In the quantitative phase, students were first asked to self-evaluate their perceived success by assigning a score between 1 and 10 based on their most recent proficiency exam results. Following Bıçak (2019), those who rated themselves between 1–5 were categorized as ‘unsuccessful’ while those scoring between 6–10 were considered ‘successful’.

Given that the number of students in both A1 repeat and B1 levels was fewer than 30 per group, non-parametric statistical tests were employed. Descriptive statistics, Mann-Whitney U tests, and Spearman’s rho correlation analyses were conducted. The Mann-Whitney U test was used to compare self-evaluation scores between male and female students. In addition, the mean scores of successful and unsuccessful students were compared with each other for each item in the LAAS. Besides, Spearman’s rho was run in order to find out whether there is a correlation between the previous and latest exam scores of A1 level students. Descriptive statistics were used to examine potential differences, regardless of statistical significance, in the highest and lowest scored items between successful and unsuccessful students. In order to find out the reliability of the LAAS instrument, Cronbach alpha was calculated ($r=.70$) and proved a sufficient level of reliability value for the instrument.

Beyond these statistical procedures, each score was also explored one by one to find out whether there is an individual difference that might not have been seen in statistical analyses. These explorations are also presented in the results and discussion section.

3.5.2. Qualitative Analysis

In the qualitative phase, open-ended student responses were subjected to thematic content analysis. The data were first read thoroughly to identify recurring patterns and meanings. Initial codes were generated inductively from the data, followed by focused coding that aligned emerging themes with the theoretical dimensions of CDST. Specifically, the codes were organized under the ten conceptual categories proposed by Larsen Freeman (2015): *change, space, complexity, relationship, non-linearity, sensitive dependence on initial conditions, openness and non-finality, feedback sensitivity/adaptation, context-dependence, and non-Gaussian distribution*. This theoretically informed coding process enabled a comprehensive interpretation of learners’ perceptions and experiences, capturing the dynamic and interconnected nature of language learning and moving beyond fixed-variable and group-level generalizations.

4. Results and Discussion

This study was conducted to explore the causal attributions of preparatory school learners from the perspective of CDST. In line with this framework, both statistically significant and non-significant results were analyzed, since CDST values the full range of variability rather than focusing only on generalizable trends. As Larsen-Freeman (2015) explains, complex systems often exhibit non-Gaussian distributions and nonlinear behavior, which challenge the assumptions of traditional statistical methods. Therefore, Rather than emphasizing interindividual variation across populations, CDST encourages a focus on intraindividual variation, which refers to how person-specific factors could change and interact over time (Molenaar & Campbell, 2009 as cited in Larsen-Freeman, 2015). This shift allows for a deeper and more accurate understanding of the dynamic and personalized nature of development in language learning.

According to the dynamic systems perspective on development, two foundational principles guide understanding of human behavior. The first one is that behaviour results from the dynamic interplay between individual characteristics and contextual influences. The second is that variability in performance is considered an essential source of information for interpreting developmental trajectories (Larsen-Freeman, 2015). Taken together, these principles ‘person-in-context’ and ‘variability as information’ represent the backbone of dynamic systems theory. Building on these themes in general, the results will be discussed with reference to the lessons drawn from CDST, which are ‘*change, space, complexity, relationship, non-linearity, sensitive dependence on initial conditions, openness and non-finality, feedback sensitivity/adaptation, context-dependence and Non-Gaussian distribution*’ as suggested by Larsen-Freeman (2015).

4.1. Students’ Perceptions on Their Degrees of Success Based on Midterm Scores

Students were asked to write down their most recent mid-term score and rate their success from 1 (very unsuccessful) to 10 (very successful). The results showed that the majority of both A1 repeat (N=16) and B1 (N=18) level students perceive themselves as successful based on their midterm scores as can be seen in Table 2.

Table 2. Perceptions of students on their performance in learning English

	A1		B1	
	Frequency	Percent	Frequency	Percent
1-5 unsuccessful	11	40.7	10	35.7
6-10 successful	16	59.3	18	64.3
Total	27	100	28	100

It can be said that students who rated themselves as successful outnumber the students who rated themselves as unsuccessful in both groups by rating their success between the numbers 6 and 10.

4.1.1.Differences with Respect to Students’ Self-Evaluation of Their Success Based on the Same Score Band

The comparison between students' midterm scores and their self-evaluated success levels (on a scale from 1 = very unsuccessful to 10 = very successful) revealed noticeable variation in how students perceived their performance, even within the same score bands. As shown in Table 3, students with similar midterm scores rated their success differently across both A1 and B1 levels.

Table 3. Students’ midterm scores and their related self-evaluation for success

Midterm Scores	Self-evaluation for success from 1 to 10	
	A1 Self-evaluation	B1 Self-evaluation
0-49	3	3
	4	
50-59	1	1
	6 (N=2)	5 (N=2)
		8
60-69	1	5
	3	6
	5 (N=4)	7
	6 (N=2)	8

	7 (N=2)	
	8	
	4	3 (N=1)
	5	5 (N=3)
70-79	6 (N=2)	6 (N=4)
	7 (N=3)	7 (N=2)
	8	8(N=1)
		4
80-89	7	7 (N=3)
	8	8 (N=3)
		10
90-100	10	8 (N=1)

The findings gathered from the self-ratings of the students based on their midterm scores showed that A1 and B1 level participants differed in their perceptions of success. For example, among A1 students who scored between 60 and 69, one rated their success as low as 1 out of 10, while another rated it as high as 8 out of 10, despite having similar scores. Similarly, self-ratings of B1 students with the same score band of 70-79 ranged from 3 to 8, which means that there are intragroup differences for the self-evaluation of success with respect to the same mid-term scores. This variation highlights the subjective nature of self-evaluation and suggests that perceived success is influenced by factors beyond numerical performance alone. This difference can be discussed based on the goal theories. According to goal theories, human behaviour is motivated by a feeling of purpose, and in order for action to occur, goals must be defined and pursued voluntarily (Ames, 1992; Locke and Latham, 1990 as cited in Dörnyei & Skehan, 2003). For instance, a student from A1 repeat reported to get a score between 60-69 and rated his/her success as 1. When his reasons for repeating class were investigated through open-ended questions, it was found that he/she was the only student in the preparatory school who had enrolled specifically to learn English from the basic level. Another student from A1 stating to get a score between 60-69 rated his success as 8 and stated his/her reason for attending prep school was failing in the exam. Considering the minimum passing grade 70, getting a score between 60-69 can be rated as 8, whose aim is to just pass the prep school. As for B1 level, one of the students getting a score between 70-79 reported his/her success as 6. S/he stated his/ her aim for attending prep school as follows: *“Although the education in my department is in Turkish, English will be helpful in my career”* (S20 from Engineering Department). Another student getting the same grade rated his success as 8 and expressed his reason for English as an obligation of his department. Thus, a student having a score between 60-69 with B1 level might not see himself as successful if he wants to be at C1 level. Similarly, a student who wants to just pass the prep school can see himself successful when he gets a score between 60-69. It can be suggested that perceptions and attributions of success might differ from one student to another even in the participants with the same level of English not because of linear relationship of being male or female (as it was found non-significant in this study) or being at A1 or B1 level but might also be related with one’s purpose and motivation to learn it.

4.1.2. Differences with respect to students’ self-evaluation of their success based on their gender

In order to explore whether gender has an effect on the perceptions of the students on success, Mann Whitney- U test was conducted:

Table 3. The effect of gender on the perceptions of the students on success

	Gender	N	Mean	Mean Rank	U	Z	p
Self-evaluation for success	Male	25	6	15.17	72.500	-.867	.399
	Female	30	5.25	12.54			

Note: $p < .05$

The results obtained from Mann Whitney-U test indicated that there is no statistically significant difference between male and female participants regarding their self-evaluation for success ($U=72.500$, $p=.399$). As Larsen-Freeman (2015) states, what is crucial in a complex dynamic system is the interdependent relationship among its components. From the CDST perspective, analyzing variables in isolation such as examining a single correlation like gender with language proficiency might be inadequate. Instead, it is essential to understand how these factors interact and co-evolve over time within the system. Building on this, the analysis of A1 repeat level students' previous and latest exam scores provides further insight into the dynamic nature of their learning process.

4.1.3. Relation between previous and latest exam scores of A1 repeat level students

In order to find out whether there is a correlation between the previous and latest exam scores of A1 level students, Spearman's rho was run.

Table 4. Spearman's Rho results for the relationship between the A1 repeat students' previous and latest exam scores

	Latest Score	
	r_s	p
Previous Score	.592*	.001*
N	27	27

$p < .05$

The results from Spearman's correlation coefficient showed that there is a significant positive association between the previous and latest exam scores of the A1 repeat level students. ($r_s=.592$, $p < .05$). However, when the previous and latest scores of the participants were further explored, it was also found that 10 students got the same score in the exams. In addition, two of the students got lower scores from the latest exam when compared with their previous exam scores as can be seen in Table 5.

Table 5. A1 repeat students getting the same or lower scores from the latest exam

Previous Exam Score	Latest Exam Score	N
0-49	0-49	2
50-59	50-59	1
60-69	60-69	7
60-69	50-59	1
70-79	50-59	1
Total		12

From CDST perspective, it can be said that individuals and their environments are interdependent, influencing and shaping each other continuously. Besides, behavior does not reside within the individual as a fixed trait but arises dynamically through contextual interactions. For language learning context, a

learner is also coupled with his learning environment (Larsen- Freeman, 2015). One of the students, who got a score between 0-49 from both exams, stated as an answer for the open-ended questions that he had no friends, sleeping problem, and bad classroom environment. When his answers for the LAAS investigated, he also strongly agreed (5 out of 5) with the statements that “*I did not put enough effort into studying*” and “*I did not use the right strategies*” and agreed with the statement that “*I am not interested in learning English*” and “*my family did not support me sufficiently*”. From the Attribution Theory perspective, it can be claimed that student has mostly internal locus of control based on his answers in LAAS. However, from CDST perspective, it can be suggested that some interrelated factors in his learning context might lead him to attribute his failure to internal factors such as lack of effort and interest. When his answers for the open-ended questions were investigated, he was found to report that he had sleeping problem, no friends and bad classroom environment. Thus, it can be suggested that his learning behaviour and exam success might have been affected from multiple interrelated factors in his learning context. The reason for his description of the classroom environment as bad might be related with his having no friends coupled with lack of family support and feeling socially isolated in the classroom. These factors might also be affecting his willingness to communicate and as a result his success. According to Gardner's (1985) socio educational model of L2 acquisition, two basic attitudes, integrativeness and attitude toward the learning situation, contribute to the learner's level of L2 learning. In turn, the amount of motivation determines the language consequence (e.g., achievement or proficiency) (Yashima, 2002). Thus, his getting low score from the exam and causal attributions for success can be explained by under the light of different contextual factors since “regardless of age or experience, people’s performance changes dramatically depending on context, including the presence of different people” (Rose & Fisch, in press, p.1).

4.2. A1 repeat Students’ Causal Attributions to Their Perceived Success or Failure as Determined by LAAS Scores

In order to find out if there is a significant difference between the causal attributions of students who reported themselves as successful and unsuccessful, Mann-Whitney U non-parametric test was used. The results are presented in Table 6.

Table 6. Mann Whitney U results for the comparison of successful and unsuccessful students’ causal attributions regarding LAAS scores

Items	Mean Rank		U	Z	p
	Successful	Unsuccessful			
1.I don’t have ability in learning English.	13.28	15.05	76.500	-.605	.577
2. I didn’t put enough effort into studying.	12.63	16	66	-1.131	.294
3. Learning English is difficult	14. 91	12.68	102.50	.742	.481
4. I had bad luck in the exam.	14.78	12.86	100.50	.668	.544
5. Teacher’s grading was unfair.	14.91	12.68	102.50	.766	.481
6. I did not use the right strategies.	13.03	15.41	72.500	-.797	.451
7. I’m not interested in learning English.	15.55	12.94	71	-.972	.422
8. Teachers’ instructional methods were ineffective.	13.06	15.36	73	-.778	.481
9. My family didn’t support me sufficiently.	12.84	15.68	69,500	-1,010	.368

10. Classroom environment wasn't suitable for learning.	13.25	15.09	76	-.632	.577
11. Health problems affected me negatively.	14.56	13.18	97	.460	.680
12. My mood on the exam day was not good.	15	12.55	104	.815	.451
13. Education system at prep school did not match with the exams.	13.19	15.18	75	-.668	.544

Note $p < .05$

The results showed that there is no significant difference between the successful and unsuccessful students with respect to their causal attribution scores for any of the items in LAAS ($p > .05$).

4.2.1. Differences between the students rating themselves as successful and unsuccessful regarding the highest and lowest scored items in the LAAS

Descriptive statistics were run to find out the least and the highest scored items in LAAS by successful and unsuccessful students as can be seen in Table 7.

Table 7. The highest and lowest scored items in the scale

Items	N	M	SD
2. I didn't put enough effort into studying.	27	3.70	1103
6. I did not use the right strategies.	27	3.70	1068
7. I'm not interested in learning English.	27	2.26	.813
9. My family didn't support me sufficiently	27	1.89	1188

The statistical results yielded that *lack of effort* ($M = 3.70$, $SD = 1103$) and *not using the right strategies for studying* ($M = 3.70$, $SD = 1068$) were the highest scored items in the study. On the other hand, *lack of interest for learning English* ($M = 2.26$, $SD = .813$) and *lack of family support* ($M = 1.89$, $SD = 1188$) were found to be the least scored items by A1 repeat level students. However, descriptive statistics were also computed to compare the mean scores of the two groups with respect to the highest and lowest scored items withing groups (see Table 8).

Table 8. Descriptive Statistics Results for the highest and lowest scored items by unsuccessful students

	N	M	SD
1. I didn't put enough effort into studying.	11	4.00	1.000
6. I did not use the right strategies...	11	3.91	1.044
5. Teacher's grading was unfair.	11	2.36	.809
9. My family didn't support me sufficiently	11	2.18	1.328

The findings gathered from the reportedly unsuccessful students showed that the highest scored items were *lack of effort* ($M = 4.00$, $SD = 1.000$) and *not using the right strategies* ($M = 3.91$, $SD = 1.044$), while the lowest ones were *belief on unfair grading of teachers* ($M = 2.36$, $SD = .839$) and *lack of family support* ($M = 2.18$, $SD = 1.328$). As for successful students, the same procedure was applied with descriptive statistics:

Table 9. Descriptive Statistics Results for the highest and lowest scored items by successful students

	N	M	SD
12. My mood on the exam day was not good.	16	3.69	1.493
4. I had bad luck in the exam.	16	3.62	1.204
7. I'm not interested in learning English.	16	2.13	.719
9. My family didn't support me sufficiently	16	1.69	1.078

The statistical findings yielded that the most reported causal attributions of successful students were the effect of their *mood* (M= 3.69, SD= 1493) and *luck* (M= 3.62, SD= 1204). However, the least scored items were stated to be *lack of interest* (M= 2.13, SD= .719) and *lack of family support* ((M= 1.69, SD= 1078). Interestingly, while unsuccessful learners attribute their exam score to internal factors such as *lack of effort and not using the right study strategies*, successful ones attributed their exam scores to external factors such as *luck* and *mood*.

Overall, the quantitative results showed that there is no statistically significant difference between the successful and unsuccessful A1 repeat students regarding their mean scores for each item ($p > .05$). The statistical results yielded that lack of effort (M= 3.70, SD= 1103) and not using the right strategies for studying (M= 3.70, SD= 1068) were the highest scored items. On the other hand, lack of interest for learning English (M= 2.26, SD= .813) and lack of family support (M= 1.89, SD= 1188) were found to be the least scored items by A1 repeat level students. Under the light of the statistical results, it can be inferred that students mostly have internal locus of control for their attributions to success. However, the findings gathered from the reportedly unsuccessful students showed that the highest scored items were lack of effort and not using the right strategies while the lowest ones were belief on unfair grading of teachers and lack of family support, which is totally in line with the overall results of the scale. As for successful students, the most reported causal attributions of successful students were the effect of their mood and luck and the least scored items were stated to be lack of interest and lack of family support. Surprisingly, while the mean scores of unsuccessful learners seem to attribute their exam scores to internal factors such as lack of effort and not using the right study strategies, successful ones were found to attribute their exam scores to external factors such as luck and mood. However, when compared their answers for the item “*health problems affected me negatively*” and the item “*my mood on the exam day was not good*”, it was found that 8 out of 14 students who expressed that “*my mood on the exam day was not good*” also agreed with the item “*health problems affected me negatively*”. Although these two items seem to correlate with external locus of control, qualitative data revealed the opposite. Almost all of these students suggest studying regularly to minimize failure while two of them expressed the necessity of making more speaking practice. Thus, it can be inferred that their illness might have affected their mood negatively on the exam day. As a result, they might have had high anxiety during the speaking part of the exam, which is a very expected result. In dynamic systems, “*no single factor is more important than any other—only through the combination of all factors together does causation occur, so it is illogical to consider any given factor in isolation*” (Perone & Simmering, 2017). Hence, contrary to the findings of the scale, these students might have internal locus of control since they emphasized the necessity of effort and practice in their answers for suggestions on minimizing failure.

4.3. Qualitative findings

In order to detect the differences within the A1 level group, qualitative data was also obtained by open-ended questions asking their opinions about the differences between their first A1 and A1 repeat courses in terms of their a) motivation, b) attitude, c) language achievement, d) reasons for language learning,

e) language learning and study styles, f) language learning environment, g) proficiency exams, and h) other factors that students have observed.

4.3.1. Perceptions of A1 repeat level students regarding the differences between their first A1 and A1 repeat courses

Motivation

As Larsen-Freeman (2015) emphasizes, motivation is not a static trait but a dynamic process that evolves over time. While periods of stability may occur, fluctuations are inevitable. To fully understand motivation and other aspects of second language development, they must be viewed as ongoing, context-sensitive processes rather than fixed states. This dynamic view of motivation was also reflected in participants' own reports. Participants were asked to compare their current motivation level with the previous term. Some of them (N = 10) reported no noticeable difference. However, others expressed changes in their motivation to learn English, shaped by a variety of internal and external factors. Several students stated that they now felt more motivated due to increased awareness of the importance of studying, classroom changes, or a shift in learning goals as follows: *"I have higher levels of motivation because I am more aware of the fact that I should study harder."* (S1); *"Changing my classroom is good for me."* (S2); *"It will affect my life significantly in the future"* (S3).

Students reporting to have higher motivation for English, attributed this situation to raising awareness on studying harder (effort), changing classroom environment, and changing reasons for learning English. As difference in reasons for learning English, some students reported positive difference in their language learning goals: *"At first, I started to learn English for my major. However, I want to learn it now to travel."*; *"I applied for the work and travel programme."*

Some participants stated unwillingness to learn English due to a number of factors such as difficulty of passing into upper module and negative self-efficacy beliefs. Under the light of these ambivalent factors, it can be suggested that having a goal to learn English is associated with motivation to learn it. Besides, it can also be concluded that one's internal motivation to learn and the learning context might affect motivation levels of the students in a positive way. On the other hand, some students reporting lower motivation levels stated that being anxious about failing the class again and classroom environment led them to have lower motivation:

"There is a difference in my motivation to learn English since I feel that I will not be able to succeed in learning English" (S5)

"I feel less successful this term due to the internal factors and classroom environment" (S7).

In addition to supporting the idea that motivation is dynamic, as emphasized in CDST, their lower motivation level can be discussed in accordance with the expectation-value theories, a sub-theory of which is attribution theory. According to these theories, motivation to undertake particular activities is the result of two fundamental factors: the individual's expectations of success in a certain activity and the value the individual attaches to achievement in that work (Dörnyei & Skehan, 2003). Low expectancy of success due to failing before and belief of having no language aptitude were reported by some students as differences in their language achievement.

Difference in Attitude

The participants of the research stated both positive and negative attitudes towards learning English when compared with the previous term. Their attitudes towards English were found out to be different due to different kinds of factors. Some participants reported negative attitudes towards learning English

as follows: *"I don't know why but I am not eager to learning this term"* (S26); *"I do not want to learn English"* (S14); *"I might have been alienated from learning English"* (S2).

On the other hand, there are some students who reported positive attitudes towards learning English as follows: *"Contrary to the popular belief, I have learnt that English is not difficult to learn"* (S20); *"I have learnt that I should learn English"* (S7) and *"I try to listen to the lecture more carefully"* (S6).

In addition, two students reported studying harder this term. These findings can be discussed through the lens of CDST, particularly its principles of openness and nonfinality. CDST conceptualizes learners as open systems constantly interacting with their environment. As long as the system remains open, it continues to evolve, reshape, and self-modify based on external influences and internal feedback. Likewise, nonfinality highlights that learner development is never complete or fixed; it unfolds over time through ongoing, context-sensitive processes (Larsen-Freeman, 2018).

In this context, changing attitudes could be considered as expected outcomes in an evolving system. Learners may return to familiar learning environments repeatedly, but their emotional responses and engagement levels shift based on new experiences, internal states, and external conditions. These findings affirm that language learning attitudes are dynamic, iterative, and sensitive to environmental cues, underscoring the need for responsive and supportive learning contexts.

In sum, the qualitative findings suggest that students' attitudes as well as motivations toward English are not static but evolve in response to their lived experiences, echoing the self-organizing and ever-adaptive nature of complex dynamic systems.

Difference in factors affecting students' language achievements

The findings revealed a variety of factors that students believed influenced their language learning achievement, both positively and negatively. All repeat students commonly emphasized the role of individual effort, learning strategies, and environmental factors. Positive influences included *"learning new vocabulary items and revising them regularly"* (S3), *"teachers' being sensitive to the needs of the students"* (S17), *"studying regularly and in a right way"* (S23), *"trying harder"* (S15), and *"using technology (YouTube channels) to learn English"* (S20). One student also noted the benefit of *"socializing in different contexts"* (S25) as a factor contributing to improvement. In addition, the classroom environment and the attitudes of teachers were the most frequently mentioned contextual elements supporting academic success.

However, several participants identified a range of personal and contextual factors that hindered their performance. Three students mentioned the negative impact of health-related issues, mood, and general psychological state. One student stated:

"There seems to be nothing which fosters/motivates/encourages me towards the course in the classroom environment psychologically: Psikolojik olarak, sınıf ortamı olarak. Beni derse iten bir şey yok sanırım." (S26)

Other barriers included *anxiety about failing the course and being dismissed from school* (S16), *lack of a supportive classroom environment* (S9), *strained relationships with teachers* (S11), *early class start times* (S15), *difficulty in listening comprehension* (S14) and *the influence of peer groups* (S25).

Some students reflected on how they adapted over time in response to past failures. One student emphasized the importance of adapting to the school environment as follows:

“Yes. In the first year, we took midterm exams without adapting to school environment and got low scores without being aware of anything. But now, I think that I am going to get higher scores since I adapted the school. I got 60 from the midterm and was supposed to get 75 from the final exam; however, I could not achieve it last year.” (S22)

Another student noted a change in their learning approach, shifting from comprehension to production:

“I used to study by reading but now I study by writing paragraphs.” (S20)

Others reported new habits and strategies, such as *“I do listening exercises every day” (S14)*, *“I watch movies” (S7)*, *“I make revisions every day” (S3)*, and *“I use new resources for learning English” (S5)*.

These reflections point to the multidimensional and evolving nature of language learning. From a CDST perspective, each learner can be seen as a dynamic system composed of interconnected cognitive, affective, and contextual subsystems. These systems interact with other external systems such as teachers, peers, classroom environments, and institutional expectations resulting in continuous feedback loops that shape learning trajectories. As Finch (2004) argues, learners display a unique combination of cognitive and affective characteristics, learning preferences, styles, beliefs, perceptions, and attitudes, all of which develop through interaction and experience. The data in this study illustrate how changes in these subsystems whether in motivation, study habits, classroom conditions, or personal well-being can lead to either growth or decline in performance, reinforcing CDST’s emphasis on context-sensitive, non-linear development in language learning.

Difference in reasons for learning English

Majority of the participants reported no difference in terms of their reasons for learning English. On the other hand, some students reported difference in their language learning goals. Positive differences can be listed as follows: *“At first, I started to learn English for my major. However, I want to learn it now to travel.”(S20)*; *“I want to learn English to speak fluently” (S7)*.

Some participants stated unwillingness to learn English due to a number of factors: One student reported that unwillingness was related to English being difficult: *“Indeed, I want to learn English; however, it is just like a course and doing homework is boring”(S25)*. Another student reported it was difficult to learn *“I do not want to learn English any more since passing into another module is very difficult” (S14)*; *“I feel as if I am at the point zero and understand nothing” (S17)*.

As can be concluded from these statements, having a goal to learn English is associated with motivation to learn it.

Difference in language learning and study styles

Students’ opinions about difference in language learning and studying styles were found out to be quite different from each other. One of the students emphasized the impact of adaptation process to the environment on their language learning process: *“Yes. In the first year, we took midterm exams without adapting to school environment and got low scores without being aware of anything. But now, I think that I am going to get higher scores since I adapted the school. I got 60 from the midterm and was supposed to get 75 from the final exam; however, I could not achieve it last year”(S22)*. One of the

students reported the change in his study skills from comprehension to production: *"I used to study by reading but now I study by writing paragraphs"*(S20). Others reported different kinds of changes in their study skills as follows: *"I do listening exercises every day"*(S14); *"I watch movies"*(S7); *"I make revisions every day"*(S3); *"I use new resources for learning English"* (S5)

The participants' reflections suggest that learning is not a fixed or linear process, but one characterized by continuous adjustment in study habits and strategies over time. The shift from comprehension-based to production-oriented practices indicates an increasing sense of learner agency and strategic flexibility. In addition, the focus on consistent routines and diverse input sources reflects an emerging awareness of the importance of sustained, multifaceted engagement with the language. From the perspective of CDST, these findings highlight the role of context-sensitive adaptation, revealing how learners reorganize their behaviors through ongoing and dynamic interactions with their learning environments.

Another student declared that s/he improved his/her listening comprehension but still have problems in producing the language: *"I watch series in English more; as a result, I could comprehend the spoken language; however, I cannot speak in English"*(S25). From that quote, it can be suggested that students receive roughly tuned input through watching authentic series. Since s/he stated to understand roughly tuned input, it can be suggested that s/he might have learnt language structures above her/his current level in a non-linear order. In other words, that student might have learnt more complicated structures before simple ones as a result of exposure to authentic material. However, it can be suggested that there might be non-linearity among different skills of a language for a number of factors. In other words, exposure to comprehensible input and improvement in listening comprehension might not directly result in improvement in speaking. It can be interrelated with many factors. When the answers of that student for other open-ended questions were investigated to have an understanding on that situation, s/he was found to state that *"I do not want to study English. My negative feeling dates back to my middle-school years. My middle school English teacher caused me to have negative feelings (alienation) towards English. I do not consider English as a course. It should be based on practice, specifically speaking practice. Thanks."* (Bende İngilizceye karşı çalışma isteği yok bu ortaokuldan gelen birşey oradaki hoca beni baya bir soğutmuştu İngilizceden. Bir de İngilizceyi ders olarak görmüyorum. Bence uygulamalı ve konuşmaya yönelik olmalı teşekkürler). The teacher's negative attitude might have resulted in that students' being silent during classes and being unwilling to communicate in English lessons. From CDST perspective, the situation of that student can be explained with the sensitive dependence to initial conditions principle and butterfly effect. The attitude of the middle-school English teacher in the class in the past might have affected his/her current speaking performance or willingness to communicate. As Larsen-Freeman (2015) states even slight changes in initial conditions can significantly influence long-term outcomes, which is referred as 'sensitive dependence on initial conditions'. Unfortunately, many language learners give up their studies early on, mistakenly believing they lack the aptitude to succeed often as a result of a single discouraging experience as it is the case for the student experiencing negative attitudes toward English. This negative experience may stem from a variety of factors, such as the time of day the class is held, the teaching method, the instructor's approach, assessment practices, or peer interactions. Altering just one of these variables could potentially affect the learner's motivation and lead to more positive results. In essence, systems with differing starting points tend to evolve along divergent trajectories, ultimately arriving at markedly different outcomes (Larsen-Freeman, 2015). Thus, it can be suggested that low speaking performance might not be a result of lack of comprehensible input but may be interrelated with a factor in a different space and time.

Difference in language learning environment

Participants reported both positive and negative experiences regarding their language learning environments. Several students identified issues related to instructors' attitudes and grading practices. One student, for example, described the challenges of being evaluated by an overly strict instructor in a previous A1 course: *"Yes, there is a difference. One of the instructors in previous A1 course was very strict. For instance, s/he deduces too many points in our writing tasks even for a missing letter 'a' in a sentence even if we write fifteen lines in the task. Being too strict is not good for a student in A1 module. I am a A1 repeat student and I do not repeat the same mistakes now. I am more pleased with my current instructors."* (S22).

Another participant expressed concern over institutional grading policies and their impact on motivation: *"I feel pressured by not being able to succeed in learning English and graduate from prep school since the minimum passing grade is 70."* (S23) In contrast, some students emphasized the supportive role of their instructors, particularly those who employed varied teaching methods: *"Teachers' using different kinds of instructional methods has a positive impact on my language learning process."* (S27)

Beyond instructional factors, students also referred to physical and social aspects of the learning environment. One student mentioned fatigue and early course start times as a barrier to learning (S13). Others pointed to negative emotional experiences associated with classroom changes and lack of peer support:

"Change in the classroom environment and, as a result, inability to express myself in class." (S14)

"Lack of environment that encourages progress." (S11)

"I have no friend." (S9)

These responses suggest that classroom-related challenges, whether pedagogical, social, or structural, significantly affect learners' ability to engage and succeed. Feelings of isolation, anxiety, and disconnection from peers or instructors appear to undermine motivation and reduce opportunities for active participation. From a CDST perspective, such findings underscore the interrelated nature of internal and external influences on language development. Not only do individual characteristics such as mood, motivation, and anxiety affect learning, but so do broader systemic factors such as classroom atmosphere, institutional expectations, and teacher-student interaction patterns. As Larsen-Freeman (2018) states, CDST conceptualizes the learner as being fundamentally intertwined with their environment, where neither the individual nor the context operates in isolation. Rather than serving as a passive construct, the environment actively shapes and is shaped by the learner. Dörnyei (2009, as cited in Larsen-Freeman, 2018) highlights that even the physical presence of a learner in a particular place at a given time can significantly impact motivational dynamics. In this framework, context is not simply another variable but it is integral to the developmental process. As Finch (2004) explains, a school environment operates as a complex system in which each learner is a multifaceted subsystem that evolves through dynamic interactions with other systems such as peers, teachers, media, and cultural contexts. Besides, teachers function as complex systems with their teacher cognition, which is the unobservable dimension of teachers' professional lives (Borg, 2019), emotional states, and pedagogical approaches. From a CDST lens, these elements interact continuously within and across various levels, making teacher development a dynamic and non-linear process. In this sense, adopting a reflective stance could allow teachers to become more aware of key areas such as increasing student motivation, planning and adapting lessons, conducting classroom research, reflecting on their teaching practices, and engaging in professional collaboration (Arslan & Başağa, 2010). This reflective engagement not

only empowers teachers in their own practice but also aligns with CDST's emphasis on openness and non-finality, allowing teachers to contribute meaningfully to the ever-changing and interconnected nature of educational systems. The interplay among these systems within the classroom might be unpredictable, giving rise to emergent learning outcomes that cannot be reduced to any single variable. In this view, rigid educational structures that fail to adapt to change might become ineffective over time. Thus, student success in language learning appears to depend in part on their ability to adapt to shifting classroom dynamics and individual needs. A flexible and responsive learning environment, informed by awareness of these interacting systems, may be crucial to fostering sustainable language development.

Difference in proficiency exams

Almost all of the students reported that there was no notable difference between the two terms in terms of the content and quality of the proficiency exams. However, one student pointed out a significant mismatch between the instructional content and the exam difficulty level: *"The reading and basic English quizzes in the previous module were extremely difficult. While we were shown level 3 materials, those quizzes felt more like level 8"* (S22). This observation highlights a potential gap between the input students receive during instruction and the output they are expected to produce in assessments. According to the Input Hypothesis (Krashen, 1982), language acquisition is most effective when learners are exposed to comprehensible input that is just beyond their current level ($i + 1$). When instructional input remains at a lower level, but assessments demand significantly more advanced performance, this misalignment can impede learning and reduce motivation. In this case, the student could feel unprepared for the exam due to a mismatch between the difficulty of the teaching materials and the expectations of the assessment. This highlights the importance of maintaining coherence between instructional input and evaluative output to support dynamic, effective language development within the overall learning system.

Other factors affecting students' success

Students were also asked to state other factors that they consider affecting their success in language learning process. One of the students reported their anxiety about minimum passing grade:

"I have observed that high passing grade puts too much pressure on students." (S23)
(*Geçme ortalamasının yüksek olmasının öğrenciler üzerinde ciddi baskı yarattığını gözlemledim*);

One student (S6) expressed their frustration with the academic pressure, stating:

"They put so much pressure on us by exams and quizzes. I think they should show more empathy to us."
(*"Bizleri fazlaca zorluyorlar, gerek sınavlar olsun gerek quizler... Bence daha anlayışlı olmaları gerekiyor."*)

While most concerns focused on academic challenges, one student emphasized an issue related to fairness in school policies:

"Apart from the points mentioned above, the thing that upsets me the most is this: When teachers are sick, they can submit a medical report and stay home, but this is not an option for students. We are all adults at this school, and if someone has a medical report, it means they are ill. Of course, there will always be people who misuse the system, but that does not mean everyone will. This is the only issue I am not satisfied with, apart from the scientific papers" (S22) (*Yukarıdaki maddeler dışında en çok beni*

üz en olay şudur. Öğretmenlerimiz hasta olduklarında rapor alıp okula gelmemek gibi bir durumları oluyor fakat öğrencilerde bu olay yok.Bu okulda hepimiz reşit insanlarız,bir insan rapor aldıysa zaten hastadır.Elbette ki raporu boş a alan insanlar olacaktır fakat bu herkesin böyle yapacağı anlamına asla gelmez.Benim memnun olmadığım makaleler dışındaki tek konu bu)”

These reflections reveal that students’ engagement and achievement are influenced not only by pedagogical content, but also by emotional, institutional, and policy-related dimensions. From a CDST, such concerns align with the view that learning emerges through the continuous interplay of multiple interacting systems. In this framework, no single factor operates in isolation; rather, experiences of the learners are shaped by interconnected elements such as class time, grading policies, teacher attitudes, and peer dynamics (Larsen-Freeman, 2015). Thus, what may seem like a peripheral concern such as inconsistent sick leave policies can become a critical turning point in overall educational experience of a learner. These findings reinforce the notion that student success is highly sensitive to subtle contextual variables. A supportive, flexible, and fair learning environment is not simply beneficial but it may be essential in fostering sustainable and meaningful language development.

All in all, the qualitative findings showed that although the students attend the same course, there are some individual differences regarding the attributions of the students for their failure and success as well as their reported differences between the first and current A1 courses on the subjects of motivation, attitude, language achievement, reasons for language learning, language learning and study styles, factors affecting their achievements in a positive way, factors affecting their achievements in a negative way, language learning environment, and proficiency exams.

4.4. Reasons of A1 repeat And B1 Level Students for their Attending Prep School

The majority of the A1 repeat students reported that they had to retake the course due to not meeting the minimum passing grade. However, the way they described this experience varied, shedding light on their perceived locus of causality. For instance:

“I failed in the exam.” (S6)

“I could not pass.” (S13)

“I could not reach the required success.” (S14)

“I did not study enough to pass the exam.” (S8, S22)

These statements indicate that most students attributed their failure to internal causes such as insufficient effort or inadequate preparation. On the other hand, a smaller group of students attributed their failure to external circumstances, such as institutional requirements:

“My average point was not enough for passing the course.” (S3, S10, S15)

“The minimum passing grade was high.” (S16)

One student cited a health-related issue as the reason for failing:

““I had a serious illness on the day of the midterm exam and received a low grade. Since there was no make-up exam, even though I scored high on the final, it was not enough, and I had to repeat the module.” (S23) “(Vize sınavı günü ciddi bir hastalık geçirdim ve düşük not aldım.Telafisi olmadığından dolayıda finalden yüksek alsamda yetmedi ve kur tekrarladım.)”

This response reflects an attribution to an uncontrollable external factor, namely, illness.

In contrast, most B1 level students (N=11) stated that attending prep school was mandatory due to the requirements of their academic department:

“30% of education in my major is in English.” (S25, International Trade and Finance)

However, some B1 students (N=8) expressed more intrinsic or instrumental motivations, such as improving their English for future personal or professional use:

“Although education in my major is in Turkish, I will need English in my job.” (S20, Engineering)

“I want to pursue a Master’s degree in the future.” (S16, Business Administration)

These findings reflect the complex and varied motivations behind students' attendance in preparatory English courses and illustrate how learners organize and interpret their experiences differently. From a CDST perspective, such variation is expected within the concept of ‘complexity’. As systems evolve through space and time, they generate patterns that cannot be predicted by analyzing isolated components. This is where the concept of self-organization becomes particularly relevant (Larsen-Freeman, 2015). Rather than being directed by a fixed plan, order and new behavior in a complex system such as a language learner’s motivational or attributional framework emerge through the interaction of internal components (beliefs, goals, prior experiences) and external conditions (institutional rules, health issues, classroom context) (Mitchell, 2003; Deacon, 2012 as cited in Larsen-Freeman 2015). Besides, these findings can be interpreted through the lens of goal theories, which argue that human behavior is driven by purposeful motivation, and that goal pursuit requires both intentionality and personal relevance (Ames, 1992; Locke & Latham, 1990, as cited in Dörnyei & Skehan, 2003).

In this regard, perceiving prep school as a departmental obligation may result in lower motivation and engagement, whereas seeing it as a stepping stone for future academic or career goals might foster a stronger commitment to language learning. Therefore, differences in goal orientations of students may help explain the variations in their achievement and attitudes toward English language learning. In addition, students who attribute outcomes to internal, controllable factors could be more likely to take responsibility for their learning and make necessary adjustments, whereas those who attribute their performance to external or uncontrollable factors may experience a reduced sense of agency and motivation. These attributional patterns, when considered alongside CDST and goal orientations of students whether focused on fulfilling a departmental requirement or on preparing for future career opportunities and language development can be said to play a significant role in shaping their overall engagement and success in the language learning process.

4.4.1. Opinions of A1 repeat And B1 Level Students about the Effect of Feedback Given by Teachers on their Language Learning Process

Opinions of A1 repeat students

Several students expressed that the feedback they received from teachers had no impact on their language learning process (S2, S8, S9, S17, S19, S21 and S25). Some participants also reported no observable change in their learning behavior or progress. Their reflections reveal a general perception of ineffectiveness:

“No noticeable change occurred (S11)

“I did not really see any change (S13)

On the other hand, some students emphasized the positive role of teacher feedback in their language development. For instance, one participant noted: *“The websites suggested by the instructors are really*

beneficial for me.”(S3) Another added: “I get positive feedback from the instructors, and this fosters me to study more.”(S4)

Several other participants also highlighted the constructive influence of teacher feedback on their learning process. For example:

“I focus more on my courses.” (S6)

“The feedback given by instructors has a huge impact on me.” (S8)

“Following the suggestions of the instructors positively affects my language improvement.” (S14)

“I have the chance to correct my mistakes through feedback, and I use the correct versions again with different examples.” (S20)

“I changed my study habits. It has had a positive impact on me.” (S23)

As can be seen from the quotes, the students who think that feedback given by the instructors has a positive impact on language learning process outnumber their peers thinking that it does not have any affect. Besides, only one of the students reported that feedback affected him/her negatively without giving reasons (S13).

Opinions of B1 Level Students

B1level students expressed a range of perspectives regarding the influence of teacher feedback, reflecting a similar diversity of opinions observed in the A1 repeat group. While some participants perceived the feedback as largely ineffective, others emphasized its supportive and beneficial role in their language learning process.

Some students openly stated that the feedback did not contribute to their learning, as reflected in the following comments:

“I did not really see any considerable positive effect.” (S24)

“I did not really see any change in my (learning) behavior.” (S23)

One of the students talked about the negative impact of feedback:

“Negative feedback causes to have negative feelings towards the course.” (S27)

Another student emphasized the importance of time and individual differences for changing a behaviour after given feedback: *“I am not a kind of person who can change his behaviours easily.”*

In contrast, several other B1level students acknowledged the encouraging and constructive influence of teacher feedback. One student, for example, emphasized how instructors’ positive attitudes toward students from multicultural backgrounds enhanced their motivation: *It has positive effect on me. The teachers are good and really respect foreign student, they teach me very well” (S26).*

Some students highlighted its effect on improving their writing skills: *“I think that feedback is really important for improving writing. Thanks to my instructor’s feedback, I improved my writing skills.” (S19) and “They help me to improve my writing skill” (S21).*

The effect of feedback on listening and speaking skills were also emphasized by some B1 level students: *“As a result of feedback, I put more emphasis on listening practice”(S27); “The feedback given by*

instructors improved my listening and speaking skill. Although my speaking skills are good in English, I need more speaking practice.”(S20); “My instructors advised me to read news and listen podcasts in English. I think they became very effective.”(S13)

Some students stated the positive effect of feedback on their language learning improvement: *“Feedback on my mistakes help me to correct them and improve my English”(S30); “I make self-evaluation after every feedback. Its effect on my success is that feedback improves my language learning.”(S11); “They support my learning”(S2).*

Overall, the perspectives of students demonstrate that the effectiveness of teacher feedback is perceived in diverse ways, shaped by individual expectations, needs, and learning experiences. Feedback and adaptation is one of the fundamental principles of CDST, which posits that complex systems are sensitive to feedback and evolve by adjusting in response to it. In CDST, feedback is viewed through a cybernetic framework, where any change within the system can trigger further ‘amplification’ (positive feedback) or ‘dampening’ (negative feedback). A complex, adaptive system continuously reorganizes itself by responding to such feedback from its evolving environment. This ongoing interaction allows the system to remain flexible and responsive to contextual changes. (Larsen-Freeman, 2015). Buildin on this, the results for A1 repeat students indicated that a greater number of students perceived feedback as beneficial for their language development, compared to those who reported no effect. Many of these students stated that they adjusted their study strategies and regulated their language learning processes based on the feedback they received. Similarly, the majority of B1 level participants described feedback as a helpful tool that contributed to their progress, particularly in the areas of writing, listening, and speaking. Additionally, the role of teachers' supportive attitudes, specifically toward learners from multicultural backgrounds was noted as a motivating factor for some students. Although generally viewed positively, feedback was not perceived uniformly. A small number of students reported that negative feedback diminished their motivation or emotional connection to the course. Others emphasized that personal traits such as being less responsive to change can influence how feedback is received and whether it leads to any behavioral adjustment. These findings suggest that feedback functions within a complex and dynamic relationship in the learning environment, with its effectiveness shaped by learners' interpretations, emotional responses, and individual readiness to adapt. In line with CDST, it can be concluded that students evaluate feedback through personal lenses and, as a result, make context-sensitive adjustments to their learning behaviors.

4.4.2.Opinions of A1 repeat And B1 Level Students about the Reliability and Validity of the Prep School Proficiency Exams

A1 level students expressed varied opinions regarding the effectiveness of the exams they take. Only nine participants reported that they considered the exams effective in measuring their language achievement. In contrast, the majority expressed dissatisfaction. Some emphasized the imbalance in exam content, particularly the lack of focus on productive skills:

“They are not effective. There should be more emphasis on speaking instead of teaching grammar.” (S7)

“I do not think that they are effective. All that matters is not only exams.” (S15)

“They are not effective since the minimum passing grade is too high.” (S16)

These responses suggest that students’ perceptions of validity and reliability are influenced by both the high minimum passing grade and the perceived mismatch between exam content and their language needs.

In contrast to the A1 group, the majority of B1 level students (n=17) found the proficiency exams effective in assessing their level of English. However, eight students disagreed. One participant stated:

“I do not think that exams are effective in measuring our success since the required level of English for each department is different; however, everybody receives the same education.” (S12)

Proficiency exams were among the most frequently mentioned elements in students' discussions of language achievement. The sharp contrast between A1 and B1 students' views may be linked to differences in their locus of control. For instance, statements like “I got 100 on the exam” may reflect an internal locus of control, while “The teacher gave me 30” could indicate an external one. Students with an internal locus of control may be more inclined to view exam outcomes as a result of their own effort, whereas others may attribute success or failure to external factors such as exam structure or teaching methods.

Additionally, one student's comment that “*All that matters is not only exams*” reflects a broader and more holistic view of language learning. This view aligns with CDST and Finch's (2004) conceptualization of language classrooms as open systems, where constant input and output, both linguistic and affective, interact in complex, often unpredictable ways. According to this perspective, variables such as personal life events, psychological well-being, or social dynamics may significantly influence performance. As such, over-reliance on standardized assessments may fail to capture the multifaceted nature of language learning and development.

4.5. Recommendations from A1 repeat and B1 Learners for Successful Language Learning

4.5.1. Self-reported strategies of A1 repeat and B1 students to enhance their English language learning success

Both A1 and B1 participants were asked to suggest solutions for maximizing their language learning achievement. A1 repeat students mostly suggested use of authentic materials such as movies, songs and podcasts. The suggestions of A1 level students can be listed as follows: *translating songs, using English websites (S1), daily revisions(S6), chatting with native speakers (S7), making friends with native speakers (S23), watching movies and series, Youtube videos and listening songs in English (S11, S14, S15, S17 and S24), reading daily news in English (S17), and using language learning apps (S21, S28). In addition, two of the students (S13, S25) emphasized the necessity of taking extra English courses, with one of them (S25) specifically mentioning that s/he takes extra speaking courses (S25). One of the A1 repeat level students suggested learn B1 level grammar (S26) while another suggested the book “Reader at Work”(S22). Besides, one of the participants stated that playing the guitar and working out affects his/her language learning achievement positively (S19).*

In short, it can be claimed that there is a consensus among most of the A1 students about using of authentic materials to maximize language success.

With respect to B1 level students, they suggested a wide range of activities, among which using *watching movies, videos and series with or without subtitles (N=17) and making speaking practice (N=8) are the most cited ones*. Other suggestions of the students can be listed as follows: *talking with speakers of English (S6 and S25), listening to songs, keeping diary (S1), joining speaking clubs (S3) using Cambly (S4), BBC learning (S27), watching Netflix, reading news (S13), listening to podcasts (S5 and S13), digital content producing and reading books (S20), memorizing vocabulary items and taking*

mini quizzes (S7) as well as following teachers' suggestions and taking tests (S12). Only one of the participants stated that there is nothing to improve English (S14).

4.5.2. Suggested solutions of A1 repeat and B1 level students to minimize their failure in learning English

Majority of the A1 repeat students suggested study and review regularly to minimize their failure in learning English:

"Vocabulary and speaking practice" (S23)

"Listening practice"(S28)

"Reading authentic books and watching movies in the target language" (S10)

"Listening to the course"(S11)

"Encouraging students to speak more English during lessons"(S14)

"To increase motivation by lowering the minimum passing grade"(S16)

"I think they should think before learning English"(S17)

"Social activities can address to students from every level"(S20)

"Not studying regularly. That is the reason for everything" (S22)

"They should study hard (S4, S5, S6, S24). As an advice, they should not start studying a week before the exam."(S24)

"Students can be supported more. Classrooms can be better."(S26)

"Memorizing new vocabulary items and grammar rules. Talking with speakers of English to improve English."(S25)

Majority of the B1 level students' suggestions to minimize failure in English focused on making practice (S4,S6, S10,S13,S24,S27) specifically in listening and speaking and being more self-disciplined with studying regularly(S5, S7 and S14). Their suggestions can be listed as follows: listening and speaking practice, learning new vocabulary items, using online platforms, exposure to language through all four skills, and being interested in English. Some of the students also reported the importance of courses at school:

"Pay attention to the courses. Do everything that instructors say."(S2)

" I think grammar lessons should be more detailed"(S19)

"I do not know, either. But studying hard."(S13)

"I think that studying hard does not lead to improvement in learning. I think speaking practice comes first".(S12)

"Being aware of one's weak points in English and having an individual study plan accordingly."(S26)

In short, both A1 and B1 participants were asked to suggest solutions for maximizing their language success and minimizing failure in language achievement. Almost all of the answers from both groups focused on using authentic materials such as movies, songs and podcasts as well as speaking practice as well as listening to songs, using English websites, daily revisions, chatting with native speakers, making friends with native speakers, reading daily news in English, and using language learning apps, joining speaking clubs, using Cambly, BBC learning, watching Netflix, digital content producing and reading books. Different from these suggestions, one of the participants suggested playing the guitar and working out. It can be suggested that there is a consensus between A1 and B1 learners for using authentic, online and digital materials to maximize language success. As for minimizing failure, majority of the A1 repeat and B1 students suggested using authentic materials such as movies, making practice specifically in listening and speaking and being more self-disciplined with studying regularly as well as using online platforms. All of these suggestions can be discussed with reference to Zeitgeist,

the spirit of the time. In this era of rapid ‘change and turmoil’, “the compression of time and space that technology affords, the opportunities for international travel and careers in a global society, and the chances for ordinary citizens to lead transnational lives have made the advantages of knowing another language more apparent” (Larsen-Freeman, 2018, p.57). As Larsen-Freeman (2018) notes, the *zeitgeist* significantly shapes contemporary intellectual pursuits. Accordingly, it can be inferred that learners are consciously responding to the demands of the globalized world by prioritizing speaking and listening skills and engaging with authentic digital content in their efforts to succeed in language learning. In line with the *zeitgeist*, recent studies also highlight the importance of aligning educational policies and classroom practices with the expectations and behaviors of digital-native learners. Therefore, as Yücedağ and Arslan (2025) emphasize, decision-makers must consider the changing needs and characteristics of today’s learners when designing technology-based educational strategies. In this context, AI-powered platforms and other digital tools not only enhance learner autonomy through personalized feedback and adaptive tasks but also cater to individual learning speeds. Such self-paced learning environments allow students to process content at their own rhythm, revisit challenging materials, and progress when they feel ready thereby respecting individual learning trajectories. These opportunities could promote goal-setting, self-monitoring, and independent learning, which align with CDST and digital learners’ need for flexibility and instant feedback.

5. Conclusion and Implications

The main purpose of this study is to explore Turkish preparatory school students’ causal attributions to their perceived achievements and failures in learning English from the lens of CDST to get a comprehensive understanding on how complex, interconnected, non-linear, dynamic and context dependent factors emerge and affect each other regarding language learning and achievement. Considering the fact that “language learning is now acknowledged to be a highly complex and dynamic process, driven by affect (confidence, motivation, attitudes, anxiety) and teacher(T)/student(S) perceptions, the Newtonian view of causative reality, which was extremely effective in fulfilling the industrial requirements of 19th century Europe, is insufficient for the purposes of 21st century research into second-language learning” (Finch, 2004, p.2). Thus, in contrast to most of the existing studies in the literature, a transdisciplinary research design was adopted in order to find out patterns and trends regarding causal attributions with a focus on individual as well as group for the unit of analysis by gathering both qualitative and quantitative data not just to triangulate data but to detect individual differences and dynamic relations within groups. In other words, not only correlational and significant relationships but also non-significant results and individual differences were also presented to reveal dynamic relations among different factors and individual differences. By doing so, the research aims to extend the understanding of causal attributions of prep school learners by focusing on the rare cases, outliers and differences within the group of participants with the same level rather than just making generalizations by focusing on similarities among them. It was found that complex systems interact with one another in a variety of ways and cannot exist in isolation. Everything that happens in the language classroom has an effect on everything else (Finch, 2004). In dynamic systems, “no single factor is more important than any other—only through the combination of all factors together does causation occur, so it is illogical to consider any given factor in isolation” (Perone & Simmering, 2017, p. 46). In line with CDST, and contrary to what the scale results alone may suggest, the students in this study appeared to demonstrate an internal locus of control, as evidenced by their emphasis on effort and practice when offering suggestions to minimize failure. Thus, relying on just quantitative findings for attributions and individual differences might be misleading since the qualitative findings showed that although the students attend the same course, there are some individual differences regarding the attributions of the students for their failure and success as well as their reported differences between the first and current A1 courses on the subjects of motivation, attitude, language achievement, reasons for language learning,

language learning and study styles, factors affecting their achievements in a positive way, factors affecting their achievements in a negative way, language learning environment, and proficiency exams. Besides, all of these factors were found to be in complex relationship with different theories and models such as expectancy of success, attribution theory, goal theory and specifically CDST. It can be concluded that no single theory and linear cause-effect relationship study can completely reveal such complex dynamic factors in a system. Thus, it can be suggested that adopting CDST rather than focusing on a specific theory and transdisciplinary CDST research design can be suggested for further studies. In addition, the results revealed that majority of the students in both groups suggest use of authentic videos, movies and podcasts as well as online and digital tools and apps and focus on speaking and listening practice more for language learning for maximizing success and minimizing failure in language learning, which might be attributed to “Zeitgeist”, spirit of time (Larsen-Freeman, 2018) and their desire to be a member of global community and communicate with other members in the global world. Tomlinson (2005) stated that positive washback can be triggered when classroom tasks are designed to mirror real-world communication, thereby enhancing the relevance and authenticity of the learning experience. Therefore, as a pedagogical implication, teachers should present learners authentic activities and materials such as songs, movies and podcasts focusing on improving listening and speaking skills. Finch (2004) posited that the language classroom environment is a complex dynamic system that necessitates considering various organizational invariances of natural systems. These invariances include: (1) viewing the classroom as a collection of natural systems, just as a forest is comprised of trees and animals; (2) recognizing that each mini-system has an impact on, and is affected by, the larger sum-of-systems (i.e., the classroom); (3) acknowledging that the classroom as a whole cannot be reduced to its individual properties; (4) recognizing that the classroom is self-sustaining, even though its participants may vary; (5) understanding that the language-learning class is self-organizing and responsive to other systems, such as university entrance exams or parental pressures; (6) recognizing that the classroom exhibits equifinality, in that there may be multiple ways to achieve the same goal; and (7) recognizing that the classroom serves as a coordinating interface between various systems, where learners at one level interact with teachers at the next level, who in turn interact with school principals at a higher level (adapted from Laszlo, 2002, pp. 25-58). Finch (2004) derived drew a number of conclusions regarding language classroom environments based on a systems view. Firstly, learning and the learning environment should be viewed holistically, rather than as the mere sum of individual components. Secondly, equifinality can be implemented in the language classroom by enabling students to work at their own pace and achieve learning objectives appropriate to their level of understanding using the teacher's available resources. Thirdly, language learning can be approached from a humanistic perspective as a linguistic, affective, and social event that arises frequently from unpredictable interactions, but which is greater than the sum of its parts. Finally, the ELT/EFL classroom can be regarded as an open system with multiple subsystems, where minor events can accumulate and trigger sudden, irreversible changes and new structures (the avalanche effect). Overall, the findings of this study align with lessons from CDST (Larsen-Freeman, 2015) and indicate that language learning is an open, evolving, and non-linear system. Within this system, learners engage in a dynamic and complex interplay of factors such as teacher cognition, classroom environment, and individual learner characteristics. The process is highly sensitive to initial conditions, which can influence and transform learners' motivation, attitudes, and reasons for language learning over time and across contexts. These elements are not fixed but continuously shift, shaped by feedback, adaptation, and interaction with the learning environment. Most notably, the findings underscore the importance of individual differences in understanding language learning as a dynamic and personalized experience. The current behaviour of and individual might be influenced by a variety of elements, including their physiology, age, mental health, emotional state, social environment, past experiences, and more. Hence, evaluating any one particular aspect in isolation might be inadequate since in dynamic systems, no one element is more

crucial than any other and causality only results from the interplay of all elements (Perone & Simmering, 2017). Just like drugs having a healing effect on one person while having adverse effects on another, some factors can have a positive effect on a student while a negative one on another student in the same class. Therefore, investigating language learning through the lens of CDST could help researchers to better observe and interpret the complex interplay of factors involved.

6. Limitations

The study has some limitations with respect to different factors. Firstly, the sample size of the study was limited to 55 preparatory school students at Pamukkale University. Further research can be carried out by participants from different contexts. Secondly, the study used scale and open-ended questions as data collection instrument. In addition to scale and open-ended questions, students' attributions and suggestions for language achievement can be explored with semi-structured interviews. Another limitation of the study is that all of the participants were from A1 repeat and B1 classes. Further studies can also explore students with different English levels. Lastly, the findings of the study must be corroborated by further research.

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Corpus Analysis of Lexical and Structural Patterns in Scientific Research Articles: Insights into Academic Writing

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Abstract

English for Academic Purposes (EAP hereafter) courses are essential in developing linguistic competencies required for academic success among learners of English as a second or foreign language (ESL or EFL hereafter). Considering the significance of discipline-specific language acquisition, this study examines the essential linguistic characteristics of academic writing in the framework of the EAP. The data consisted of the results of an academic writing course at the tertiary level, which aims to enhance students' academic writing skills by familiarizing them with the conventions of scientific discourse and research in their specific fields. To gain deeper insights, quantitative analysis was performed on the frequency, distribution, and co-occurrence of multi-word combinations, highlighting their role in texts on geophysical engineering. Using Sketch Engine, an online corpus tool, the study compared the discipline specific articles to identify multi-word combinations, syntactic structures, genre-specific terminology, usage patterns, and lexico-grammatical patterns. Findings indicated that key lexical items such as "show," "model," "seismic," and "respectively" were frequently used and reflected the technical and empirical nature of academic discourse in the field. Moreover, lexico-grammatical patterns such as "as a result of", "the base of the," "for+V-ing," and "due to" were also crucial in arranging logical relationships in research writing. These results emphasize the need for genre-specific instruction in EAP courses and advocate the integration of corpus-based learning materials adapted to discipline-specific writing practices. By incorporating authentic examples from specialized academic literature, EAP instruction can enhance students' academic literacy, rhetorical competence, and ability to engage effectively in scholarly discourse.

Keywords: Academic Writing, English for Academic Purposes (EAP), corpus analysis, discipline-specific language

1. Introduction

General English instruction may not be sufficient to compensate the specific linguistic demands of academic and professional communication in many technical and scientific disciplines (Orr, 2002). Engineering is one of the fields in which specific communicative needs and practices are expected to be addressed through a special way of instruction. At this point, English for Specific Purposes (ESP hereafter) becomes highly pertinent in which a defined group of learners must gain specific sets of

linguistic skills and communicative practices relevant to their discipline (Hyland, 2007). The objective of ESP is to qualify learners with the specialized linguistic tools necessary to succeed in specific professional or academic domains. In academic contexts, as a subfield of ESP, EAP is preferred for preparing students to engage with discipline-specific academic discourse, and to develop essential skills such as critical thinking, research abilities, and proficiency in academic task in their disciplinary courses. According to scholars, Hyland and Hamp-Lyons (2002), EAP is a goal-oriented approach that supports non-native English speakers in developing the rhetorical, linguistic, genre-specific competencies and critical thinking skills fundamental in academic settings. Dudley-Evans and St. John (1998) highlight that EAP can be regarded as any type of English instruction that is directly aligned with academic study objectives. Therefore, EAP is needed in reseraches that focus on academic fields, academic writing, and syntactic structures special to an academic discipline. According to Flowerdew (2013), it helps learners understand complex academic texts, produce organized and coherent writing, participate in academic discussions, and think critically about ideas and information. These skills are especially important for students in scientific and technical fields, where academic communication follows specific conventions. Owing to its highly technical depth and emphasis on quantitative analysis, geophysics is presumed to exhibit distinct lexical, syntactic, and collocational patterns that make its language different from other scientific domains. However, a review of the literature reveals a lack of studies focusing on linguistics structures in academic texts within the field of geophysics. The students' ability to successfully engage in scholarly debate in relation to their discipline may be hindered by this lack of linguistic insight.

The current study is partially based on the undergraduate thesis of the second author and aims to address this issue by conducting a thorough analysis of the linguistic features detected in a corpus of research articles in Geophysical Engineering. Utilizing a corpus derived from an EAP course in the graduate program, the study analyzed the marked lexical choices, grammatical structures, and discipline-specific terminology of academic writing in the mentioned discipline. It is crucial to have a clear understanding of the lexical and structural features that define academic writing in Geophysics Engineering in order to provide linguistic support to non-native English-speaking students and researchers. Reynolds (2011) describes geopyhsics as using physical principles to explore and understand the Earth and other planetary bodies, often focusing on their internal structures and processes for both scientific insight and practical, often economic, purposes. Therefore, it is required to offer valuable insights into the lexical demands of the field to support the academic perspective by identifying the lexical features essential for understanding, producing, and teaching disciplinary texts more effectively. Changes in geophysical tasks, technologies, and disciplinary contexts are believed to influence the evolution of professional language, which can be examined through language processing methods to reveal current academic trends and future developments (Eltsov et al., 2020). To contribute meaningfully to the global scientific community, it is essential for researchers and students in geophysics to recognize and adapt to these linguistic changes, and to deal with effective communication of research findings and ideas. This requires the ability to present published work accurately to both specialized and general audiences. Achieving this requires a considerable grasp of the linguistic standards and genre-specific conventions that lead academic communication in the discipline. Thus, it is pivotal to offer discipline-specific academic writing instruction that leverages both linguistic proficiencies and genre awareness. On the other hand, the instruction not only reinforces knowledge transmission and strengthens academic communication skills but also equips students and researchers with the resources they need for extensive academic and professional growth.

The study integrates EAP with Geophysics Engineering education by addressing several key areas. First, it emphasizes language instruction aimed at developing targeted teaching materials and activities for EAP courses. Second, it incorporates genre analysis to generate valuable insights that can inform future

genre-based research. Third, the study contributes to curriculum development by enhancing the authenticity and relevance of instructional content for geophysics students. Additionally, it supports the development of professional communication skills, enabling students to act more confidently and effectively in professional settings, engage meaningfully in group work, articulate their ideas clearly, and communicate complex geophysical concepts to a wide range of audiences. Finally, it promotes academic writing proficiency, equipping students to construct more authoritative, coherent, and persuasive arguments within their disciplinary context.

1.1. Research Questions

The investigation was guided by the following research questions:

- 1) What are the most frequently occurring lexical items in the GeoCorp corpus of Geophysics Engineering texts for EAP instruction?
- 2) To what extent do specific multi-word units (collocations) appear in the GeoCorp engineering corpus?

2. Review of Literature

ESP is a subfield within the broader discipline of Language for Specific Purposes (LSP hereafter). According to Swales (1992:300), LSP is “the area of inquiry and practice concerned with developing language programs for individuals who require a language to fulfill a predictable range of communicative needs.” The emergence of ESP is closely linked to the introduction of postgraduate programs and, consequently, the inclusion of relevant English courses within those fields. It is generally described as the instruction of English for academic, professional, or vocational objectives which means more than just acquiring basic language skills. English for Academic Purposes is distinguished from English for Specific Purposes by its emphasis on academic settings and the language required to perform academic tasks (Sarkar, 2019). According to Bailey (2007), “academic language proficiency is knowing and being able to use general and content-specific vocabulary, specialised or complex grammatical structures-all for the purpose of acquiring new knowledge and skills, interacting about a topic, or imparting information to others”. EAP aims to equip non-native English speakers with the necessary language skills to succeed in academic environments where English is the primary language of instruction (Hyland & Jiang, 2021). It focuses on developing effective study techniques such as time management and effective study habits that are expected to support students' academic performance. In addition, EAP provides instruction in research skills, gaining perspective in critical thinking, conducting literature reviews, and integrating research findings into academic writing. Ethical considerations in research are also emphasized as a fundamental component of academic integrity (Flowerdew, 2013).

Over the past 40 years, EAP has developed from a small component of the English for Specific Purposes movement to a significant influence on English language instruction and academic research. EAP teaches students how to comprehend complex academic topics, produce well-structured and coherent writing, engage in intellectual discussions, and critically evaluate the information and arguments (Flowerdew, 2013). EAP courses are meant to help students become familiar with the expectations and conventions of the academic world, making both ESP and EAP play notable roles in fields such as engineering, healthcare, and tourism. The ability to use discipline-specific language and communication skills is essential for academic and professional success. EAP education also focuses on building students' communication and presentation abilities. Through engaging in classroom discussions and delivering presentations, students enhance their capacity to share ideas clearly and confidently within an academic setting (Hyland, 2006). In this regard, in highly technical disciplines like geophysical engineering, where students must master specialized terminology and communicative conventions to

succeed in both academic and professional settings, language proficiency becomes a key resource of their education. According to Boulton (2012), the majority of LSP students show a preference for using corpora as a tool to support their writing development. This tendency also aligns with EAP contexts, where corpus-based materials have proven to be highly beneficial for academic writing teaching. Similarly, Charles (2015) pointed out that these resources are particularly effective in promoting students' awareness and reflection on their discipline-specific academic learning and writing.

The field of geophysical engineering has been the focus of extensive research over the years, with diverse studies conducted to deepen understanding of the varied and complex aspects of this multifaceted discipline. While Bruno (2023) investigated seismic exploration methods, with a particular emphasis on the use of reflection seismology to seek out subsurface structures and characterize active faults, Miller et al. (2008) examined the use of Electrical Resistivity Tomography (ERT) in groundwater management. The relevant studies including the advanced knowledge and innovations in relation to geophysical engineering, builds the basis for more efficient and sustainable solutions to complex environmental and infrastructure challenges. Moreover, they contribute to frequently used up-to-date terminology, emerging innovations, and the latest research developments in the discipline. The qualitative aspect of these studies involved examining the context and discourse functions of the identified multi-word combinations to determine their precise usage patterns and communication aims within the field. This comprehension has been instrumental in the development of an instructional framework and corpus-based teaching resources for an EAP geophysical engineering course.

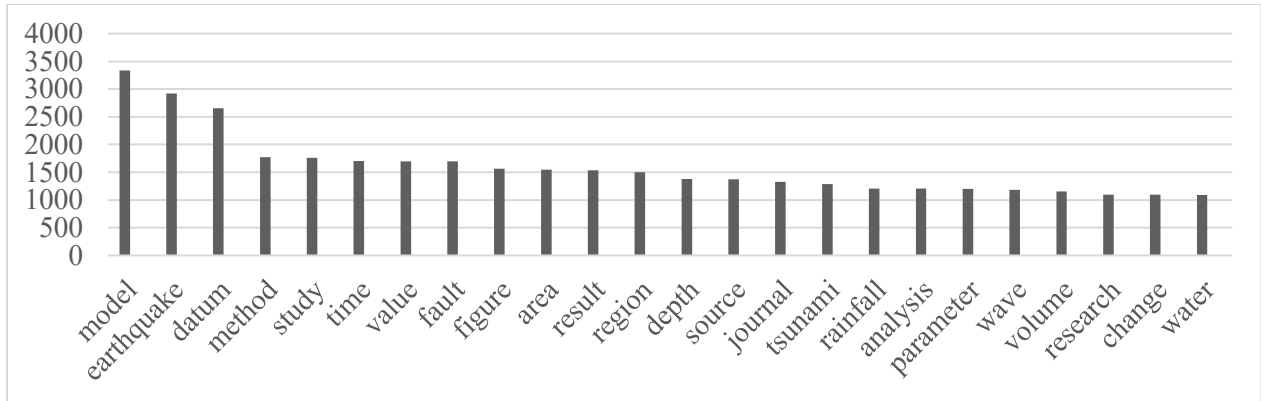
EAP instructors consistently strive to select the most effective approaches to support students in broadening their academic English skills, and responding to their needs through relevant teaching materials and up-to-date syllables (Rao, 2020). A crucial component of this process involves compiling discipline-specific academic texts that are appropriate for students' proficiency levels. Analyzing these texts helps instructors identify commonly used expressions, discipline-specific vocabulary, and the precise meanings that the terms have within the academic literature. Therefore, corpus-based research has gained particular prominence, as it allows for systematic investigation of authentic language use. For instance, a corpus-based approach in Civil Engineering was demonstrated by Gilmore and Millar (2018), while Mudraya's work (2006) focused on English teaching for technical students, particularly those studying Engineering. In addition, Luzón (2009) explored the use of first-person plural pronouns in multi-authored report writing, further stressing linguistic patterns relevant to academic communication in technical disciplines. Through corpus analysis, instructors can uncover salient lexical items, recurring phrases, and approved grammatical structures, all of which are essential for developing targeted and effective academic English instruction adapted to the specific demands of the discipline.

3. Methodology

3.1. Data Collection and Analysis

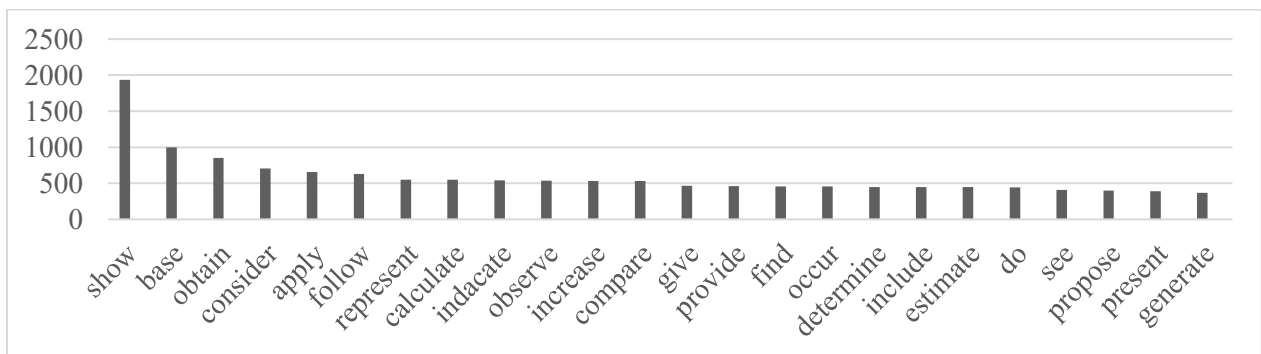
The study was conducted during the spring term of 2025 at a 14-week EAP course titled “FBE 5008 Scientific Article Writing in English” at a mid-sized state university located in Türkiye's eastern Black Sea region. 67 graduate students from eight engineering departments received instruction through 90-minute EAP course per week focusing on the use of generative AI tools. The course was delivered by researcher-teachers under the Graduate Institute of Natural and Applied Sciences. Sketch Engine, a comprehensive online corpus tool, was utilized to examine various lexical and discursal features present in the corpus for the analysis of the study. In addition, it was compiled a corpus of Geophysics Engineering texts. Throughout this process, the researchers systematically observed and recorded language uses to document specific terminology. The corpus encompasses a variety of sub-genres, ensuring a diverse representation of the language patterns and multi-word combinations specific to

geophysical engineering discourse. Linguistic analysis has been used to identify key collocations and genre-specific language patterns in the corpus. Quantitative methods were used to examine their frequency, distribution, and co-occurrence, offering insights into how multi-word combinations are used in geophysical engineering discourse.



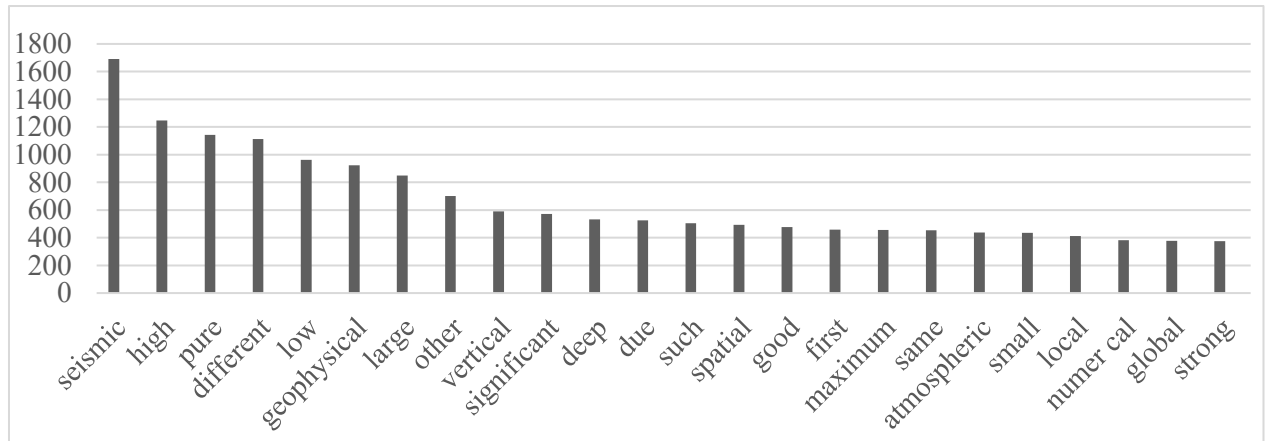
Graph 1. Word Frequency –Nouns

Graph 1 displays the 25 most frequently occurring nouns in the corpus. The most frequent noun is "model" with a frequency of 3334 and making up 0.32% of the total words. Other highly frequent nouns include "earthquake" (2923, 0.28%), "datum" (2655, 0.26%), and "method" (1773, 0.17%). The table provides insight into the key concepts and topics covered in the underlying text or data, with nouns related to scientific and technical fields appearing prominently. This information could be useful for understanding the content and focus of the material from which this word frequency data was derived. Specifically, the analysis of noun+noun combinations reveals that the words *model* and *earthquake* are among the most prevalent. The examples of these combinations include model parameter, model simulation, model output, as well as earthquake magnitude, earthquake epicenter, and earthquake risk. It shows that the language used in the texts reflects a strong focus on technical processes, model-based analysis, and key concepts related to seismology.



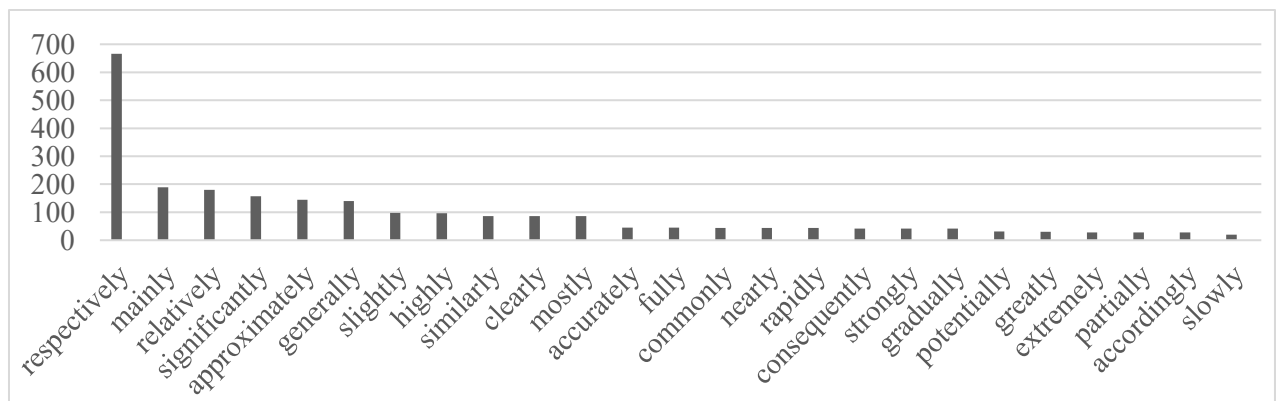
Graph 2. Word Frequency –Verbs

Graph 2 indicates the most frequently recurring verbs in the corpus. The most frequent verb is "show" with a frequency of 1934 and making up 0.19% of the total words. Other highly frequent verbs include "base" (999, 0.097%), "obtain" (851, 0.083%), consider (756, 0.069%), and "apply" (657, 0.064%).



Graph 3. Word Frequency –Adjectives

Graph 3 shows the most frequently occurring adjectives in the corpus. The most frequent adjective is "seismic" with a frequency of 1692 and making up 0.16% of the total words. Other highly frequent adjectives include "high" (1246, 0.12%), "pure" (1143, 0.11%), "different" (1113, 0.11%), "low" (963, 0.094%) and "geophysical" (924, 0.09%). In addition to the adjectives such as seismic and geophysical, "vertical", "deep", "spatial", "local", "atmospheric" adjectives are directly related to the discipline of geophysics. They suggest the need for a nuanced and comprehensive understanding of the various physical, spatial, and geological aspects of geophysical phenomena. Adjectives are generally used in scientific contexts to describe physical events, measurements, and data. This highlights their significance in expressing technical concepts clearly and accurately. In the field of seismology, the study of earthquakes and their associated events, there are many common adjective + noun combinations that are frequently used. In the analysis of common adjective–noun combinations, it was found that certain patterns frequently appear with the adjectives *seismic*, *large*, and *tectonic*. Common examples include seismic activity, seismic waves, and seismic data; large event, large size, large area, large amplitude, large distance, and large difference; as well as tectonic plates and tectonic forces.



Graph 4. Word Frequency –Adverbs

Graph 4 provides insight into the common language and terminology used in the field of geophysics engineering. By focusing on the adverbs, it is seen that the top adverbs include "respectively" (666, 0.065%), "mainly" (189, 0.018%), "relatively" (180, 0.018%), "significantly" (157, 0.015%), "approximately" (145, 0.014%), and "generally" (140, 0.014%) reflecting hedging, approximation, and quantification—typical of academic writing.

Table 1. Sentence Patterns

Sentence Patterns	Frequency	Sample sentences
For + V(ing)	7000	... the cloud-resolving explicit mode is suitable for simulating the monsoon depressions... Mapping variations can be extremely important for understanding the tectonic evolution of a specific area.
The ... of	2500	We have examined the role of implicit... We have examined explicit representation of cloud microphysics on the simulation of a monsoon depression...
Due to + noun	546	This is due to the beam blockage from ground clutter at lower elevation angles... This observation could be due to local effects of reflection/refraction close to the station...
Thanks to	500	Thanks to the conversion of some officers-analysts in the field of science and research... Thanks to their autonomous underwater remote submersible equipped with side-scan sonars..
Because of	92	Because of the monsoon depression's location and its passage... Because of the ambiguity in gravity models, the use of constrained data helps to minimize the error...
Owing to	14	Owing to the lack of records, these earthquakes may have been treated as events... Owing to the clarification above, developing robust artificial intelligence models may facilitate...

Table 1 presents the frequency of specific sentence patterns that are highly relevant to the field of applied geophysics. The "for + V(ing)" pattern was mostly used in research papers with a frequency of 7000 indicating its dominant role in constructing sentences. The structure "The ... of" follows with 2500 occurrences, showing its importance in forming noun phrases. Other causal patterns such as "Due to + noun" (546 times), "Thanks to" (500 times), "Because of" (92 times), and "Owing to" (14 times) appear less frequently, suggesting that while expressing causality is essential, more neutral or impersonal structures are generally preferred.

Table 2. Preposition list

	Preposition	Frequency
1	of	30,650
2	in	15,463
3	to	6,345
4	for	6,344
5	with	5,191
6	by	4,908
7	on	4,481
8	from	4,337
9	at	3,672
10	as	2,726

Table 2 indicates the preposition list from the academic texts with their frequencies. High frequency of "of" (30,650 occurrences) suggests that the text is heavily reliant on possessive and partitive constructions. This indicates a strong focus on describing relationships, properties, and components within the geophysical domain. The high frequencies of prepositions like "in" (15,463), "at" (3,672), and "on" (4,481) point to a significant emphasis on spatial relationships and location-based concepts. The comparable frequencies of "to" (6,345) and "from" (4,337) suggest a balanced treatment of both directional and relational aspects. This may reflect discussions of processes, transformations, and the movement or flow of geophysical elements. The notable presence of "by" (4,908) and "with" (5,191) indicates the text likely incorporates discussions of mechanisms, methods, and the relationship between cause and effect in geophysical investigations. The frequency of "for" (6,344) implies that the text delves into the applications, objectives, and intended uses of the geophysical concepts and findings being presented.

Table 3. N-gram list

	N-gram	Frequency
1	as a result of	81
2	the base of the	52
3	in the form of	51
4	it is possible to	49
5	at a depth of	47
6	is one of the	47
7	as a result of the	45
8	is related to the	39
9	in terms of the	36
10	a wide range of	34
11	the case of the	34
12	the end of the	33
13	the bottom of the	33
14	a large number of	33
15	on the basis of	31

Table 3 indicates the N-gram list of the studied texts. This method of analyzing the frequency and distribution of word sequences is valuable for understanding the content and focus of the document. Fixed phrase structures such as “as a result of” (f=81), "the base of the" (f=52), "in the form of” (f=51), and "it is possible to" (f=49) are frequently used in academic writing. The frequencies of the N-grams span a wide range, from 81 down to 31, indicating the relative prevalence of these word combinations within the underlying text or speech being analyzed. This quantitative data enables valuable insights into the most common linguistic patterns present in the researched material.

4. Results and Discussion

Regarding the first and second research question the findings of the research reveal that writing in geophysics uses a specific and repeated set of language features. The analysis of the geophysics corpus announces several key patterns that highlight the specialized nature of this discipline. The high prevalence of terms such as "model," "earthquake," "datum," "method," and "study" highlights a strong emphasis on empirical research, methodological frameworks, and data-driven analysis. Frequent

appearance of "fault," "tsunami," "rainfall," "wave," and "water" indicates a dominant concern with natural hazards and geophysical phenomena. The high frequency of "result," "analysis," "parameter," and "value" reflects quantitative assessment and empirical outcomes, reflecting a highly technical and research-oriented discourse. This lexical items show that EAP lessons for Geophysics students should focus on teaching technical words that are often used in research articles from the field.

The frequent appearance of verb "show" indicates that explaining and reporting research findings and results is a key part of writing in geophysics. Other high-frequent verbs, "base", "obtain", "consider", and "apply" reflect a focus on research methods, data analysis, and academic argumentation. On the other hand, the most uttered adjective, "seismic", displays the corpus's strong emphasis on seismic events and earthquake-related phenomena. It also represents that the technical and disciplinary-related terms should be acquired in EAP lessons. Terms like geophysical, vertical, deep and spatial are also central to the disciplinary identity of geophysics writing. Other frequent adjectives such as high, low, large, strong, maximum and significant indicates a strong emphasis on quantitative descriptions and magnitude-based comparisons. Adjectives like "different," "pure," "other," "same," "such," "good," and "first" highlight common academic strategies for comparing findings, qualifying data, or structuring arguments. These lexical choices contribute to the precise and technical style required in scientific reporting and should be addressed in advanced academic writing instruction. In addition, common adjective + noun combinations that are including "seismic", "large" and "tectonic" allow researchers to express technical concepts in a clear and precise way. Teaching such structures enhances learners' ability to become familiar with such frequent combinations and improve their academic writing and disciplinary fluency. The precise use of these adjective + noun combinations helps seismologists and other earth scientists communicate the complex relationships between the various geological, tectonic, and seismic phenomena they study. The patterns reflect the specialized vocabulary and technical language that is integral to the discipline of seismology.

The most frequent adverb is "respectively", suggesting that authors often describe results in a specific order. Adverbs were used less often than nouns, verbs, and adjectives, so the texts focus more on facts and data rather than how things are done or described. On the other hand, the sentence patterns of the corpus demonstrate the need for careful, nuanced communication of technical geophysical concepts, with an emphasis on thoroughly explaining causal relationships, uncertainties, and complexities. The salient usage of "For+V-ing" pattern added clarity and precision to the text. It showed the purpose for presenting data, explaining methods, or stating reasons and implications. The "the ... of" phrase is also very common in academic English. It shows a connection between the noun and another part of the sentence. This structure is often used to describe attributes or characteristics. In research papers, "the [noun] of" is used to highlight a specific aspect or detail related to the noun. This structure uses different constructions to clarify relationships and communicate precise meanings. The prevalent use of the "Due to + noun" construction demonstrates the importance of attributing observed phenomena or effects to specific geophysical factors. The sentence patterns in this passage demonstrate the technical, precise language common in applied geophysics writing. The corpus analysis revealed that the grammatical pattern "thanks to" had high frequency. The positive semantic and categorical usage pattern of this specific complement received very much usage in general terms, with little to no specific reference to its positive prosodic nature. The extensive use of the phrase "Owing to" introduces causal explanations, such as "Owing to the lack of records" and "Owing to the identification above". This structure emphasizes the underlying reasons and rationale.

The prepositional analysis reveals a text that is deeply rooted in the spatial, relational, and causal aspects of terrestrial physics, with a strong emphasis on describing the properties, components, and applications

of the subject matter. This linguistic profile aligns well with the expected focus and discourse patterns of a technical geophysics publication. Moreover, by using the most frequent n-grams, researchers can gain insights into the key themes, concepts, and relationships discussed within the text (Jurafsky & Martin, 2024). These patterns reflect common ways of submitting the results, expressing technical descriptions, relationships, and explanations in scientific texts. The lexico-grammatical structures on the list illustrate the tendency towards precise and formulaic language used to establish logical relationships and situate findings within the scholarly discourse. Teaching these common phraseological units can help geophysics students develop the rhetorical competence needed to communicate their research effectively.

To sum up, the study investigates genre-specific multi-word combinations in an EAP course, focusing on the studies on geophysical engineering. The combinations includes phraseological constructions and collocations often used by field researchers. The study also indicates the frequency analysis to identify the most common terms used in geophysical engineering talk. Regarding the final research question, the findings of this study can contribute to the development of corpus-based learning resources specifically designed for geophysical engineering students. The authentic examples of multi-word combinations collected from geophysical engineering literature may help students become more familiar with the language they are likely to encounter in both their academic studies and professional careers. In addition, corpus linguistic methods are central to data-driven learning and have an active role in shaping educational resources (Cheng et al., 2003, Hadley, 2002). Integrating language corpora into classroom practice can significantly enhance students' linguistic competence and their ability to apply the language accurately and appropriately in their academic fields (Mudraya, 2006).

5. Conclusion

By employing a corpus-based approach to analyze the lexical and structural content of research articles, the outcomes of the research are expected to offer meaningful insights that can support the design of discipline-specific EAP curricula and pedagogical resources tailored to the needs of geophysical engineering students. The results will yield significant perspectives to guide the formation of specialized EAP courses and teaching resources for the students. In addition, it becomes possible to gain a deeper understanding of how language is used in academic texts. The salient findings reveal that geophysical engineering texts rely heavily on recurring phrase structures, and certain English linguistic patterns are chosen to convey technical information in the texts. These subject-specific findings are significant for designing EAP courses that better support the academic needs of geophysics students and researchers.

The results emphasize the need for genre-specific instruction in EAP courses by revealing the language preferences and patterns employed in geophysical engineering discourse. By understanding the distinctive lexical, grammatical, and rhetorical features of geophysics writing, EAP practitioners can design more effective, tailored programs to equip learners with the specialized language skills needed to navigate the academic discourse of this field. Furthermore, the findings contribute to the broader body of research on disciplinary variation in academic writing. As a highly technical and quantitative domain, geophysics engineering exhibits unique linguistic characteristics that differ from other scientific and engineering disciplines. Expanding the corpus-based investigation of genre-specific features across a range of fields can deepen our understanding of the diverse ways in which academic communities construct and communicate knowledge. With the growing demand for effective communication in the sciences, discipline-specific linguistic insights, ESP courses and EAP contents will remain crucial for bridging the gap between language learning and disciplinary expertise.

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The Impact of Mindfulness on Encouraging Lurking Students to Speak in Online English Courses

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Abstract

Dealing with lurking students who remain passive and refrain from participating poses a challenge in online English courses, limiting both engagement and language acquisition. To overcome this challenge however this study applied mindfulness-based interventions (MBIs) to promote active participation among Turkish English literature students taking compulsory university courses online. Seventeen students participated in a series of mindfulness exercises, including mindful listening, and reflection activities, designed to reduce anxiety and enhance focus. Findings indicated that previously passive students exhibited a slight increase in verbal engagement, suggesting that mindfulness techniques can help lower affective barriers and encourage interaction. Drawing upon Social Presence Theory (SPT), this study highlights the role of mindfulness in creating a psychologically safe environment with lower affective filters. Based on SPT, students' perception of social presence in an online environment influences their willingness to engage. By integrating mindfulness, learners may experience a stronger sense of connection with instructors and peers, reducing the psychological distance that often contributes to passive behavior. While the observed change was modest, results suggest that incorporating mindfulness into online English instruction could be a promising strategy to support reluctant speakers.

Keywords: Online Education, mindfulness, social presence theory.

1. Introduction

Student participation in online learning environments is often assessed by quantifying visible contributions, such as how frequently a student volunteers to speak, responds to questions, or reads aloud when prompted by the instructor. However, the physical separation inherent in online classes creates opportunities for some students to withdraw from visible engagement—a phenomenon commonly referred to as "lurking." Despite a substantial body of research on optimizing interaction and subsequent learning in online education, limited attention has been paid to dealing with students who choose to remain passive or invisible—commonly known as “lurkers.”

Taylor (2002) categorizes online learners into three sub-participation groups within computer-mediated communication: the proactive “Workers,” the less active “Lurkers,” and the minimally engaged “Shirkers.” While Workers exceed the average number of discussion board contributions, Lurkers contribute less than average, and Shirkers post only one-third or fewer of the average number of messages. Although Taylor’s classification was developed in the early days of educational technology, when learning was asynchronous and technologies were at their infancy, the issue of lurking persists despite the availability of sophisticated learning management systems and multimedia tools designed to mitigate the limitations of physical distance.

Importantly, lurking does not necessarily equate to the absence of learning. As Fritsch (1997) proposes, “witness learners” are individuals who may not actively contribute to written discussions but remain

cognitively engaged by observing peer interactions. This type of observational learning is still considered meaningful and valuable. However, in some disciplines students' maximum engagement is a main requirement for success. Maximum engagement is justified based on Social Presence Theory (Short et al., 1976) that emphasizes the importance of emotional and psychological connectedness in online communication. The theory posits that the perception of being “real” in a virtual environment can significantly affect communication quality and learning outcomes. The present study hypothesized that one way to maintain a sense of realness in online learning is by fostering a connection with oneself, the classroom, and the surrounding environment.

1.1. Research Questions

Mindfulness-based interventions (MBIs) were implemented as a strategy to support this connection by enhancing emotional comfort, reducing anxiety, and encouraging engagement with both peers and instructors. The effectiveness of this approach was explored through the following research question: How do mindfulness activities contribute to more active involvement in online learning?

2. Methodology

In recent years, several global events—such as the COVID-19 pandemic and the earthquake in Türkiye—have accelerated the shift toward online education. Throughout these online semesters, the issue of lurking students has remained a persistent challenge. Observations made at a Turkish university, where the same group of students attended both face-to-face and online classes, revealed that some students who were moderately active in face-to-face classrooms became passive participants—or “lurkers”—in the online environment. This shift suggested that targeted interventions might help re-engage such students by reducing the persistent affective filters in online medium.

To address the challenge of student disengagement in online learning environments, a mindfulness-based intervention (MBI) was introduced during the Fall 2024 semester for students enrolled in English literature courses. This qualitative study used semi-structured interviews to explore the effects of mindfulness activities on student engagement. Each interview lasted 20–30 minutes and was conducted via Microsoft Teams. Questions focused on students’ experiences with mindfulness and its impact on their classroom behavior.

The intervention targeted 17 Turkish undergraduate students, all of whom were attending compulsory English literature classes delivered entirely online over a 14-week period using Microsoft Teams as the primary platform. Interviews were transcribed and analyzed using thematic analysis. Manual coding was used to identify recurring patterns and themes. To ensure trustworthiness, member checking was employed by asking the participants to review summaries of their interviews to confirm accuracy.

At the beginning of the semester, students were introduced to a structured series of mindfulness practices, outlined in Table 1. These activities were designed not only to enhance awareness and presence during class but also to serve as mental “reset” points whenever attention began to decline. Prior to implementation, students were briefed on the concept of mindfulness, including its definitions, benefits, and relevance in educational contexts—particularly in combating cognitive fatigue and fostering focus.

Many participants expressed familiarity with the term “mindfulness” through prior exposure to yoga and meditation practices, which contributed to a generally positive reception of the intervention. The idea of incorporating short, structured mindfulness breaks during lessons—especially at moments of

attention loss—was well received. Students appeared open to exploring how these strategies might support their academic engagement and concentration in a virtual classroom setting.

This study adopted a qualitative research design to explore students’ experiences with mindfulness practices in the context of online learning. After the implementation of MBIs, semi-structured interviews were conducted with all participants enrolled in the course. Each interview lasted approximately 20 to 30 minutes and aimed to elicit detailed reflections on the participants’ engagement with mindfulness techniques and the perceived impact on their classroom participation. The interviews were audio-recorded, transcribed verbatim, and subjected to thematic analysis. Manual coding was used to identify recurring patterns and to group similar responses into overarching themes. To enhance the credibility of the findings, member checking was implemented. Participants were provided with summaries of their interview responses and asked to verify the accuracy and authenticity of their interpretations.

Table 1. Mindfulness Techniques Used in the Online English Literature Class

Technique	Description	Intended Purpose
Mindful Listening	Students focused fully on a short audio (ambient sound), followed by a discussion or reflection.	To restore attention by enhancing present-moment awareness and deepening comprehension. To connect with themselves and the environment.
Silent Observation	Students observed a picture of British monarchs under discussion without speaking for 1–2 minutes.	To calm the mind and prepare it for learning the upcoming coming material.
Reflective Thought	Students wrote brief reflections on their feelings, thoughts, or engagement with the topic discussed.	To reduce anxiety, promote emotional regulation, and improve self-awareness.

3. Results

Based on the results of the interview, 16 out of 17 students provided positive feedback regarding the integration of MBIs into online classes. One student expressed a neutral opinion, stating that she did not perceive any change related to the integration of mindfulness practices. The responses of the 16 students who gave positive feedback were manually coded, and the emerging themes along with examples from the transcription of students' interview records are presented in Table 2.

Table 2. Thematic Analysis of Interviews

Theme	Description	Example Student feedback
Enhance attention and concentration	Students reported an increased ability to stay focused during the online sessions with fewer distractors interfering with their learnings,	“I could concentrate better.”
		“I wasn't distracted like before”
Reduction in cognitive and physical fatigue	Mindfulness practices helped students stay alert, awake and less sleepy during class	“I felt bored less”
		“I was awake during class for the first time”

Mental and sensory restoration	Participants experience a sense of physical rest from screen fatigue.	“It was like a break for my eyes”
Positive emotional Engagement with mindful practices	Students expressed enjoyment and emotional satisfaction during mindfulness activities, viewing them as valuable and relaxing rather than distracting.	“I enjoyed quiet moments” “Breaks were relaxing” “Pictures were attractive”

The most frequently occurring theme was **Enhanced Attention and Concentration**, reported by seven students. These participants stated that mindfulness breaks helped them regain focus, especially during moments of mental fatigue or distraction in online sessions. They emphasized that short breathing exercises or guided awareness practices served as a reset mechanism, allowing them to re-engage with course content.

The second most common theme was **Reduction in Cognitive and Physical Fatigue**, mentioned by five students. These individuals shared that mindfulness activities helped maintain their mental stamina and prevented the cognitive overload typically associated with prolonged screen time. They noted that the interventions were particularly effective when they were on the verge of losing concentration.

A third recurring theme, reported by four students, was **Mental and Sensory Restoration**. These participants described how moments of silence, closing their eyes, or shifting attention to bodily sensations helped alleviate the physical discomfort caused by extended digital exposure. The interventions were seen as a welcome pause that provided relief from both eye strain and mental fatigue.

The final theme, **Positive Emotional Engagement with Mindful Practices**, was also noted by four students. These individuals highlighted the emotional benefits of mindfulness, stating that it enhanced their sense of connection to the class and contributed to a more enjoyable learning experience. Some described the mindfulness activities as “joyful” or “relaxing,” and reported feeling more present, motivated, and emotionally involved in the learning process after engaging in these exercises.

Overall, the results suggest that the integration of MBIs was perceived by the majority of participants as a valuable support for enhancing attention, reducing fatigue, and promoting emotional engagement in online learning contexts. These findings are further examined and interpreted in the subsequent discussion section, where they are considered in relation to existing literature, theoretical frameworks, and the broader implications for online learning and student engagement.

4. Discussion

This study examined the impact of a mindfulness-based intervention (MBI) implemented in an online university course, focusing specifically on students’ active engagement. The intervention was applied to a group of 17 students who practiced mindfulness during the course. The findings of this study contribute to the growing body of research on the potential benefits of mindfulness in online educational settings (Oliveira et al., 2022; Okruszek et al., 2020).

Student disengagement in virtual learning environments is a well-documented concern. When learners feel disconnected from the online classroom, they may experience a sense of alienation or “being lost in cyberspace”—a phenomenon that can lead to negative self-perceptions and reduced participation (Hallett & Cummings, 1997). Historically, this detachment manifested as students failing to contribute

to discussion forums in asynchronous courses. More recently, students have adopted a passive stance in synchronous settings as well, often remaining silent and invisible behind their screens. In online education discourse, such students are referred to as "lurkers." While various factors contribute to this behavior, Küçük (2010) found that some students believe passive observation—merely reading or browsing—is sufficient for learning.

However, the goal of active engagement extends beyond simply acquiring knowledge; it also involves helping students see themselves as active and valued members of the learning community, thereby maximizing their opportunities for meaningful learning. Mindfulness-based interventions (MBIs) aim to facilitate this process by strengthening the connection between learners and their inner experiences, as well as between learners and their external environment. In a similar vein, Wegerif (1998) offered a complementary perspective, suggesting that challenges in social dynamics are key barriers to effective online engagement. He argued that students' perceptions of themselves as either insiders or outsiders within the course community significantly influence both their academic success and their willingness to participate. Also, from a constructivist standpoint, efforts to foster student engagement are supported by Social Presence Theory. Originally developed by Short, Williams, and Christie (1976), this theory explains how communication media differ in their ability to convey a sense of personal presence and connection. More social presence facilitates interpersonal communication and collaboration, both of which are essential in online learning environments. Despite the increasing sophistication of digital learning platforms, passive participation remains a challenge. Therefore, it is reasonable to assume that guided interventions, such as instructor-led MBIs, may enhance student engagement by improving social presence.

In this study, students reported increased attention, reduced mental fatigue, and emotional comfort following mindfulness activities. These outcomes align with the Community of Inquiry (CoI) framework (Garrison, Anderson, & Archer, 2000), particularly the dimensions of cognitive presence and affective presence. By promoting mental clarity and emotional well-being, mindfulness practices appear to reduce feelings of isolation, support sustained focus, and encourage more meaningful interaction. This emotional grounding may foster a stronger sense of community, increase comfort in communication, and ultimately promote active participation. The results support the idea that mindfulness can contribute to enhancing social presence, which is known to influence both learning engagement and academic outcomes.

While the benefits of mindfulness in online learning are promising, it is important to avoid an overly optimistic or one-dimensional perspective. As noted by Mrazek et al. (2019), digital mindfulness programs present both opportunities and limitations. A key advantage lies in the accessibility of MBIs, as they reduce geographical and logistical constraints (Asuncion et al., 2010). However, Mrazek et al. also reported that online MBIs tend to have relatively low completion rates, with an average attrition rate of approximately 35%. Even among participants who completed the intervention, engagement with the prescribed activities was often inconsistent.

To address these limitations, Mrazek et al. (2019) emphasized the need for MBIs to be tailored to learners' motivations and contextual needs. They recommended regularly revisiting course content and integrating diverse media formats—such as images, audio, and written materials—to enhance relevance and engagement, as demonstrated in studies by Bennett et al. (2018) and Taylor et al. (2020). In the present study, this principle was applied by aligning mindfulness activities with the course content, which was the main learning goal of the students. For instance, the silent observation tasks incorporated

course-relevant imagery, which promoted deeper reflection and cognitive engagement. This context-sensitive approach likely contributed to the intervention's positive outcomes.

5. Conclusion

This study explored the role of mindfulness-based interventions (MBIs) in fostering student engagement in an online English literature course. The findings suggest that MBIs can serve as effective tools for addressing the persistent issue of student passivity—particularly among those who tend to "lurk" in virtual classrooms. By promoting attentional focus, reducing cognitive fatigue, and enhancing emotional comfort in a more comfortable environment, mindfulness practices helped students reconnect with both themselves and their learning environment.

Nevertheless, the findings highlight the need for the thoughtful implementation of digital mindfulness programs. Tailoring interventions to students' learning contexts, integrating multimodal resources, and aligning mindfulness tasks with course objectives may enhance both participation and overall impact. Future research should consider longitudinal and mixed method approaches to further examine the sustainability and broader applicability of MBIs in diverse educational settings.

This study is not without its limitations. First, the small sample size of 17 students limits the generalizability of the findings. While the qualitative data provided valuable insights into students' perceptions of MBIs, the results should be interpreted with caution when applied to broader populations or different academic contexts. Second, the degree of behavioral change in student engagement was modest. Although participants generally reported improved focus, reduced fatigue, and increased emotional comfort, the interventions did not result in significant transformations in participation for all students. This suggests that while MBIs may be beneficial, they likely represent only one component of a broader strategy needed to engage passive learners.

Future studies should involve larger and more diverse samples to strengthen the reliability and applicability of the findings. Longitudinal research would also be valuable in assessing the sustainability of mindfulness practices and their long-term effects on student engagement, emotional well-being, and academic performance. Additionally, implementing MBIs across various academic disciplines could help determine whether their effectiveness is consistent across different content areas or particularly beneficial in certain fields, such as literature or the humanities.

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Student Beliefs about L1 Use in the English Language Classroom

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Abstract

This study investigates High School Students' perceptions about L1(native language) usage in English lessons in Artvin, Türkiye. Employing a mixed-methods approach, the research reveals a significant age effect. Younger students strongly prefer L1 as they see it as a tool for comprehension, attendance and reducing anxiety. Although there is no meaningful gender effect, students emphasize the pedagogical value of L1 in clarifying complex grammar, defining vocabulary, and explaining challenging concepts. While the study highlights the importance of strategic native language integration to support learning, it accepts the potential drawbacks of excessive L1 exposure such as reduced L2 exposure. Findings suggest native language strategies which vary according to the age, context-specific application, and maximizing L2 interaction for effective EFL teaching practices.

Keywords: EFL, L1 use, Strategic L1 integration, Student perceptions of L1

1. Introduction

The L1(native language) role in EFL classrooms has been an ongoing debate in language education field. Historically, traditional language teaching methodologies which base on generally behaviourist principles vigorously advocate highlighting the perceived importance of full exposure to L2 (target language), discouraging students from their native language addiction and minimum usage of L1. This approach generally stems from the belief that the L1 can interfere the fluency and accuracy of L2, and therefore it can hinder L2 acquisition. However, more recent studies which were informed by cognitive and sociocultural theories of language learning show that strategic and careful native language involvement can provide significant pedagogic benefits. Among these benefits are making the complex concepts easier to comprehend, explaining the complex linguistic structures, providing emotional support and reducing anxiety, promoting a more inclusive and equitable learning environment, and lastly supporting increasing student participation and motivation. This study has researched students' perceptions about L1 usage in EFL classrooms within the specific sociolinguistic context of Türkiye. It also benefits from a rich body of existing research on the broader topic of L1 use in L2 learning across various languages and educational environments.

To examine the students' views is crucial to gain a deeper and more nuanced understanding of how L1 usage affects their learning experience, how L1 usage shapes students' beliefs and attitudes related to language acquisition and how their general learning motivation is affected. Understanding these perceptions can help to fill the gap between theoretical perspectives related to native language usage and students' experiences in EFL classes. Many studies examined various sides of this complex topic and contributed to a growing body of knowledge. For instance, studies researched the general student views on the effects of native language usage, and presented valuable knowledge about student preferences, beliefs, perceptible advantages and disadvantages (Al Sharaeai, 2012). Other studies examined the effect of native language(L1) on motivation in an ESL(English as a second language) context (Olajoke, 2013) and highlighted the potential motivational benefits of L1 integration for the students who experience anxiety and disappointment when they are especially exposed to only L2. Moreover, studies have researched the specific functions and purposes of L1 use in Turkish EFL

classrooms (Yenice, 2018). These studies presented context-specific insights into how L1 is used by both teachers and students and the perceived impact on the learning process.

This study focuses on especially Turkish-English context by building upon the previous findings ,and aims to present a more nuanced perspective to the topic in this specific linguistic and cultural setting. Through a mixed method approach combining quantitative data collection methods such as surveys and questionnaires with qualitative data collection methods such as interviews and classroom observations, this research aims to contribute to a more nuanced and comprehensive understanding of the L1's role in EFL learning. Findings will be used to inform more effective, learner-centered, and contextually appropriate pedagogical practices. This research will lead to potentially healed learning results and growing student pleasure. Furthermore, it investigates the influence of various individual learner factors such as language proficiency level, age, previous learning experiences, learning styles, and cultural background on student perceptions of L1 use. This investigation benefits from research examining these variables in different contexts (Al Sharaeai, 2012; Kocaman & Aslan, 2018; Varshney & Rolin-Ianziti, 2006). Especially, this research will explore how these factors interact with student beliefs and perceptions, will contribute to a personalized understanding of the role of student L1 in EFL classes, and will enable educators to adapt their teaching implementation to meet their students' various needs. The ultimate goal is to make evidence-based suggestions for the effective and sensitive integration of L1, to maximize the potential of language learning, and to address student variety and individual needs simultaneously. This will help create a more inclusive and equitable learning environment where all students have a chance to succeed.

1.1. Significance of Studying Student Beliefs

Understanding student beliefs about L1 usage is vital to develop effective pedagogical practice. These beliefs can influence student motivation, involvement, and finally second language acquisition success. By exploring students' perspectives, educators get significant information about how students perceive the role of their L1, which enables educators to adapt their teaching strategies. This research contributes to the literature by presenting information about student beliefs in Turkish-English bilingual classrooms, a context that requires further investigation. Simultaneously, this study emphasizes further research investigating the intersection of student beliefs, teacher practices, and L2 learning outcomes. A growing research literature examines students' and teachers' perceptions about L1 usage in second language classrooms (e.g., (Iswati & Hadimulyono, 2018), (Akulova, 2019), (Yıldız & Yeşilyurt, 2016), Varshney & Rolin-Ianziti, 2006; Ketmane & Boutaria, 2021; Iswati & Hadimulyono, 2018; Neokleous, 2017). However, there are still some significant gaps. Most of the existing studies focus on general students' perspectives (e.g., (Yıldız & Yeşilyurt, 2016)) or teacher implementations (e.g., (Sali, 2014), (Sarandi, 2013), (Debreli, 2016)). However, they do not explore high school students' special needs and perceptions profoundly in a specific sociolinguistic context like in Artvin, Türkiye where this study focuses on. Furthermore, the interaction between perceptions related to individual student factors like age and students' native language (L1) has not been researched adequately, especially in bilingual settings like Türkiye. This study particularly focuses on some high school students' perceptions about L1 usage in EFL classrooms in Artvin, Türkiye. It provides valuable context and tries to fill in the gaps by primarily using a quantitative approach. Similar to the work of Ketmane & Boutaria, this study has researched students' perceptions. However, it distinguishes itself by focusing on the particular context of Artvin and utilising a quantitative methodology.

1.2. Research Questions

The guiding research question is:

1. What are the perceptions of students towards using L1 (Turkish) in English Classrooms?

2. Literature Review

This research delves into the role of first language (L1) usage in second language (L2) acquisition and focuses specifically on student beliefs in a Turkish English bilingual context. This review examines how students perceive the usage of their native language during English language lessons and how these perceptions intersect with their learning experiences and broader beliefs about language learning. It also explores the existing literature on teacher practices and rationales for L1 use by highlighting the importance of aligning pedagogical approaches with student perspectives.

2.1. Student Perspectives on L1 Use

Several studies examined students' perspectives about L1 usage in EFL classrooms. Al Sharaeai (2012) emphasizes the significance of that students get lost or may feel confused when they cannot use their preferences or L1 strategically. This may cause people to think that completely excluding the usage of L1 may be harmful for student learning. Similarly, Kocaman and Aslan (2018) have examined the student perceptions in a Turkish high school and reveal a nuanced preference related to second language usage when it is focused on the various attitudes of L1 usage and healed learning outcomes. This study highlights the complex student needs and the need of individualized approaches. Varshney and Rolin-Ianziti (2006) contribute to this debate by examining whether students perceive L1 usage as a help or a hindrance. They put emphasis on the significance of taking individual differences and the specific context of L1 usage into account. These studies collectively highlight the value of involvement of students' voices into the discussions about L1 usage in EFL classrooms.

2.2. Teacher Practices and Rationale for L1 Use

Understanding teacher practices and rationale for L1 use provides valuable context for interpreting student perspectives. Sali (2014) analyses teacher L1 use in Turkish EFL classrooms, examining the purposes and effectiveness of L1 incorporation. This study provides insights into how teachers are actually using L1 in the classroom and the perceived benefits and drawbacks. Sundari and Febriyanti (2021) and Kohi and G (2020) did further research about teachers' L1 usage practice and their views by presenting knowledge about the pedagogical considerations surrounding L1 incorporation in diverse contexts. These studies emphasize the factors affecting various approaches teachers espouse and their decisions. Olana (2024) investigates students' beliefs about L1 usage and teachers' practices on students' verbal English development and emphasizes the interaction between these two factors. As it has been emphasized by TSAGARI and DIAKOU (2015), it is significant to bridge the gap between teacher practices for effective pedagogy and student preferences. This suggests that teacher vocational development should focus on understanding and responding students' beliefs about L1 usage.

2.3. The Debate Surrounding L1 Use in L2 Classrooms

The debate about the usage of L1 in L2 classrooms is complex. Traditional approaches generally advocate reducing the L1 to minimum by emphasizing complete exposure to L2. This perspective is based on the belief that L1 interference hinders L2 acquisition. However, recent research indicates that strategic L1 integration can make understanding L2 easier, explain complex structures and increase student participation (Alshehri, 2017). Miles (2004) warns about excessive use of L1 and emphasizes the need for a balanced approach while discussing the potential benefits of L1 usage. The alteration in this view reflects that complex interaction between L1 and L2 is understood in an ever-increasing way.

2.4. L1 Use and Motivation

Research indicates that there is a positive connection between using L1 wisely and motivation (Olajoke, 2013). Integrating L1 can increase the student motivation by decreasing the anxiety related to learning L2 and by creating more supportive and inclusive classroom environment (Neokleous, 2017). This aligns with the wider research on motivation and L2 success (Akulova, 2019).

2.5. Cognitive Benefits of Bilingualism

Gathercole et al. (2010) can present knowledge about cognitive benefits of protecting L1 proficiency, and this can indirectly support the argument of strategic use of L1 in L2 classrooms. To protect the L1 skills can develop cognitive flexibility and executive functions, and this can be transferred to L2 learning in a positive way.

2.6. Expanding the Scope: Multinational and Theoretical Perspectives

Kohi and G (2020) offer a multinational view of teachers' perceptions and attitudes towards L1 usage. Shin et al. (2019) brings forward an updated examination synthesizing research in various contexts related to L1 usage in EFL classrooms. When Phillipson's (2009) study on the potential for English to be used for disciplinary purposes is taken into account, a critic dimension emphasizing the importance of sensitive pedagogical implementation in terms of potential power dynamics and culture is added. Criado and González-Romero (2023) investigate L1 usage in non-formal foreign language education by expanding the extent of the discussion beyond traditional classroom settings.

2.7. L1 Use in Turkish EFL Classrooms: Context-Specific Insights

In this context, research about L1 usage in EFL classrooms in Türkiye presents valuable and context-specific knowledge. Yenice (2018) analyzes L1 usage in Türkiye by providing valuable data about existing implementations and beliefs. Akulova (2019) expands the concept by comparing the attitudes in Türkiye and Kyrgyzstan and by emphasizing the cultural effects on L1 usage. KETMANE and BOUTARIA (2021) offer an extensive perspective to the topic by researching both student perceptions and teacher attitudes in EFL classrooms.

3. Methodology

This chapter answers the research question "What are the perceptions of students towards using L1 in English Classrooms?". It also elaborates on the methodological procedures used to investigate student perceptions about L1 usage in EFL classrooms. The research design, population and sample, instrumentation, data collection procedure, data processing methods, and ethical assurances will be outlined briefly.

3.1. Hypotheses and Rationales

This study investigates the student perceptions about L1 usage in Artvin. The participants are selected from a high school in Artvin. These hypotheses guide this research:

Hypothesis 1: There is a correlation between student age and perceptions of whether the teachers should use Turkish in English classes.

Rationale: Cognitive development and language learning strategies may vary depending on the age, which can potentially affect how students perceive their L1 in their classrooms. While younger learners might find their L1 more supportive, older students might prioritize L2 exposure.

Hypothesis 2: There is a correlation between student gender and the perceptions that teachers should use Turkish(L1) in English classes.

Rationale: Research suggests potential gender differences in language learning styles and preferences. Exploring this hypothesis will shed light on whether gender plays a role in how students perceive L1 use in the classroom.

3.2. Research Design

This study employed a quantitative research design using a survey methodology. A questionnaire was used to collect data on student perceptions of L1 use in English classrooms. This approach allowed for the systematic collection and analysis of data to answer the research question.

3.3. Population & Sample

The target population for this study was high school students enrolled or enrolling in English preparatory classes in Artvin, Türkiye. As the researcher was an English teacher in this high school, it was easier to collect the data. The sample consisted of 140 students from one of the best high schools in Artvin. This purposive and convenience sampling approach allowed for a focused investigation of student perceptions within a specific context and an easier way to collect the data.

3.4. Instrumentation

The data collection instrument was a 9-question questionnaire designed to elicit student perceptions regarding L1 use in English classrooms. The questions were close-ended as one or many answers. In this study, the researcher used the Student Survey Form developed by Şavlı and Kalafat (2012) in their article titled "Yabancı Dil Derslerinde Ana Dili Kullanımı Üzerine Öğretmen ve Öğrenci Görüşleri".

3.5. Procedure

The questionnaire was administered to the 140 participants at one of the best high schools in Artvin. The questionnaire was prepared on Google forms and the link was shared with the students online. Instructions of the form were clear. Thanks to convenience sampling, the data was collected in a day via Google forms. The responses were transferred into SPSS and the data was analysed on SPSS.

3.6. Data Processing

The data collected through questionnaires was analyzed via SPSS. Both descriptive and inferential statistics were utilized to answer research questions and hypotheses. Descriptive statistics which include frequencies, percentages, means, and standard deviations were used to summarize and describe the distribution of responses for each questionnaire item. This provided a clear appearance of students' perceptions about L1 usage in English classrooms. For instance, the percentage of the children who think L1 was necessary in EFL classrooms, the frequency of different reasons which were stated for using L1, and the average agreement level with various statements about L1 usage have been calculated.

Inferential statistics were utilized to test the hypotheses about the relations the relationships between student perceptions of L1 use and demographic variables (age and gender). Specifically:

- Chi-square tests were employed to examine the relation between categorical variables, such as age group (younger vs. older) or gender (male vs. female), and student perceptions of L1 use (e.g., necessary vs. unnecessary).

- One-way ANOVA was used to compare the mean perception scores among different age groups. This allowed for determining if there were statistically significant differences in perceptions based on age.
- Independent samples t-tests were implemented to compare the mean perception scores between male and female students and to evaluate whether gender has a meaningful effect on perceptions or not. The use of both descriptive and inferential statistics enabled the data to be analyzed inclusively, both presented a general overview of students' perceptions and provided insights into the factors which could affect these perceptions. The selected specific statistical tests were convenient for the data type collected and the research questions they aimed to answer.

3.7. Ethical Assurances

Ethical considerations were taken into account throughout the research process. Consent forms were sent to the parents of the students. Parents gave the confirmation for the questionnaire. Anonymity and confidentiality were maintained throughout the data collection and analysis process. Any potential risks or benefits of participation were explained to the students.

4. Results & Findings

This section presents the findings of a study investigating student perceptions of L1 use in English classrooms among 140 high school students in Artvin, Türkiye. Data were collected using a 9-item questionnaire. The study addressed the following research question: **What are the perceptions of students towards using L1 in English Classrooms?** Two hypotheses related to age and gender were also tested:

1. There is a correlation between student age and their perception of whether the teacher should use Turkish in English classes.
2. There is a correlation between student gender and their perception of whether the teacher should use Turkish in English classes.

4.1. Descriptive Statistics

The sample consisted of 26.4% female and 73.6% male students. And most of the students were 14 (22.1%) and 17 (22.9%) years old. A large majority of the students (80.7%) believed that Turkish usage was necessary, while 50.7% preferred the frequent use of their L1. A slight positive skew (1.574) in the perception data further suggests a general tendency towards utilizing L1 use.

4.2. Inferential Statistics

A statistically significant association was found between student age and perception of Turkish use ($\chi^2=12.643, p=0.049$). Over 80% of younger students (13-16) favoured L1 use, decreasing to 62.5% for older students (17+). This age-related difference was further confirmed by ANOVA ($F = 4.267, p = 0.041$).

No meaningful relationship was found between gender and Turkish usage perception ($\chi^2=0.304, p=0.581$). The rate of men (79.6%) and women (83.8%) supporting native language usage is similar to each other. That's why no significant difference was found ($t = 1.212, p = 0.227$).

4.3.Student-Reported Reasons and Benefits of L1 Use

Students were asked about their specific reasons for and perceived perceptions of Turkish usage in English classrooms to obtain more detailed information.

Purposes of L1 Use

Students view Turkish (L1) as a tool for understanding the complex content (vocabulary, grammar) and reinforcing the learning.

Perceived Benefits of L1 Use

The most frequently cited benefits were improved understanding of challenging material and easier vocabulary acquisition. Several students also highlighted the role of L1 in facilitating comprehension and making lessons more accessible.

Table 1. Students' Responses

Zor konuları daha iyi anlamama yardımcı olur	114
Bilinmeyen kelimeleri daha iyi öğrenmeme yardımcı olur	99
Kendimi daha huzurlu,rahat ve stressiz hissetmemi sağlar.	22
Dersi takip etmek daha rahat olur.	60
Anlamaya büyük ölçüde katkı sağladığı için.	60
Daha etkili bir öğretme yöntemi olduğu için.	25
Zamanı verimli kullanmamızı sağladığı için.	15
Disiplin problemlerinin giderilmesinde daha etkili olduğu için	14
Yeni kelimelerin anlamlarının tanımlanması için	115
Bazı ifade ve sözcüklerin pekiştirilmesi için	66
Karmaşık dilbilgisi kurallarının anlatılması için	62
Farklı kavram ve fikirlerin anlatılması için	50
Sınıf içi komutların verilmesi için	22
Nasıl daha etkili öğrenebileceğimize yönelik önerilerin verilmesi için	61
Daha önce anlatılan konuların özetlenmesi için	29
Sınıf içerisinde espri, şaka yapmak için	30

Summary of Findings

This study reveals that the age of the students significantly influence the perceptions of L1 usage in English classes. Younger students express a stronger preference about L1 usage. However, gender does not look like an important factor. Students primarily regard their L1 to explain the complex content and develop to comprehend. This makes people think that strategic L1 usage has a pedagogic advantage in EFL contexts.

5. Discussion

This study explored the student perceptions about L1 usage in English classrooms among high school students in Artvin and revealed the nuanced interaction of age,gender, and pedagogical

considerations. Meaningful age effect, with younger learners (13-16) showing the strong preference of L1 usage compared to their older counterparts (17+) aligns with the developmental tendencies in language acquisition. Young learners who have less developed L2 proficiency and less confidence in L2 can perceive their L1 as a valuable scaffolding tool which can make understanding easier, support active participation and reduce anxiety in the classrooms (Varshney & Rolin-Ianziti, 2006). As L2 proficiency increases, dependency on L1 may naturally decrease and may reflect a tendency of a more immersive language experience and more comfort of the ambiguity of L2. This developmental tendency corresponds with the research putting forward that L1 usage can be beneficial for especially young and low proficient students, can provide a bridge for new information, and can foster a sense of security in learning process (e.g.). The absence of a significant gender effect challenges common assumptions about inherent differences in language learning approaches between genders. This finding indicates that perceptions about L1 usage in specific context of Artvin are more driven by age and proficiency rather than gender. However, further research which investigate potential interactions among gender, learning styles and cultural factors of educational context in Türkiye can provide a more comprehensive understanding. It is probable that cultural norms related to classroom dynamics and teacher-student interaction affect male and female student L1 preferences in different ways and this nuance requires further research.

The reasons and benefits of L1 usage reported by the students present valuable pedagogical insights. Explaining complex grammar rules, defining new vocabulary and stress on explaining challenging concepts underline the perceived value as a cognitive tool. Learners can bridge the gaps between existing knowledge and new information, make understanding and knowledge acquisition easier by benefiting from their L1. This aligns with the view of L1 as a strategic resource for making meaning, particularly in the context of complex or abstract subject matters (Phillipson, 2009).

'The students' frequent mention of L1's role in making comprehension easier and reducing stress further highlights its perceived emotional benefits which contribute to a more positive and inclusive learning environment. However, it is very significant to accept the potential disadvantages of excessive L1 usage such as reduced L2 exposure and the potential for over-reliance on translation. This can hinder the development of L2 fluency and communicative competence. A balanced approach maximizing opportunities for an authentic second language interaction is probably the most effective while strategically integrating L1 to support understanding and meet the emotional needs. This approach requires the careful assessment of learner age, proficiency level and the specific learning objectives of the lesson. Future research exploring the long-term effects of different L1 integration strategies on L2 development (Phillipson, 2009), particularly within the Turkish EFL context, is necessary to inform best practices and promote learner autonomy.

6. Conclusion

This study investigated student perceptions related to L1 usage in English classes among high school students in Artvin, Türkiye and revealed the complicated interplay of age, perceived pedagogical benefits and potential disadvantages. Meaningful age effect emerging from younger students' L1 usage preferences compared to their older counterparts underlines the developmental side of L1 integration in language learning. Younger students who are generally less confident in second language skills may view their L1 as a valuable tool for comprehension and participation while older students may gravitate towards more occupying second language experience. The absence of a significant gender effect suggests that other factors such as proficiency level and individual learning styles play a more significant role in shaping L1 preferences. The reasons students reported related to L1 usage emphasize perceived pedagogical value. Explaining complex grammar rules, defining new

vocabulary and explaining challenging concepts emerged as essential benefits. The reasons also emphasized a cognitive bridge between existing knowledge and new information. Besides, emotional reported-benefits of L1 such as decreasing anxiety and increasing comfort in the classroom underline the potential of creating more positive and immersive learning environment. However, potential disadvantages of excessive L1 usage including reduced L2 exposure and potential over-reliance on translation lead to careful consideration. While supporting comprehension and integrating L1 strategically to meet emotional needs, a balanced approach maximizing the opportunities for an authentic second language interaction is likely to be most effective.

Implications for Teaching Practice:

Depending on the findings of the study, various suggestions emerge for the teachers in EFL and other foreign languages context:

Age-differentiated L1 use: Adapt L1 integration strategies according to students' age and developmental stage. Support younger students with their L1 more and decrease L1 as L2 proficiency increases.

Strategic L1 Integration: Encourage students to view their L1 not as a substitute for interaction in the second language, but as a strategic learning tool (Varshney & Rolin-Ianziti, 2006).

Context-based adaptation: use your L1 strategically in the situations such as explaining complex grammar, clarifying abstract vocabulary, nuanced content in terms of culture and supporting emotionally (Orfan, 2023).

Maximizing L2 exposure: Prioritize to create many opportunities for authentic second language interaction through communicative activities and cooperative tasks.

Continuous assessment and adaptation: Continuously assess the activity of the L1 integration strategies through student feedback and classroom observation and adapt the approaches when necessary.

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Power Types in Conflict Resolution: Analyzing Soft, Hard, Wise and Smart Power in Shakespeare's Plays

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Abstract

In his comprehensive exploration of human conditions, William Shakespeare adeptly delves into power struggles. In conflict resolution, Shakespeare refers to four types of power. This study deals with his portrayal of hard, soft, smart, and wise power in conflict resolution within personal and political contexts, with a particular emphasis on the plays *Coriolanus* (1623), *Julius Caesar* (1599), and *Othello* (1604). The study seeks to examine how power dynamics play some crucial roles in conflict resolutions. These plays exhibit a comprehensive understanding of the dynamics and resolution of conflicts, as well as the impact of various forms of power. In the plays, Othello's dependence on hard power juxtaposed with Iago's strategic manipulation via smart power culminates in disastrous outcomes. Soft power is most effectively depicted through Antony's blending of rhetoric and military precision in the play *Julius Caesar* (1599), highlighting the importance of balance and adaptability. In *Coriolanus* (1623), the characters Menenius and Coriolanus are representatives of contrasting power types. As a talented and experienced politician and orator, Menenius advocates the use of wise power in resolving the conflict between Coriolanus and the plebeians. On the contrary, Coriolanus, obsessed with militarism, dominance, and control, is all about hard power by rejecting diplomacy and subtly persuading the plebeians for his position in the senate.

Keywords: Shakespeare, conflict resolution, hard power, soft power, smart power, wise power, leadership, personal and political context

1. Introduction

Throughout the course of their studies in philosophy, politics, and literature, academics have placed a significant emphasis on the concept of power. Not only does William Shakespeare's play illustrate the concept of power as a topic, but it also demonstrates human condition. Shakespeare was one of the pioneers in the study of the concept of power. Shakespeare's characters struggle with issues of domination, authority, ambition, and personal autonomy while also mirroring wider sociopolitical contexts. This is because Shakespeare examines these issues via his characters. The plays of William Shakespeare are ageless in terms of the lessons they teach about control and leadership because of the brilliant way in which he integrates personal and political themes amid the turbulent times." Madness in great ones must not unwatched go," as Shakespeare eloquently notes through Claudius in *Hamlet* (3.1.104). This quotation refers to the impact of misuse of power. The brittleness of power and its vulnerability to individual shortcomings are perfectly captured in this line. Similarly, the title character in *Othello* declares, "My parts, my title, and my perfect soul / Shall manifest me rightly" (1.2.31–32), expressing a conviction that power is earned and morally righteous, even though this conviction is tragically destroyed in the end. With the addition of concepts like "soft power," "hard power," "smart

power,” and “wise power,” the multidisciplinary study of power has grown considerably in recent years. Even though these concepts were developed in the disciplines of political science and international affairs, they provide a stunning insight when they are applied to literary writings. In contrast to hard power, which depends on force or coercion, concept of soft power, for instance, As Wilson explains, “soft power is the capacity to persuade others to do what one wants” (Wilson 114) causing people to adopt positions they perceive as their own. In *Coriolanus*, Antony’s oration doesn’t compel through fear; it seduces through shared values and emotional resonance, precisely according to Nye, persuasive power is based on attraction and emulation and “associated with intangible power resources such as culture, ideology, and institutions” (Nye 63). Smart power is the combination of soft and hard power. Smart power is the ability to combine hard and soft power into a winning strategy. According to Wilson it “the capacity (...) to combine elements of hard and soft power in ways that are mutually reinforcing” (Wilson 115).

Shakespeare's plays offer a rich environment for analyzing these power types because of their complex plots and rich characterizations. We come across a range of conflict resolution techniques and leadership philosophies in *Othello* (1604), *Julius Caesar* (1599), and *Coriolanus* (1623), each of which represents a unique form of power. This article explores the ways in which these forms of power are applied to solve or escalate conflict in interpersonal and political contexts. This study attempts to close the gap between political theory and literary interpretation by means of in-depth textual analysis, ultimately demonstrating how Shakespeare foreshadows current discussions regarding leadership ethics and authority. Placing Shakespeare's characters in this contemporary theoretical framework helps us comprehend power dynamics in our own era as well as the plays themselves. “There is a tide in the affairs of men / Which, taken at the flood, leads on to fortune, “as Brutus states in *Julius Caesar* (4.3.218–219). Shakespeare’s work is still relevant today because it offers timeless insights into the nature of ambition, human interaction, and government that go beyond its historical setting.

2. Shakespeare’s Tragedies and Power

Shakespeare's tragedies provide significant instances that highlight the way power is exercised in both public and private arenas, and they are a great approach to illustrate this point. *Othello*, *Coriolanus*, *Iago*, Mark Antony, and Menenius are the milestones that depict how different types of power are used in the works of art. These include hard power, soft power, smart power and wise power. In line with the theoretical distinctions put forth by Nye, Gray, Wilson, Vuving, Armitage and pioneers of the field, it exemplifies a distinct engagement with power dynamics. Power dynamics are deeply ingrained throughout Shakespeare's tragedies, frequently acting as the impetus for the characters' demise and the tragic suspense of the play. Key characters like struggle with the corrosive effects of unbridled ambition and the brittleness of authority, demonstrating how the quest for power may result in anarchy and moral rot. With people fighting for control, allegiance, or retribution, the play's social hierarchies are continually tested, highlighting the weaknesses in power and the disastrous effects of its misuse. Shakespeare skillfully examines the shifting dynamics of power, whether via family strife, political intrigue, or supernatural influence, emphasizing how power, when lost or used carelessly, eventually leads to tragedy and the disintegration of both personal and

2.1. Hard Power: Military Authority and Coercion

Hard power is most prominently shown in the plays *Othello* (1604) and *Coriolanus* (1623), which are both great examples to depict the nature of hard power via title characters in the plays. According to Gray “Hard power, is achieved through military threat or use, and by means of economic menace or reward” (2011, V). *Othello*, who serves as the play's protagonist, is the one who exercises authority and military might to ensure that order is maintained. Even though he is more focused on formal command,

he does not favor structured conversation. “He that stirs next to carve for his own rage / Holds his soul light; he dies upon his motion” (2.3) is the threat he uses to discipline Cassio. The quotation in question is one of the most prominent instances that demonstrates how Othello employs hard power to establish his authority, in addition to the use of punishment and fear. Othello's deadly choice to kill Desdemona, motivated by his sense of justice and honor, is the most extreme use of his hard power: “Yet she must die, else she'll betray more men” (5.2) Although Othello's initial decision appeared to be sound, it ultimately revealed itself to be impulsive, compounded by a deficiency in sound judgment. Othello's rash decisions illustrate that the exercise of hard power is often devoid of critical thinking and emotional intelligence, revealing the inherent limitations associated with this form of authority. Fehmi Turgut in his dissertation titled as *Power Struggle in Shakespeare's Roman Tragedies: Coriolanus, Antony and Cleopatra and Julius Caesar* mentions the importance of power as follows:

With a small scale research on the history of nations and societies, one can easily see how they have changed and evolved in time. However, fundamental conflicts and problems have defied these changes and evolution. Among these are the concepts of power and authority that have always been a focal point of interest in terms of the way they are exercised, abused and in terms of the effect they have on the masses (Turgut 46).

Above given quotation underscores that exploring the history of nations and societies uncovers the fascinating evolution and transformations they undergo throughout time. Nonetheless, core conflicts and issues remain, especially regarding power and authority, which have garnered attention for their use, misuse, and effects on the general populace. In *Coriolanus* (1623), the protagonist declares, “You common cry of curs, whose breath I hate / As reek o' th' rotten fens... I banish you!” (3.3. 177) The protagonist's animosity towards the plebeians and his approach to diplomacy illustrate his dependence on coercive power and authoritarian governance. He believes he has valid justifications for his contempt towards the common people, while the insults from the common people lack any foundation.

Coriolanus:

Would the nobility lay aside their ruth
And let me use my sword, I'd make a quarry
With thousands of these quartered slaves. (1.1)

The aforementioned quotation highlights the conclusion of political discourse. The demise of *Coriolanus* ultimately stems from his oppressive wielding of power and the ethical deterioration that he was unable to control. Given that both his personal interests and moral principles are at risk, he found himself unable to fulfill the assigned obligation. From this quotation, one can infer that the use of hard power intensified the conflict rather than providing a pathway to resolution. *Coriolanus* not only faced failure, but Othello, too, stands as a poignant example of a titular character who, despite possessing hard power, was unable to wield it effectively. Instead, the reliance on such force ultimately culminated in the tragic downfall and destruction of both characters.

2.2. Soft Power: Emotional Appeal and Rhetoric

Mark Antony in *Julius Caesar* (1599), is the most outstanding example of soft power. According to Pallaver, soft power “rests on the ability to shape the preferences of others, without the use of force, coercion, or violence. This form of power manifests itself in different contexts and with different degrees of intensity, and evidence” (86). Emotional reverberation and persuasiveness are the key terms to define the essence of soft power, and Mark Antony's striking characteristics are based on those stated key

factors. Instead of attacking the conspirators directly, Antony chooses a way that is the manipulation of public opinion against them in his funeral oration:

Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious: (3.2)

In this oration, he uses “an honorable man,” to describe Brutus even though he does not believe in so. The repetition and tone changes gradually show doubt. Antony's skill with rhetoric fits the features of soft power. Antony incites the crowd's indignation by citing common cultural and moral values rather than making direct demands for action. This instance shows how effective use of soft power can result in significant political changes. Shakespeare, however, makes soft power more difficult by demonstrating how manipulative it can be. Despite being technically non-violent, Antony's speech sparks anarchy and civil war. The duality of anarchy and nonviolent tone in the oration speech raises ethical concerns about the use of convincing language.

2.3. Strategic Manipulation: Smart Power

The epitome of a clever power strategist is Iago. Pallaver and Nye define smart power as the contextually appropriate combination of persuasion and coercion. It can produce effective foreign policy. Nye and Joseph give a definition for the smart power. According to them,

Power is one's ability to affect the behavior of others to get what one wants. There are three basic ways to do this: coercion, payment, and attraction. Hard power is the use of coercion and pay ment. Soft power is the ability to obtain preferred outcomes through attraction. If a state can get the agenda for others or shape their preferences, it can save a lot on carrots and sticks. But rarely can it totally replace either. Thus, the need for smart strategies that combine tools of both hard and soft power (160).

The core of Iago's power is his deceit. His identity as a chameleon who uses trust to control others is summed up in the line “I am not what I am” (1.1). Through the use of rhetorical subtleties, he sows doubt in Othello's mind:

Iago:
O, beware, my lord, of jealousy:
It is the green-eyed monster which doth mock
The meat it feeds on (3.3)

Iago seizes power by taking advantage of Othello's fears without ever coming across as hostile. He uses a combination of half-truths, insinuations, and emotional manipulation to control Cassio, Roderigo, and Emilia. This deliberate manipulation of influence highlights how, despite its effectiveness, smart power can have unethical or downright harmful effects. Iago's ability to read people's weaknesses and balance intimidation and seduction is what makes him successful. So using smart power cause destruction for Othello, Iago and Desdemona escalating the conflict.

2.4. Wise Power: Moral Guidance and Effective Communication

Perhaps the rarest and most idealistic type of power is wise power, which is based on respect for one another, moral leadership, and rational discussion. This is best illustrated by Menenius in *Coriolanus* (1623). Government is portrayed as an interdependent system in his allegorical fable about the belly and the limbs: "The senators of Rome are this good belly, / And you the mutinous members" (1.1). He aims to enlighten and harmonize rather than to dominate. Menenius' strategy is in line with Vuving's definition of wise power: "power is no different than a form of smart power, the combination of both hard and soft power in effective ways." (6) It emphasizes relationship-based authority that prioritizes humility, listening, and the common good. However, the environment limits its effectiveness. Wise advice is overpowered by louder, more visceral appeals in a culture that values populist rage and martial bravery. Shakespeare's realism is reflected in the failure of wise power in this situation. Menenius may provide the most morally and sustainably sound solution, but he is powerless to overcome a political structure that is opposed to communication. Thus, in the turbulent realm of Shakespearean tragedy, wise power continues to be an ideal that is aspirational but frequently unattainable.

3. Discussion

Shakespeare's tragedies' examination of power relations demonstrates a deep and complex interest in the moral and tactical conundrums that face both individuals and leaders. The use of hard, soft, smart, and wise power in *Othello* (1604), *Julius Caesar* (1599), and *Coriolanus* (1623) demonstrates not only different methods of resolving disputes but also the drawbacks of each tactic when used alone or without critical self-awareness.

As demonstrated in *Othello* (1604) and *Coriolanus* (1623), hard power frequently wins initial authority but eventually proves unsustainable. Both characters use force or unyielding ideals to establish dominance, but their failures show how strict adherence to such authority leads to disintegration and alienation. Coriolanus's contempt for the people makes him politically incompetent, while Othello's military rationalism prevents him from seeing emotional subtleties. In line with Gray's (2011) contention that hard power becomes ineffective when separated from legitimacy and adaptive governance. Shakespeare seems to doubt the long-term sustainability of coercion-based leadership. On the other hand, soft power exhibits a higher capacity for influence, particularly when public persuasion is needed. Nye's theory of attraction-based leadership is supported by Antony's skillful rhetoric in *Julius Caesar* (1599), but the violence that follows clouds the picture. Civil war instead of peace results from Antony's emotional appeals to the crowd.

This brings up a crucial ethical point: even though soft power doesn't involve physical violence, it can still spark negative consequences if it is applied carelessly or without moral restraint. Iago is a prime example of smart power, which is arguably the most harmful kind of influence. He has disproportionate power because of his strategic fusion of rhetorical manipulation and psychological insight. Iago is a perfect fit for Palaver's adaptive strategy model because he adapts his methods to each target, ranging from intimidation to flattery. Iago's success, however, highlights the negative aspects of smart power: it is extremely powerful but completely unethical. Shakespeare's portrayal cautions against appreciating strategic skill without considering intent.

The most morally admirable but structurally weak type of power is wise power. Menenius's use of logic and allegory to reason with the plebeians is a prime example of a leadership style based on understanding and humility. However, as Atkinson (2014) points out, respectful relationships are necessary for wise power to flourish (3). Menenius' attempts are tragically insufficient in *Coriolanus* (1623) because the

political and cultural environment does not encourage discussion. This contrast emphasizes how, in the absence of social support, even the most admirable leadership can fail.

When combined, these dynamics imply that Shakespeare views power as a relational and situational force rather than a fixed instrument. The characters' outcomes depend more on how they use their power and whether the situation permits its moral or practical use than on whether they possess it. The plays advocate for a nuanced strategy that combines flexibility with moral clarity, warning against absolutism in militarism, rhetoric, manipulation, or wisdom.

4. Conclusion

Through the prisms of hard, soft, smart, and wise power, this article examined how Shakespeare's *Othello* (1604), *Julius Caesar* (1599), and *Coriolanus* (1623) shed light on the complex dynamics of power. The highlighted conceptual framework represents the outcomes of political theory, facilitating an interdisciplinary approach to this study and allowing for a more profound examination of the role of authority in Shakespeare's plays. The concept of hard power, as exemplified by characters such as Othello and *Coriolanus* (1623), is characterized using coercion and the exercise of authority. Hard power demonstrates a dual nature, embodying both strength and susceptibility; its application of force, coupled with an air of arrogance and inflexibility, establishes a semblance of order in the immediate context. Nonetheless, it ultimately culminates in a profound sense of alienation and the unraveling of the self.

When empathy and ethical consideration are left behind, these types of power illustrate their limitations throughout the plays. Soft power proves that allure and emotional reverberation can have impact to change public opinion, especially when Mark Antony had a speech in funeral oration which mainly composed of rhetorical manipulation. Convincing the people is one of the significant tools to have authority over the people without any violence and coercive power within the mask of civility; however, it can cause violence. Therefore, Shakespeare urges the reader to contemplate the advantages and risks of soft power, keeping morality at stake.

The combination of hard and soft power is defined beforehand, and it is called smart power. In *Othello* (1604), Iago's manipulative behavior highlights that he uses appeal and coercive power to realize his aim, which at the end causes the tragic downfall of the characters in the play. This type of power can lead to tragedy in the absence of ethical considerations.

The influence of smart power lies under Iago's ability to manipulate others without using any explicit authority, but when conscience or accountability are not present, it also shows its moral bankruptcy. Menenius serves as the epitome of wise power, which is presented as the most morally admirable and sustainable type. It is based on respect, reason, and a common sense of civic duty. However, social contexts that encourage violence or demagoguery frequently undermine it.

Shakespeare portrays wise power as a concept that needs the backing of the community to succeed. All things considered, this analysis shows that Shakespeare's treatment of power touches on more general philosophical issues regarding morality, leadership, and societal structures rather than just the schemes of his characters. His plays remain essential reading for literary critics and political theorists alike, demonstrating the work's continued relevance in comprehending the ageless intricacies of human power and governance.

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Haunted By the Past, Trapped in The Present — "The Apple Family: The Hopey Changey Thing" by Richard Nelson

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Abstract

Richard Nelson, a prominent playwright in contemporary American theater, explores the interplay between personal, familial, and national identities. In *The Apple Family: The Hopey Changey Thing* (2010), he portrays the political and social climate of America during the 2010 midterm elections through the depiction of the intimate struggles of an ordinary American family. The play is about political disillusionment and its impact on individuals, challenging dominant narratives by presenting the experiences of citizens navigating an era of shifting ideologies and national uncertainty. Set on Election Night, November 2, 2010, the play mirrors national political tensions through the deep-rooted conflicts within the Apple family. Focusing on the election, the play also probes into how personal and historical traumas emerge throughout history. All members of the Apple family experience unresolved grief, inherited trauma, and familial dysfunction, revealing how historical struggles transcend generations. The aim of this study is to analyse how *The Hopey Changey Thing* (2010) represents the tensions between personal identity and national transformation, emphasizing the psychological effects of political disillusionment. The study employs hauntology and psychoanalytic theory as its framework. Hauntology, as introduced by Derrida, provides insight into how the past haunts the present, shaping identity. Freudian psychoanalytic concepts such as repression, displacement, and denial are employed to analyse the Apple family's emotional responses to political and personal anxieties.

Keywords: Richard Nelson, The Apple Family, political disillusionment, hauntology, identity, trauma, psychoanalysis, American theatre.

1. Introduction

Richard Nelson explores the complex interrelations of national, familial, and personal identities within the context of political and societal turmoil in *The Hopey Changey Thing* (2010), the first play in his Apple Family tetralogy. The play, set around the 2010 U.S. midterm elections, depicts the sentiments of a nation in political turmoil while simultaneously scrutinizing the everyday struggles of an American family. The play alludes to Sarah Palin, a prominent critic of President Obama. "This was all part of that hope, change, and transparency. Now, a year later, I gotta ask the supporters of all that, 'How's that hopey, changey stuff working out?'" (Gonyea, 2010) In her outspoken manner, she has condemned him for his unfulfilled promises and his inability to maintain the commitment to transparency that he once vowed to uphold. Palin's address reflects a deep feeling of political disillusionment and skepticism surrounding the once-cherished notions of "hope" and "change," particularly in the context of Obama's time in office. The play ignites a fervent discussion within the Apple family, intertwining their intimate beliefs with broader political viewpoints, thereby illuminating the profound influence that public dialogue exerts on the private spheres of individual lives. The theatrical work encapsulates a profound

sense of disillusionment and skepticism regarding the tenure of President Obama. Apart from political influence, the family holds the influence of the past within the dynamics of the era. The dynamics within the Apple family, seemingly ordinary siblings and their uncle, are profoundly influenced by contemporary political developments and personal misfortunes. Nelson examines the overarching social and political transformations that characterize contemporary American existence via the dynamics and unresolved conflicts inside a single family. Political disillusionment stands as the one of the prominent themes of the play and the characters are tormented by the unfulfilled promise which haunts their present and future as well. Title characters in the play are under the influence of the political disillusionment which leads to their personal and collective histories to be controlled under it. This article aims to evaluate *The Hopey Changey Thing* (2010) through the lenses of psychoanalysis and hauntology, highlighting how the characters' psychological interactions illustrate the connection between individual trauma and social transformation. This study will use the theoretical frameworks of Sigmund Freud's concepts of repression, displacement, and denial, alongside Jacques Derrida's hauntology, to analyse how Nelson's play demonstrates the interconnectedness of political disillusionment, dysfunctionality of the family along with the personal identity.

2. Hauntology

Hauntology as a term was used by Derrida in *Specters of Marx* (1994) to refer to the manner in which the past continues to shape identities and futures in the present. Derrida posits that the past “haunts” the present as an active, spectral force that persists, rather than just as a memory. This suggests that “time is out of joint,” with the present always disrupted by the past (Derrida 20). In the context of late capitalist nations, Derrida's concept of hauntology is particularly pertinent to the notion of political disillusionment. Derrida asserts that “haunting is historical, to be sure, but it is not dated; it is never docilely given a date in the chain of presents, day after day, according to the instituted order of a calendar” (Derrida 3). Haunting exerts its influence not only on individuals but also on communities, thereby transcending generations and impacting historical narratives. It cannot be deemed “dated,” as it eschews a linear progression of events; rather, it challenges and redefines the conventional perceptions of historical narrative. In accordance with this Derridean perspective, Caruth articulates that those who have experienced trauma “carry an impossible history within them” as they are “possessed by an image or event.” Consequently, their perception of reality becomes skewed due to the delayed repercussions of past experiences in their present circumstances (Caruth 5). In this regard, spectrality emerges as an essential component of trauma studies, illuminating the lingering effects of trauma on the psyches of those affected, particularly in how they manifest the scars of their past experiences. In his work, Mark Fisher (2014) extends Derrida's theory to the realm of cultural critique, arguing that contemporary societies are haunted not only by lost futures but also by the stagnation of political imagination. Fisher's *Ghosts of My Life* illustrates how a generation has been politically immobilized and nostalgic for unrealized possibilities due to an inability to conceive a more promising future (Fisher 2).

Nelson employs the nation's political climate and the unresolved familial legacy of the Apple family to represent hauntology in *The Hopey Changey Thing* (2010). The family's ties are burdened by the remnants of prior political commitments and personal tragedies, resulting in a sense of temporal dislocation where the past unsettlingly intrudes into the present. The concept of hauntology is reflected in the political disillusionment of the protagonists, particularly Richard and Marian. Their political discontent is associated with unmet historical commitments, compelling them to exist in a present influenced by unrealized potential.

3. Psychoanalytic Theory

Understanding the psychological dynamics of *The Hopey Changey Thing* (2010) requires an understanding of Freud's psychoanalytic concepts of denial, displacement, and repression. Repression is the mechanism via which individuals exclude distressing memories, emotions, or events from conscious awareness to protect themselves from psychological anguish, as posited by Freud and his collaborator Josef Breuer (Freud & Breuer, 10). Nonetheless, this repressed material does not disappear. It continues to affect the individual and often resurfaces in subtle ways. Neubauer asserts that displacement is a defense mechanism utilized by various other defenses and serves a distinct function compared to all other defenses. Identifying difficulties in a new context, displacement seeks to discover alternative solutions” (Neubauer 113). According to Freud's theory of displacement, when individuals find emotional issues too distressing to confront directly, they redirect these feelings onto other objects. A significant defense tactic is denial, characterized by the inability to acknowledge the emotional significance of distressing situations. This strategy prevents individuals from facing difficult truths and maintains an illusion of psychological equilibrium.

The protective mechanisms discussed above affect how people feel about personal tragedy and political disenchantment. The Apple family members, notably Barbara and Richard, are great illustrations of how suppression, displacement, and denial can affect the mind. They are dealing with their own and their family's pasts. This look at defensive mechanisms makes it clear how the family deals with their shared pain and disappointment while trying to stay mentally stable in a world that is becoming stranger and more unpredictable.

3.1. Psychological Defence Mechanisms: Denial, Displacement, and Repression

Repression, displacement, and denial are three fundamental defence mechanisms that allow the Apple family to cope with their emotional distress and maintain a degree of psychological equilibrium, which is evident in their interactions. The play commences with what appears to be an ordinary family gathering; however, as the plot progresses, it becomes increasingly evident that the dialogues are imbued with profound implications, encompassing themes of political unrest, intricate family relationships, and the concern for the uncle's well-being. The characters frequently seek refuge from their trauma and the associated themes, diverting their attention toward meals, historical landmarks, or local events as a means of distraction. Their conversations wander through trivial topics, often laced with humour as a means to navigate uncomfortable moments, or they delve into reminiscences of the past, seeking to soften the anguish they currently endure. The play emphasizes the value of transcending trauma and exploring the complex nuances of dialogue, thereby facilitating a more profound comprehension of the characters' lives and their myriad experiences.

Repression is one of the common denominators that contribute to the play. Repression, as defined by Freud and Breuer (1955), is the unconscious mechanism of eliminating distressing memories or emotions from conscious awareness. Repression, as a defence mechanism, is the suppression of the memories or feelings that is unwanted and those repressed memories are transferred to unconscious. The act of suppression is visible throughout *The Hopey Changey Thing*(2010):

Benjamin: Where's Oliver??

Barbara : (Then the frustration comes out.) Oliver is dead, Uncle Benjamin!

Richard: Barbara, please—

Barbara: You want to take care of him! Go ahead. If I'm not doing it right. (Nelson 29)

As the eldest sister in the household, Barbara bears a multitude of responsibilities. In addition to managing the various household chores, she also tends to her uncle Benjamin, who is grappling with dementia following the heart attack he suffered. The following quotation pertains to Benjamin's dog, Oliver. Throughout the course of the play, Benjamin persistently inquires about Oliver and Barbara, while the other characters respond to his questions without pause. Yet, there comes a moment when Barbara, weary from her burdens and obligations, erupts in frustration. The suppressed feelings concerning one's obligations ultimately discover a path toward progression. Explosive outbursts and periods of emotional breakdown arise when the family neglects the emotional wounds of the past.

A vital defensive tactic in the play is displacement. Because he transfers his resentment and frustration with his personal life onto political figures, Richard's political disillusionment is a prime example of displacement. By making fun of Cuomo and Albany, he avoids the deeper mental suffering brought on by his discontent with his life and career. By directing his complaints toward politics, a less dangerous target, Richard avoids facing his emotional weaknesses.

Denial is arguably the most common defensive strategy used in the play. Characters like Marian and Barbara use denial as a strategy to conceal their deep sorrow and disappointment. Marian's pragmatic recognition of political duplicity: "So he violated a promise. He changed his mind" (Nelson 70) constitutes a kind of denial that allows her to maintain emotional equilibrium in the face of political disappointment. Marian may be sheltering herself from having to face how badly the political betrayal has hurt her values or confidence in leadership by explaining the broken promise in her mind. This shows that denial is a way to deal with things. Barbara's duty as Benjamin's caregiver is also a kind of denial since she tries to hide her own inner anguish in order to care for him. Denial gives the protagonists a sense of comfort, but it also keeps them from dealing with the emotional scars that are still affecting their lives.

4. The Specter of History and Political Disenchantment

The concept of political disillusionment is crucial to *The Hopey Changey Thing* (2010). The drama, set on Election Night 2010, unfolds at a time of significant political uncertainty. President Obama's original commitments were supplanted by compromises and political impasse as the United States grappled with the repercussions of the 2008 financial crisis. As enthusiasm for a transformative political movement began to diminish, the 2010 midterm elections signified a pivotal moment for several Americans. This disillusionment is embodied by Richard, the eldest family member and a lawyer. He articulates his discontent with the political system via his scathing remarks directed at political figures, notably Governor Andrew Cuomo. When Richard exclaims, "Curse Albany. Curse you, Cuomo. Disregard all individuals in Albany!" (Nelson 10). His anger transcends the political process. Moreover, his outburst signifies profound emotional anxieties arising from a sense of betrayal and dissatisfaction with the assurances of political and social change.

Marian's pragmatic response stands in stark contrast to Richard's disillusionment. Notwithstanding her deep disillusionment with political compromises, particularly those enacted by Obama, she persists in her optimism for future change. "Thus, he violated a commitment," she said. As a coping mechanism, "He changed his mind" (Nelson 70) allows her to reconcile her love ambitions with the stark realities of political existence. Marian's detached resignation exemplifies how political disillusionment may manifest as a psychological coping mechanism. She can avoid the profound emotional anguish associated with fully acknowledging the failure of political values by minimizing the significance of unmet obligations.

Richard and Marian's political disillusionment transcends current events. Their grievances are associated with the broader historical context of unfulfilled political commitments. Fisher (2014) posits that "lost futures"—the notion that the possibility of a better future has been deferred or annulled—pervades contemporary society. The political frustrations of Richard and Marian exemplify a wider societal anxiety whereby the prospect of progress is always deferred, compelling individuals to confront a reality shaped by unrealized possibilities.

This political disillusionment, a sign of hauntology, disrupts the protagonists' sense of identity and purpose as the spectre of the past pervades the present. Disillusionment with national leadership and the unfulfilled political promises are not isolated occurrences; instead, they constitute a broader historical pattern of cultural deterioration and political inertia. The political specters haunt the characters in *The Hopey Changey Thing* (2010), making it hard for them to fully escape the psychological and emotional weight of their disillusionment.

5. Recollections, Bereavements, and the Persistence of the Past in Familial Trauma

The Hopey Changey Thing (2010) explores the emotional traumas endured by the Apple family members, despite political disillusionment being a central theme. The traumas originate from the family's history, namely the unresolved grief after their mother's death and the emotional abuse inflicted by their father. Uncle Benjamin, suffering from cognitive decline, becomes the most literal specter in the narrative. A disturbing cycle of emotional reactivation is triggered by his inability to remember the past, particularly the death of his dog Oliver. The family endures that grief each time Benjamin forgets and realizes that Oliver is deceased. Benjamin often inquired, "Where is Oliver?" (Nelson 18), illustrating how trauma reemerges to afflict the family despite their attempts to suppress it.

The current emotional reactivation in *The Hopey Changey Thing* (2010) requires a knowledge of Cathy Caruth's definition of trauma as an experience that is "belated" and unassimilated. According to Caruth, trauma is more than just the actual incident; it's also the way the traumatic event haunts the person who survived it. According to her, "Trauma is not locatable in the simple violent or original event in an individual's past, but rather in the way its very unassimilated nature, the way it was precisely not known in the first instance—returns to haunt the survivor later on" (Caruth 4). The unassimilated character of trauma is shown by Benjamin's cognitive deterioration and memory loss. Despite not having completely digested Oliver's death, the family is forced to face their loss as a result of his frequent forgetting and relearning of it. This trauma's recurring recurrence serves as an example of how the past haunts the present, upsetting the characters' sense of identity and continuity.

Benjamin's amnesia impacts the entire family, not solely himself. His caregiver, Barbara, becomes emotionally entangled in his distress. In her role as a caretaker, Barbara is compelled to confront the trauma of Oliver's demise and the family's lingering grief, as she articulates,

Barbara:

When I sit with him, sometimes it's as if
he's trying to put the pieces endlessly back together. (Nelson 50)

This scenario parallels Charles Figley's concept of chiasmal trauma, which posits that bonds of care can transmit trauma among family members (Figley 31). This psychological contagion precipitates Barbara's emotional deterioration as she grapples with her own repressed sorrow and sense of abandonment while simultaneously absorbing the pain of Benjamin's memory loss.

6. Conclusion

The Hopey Changey Thing (2010) by Richard Nelson is a poignant exploration of the interplay between political and personal catastrophes and their impact on familial bonds and human identities. This article demonstrates how the Apple family is afflicted by psychological defense mechanisms, political disillusionment, and unresolved grief via the perspectives of hauntology and psychoanalysis. The characters' emotional struggles mirror a broader cultural disquiet, as the present is influenced by the remnants of the past, whether they political or personal. Nelson underscores the psychological burden of being in a reality where the past is inescapable and the future remains uncertain via the mechanisms of repression, displacement, and denial. *The Hopey Changey Thing* (2010) prompts reflection on our management of disappointment, the inheritance of suffering, and the influence of previous traumas on the present.

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AI Tools Used in EFL Settings and Their Impacts on EFL Instructors and Learners

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Abstract

As education is considered one of the main improvement criteria for realities and communities, researchers have been looking at the usage of Artificial Intelligence (AI) in this field. To provide specific information about AI tools in EFL settings, this systematic review underlines essential points such as existing AI tools, research methodologies and limitations of the AI. More specifically, the systematic review examines different applications of AI tools used in evaluation of students' writing and speaking performances as well as an exploration of EFL instructor experiences with AI tools, and EFL instructors' and learners' perceptions of AI tools. This systematic review also presents comprehensive bibliometric analysis to illuminate the prominent research trends on AI tools in EFL settings over four years (2020–2024). Articles from Web of Scopus are examined for the bibliometric analysis in order to investigate research patterns in the field. Results of this systematic review show that the future is encouraging for AI tools in ELT contexts. The exploitation of AI tools in this area has greatly contributed to the teaching and learning processes of which productive skills would ensure learners' mastery. The pedagogical implication is that there is openness to integrating AI and education but also caution towards its challenges which include reliability, alignment with given tasks, and lack of pedagogical scaffolding. The systematic review expressed positive perspectives on using AI tools. The mixed research method was also discovered to be the most used. Finally, the current analysis identified major implications that lay a solid platform for future research.

Keywords: AI tools, educational AI, AI in EFL

1. Introduction

Artificial intelligence (AI) has a deep effect on every part of life from our personalized smart phones applications to manufacturing, transportation and health. The term had been created on the “Dartmouth Conference” in 1956 (Stewart, 2016), where it was presented by Minsky and McCarthy. The literature is immensely broad, ranging from smart robots to voice recognition, “image recognition, natural language processing, and expert systems”, to name a few (Hou, 2021, p.2). From now on the debut of the digital computer in the 1940s, it has been understood that computers could be programmed to effectively carry out difficult activities.

According to AlTwijri and Alghizzi (2024) AI is the study that seeks to solve cognitive problems that can currently be done by people to generate programs similar to human thought. It seeks to get the gist of what human intelligence is and its various structures and dimensions (Mukhallafi, 2020). For practical application, it tries to replicate the ability of human thinking such as speech recognition. These cognitive processes are then translated into computational equations which help solve problems.

The author of this systematic review intended utilize the term AI very broadly covering any methods, algorithms, systems learning from data. Artificial intelligence is changing the way of a human life style. It is the competence of a digital computer or robot controlled by a computer to do tasks often associated with intelligent beings (Khabib, 2022). As reported by Mudawy and Mohammed (2024) AI is the oldest area of study in computer science, covering everything from simulating human thinking to

creating systems that can solve real-world challenges and learn and think as people do. Vázquez-Cano (2021) suggested that AI is related to two main principles: autonomy and adaptability. Adaptability is the skills to improve task performance with experience-based learning and autonomy is the activity being performed in complex environments without the need for continuous user input.

Regarding the benefits of AI tools, review showed that these tools are helpful for individual learning, more sources of feedback, reduced evaluation bias, improving learners' speaking and pronunciation, and error correction. AI tools outperform human teachers in terms of collecting huge databases on their users' performance that human teachers cannot track and optimize content and students' personalized learning paths based on those data (Khan et al., 2021; Pokrivcakova, 2019). Moreover, Buckley and Doyle (2016) also referred to studies that confirmed AI interventions can motivate the learners considerably via personalized, adaptive, and gamified learning. In parallel with the other researchers, AlTwijri and Alghizzi (2024) suggested that AI reviews different volumes of data to detect patterns and draw conclusions. This enables the tailoring of learning experiences. Once AI technologies rolling up all information about each student performance, preferences, and learning style, they could adjust learning path, learning content, and the learning pace to the specific need of the students.

AI tools, in particular, facilitates progress across multiple areas of language learning like personalized feedback, adaptable learning trajectories, complex tutoring systems, and natural language processing instruments (Alshumaimeri, & Alshememry, 2023). The feedback source in AI interventions could be either automated or provided by human, both approaches having their own merits. The automated feedback is provided by AI algorithms that advance through the analysis stage such as identifying and fixing errors (Steiss et al., 2024).

On the biased evaluation, it was showed by Ahmad et al., (2023) that the trust on AI systems can reasonably contribute towards protection from internal biases if the insights are provided on data are based on learners performance. It is challenging to develop AI methods that help reduce biased evaluation, by ensuring teacher's attitudes, while also minimizing evaluation bias.

In terms of language abilities of students, AI-based applications could tremendously enhance students' speaking and pronunciation abilities (Fathi et al., 2024). AI tools use speech recognition and synthesis technology to give instant feedback, enabling students to exercise and develop their speaking skills in a low-pressure setting. AI tools also improve writing by providing automatic feedback and systems to correct errors. AI tools utilize AI algorithms, provide immediate feedback on grammar, syntax, and style, empowering students to develop their writing abilities independently (Kawashima, 2023; Steiss et al., 2024). Along with error correction, these tools also explain and offer substitutions, and help students to understand better (Xiu-Yi, 2024). Furthermore, according to studies, AI-based vocabulary learning tools greatly improve vocabulary knowledge through tailored learning trajectories (Hsu et al., 2023; Liang et al., 2023).

However, these technological advancements have brought on discussions around the potential negative effect of AI tools may have on language education. Alshumaimeri and Alshememry (2023) identified inherent issues of concern and need for further investigation such as ethical, societal, cultural, and linguistic concerns; the quality of the information and algorithms utilized by AI technologies. Moreover, Ahmad et al., (2023) showed that there are doubts about the clarity and flexible teaching or content delivery of AI tools. As for a comparison between instructors and AI tools, the first one encourages learners to get gist of a course a lot more than the second.

AI algorithms need accurate and reliable data to justify their effectiveness. Pierce and Hathaway (2018) explained that AI tools in education work at high risk of biases as it is very much likely to misinfer conclusions because of erroneous predictions. According to the same researchers, the growing reliance on AI tools also lead to significant privacy doubts. The institutions would have to be cautious about both the quality and the privacy of the data. Specifically, chatbots must have access to language learning only if server location is known or the data privacy and protection laws of that country are clear, because the language learning process is highly private.

Several studies showed that human–chatbots communication is much poorer in vocabulary richness than dialogue between humans. Zhou (2019) explained several drawbacks such as limitation of choice of words, no real-time grading system and the absence of interactional, hands-on teaching, and these are essential for both instructors and students. As Lotze (2018) put forward, conversations with chatbots could quickly become inconsistent, confusing, and erroneous if instructors or learners do not type queries. This finding implies that the technologies do not offer a beneficial model to learners while acquiring a second language.

1.1. AI tools’ roles in Education

The educational systems are progressing towards a softer and adapted, technology oriented, and student-centered syllabus. AI is one of the most recent technological advances to capture the attention of instructors and learners. AI has emerged fast and is changing the education world with new AI tools and approaches enhancing every aspect of language learning (Ouyang & Jiao, 2021; Popenici, 2023). Recently, AI tools have been widely adopted in language education to offer personalized learning practices (Huang et al., 2023). Both smart mobile devices and AI-based applications extract “big data, speech synthesis, intelligent marking system and electronic partners” to generate new educational vigor (Huang & Yubao, 2020, p.52). However, Papadakis (2021) highlighted that very few well-designed applications are educational since most are designed to entertain and do not promote creative learning.

The roles of instructors might drastically change from convey information with their pedagogical practices to carry out evaluation, mentoring and monitoring due to the advancements of technology in AI (Brase, 2018) in the upcoming future. Such improvement in the role of AI tools in teaching and learning is supposed to help in filling the gaps in education. By providing instructors help in personalization, evaluation, and testing, AI tools supply time to instructor for tasks that are beyond AI and necessity human abilities (Marr, 2020). Ahmad et al., (2023) stated that sentiment analysis could help instructors and administrators better analyze and understand learners’ feedback, and their learning practice. According to Li (2017) AI offers instructors a novel platform for building a personalized environment for English teaching and learning. In parallel with other researchers, Yong (2020) put forward that AI-based systems could help instructors lessen the burdens and Na (2021) asserted that they could do attendance checking by identifying faces, evaluating students automatically, and correcting English pronunciation.

This revolutionary AI technology can also be utilized to tackle with the education crises that not only stems from the traditional way of teaching also are rooted in the difficulty of the education system (Ahmad et al., 2023). The skills of AI tools for developing content for individual learner enhance intrinsic motivation since students feel more competent and autonomous during the learning experience, so an essential difficulty might be solved (Chiu et al., 2023).

AI is vital for adapting personalized education. According to Huang et al., (2021) AI-based technologies are to develop a personalized learning plan related to capabilities of the students; therefore, AI systems could offer learning exercises, track learner progress, prepare tests and assess learners, and support information when needed. With regard to big data, AI systems save all aspects of data related to learners, involving modeling, analyzing, assessing learners, offering data support for instructors so they could adjust their mode of teaching (Yang, 2020).

To Chen et al., (2020) AI could comprehend and generate human language for improving dialogue with learners, as well to provide quick feedback. Additionally, AI is capable of understanding and generating human language to provide meaningful interactions with the learners and respond immediately (Chen et al., 2020). In addition, AI tools make educational equipments available in other modalities through the conversion of text to speech and vice versa, as well as recognizing visual content. It helps the instructors to thoroughly understand the performance of learners and so that they could adapt, modify, and reverse teaching practices. As a result, it gives information about the trends and insights so that it is very easy for them to tailor the process of teaching accordingly.

1.2. AI Tools in EFL Setting

The swift developments in AI have inferences for language education, and this includes doubts about the future prospects of EFL. One of the most prominent technologies that could be adopted in language education is AI to improve both EFL learners' and teachers' affective factors. AI tools have far-reaching implications for academic settings in general, and language education especially. AI technologies have shown crucial potential in providing better language learning and scaling up productivity among both students and educators.

AI-based chatbots are applied to increase the essential stages of learning and teaching. It is a computer program powered with AI technologies to simulate human intelligence in the form of text or voice. It gives interactive learning opportunity to language learners for knowledge enhancement. Several studies proved that chatbots are helpful in developing EFL learners effectively in terms of grammar, vocabulary, and speaking abilities (Alsadoon, 2021; Haristiani, 2019). Additionally, AI chatbots also enhanced students' motivation, engagement, and positive attitudes toward EFL learning (Annamalai, 2023; Hsu, 2023). They also increase students' autonomy and alleviate learners' anxiety because language learners could utilize them irrespective of the time and location (Shin et al., 2021). All these enhancements are great for instructors because they help them in terms of improving education.

Studies show that AI tools interventions have a crucial role in learning-related anxiety, retention, and willingness to get in contact with target language. It is because anxiety related to language learning could discourage learners from achieving higher performance and being less willing to communicate and participate in language exercises. AI interventions may alleviate this anxiety by serving as a assistive and non-threatening practice setting (Zhang, et al., 2024). AI tools provide instant and personalized feedback, prompting students to correct their errors while learning with AI tools because it reduces their fear of negative assessment and develops confidence (Darvishi et al., 2024). The use of AI in language learning aims the social-emotional dimension of education. In parallel with the previous researchers, Chen (2024) asserted that AI tools may help alleviate anxiety related to language learning providing a supportive and judgment-free setting to practice. Studies have shown that students using AI tools demonstrate less anxiety and more motivation attitudes that are essential for effective language acquisition. As for retention, it is the skill of sustaining language knowledge and abilities over time, is of course a crucial result of AI intervention (Murphy et al., 2023). Effective AI tools do not just help with short-term language mastery, but help retain knowledge over the long term.

Seibert Hanson and Brown (2020) put forward that AI tools that used spaced repetition algorithms greatly increase vocabulary retention and language proficiency. On the other hand, one of the most important outcomes of language learning is the desire to have dialogue in the target language. AI tools could help this willingness through the availability of many practice opportunities with low pressure setting. Interactive elements like real time dialogues foster students' confidence and abilities, increasing their willingness to participate in real-world dialogue (Ayedoun et al., 2019). Moreover, the encouragement and the positive feedback of AI systems motivate students to actively utilize the language (Xiu-Yi, 2024).

The practicing of AI technologies in the EFL education has presented very unprecedented opportunities for increasing the language fluency as well as proficient in studying the target language as it has been shown that using AI tools promotes language abilities, increases engagement and motivation, reduces foreign language anxiety, and eventually help to learn the target language (Al-Raimi, 2024). Robots based on artificial intelligence like Erica and Sophia, would promote EFL teaching and learning. To Tinh et al. (2020), utilizing these robots as teachers could have opportunities for learners, involving “repeatability; flexibility; digitization; humanoid appearance; body movement-motion; interaction; anthropomorphism; sensing capability, intelligence and automatic speech recognition; language understanding and dialogue management; emotional expression” (p.1307).

Despite the existence of AI since almost thirty years, instructors are still cautious about the potential of AI-technology affects in education overall, and for the way of the usage AI tools in English language teaching. AI based solutions could be associated with a lot of risks in EFL education. To develop people's confidence in AI-based systems in EFL context, the necessary resolutions must be correctly structured, trained and perceived on representative and authentic data before usage, which is a difficult task.

1.3. Learners' and Instructors' Perceptions on AI Tools

Regarding teaching and learning English as a foreign language, it is critical to explore the different perspectives among instructors and learners around the potential of using AI tools to increase the performance of learners in the target language (Al-Raimi et al., 2024). Several research have mentioned the value of investigating the perceptions of learners and instructors. For instance, Hartono et al., (2023) analysed the perspectives of instructors and learners toward the integration AI technologies in education. The research revealed that the attitudes of instructors and learners are positive toward the effectiveness of such tools on the optimization of personalized learning and rise language abilities. Additionally, students expect a lot from computer-assisted tools for the review of English writing ability and they prefer AI feedback to teacher feedback (Wang, 2022). Furthermore, a research carried out by Mohamed (2023) on the effectiveness of ChatGPT in English language learning found that opinions were split, with some acknowledging it is helpful for learning whilst others fear it may hinder critical thinking. Alawadhi and Abu-Ayyash (2021) found Kahoot to highly motivate students, ensure classroom participation, and increase the learning experience in their English language class. In contrast, Çakmak (2022) studied with ninety EFL students and revealed negative perspectives toward interacting with a human-like chatbot in the name of Replika, proposing it may not be a viable strategy for diminishing L2 speaking anxiety.

This paper reviews the integration of AI tools in EFL settings from 2020 to 2024, with emphasis on the impact of AI tools on instructors and learners. Using a systematic review protocol, this systematic review also investigates AI tools as learning tools; analyse its applications, study approaches, and

educational effects study process. The review questions are not only interested in practical usage and positioning of AI tools, but their extensive impact on modern educational systems. These research questions have been explored via comprehensive approach to address unanswered questions.

1. Which specific AI tools have been used in EFL classrooms?
2. What methodologies are employed in empirical studies on AI tools in EFL settings?
3. What possible impact has AI tools imposed on EFL learners and instructors?

As a result, this systematic review emphasizes the current state and potential future of AI tools in EFL settings for instructors, students, and developers. It also summarizes existing AI tools' research within the language learning and teaching landscape, analyses the major AI-powered tools reported within EFL research and potential directions for future research.

2. Systematic Review Method

This part adheres to the recommended items for reporting in the systematic review and sheds light on the application of AI tools in EFL contexts. A systematic review is categorized as a type of knowledge synthesis that provides targeted research questions by selecting, identifying, and synthesizing known information (Colquhoun et al., 2014). According to Tricco et al., (2018) it may be practical to a systematic review for scoping landscape of published literature and designating research gaps, describing research objectives and offering suggestions to policymakers. This systematic review seeks to find the primary objectives of studies related to usage of AI tools in EFL settings, methodologies, pivotal findings, and limitations of these studies. In order to achieve this objective, this study adopts the framework of Wolfswinkel et al.'s (2013) five steps method for performing the systematic literature review and analysis process. This five-phase model led the researchers to seek for articles broadly, investigate the articles gathered from essential database. The five-step method entails (a) defining the coverage of the review, (b) undertaking a literature search, (c) finalizing the samples, (d) the analysis of the samples through content analysis, and (e) reporting the findings of the research.

2.1. Determining the Scope of a Review

The first phase includes inclusion and exclusion criteria of the related sources, as well as the identification and retrieval criteria of the relevant sources from the literature. To be incorporated into the review, the journal articles must clearly meet the following selection criteria: (a) published in English in a full-text article, (b) related to AI tools in the EFL setting, (c) centered on EFL learners and instructors (d) included empirical data, and (e) published between April 2020 and September 2024. Articles are excluded if (a) they did not focus on AI tools utilized in education, (b) they were centered on EFL students and instructors, (c) they were written in languages other than English, (d) they were editorials, (e) they were opinion pieces, (f) they were dissertations. Editorials, opinion pieces, and dissertations are excluded for a variety of reasons. Firstly, the systematic review aims to present a thorough, unbiased, and objective overview of the existing literature on a specific topic. Firmstone (2019) argued that systematic reviews should be based on empirical research studies employing a clear methodology and following relevant research standards. Secondly, editorials and opinion pieces are often just representing the subjective perspective and opinion of the author (Firmstone, 2019). Thirdly, as noted by Siddaway et al., (2019) editorials and opinion pieces often do not include methodological details and reporting of methods and results that are considered hallmarks of research articles that help researchers to assess the quality and relevance of their content to a review. Table 1 provides inclusion and exclusion criteria.

Table 1. Inclusion and exclusion criteria

Inclusion	Exclusion
(a) Articles must be published in English in a full-text article,	(a) Articles did not focus on AI tools utilized in EFL settings,
(b) Articles must be related to AI tools used in EFL settings,	(b) Articles did not centered on EFL learners and instructors,
(c) Articles must centered on EFL learners and instructors,	(c) Articles were written in languages other than English,
(d) Articles must include empirical data,	(d) Articles were editorials on AI tools used in EFL settings,
(e) Articles have to be published between April 2020 and September 2024.	(e) Articles were opinion pieces on AI tools used in EFL settings,
	(f) Articles were dissertations on AI tools used in EFL settings.

2.2. Conducting Literature Search

In the second phase, the search query is performed on the selected databases to retrieve the results. The review process was carried out using Web of Science. This database was selected for its relevance to the fields of education and AI tools to ensure the breadth of the review. A preliminary search was conducted using key words searches including “educational AI”, “AI tools”, and “AI in EFL”. As a result, 66 publications were retrieved for the search in which they had an abstract or title containing search terms.

The process has multiple stages in the review process. The author aimed to make the literature relevant (Bener, 2021) because of this reason the publication period was set between April 2020 and September 2024. Next, review articles and early access were excluded, and that brought the total to 53 studies. Then the search was limited to adding articles that were written in English only and total number of 49. After that, categories were chosen as educational research, language linguistic, and linguistic, so number became 35. Selected publications’ titles and abstracts were subsequently examined to check whether or not they were relevant to AI tools utilized in EFL settings. This led to 14 studies chosen for the final round of review. Figure 1 shows the number of studies retained after the criteria were applied.

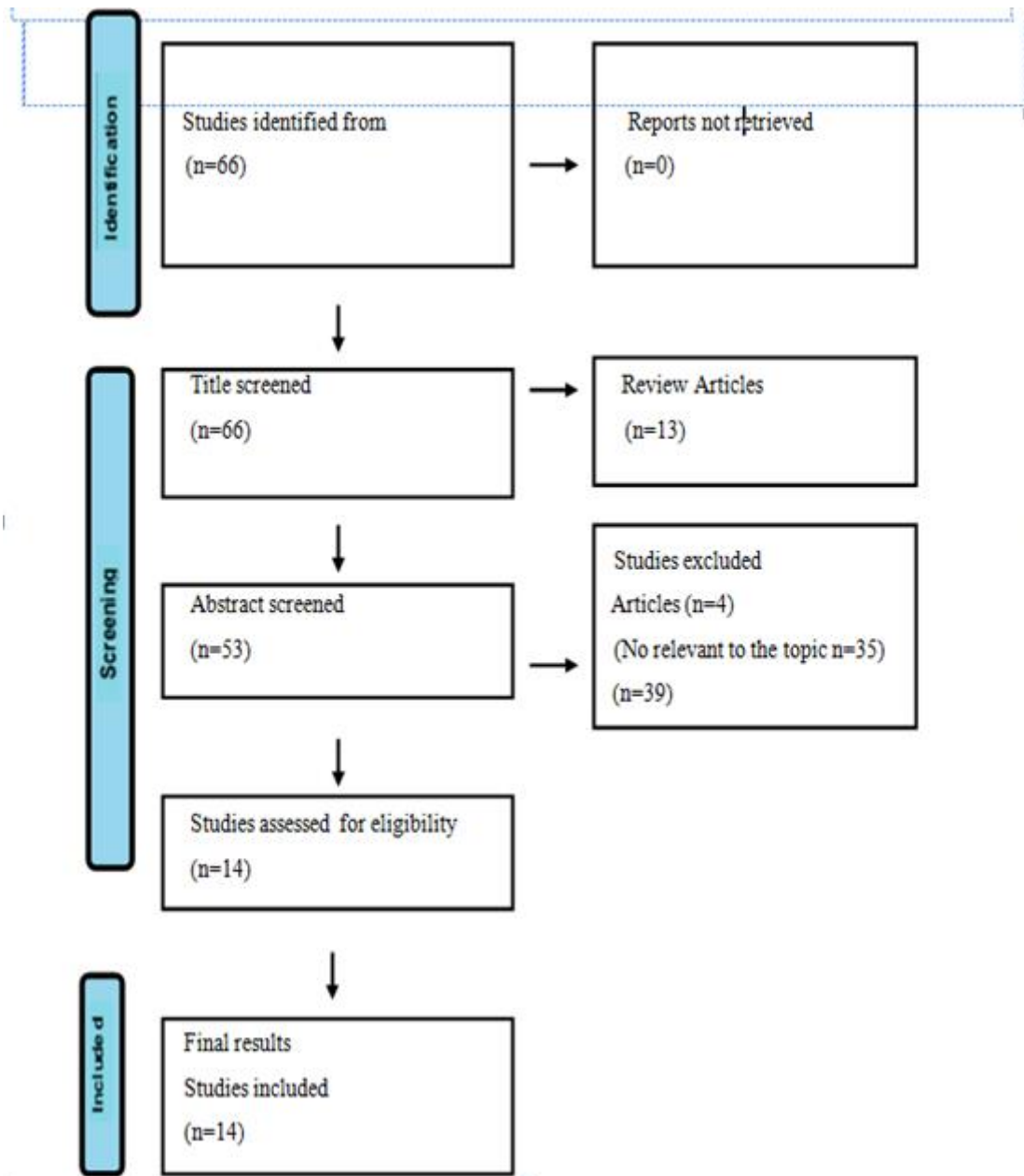


Figure 1
 Detailed Chart of Research Article Selection Process Based on PRISMA (2020) Checklist

2.3. Choosing the Final Samples

In the third phase, there is selection of final samples for a full analysis. The search is limited to the titles and abstracts that the author could focus on the searching results. They are examined for relevance to AI tools utilized in EFL settings with the help of original article titles and abstracts. This yielded 66 articles fulfilling the criteria. There are 14 articles for further examination.

2.4. Evaluating the Samples Using Content Analysis

In total, 14 papers were screened for the search digits depending on the search criteria for further evaluation. Data were collected, processed, identified, and summarized in this systematic review. To guarantee the relevance and quality of the reviews, the literature generated from the database has been filtered according to the Preferred Reporting Items for Systematic Reviews (PRISMA) process. It is a

short list of items for reporting in evidence based systematic reviews. Fig. 1 shows that there is a checklist on the PRISMA statement.

2.4.1. Coding Scheme

The coding scheme was adopted by a mixed method which combines both deductive or “top-down” and inductive or “bottom-up” techniques suggested by Elo and Kyngäs (2008) to concentrated on the usage of AI tools in EFL settings and possible impact of AI tools on EFL learners and instructors. The whole procedure of coding fulfilled in Microsoft Word. The three-step coding method (Vollstedt & Rezat, 2019b) was followed by the author who reread all transcripts and identify extents of the articles retrieved until saturation was reached. The three steps of coding have open coding, axial coding and selective coding. The essence of the idea is to build one plot that every other plot turns around. Using open coding, the author developed initial codes that were refined through iterative processes. In the second phase of the research procedures the author used axial coding as a systematic way of analysing the results from the first open coding phase. In the third phase of the research, the author conducted selective coding, where the goal was to organize the axial codes obtained in the previous stages. In this step, the axial underwent a comprehensive review and synthesis.

1- Primary Objectives: This code emphasizes that primary goals encapsulate the idea and intention of the study and guide the research. They also assist in putting a research project on the right track. They serve as principles to guide entire project and influence the methodologies and characteristic of data gathering, analysis and assessment.

2- Pivotal findings: This code covers the specific objectives and results of analysed studies. This leads to revision or reinforcement of theories and is a critical guiding force for future research and policies on shaping evidence-based solutions.

3- Research Methodologies: This code highlights the significance of research methodologies used in the analysed studies. In addition to this, it shows the author to realize the overview regarding which methodologies are extensively used on AI tools in EFL settings.

4- Limitations: This code is cantered on limitations of analysed articles because they are reasons that hinder the generalizability of the findings to describe the practical implications. Furthermore, they also indicate weakness in a research design that could impact on outcomes and the conclusions of the research.

Table 2. Characteristics of Analysed Articles

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Author & Publication Date	Title	Participants	Name of AI	Primary Objectives	Research Methodologies	Pivotal Findings	Limitations
Zaiarna, I., et al., (2024)	ChatGPT in Foreign Language Teaching and Assessment: Exploring EFL Instructors' Experience	36 Language Instructors	ChatGPT	To investigate EFL instructors' experiences with ChatGPT integration and evaluate its effectiveness in language teaching and assessment practices.	Mixed-method Research Google Form Survey	Instructors showed positive attitudes toward ChatGPT in assessment of teaching vocabulary, grammar, and writing.	Small instructor sample size and limited geographic scope constrain the study's broader applicability. Additionally, there is time constraint in implementation.
Al-Garaady, J., & Mahyoob, M. (2023).	ChatGPT's Capabilities in Spotting and Analysing Writing Errors Experienced by EFL Learners	Human Teachers	ChatGPT	To evaluate ChatGPT's accuracy in EFL learners' writing and its error detection. To compare its performance with human raters and assess types of errors.	Mixed-method Research A Corpus based research design	ChatGPT successfully identified most surface-level errors but could not detect writing errors related to deep structure and pragmatics.	It is limited to certain error types of writing. Small numbers of human teachers' constraints generalizability.
Muslimin, A. et al., (2024).	Evaluating Cami AI Across SAMR Stages: Students' Achievement and Perceptions in EFL Writing Instruction	126 EFL University Students	Cami AI (an AI-powered tool) & SAMR (Substitution, Augmentation, Modification, Redefinition)	To evaluate Cami AI implementation across SAMR model stages and measure student achievement and assess student perceptions.	Mixed-method Research Explanatory Sequential research design	Positive correlation with achievement and enhanced student engagement observed. Additionally, progressive implementation benefits and improved writing outcomes are monitored.	Related to limitation of research setting and context, it is less comprehensive. There could be potential bias in data interpretation.
Zou, B., et al., (2024)	Exploring EFL Learners' Perceived Promise and Limitations of Using an Artificial Intelligence Speech Evaluation System for Speaking Practice	366 EFL Learners	EAP Talk (an AI-based speech evaluation system)	To assess AI speech evaluation effectiveness and analyze learner perceptions and identify system limitations.	Mixed-method Research	Positive learner attitudes and improved speaking confidence noted. There are limitations such as accuracy of voice recognition and score feedback. Additionally, there is need for human interaction.	Accent recognition issues, technical constraints, and limited feedback on grammar accuracy and textual organization depth affect system effectiveness.
Liu, Y., & Chang, P. (2024).	Exploring EFL Teachers' Emotional Experiences and Adaptive Expertise in the Context of AI Advancements: A Positive	10 EFL Teachers	Not mentioned	To understand teacher emotional responses to AI integration and evaluate their adaptive expertise in implementation.	Qualitative research Method Semi-structured interviews Classroom observation Students' post-class reflections	Mixed emotional responses observed with significant adaptation challenges. Professional growth opportunities and need for support systems identified.	Limited sample diversity and regional constraints affect generalizability. In addition, utilizing a certain number of instrument and tool is another limitation.

	Psychology Perspective						
Author & Publication Date	Title	Participants	Name of AI	Primary Objectives	Research Methodologies	Pivotal Findings	Limitations
Long, H. S. (2024).	Exploring the Use of ChatGPT as a Tool for Written Corrective Feedback in an EFL Classroom	5 Students	ChatGPT	To evaluate ChatGPT's effectiveness in providing written corrective feedback and assess student response to AI feedback.	Qualitative research Method Recall interview	Rapid and consistent feedback provision noted with varying student preferences.	Small sample-size, duration of study, and using one text-type are limitations of the study.
Mudawy, A., & Mohammed, A. (2024).	Investigating EFL Faculty Members' Perceptions of Integrating AI Applications to Improve the Research Writing Process: A Case Study at Majmaah University	40 EFL Educators	Not mentioned	To assess EFL educators' perceptions of AI applications in research writing and evaluate implementation effectiveness.	Mixed-method Research Online questionnaire Interview analysis	Positive perceptions towards integrating AI tools, improvement in efficiency and quality in research writing process are monitored. Lastly, training needs identified.	Limited faculty participation and technological barriers and time constraints affect implementation.
Octaberlina, L. R., & Muslimin, A. I. (2022).	Perceived Usefulness of Jitsi Meet in an EFL Classroom	27 Students	JITSI Meet Later SIP Communicator	To investigate students' perceptions of Jitsi Meet's usefulness in EFL learning environments.	Qualitative research A Case Study Online questionnaire, Interview analysis, Researcher	Students found the platform beneficial for virtual learning and interaction.	Technical issues and internet connectivity and reliability challenges affected user experience.
Marzuki (2023)	The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective	4 Writing Teachers	Quillbot, WordTune, Jenni, Chat-GPT, Paperpal, Copy.ai, and Essay Writer	To examine how different AI writing tools influence students' writing content and organization from teachers' perspectives.	Qualitative research Method A Case Study Interview, Observation	Teachers reported improved structural organization such as clarity and logical progression of students writing and students' overly reliant on these tools.	Limited sample size, varying levels of teacher familiarity with AI tools and focusing on just teachers' perceptions are limitation of the study.
Tai, T. Y., & Chen, H. H. J. (2023).	The Impact of Google Assistant on Adolescent EFL Learners' Willingness to Communicate	112 EFL Learners	Google Assistant, Intelligent Personal Assistants (IPAs)	To investigate how Google Assistant affects adolescent EFL learners' willingness to communicate and their speaking confidence levels.	Mixed-methods approach A Semi-structured interview Questionnaire	Increased willingness to communicate in English, reduced speaking anxiety, and improved confidence in initiating conversations.	Short term duration of treatment and focusing just on one language skills are limitation of the study.
Kartal, G. (2024).	The Influence of ChatGPT on Thinking Skills and Creativity of EFL Student Teachers: A	12 English Student Teachers	ChatGPT	To examine how ChatGPT impacts the development of thinking skills and creative capabilities among EFL student teachers.	Qualitative research Method Narrative Inquiry Interviews	Pros and cons of using ChatGPT while highlighting the necessity for original ideation, critical thinking and teamwork are noted.	Concerns about sample size, and focusing on just student teachers limit generalizability and transferability of findings.

	Narrative Inquiry						
Author & Publication Date	Title	Participants	Name of AI	Primary Objectives	Research Methodologies	Pivotal Findings	Limitations
Shen, X., & Teng, M. F. (2024).	Three-wave cross-Lagged Model on the Correlations between Critical Thinking Skills, Self-directed Learning Competency and AI-assisted Writing	204 EFL Learners	Not mentioned	To investigate the relationship between critical thinking skills and AI-assisted writing, examine self-directed learning competency in the context of AI tools, and analyze the temporal relationships between these variables using a three-wave model.	Qualitative research Method A three-wave cross-lagged model analysis Test, Questionnaire	There is significant correlations between critical thinking development and AI writing assistance, improvements in self-directed learning, and identified important temporal patterns in skill development.	Focusing just on AI-assisted writing. The time-bound nature of the three-wave analysis and the focus on correlation rather than causation also presented some constraints to the research scope.
Korucu-Kıř, S. (2024).	Zone of Proximal Creativity: An Empirical Study on EFL Teachers' Use of ChatGPT for Enhanced Practice	29 EFL Teachers	ChatGPT	To explore how EFL teachers utilize ChatGPT in their teaching practice and the efficacy of ChatGPT in facilitating creativity among EFL learners.	Qualitative research Method Exploratory Case study design An open-ended survey ChatGPT inquiry threads Written reflections The lesson plans	The study revealed ChatGPT can significantly support teachers' creativity. It facilitates deeper interactions, furthering creative exploration.	Sample size was very small and this limits generalizability. Focusing on just qualitative analysis and limited duration of study are other limitations.
Ulum, Ö. G. (2020).	A Critical Deconstruction of Computer-based Test Application in Turkish State University	30 EFL Students & 10 Instructors	Versant English Test (VET)	The study aims to evaluate AI testing effectiveness in EFL contexts, analyzing test validity and reliability.	Qualitative research Method Phenomenographic research design A Semi-structured interview questions A focus group discussion	Both students' and instructors' approach about usefulness and efficiency of AI based test are mainly negative. There is no relation between the course content and what AI test assess.	Limited sample size and potential digital literacy bias affect the study's generalizability.

3. Findings

Instructors and learners utilization of AI tools in education and this phenomenon has outcomes in EFL settings. The finding part also focuses on instructors' and learners' views about AI tools and searches pivotal findings in articles taken from Web of Scopus which analyze the usage of AI tools in EFL settings by concentrating AI tools such as ChatGPT, Cami AI-SAMR, EAP Talk, and Google Assistant.

In respect to teaching and assessment in EFL with the help of AI tools, Zaiarna et al., (2024) noted a mixed profile of participants from higher education institutions regarding how familiar they were with ChatGPT. Most of the instructors had not yet started using AI tools in their teaching, due to pedagogical concerns, reliability doubts and a volunteer choice for traditional methods. Nevertheless, ChatGPT is effective in assessment and enhancement language abilities. Instructors emphasized the necessity of having a concise scaffolding to maximize the effectiveness of the test tasks generated by ChatGPT in the EFL classrooms. Ulum (2020) stated that the studies investigating automated systems including Versant English Test (VET) exposed several conspicuous deficiencies related to the concerns of AI-assisted assessment. Participants negatively commented on VET for repeating questions over and over again, there was no coherence between the course and contents, and no logistical work was satisfactory. These findings underscore the need for even more sophisticated AI assessment tools that focus on pedagogical and practical deficits.

Regarding error detection and writing skills through AI tools, Al-Garaady and Mahyoob (2023) put forward that studies show ChatGPT's functionality in recognizing and analysing EFL writing errors. It helps a lot with enhancing language skills, but it cannot fully replace human teachers with their fine-grained feedback. These findings support the complementary application of ChatGPT with human expertise to improve writing skills and counter its limitations in delivering thorough analysis. Regarding the use of AI tools in writing instruction, Muslimin et al., (2024) noted that the research about AI tools such as Cami AI and AI writing platforms found that they have a crucial impact on promoting personalized learning, motivation, creativity, and collaboration in EFL writing. However, some limitations like misconfiguration of task and insufficient feedback were retention. While instructors and students acknowledged AI tools' ability to aid idea generation and enhance writing skills, they cautioned against going too far in relying on these tools, which may limit critical thinking and creativity. Related to perceived impact of AI on writing, Marzuki et al., (2023) stated that AI writing instruments, involving Quilbot, Jenni, Chat-GPT, WordTune, Copy.ai, Paperpal and Essay writer, are beneficial for idea generation, vocabulary improvement, minimization of repetition, and logical organization. Nevertheless, fears of dependency and a loss of creative autonomy were significant. Instructors argued that a balanced approach allows for AI tools to be integrated within pedagogical frameworks that do not undermine critical thinking ability.

Regarding the effect of AI tools on speaking practice, Zou et al (2024) discussed EAP Talk as a facilitator for learners because of convenience and the resource rich interface that it presented, improving students' motivation as well as educational efficiency. But there were doubts that spoken language might be misconstrued and detailed feedback might be inadequate. Participants noted that it could be good for speaking practice, but instructions for grammar and organization should be included for making it more functioning. Regarding the aspects of communication skills, as mentioned by Tai and Chen (2023), the Google Assistant was evidenced to promote willingness to communicate in English through reducing anxiety and fostering the risk factors. The participants noted the way it improves language appropriateness and fosters self-correction via repetition. These results highlight

the usage of this AI tool could be a complementary for traditional teaching in communicative aspects of education.

In terms of exploring EFL instructors' attitudes toward involving AI applications in enhancing research writing process, Mudawy and Mohammed (2024) showed that instructors are receptive toward implementing AI tools in the research writing process. They think that the research writing method could somewhat be utilized in an efficient manner and at different levels of quality by using AI tools. Most of them believe that AI-based grammar and spelling-check instruments have improved the language quality of their research writing. Regarding instructor adaptation and emotional responses in the context of AI advancements, Liu and Chang (2024) noted that the progression of EFL teachers' adaptive expertise (TAE) came to be mediated by their emotional responses to AI-assisted teaching. Positive emotions promoted by social networks catalysed professional development. Distinct phase transitions in emotional responses were noted and this indicated a gradual acceptance of AI tools in education.

Regarding critical thinking and creativity with AI tools, Korucu-Kış (2024) demonstrated that ChatGPT had a dual role of supporting creativity and creating difficulties because of not providing in-depth answers. Instructors used ChatGPT as a brainstorming and content creation tool but emphasized the need to structure its outputs based on pedagogical goals. Integration needs to have reciprocal human-AI collaboration. In terms of the impact of ChatGPT on the thinking abilities and creativity of EFL student teachers, Kartal (2024) disclosed different advantages of utilizing ChatGPT as such that it facilitates information retrieval, improves learning skills, exploration, and encourage creativity. The researcher also discovered challenges and limitations associated with ChatGPT, including lack of depth and authenticity in its responses, overdependence on AI tools, and impaired autonomy.

With regard to the influence of ChatGPT on written corrective feedback in an EFL settings, Long (2024) examined that the feedback was reasonably useful. In order for students to grasp the feedback, instructors can comfort students to come for help whenever they find trouble to understand the feedback.

In the case of implementing AI tools like Jitsi as a learning tool in EFL classroom, Octaberlina and Muslimin (2022) remarked that students had a positive manner towards the utilization of Jitsi Meet as a learning instrument in the EFL setting, especially with regard to virtual learning. It offers flexibility in terms of timing and location, needs only minimum internet bandwidth, and could multitask. However, internet reliability and additional learning features still need to be developed.

Concerning the association between thinking skill and self-directed learning ability, and AI-assisted writing, Shen and Teng (2024) argued that self-directed learning is a moderating factor in the link between critical thinking skill and AI-enhanced writing. In contrast, self-directed learning did not moderate the relationship between critical thinking competency and AI-assisted writing.

AI tools integration usage in EFL settings differ substantially at the stakes of language skill application, tool utilization, and stakeholder views. Most of the reviewed articles focused on productive skills. ChatGPT as a writing tool was primarily utilized to detect mistakes, idea generation, vocabulary improvement and enhancement in organization. In the same way, speaking tools like EAP Talk and Google Assistant received positive comments for lowering learners' anxiety, encouraging a willingness to communicate, and facilitating self-correction. Conversely, these AI tools lacked emphasis on receptive skills, suggesting a gap in AI tools utilization for these domains.

ChatGPT was configured as the most used among reviewed AI tools and used as a source for writing improvement, creativity, and supplemental teaching. Jitsi Meet was less tool used with acknowledging from students about having an exciting virtual learning experience, whereas EAP Talk and Google Assistant was frequently used when practicing speaking. The Versant English Test (VET) was criticized for its' repetitive amenability and irrelevance of course pedagogy, so language learners did not frequently use it.

Instructors and learners had different views related to AI tools. Learners reported positive attitudes towards AI learning tools and appreciated their flexibility, motivational role, and improved learning experience. However, there were doubts about the absence of adequate feedback, input misinterpretation, and over-reliance on AI which could hinder autonomy. On the other hand, instructors were open about AI tools' potential for integration to teaching but were wary about its difficulties such as including the reliability, task alignment, or pedagogical needs of these AI tools. They highlighted the necessity for a balanced approach that connect human expertise and AI capabilities.

AI tools have advantages in EFL education. These comprise improved personalization in education, concrete error identification and feedback, decreased anxiety in speaking exercises, and better collaboration and creativity in writing pursuits. Additionally, AI tools make virtual learning easier as it is more accessible and convenient. However, these tools have significant drawbacks. Over-reliance on AI tools may limit critical thinking and creativity. Responding complex tasks without depth and authenticity, poor alignment with course content and very limited feedback on grammar and organization are other drawbacks. Technical issues such as unreliable internet and lack of proper training could limit their effectiveness.

4. Discussion

The discussion part endeavours to interpret and contextualize the findings of this systematic review in the context of research questions. To explore this, this part reviews the usage of AI tools in EFL settings in two main areas: the specific AI tools used and the impact of these tools on learners and instructors. The systematic review aims to reflect its' finding from analysing those aspects to deliver a partial portrait of AI tools leveraged in EFL settings and influential effect of these AI tools on EFL learners and instructors. Additionally, this part positions the findings within the wider literature, suggesting both transformative potential and also embedded difficulties to adopt AI tools in language teaching and learning. These notions are intended to enhance ongoing discussions in the field of EFL in general as well as in an endeavour to inform further implementational practices.

Research question 1: Which specific AI tools have been used in EFL classrooms?

The reviewed studies revealed the diversity of AI tools that are used in EFL settings by indication their immense applications. ChatGPT was the most widely used tool, utilized from teaching vocabulary and grammar through improving writing abilities and giving corrective feedback. Other popular AI tools include Quillbot, WordTune, Jenni, Paperpal, Copy ai and Essay Writer that were particularly beneficial for organizing writing and generating ideas. For speaking practices, the potential of AI tools such as EAP Talk and Google Assistant were illustrated through learners' growth in confidence and willingness to communicate. Other AI tools were explored, such as Jitsi Meet, which provides some means of interaction and could useful in virtual learning environments. The Versant English Test (VET) which was one of the rarely AI tools received negative criticism because of the limited pedagogical alignment was evaluated for automated testing. AI tools such as Cami AI purposed

facilitating personalized and creative learning experiences and highlighting the expanding scope of AI tools integration in EFL settings.

Research question 2: What methodologies are employed in empirical studies on AI tools in EFL settings?

Various research methodologies have been employed to study the influence of AI tools in the domain of EFL settings. The reviewed studies primarily employed mixed-method approaches, blending qualitative and quantitative techniques for holistic insights. To illustrate, AI tools such as ChatGPT and Cami AI were assessed by using explanatory sequential designs and corpus based analyses. Qualitative approaches such as narrative inquiries, case studies, and phenomenographic designs were mostly emphatic to investigate individual experience in the adaptation and emotional responses of instructors towards AI tools' integration. Several studies used advanced analytical approaches such as three-wave cross-lagged analyses to address the temporal relationship between critical thinking abilities and AI-assisted writing, while data collection methods included surveys, interviews, classroom observations, and written reflections. The range of approaches employed illustrates the challenging nature of evaluating AI tools in teaching and learning and is an attempt to cover both subjective and objective aspects of their use.

Research question 3: What possible impact has AI tools imposed on EFL learners and instructors?

AI tools have embodied significant impacts for both learners and instructors in EFL settings. AI tools like ChatGPT, EAP Talk, and Google Assistant have been linked to enhanced confidence, lowered anxiety, and improved engagement in language learning for learners. AI's writing tools helped identify errors, improve vocabulary, and organize better structure while AI's speaking tools encouraged willingness for communication and self-correction. Over-reliance on AI and a lack of depth in feedback are recognized as potentially limiting factors. On the other hand, AI tools provided creative and adaptive support for instructors to help them for exploring innovative ways of teaching. ChatGPT facilitated to brainstorm and create content and impacted professional development. However, lack of training, technical limitation, and technology that cannot accommodate pedagogy still play as huge barriers for instructors. These findings indicate that although AI tools have transformative ability, their integration entails a balanced approach that uses their strengths and maintains weaknesses.

5. Conclusions

In this systematic, AI tools in EFL settings are reviewed from several perspectives by the author. On the one hand, the author detailed the tools and applications already developed due to the work of the AI community on EFL education. On the other hand, the author presented the research inclinations in that area during the last four years along with the existing limitations and pitfalls of AI tools in EFL classroom. Furthermore, the author attempted to show the impact of AI tools on EFL learners and instructors. According to the results of this systematic review, it has been shown that AI tools like ChatGPT, EAP Talk, and Google Assistant are quite effective in improving productive language abilities such as speaking and writing. Learners cited enhanced confidence and reduced anxiety and increased engagement, and instructors reported the advantages of AI's material development and effective exploration. However, for each benefit of AI, there are challenges and pitfalls, such as over-reliance on AI tools, lack of pedagogical alignment and technical limitations.

From the students view, AI tools allowed for personalized learning, provided instant feedback, and enhanced vocabulary and writing improvement, and speaking practice in a friendly setting. Utilizing AI tools such as ChatGPT provided great support for correcting errors and writing; on the other hand,

EAP Talk and Google Assistant promoted the path of communicating and correcting in real time. While these advances provide powerful skills in education, over-reliance on AI tools and inadequate of addressing difficult language tasks mention the necessity for a balanced integration in curriculum. For instructors, AI tools were collaborator offering new methods for pedagogy while relieving administrative tasks. However, task alignment, reliability, and pedagogical training related issues impact the potential of their widespread integration. The findings indicate that AI tools could change EFL education if they should be integrated with great concern for their strengths and weaknesses.

This systematic review also uncovered major gaps in the existing research. Most articles focused on specific tools like ChatGPT, and did not explore other substantial AI tools. Moreover, many research methodologies failed to use longitudinal data and robust validation procedures, and had small, homogeneous sample sizes, which hindered the generalizability of findings. Further research should investigate other types of AI tools and their educational applications in which quantitative methods are utilized, and conducted in different educational settings which would ensure more comprehensive picture of the role of AI tools in EFL settings.

The ramifications of these findings go beyond classroom. Policymakers and educational institutions need to give priority for instructor training and resource fund to enhance the advantages of integrating AI tools in education. To promote critical thinking and self-reliance, learners should be encouraged to utilize AI tools as leverage rather than as the main learning mechanism. Appropriate and responsible usage of AI tools is utmost necessity in education since AI tools exponentially grow, making sure they would be ethically and practically applied in the classroom.

This review has implications for researchers, instructors, learners, and AI tools users who study the usage of AI tools in EFL settings that the results of this review paper are able to visualize. From the instructors' perspective, they need to know extensively about how to utilize AI tools in a right way since the use of improper learning aids could lead students' difficulty in AI technologies. That is why educational training must provide instructors with enough insight to understand and use AI tools. On the other hand, learners need to recognize suitable AI tools for their learning and the adequate effectiveness of their usage should be addressed (Jiang, 2022). Regarding researchers, they must be tasked with performing a thorough investigation of the existing difficulties and opportunities that are associated with systems found in the literature that could further serves to optimize the applicability of AI tools. Besides, they have to make the research by emphasizing AI tools in EFL settings with details, and the methodology, research design, and the systems used to reach AI tools in EFL settings.

As a result, this review demonstrates a positive outlook related to the use of AI tools in EFL education, so long as they are implemented mindfully. By overcoming existing challenges and encouraging a collaborative mindset between AI technologies and education pedagogy, stakeholders could consolidate the potential of AI tools to offer improved, fair, and efficient learning experiences for EFL learners all around the world.

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Deconstructing Human Exceptionalism in Margaret Atwood's "Oryx and Crake": A Posthumanist Perspective

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Abstract

Margaret Atwood's *Oryx and Crake* offers a profound and unsettling interrogation of human exceptionalism. Set in a genetically ravaged, post-apocalyptic world, the novel critiques Enlightenment ideals of rationality, control, and species superiority through a speculative narrative of ecological collapse and bioengineered futures. This essay analyzes how Atwood reconfigures human subjectivity, relational ethics, and symbolic life through the figures of Snowman, Crake, Oryx, and the Crakers. Drawing on critical posthumanist theory—from Rosi Braidotti and Cary Wolfe to N. Katherine Hayles, Donna Haraway, and Stacy Alaimo—the paper situates *Oryx and Crake* within broader debates surrounding biopower, ecological vulnerability, and the future of meaning-making beyond the anthropocene.

Keywords: Posthumanism, biopolitics, narrative ethics, Margaret Atwood, *Oryx and Crake*

1. Introduction

Margaret Atwood's novel *Oryx and Crake* emerges as a critical literary exploration of humanity's precarious position within its self-fashioned anthropocentric narrative. Set against the backdrop of ecological devastation and biotechnological hubris, the text challenges fundamental Enlightenment assumptions about human exceptionalism, rationality, and mastery over nature. Through the intertwined stories of Snowman, Crake, Oryx, and the genetically engineered Crakers, Atwood interrogates the philosophical underpinnings of human identity and agency in a world altered irreversibly by human actions.

Drawing deeply from critical posthumanist theory, this analysis engages with concepts that illuminate the novel's intricate dialogue with issues of biopower, ethical relationality, and ecological interconnectedness. Atwood's speculative fiction acts as a narrative prism, refracting and complicating conventional understandings of subjectivity, morality, and cultural persistence in a post-anthropocentric reality. Ultimately, this study reveals how *Oryx and Crake* does not merely envision a dystopian future; rather, it critiques the ideological structures of the present, calling for a radical reassessment of humanity's relationship to itself and the myriad forms of life it presumes to dominate.

2. Human Ruins: Snowman, Memory, and Narrative Loss

The novel opens with Snowman, formerly Jimmy, as a relic of a collapsed world. He speaks from the aftermath, surrounded by the ruins of human civilization and burdened with the task of narrating to a posthuman species—the Crakers. Snowman's recollections are fragmented and melancholic, haunted by longing and irony. "Everything was too much, and nothing was enough" (Atwood 155), he remembers, distilling the ethos of overconsumption and existential emptiness that characterized late human civilization.

His fractured subjectivity is amplified by his role as a reluctant prophet. To the Crakers, he is the storyteller of a cosmology built around *Oryx and Crake*. He instructs them to chant, “Crake is watching us” (96), inserting belief, structure, and ritual where there was meant to be none. This ironic return of religion within a species designed to be post-symbolic underscores Donna Haraway’s (1991) insight that we remain entangled in language, culture, and semiotic loops even when we aim to transcend them. Snowman is a liminal figure—not fully human, not posthuman—who functions as a cracked mirror reflecting the death of Enlightenment man.

Snowman’s role as both mourner and myth-maker places him in a liminal narrative space—neither fully a remnant of the human past nor a true participant in the posthuman future. His fragmented memories are not simply storytelling devices; they reflect trauma’s distorting grip on memory, which Paul Ricoeur describes as the “hermeneutics of suspicion” applied to history. Snowman’s recollections, mediated through pain, irony, and self-doubt, problematize the act of narration itself. His mythologizing of *Oryx and Crake* for the Crakers is as much an act of desperation as it is stewardship, revealing how narrative becomes a survival mechanism in the wake of epistemic collapse. Even as he struggles with his own complicity, Snowman cannot help but reenact the structures of belief he once viewed with cynicism—suggesting that the urge to craft coherence from chaos persists even in ruins.

3. Engineered Innocence: The Crakers and Symbolic Return

Crake’s goal was to eliminate the flaws of humanity through genetic reengineering. The Crakers are his answer to climate change, violence, disease, and sexual jealousy. They are peaceful, non-materialistic, environmentally harmonious: “They don’t need clothes. Their skin is UV-resistant...” (102). Designed to avoid cultural recursion, they are also meant to live in the present, free of memory, ritual, or desire. Rosi Braidotti’s (2013) theory of the posthuman subject—relational, embodied, and devoid of humanistic exceptionalism—appears initially fulfilled in their creation.

Yet Atwood deliberately undermines the supposed success of this vision. As the Crakers begin to gather, question, and ritualize, they reveal that symbolic life is not so easily erased. “Tell us again about Oryx. Tell us again about Crake,” they plead (96). Their invention of myth reveals what Bruce Clarke (2011) sees as the inevitability of recursive systems in complex life. Despite being designed to operate without ideology, the Crakers construct it anew. Cary Wolfe (2010) stresses that posthumanism must resist both essentialist humanism and reductive functionalism—Atwood illustrates this tension perfectly in the Crakers, who cannot remain purely biological, even by design.

While Crake’s creation of the Crakers appears, at first glance, to fulfill his vision of a biologically optimized, conflict-free species, their gradual emergence as symbolic beings reveals an inherent contradiction. Despite being engineered to avoid ideology, memory, or hierarchy, the Crakers instinctively form rituals and narratives—a clear sign that meaning-making is not a cultural overlay but a structural component of sentient life. Their chants and curiosity demonstrate what might be termed an *irreducible semiotic drive*. This aligns with Bruce Clarke’s idea of “recursive systems,” where even designed simplicity gives rise to symbolic complexity over time. Atwood seems to suggest that the human impulse to narrate, believe, and belong cannot be fully erased—even with genetic intervention. In this light, the Crakers become an unintentional refutation of Crake’s own project: they are living proof that posthuman life cannot be stripped of cultural recursion without also stripping away vitality itself.

4. Paradise Lost: Crake and the Calculus of Extinction

Crake, the architect of the Crakers and the Paradise Project, is a chilling representation of rationalized biopolitics. He believes the only path forward is through elimination: “The only way to get rid of pain

was to get rid of the people who felt it” (223). His worldview embodies Michel Foucault’s (1990) biopower: the ability to control life through systems of optimization, management, and in this case, annihilation. His solution to environmental and social collapse is a utilitarian genocide hidden behind a pleasure pill—BlyssPluss—that sterilizes its users.

This represents a dangerous fulfillment of what N. Katherine Hayles (1999) warned against: the dream of the posthuman as an abstraction of intelligence from embodiment and ethics. Crake’s posthuman future is sterile, literal, and utterly devoid of empathy. As Elaine Graham (2002) writes, he exemplifies the “scientific messiah” trope—a technocrat who believes in saving humanity by erasing it. Crake’s logic mirrors a recurring flaw in utopian rationalism: the belief that morality can be reduced to utility and that evolution can be optimized through calculation alone.

Notably, Atwood offers no sentimentalism in Crake’s characterization. He is not evil, merely rational—methodically so. This renders his project all the more unsettling. His success, the Crakers, seem to embody his vision, but their divergence into symbolic life reveals the impossibility of purging culture from biology.

Crake’s methodology also reflects the deeper logic of neoliberal biopolitics—where life is not only governed but optimized, marketed, and commodified. The BlyssPluss pill, marketed as pleasure, conceals mass sterilization, highlighting how corporate science frames control as freedom. Wendy Brown’s critique of neoliberal rationality is particularly relevant here: in such regimes, human life is rendered calculable, its value reduced to efficiency, productivity, or risk. Atwood’s portrayal of Paradise as both laboratory and consumer testing ground illustrates the insidious merger of capitalism and biopower. Crake is not merely a rogue genius; he is the logical product of a system that externalizes ethics in favor of innovation. Atwood’s genius lies in showing how the most terrifying dystopias do not emerge from malice, but from the systematic application of “rational” thinking unmoored from moral consequence.

5. Silent Catalyst: Oryx and the Ethics of Ambiguity

Oryx is both central and absent. She is constructed through the memories of Snowman and the projections of Crake—sexualized, commodified, and mythologized. Yet her voice, when it appears, is calm and unreadable. “She had a gift for slipping through the cracks” (92), Snowman recalls. This narrative elusiveness aligns with Gayatri Spivak’s (1988) formulation of the subaltern: a figure whose speech is always mediated by those in power.

Still, Oryx refuses to be a passive symbol. She becomes the moral anchor for the Crakers’ mythology and the silent measure of Crake’s transgressions. Her role in teaching the Crakers, particularly her scenes with the children, introduces an element of care and intimacy absent from Crake’s cold logic. Donna Haraway’s (1991) cyborg theory finds resonance here—Oryx is hybrid, emotionally resonant, and irreducible to simple categories. Neil Badmington (2000) argues that the posthuman is not about transcendence but about contamination—of species, roles, and meanings. Oryx embodies this contamination in the best sense, resisting closure and moral clarity.

Oryx’s enigmatic presence in the novel also exemplifies what Rosi Braidotti describes as the “nomadic subject”—a figure who resists stable identity and traverses multiple ethical and narrative positions. Rather than being pinned down as victim, symbol, or savior, Oryx exists in a state of fluid relationality, simultaneously marginal and central, personal and mythical. Her refusal to assert a coherent moral stance disrupts both Snowman’s nostalgia and Crake’s utilitarian logic. In this way, she defies the frameworks

that seek to define or control her, embodying a posthuman ethics grounded in ambiguity, empathy, and refusal. Her engagement with the Crakers—particularly her care for the children—adds a layer of embodied ethics absent from Crake’s technological rationalism. Through Oryx, Atwood offers an alternative vision of relationality: one not based on hierarchy or utility, but on quiet presence and ethical proximity.

6. Living With Ruin: Environmental Collapse and Ecological Ethics

The environmental degradation in *Oryx and Crake* is totalizing but never merely scenic. Rising oceans, genetic spillover, and species extinction are the structural consequences of anthropocentric logic. “The coastal aquifers turned salty, the northern permafrost melted...” (32) isn’t just environmental background—it’s a list of grievances, a eulogy for planetary collapse. Stacy Alaimo’s (2010) concept of trans-corporeality—the interconnectedness of human and nonhuman bodies—helps illuminate Atwood’s world as one where nothing is immune from entanglement.

Atwood doesn’t let her readers off the hook by providing clean solutions. The Crakers are ecologically harmonious, but their creation came at the cost of mass extinction. Their innocence is artificial. Val Plumwood’s (2002) critique of mastery-driven ecology warns us that domination—even with noble intent—cannot yield ethical coexistence. Atwood’s vision echoes this: sustainable futures cannot be engineered from above; they must emerge through relationality, vulnerability, and respect for nonhuman agency.

We also witness Snowman’s evolving ecological consciousness. As he scavenges through ruined cities, avoids genetically modified predators, and navigates guilt over his complicity, we see a human re-learning how to live without dominion. His bond with the Crakers—ambivalent, paternal, theatrical—becomes a metaphor for possible (but never guaranteed) futures of coexistence.

Atwood’s ecological critique rests not only in depicting environmental collapse but in demanding a new ethic grounded in vulnerability and mutuality. Snowman’s navigation through a devastated biosphere evokes Stacy Alaimo’s idea of trans-corporeality—the recognition that the human body is not separate from but constituted by its ecological entanglements. Unlike Crake’s sealed laboratories or corporate enclaves, Snowman’s existence is open, porous, and precarious, making him painfully aware of human dependence on damaged ecosystems. This vulnerability reframes ethics away from mastery and toward relationality. As Val Plumwood argues, genuine ecological ethics cannot arise from a position of control, but from humility and interdependence. Through Snowman, Atwood dramatizes this shift, offering no redemption, but a tenuous path toward posthuman coexistence rooted in awareness rather than dominance.

7. Conclusion

Oryx and Crake is not a tale of apocalyptic doom, but of narrative recursion. Atwood challenges the idea that humanity can be purified, rationalized, or replaced without consequence. Her characters are not archetypes, but broken nodes in a web of history, ethics, and evolution. Snowman mourns what cannot be restored. Crake engineers a world he cannot control. Oryx haunts the mythos she never chose to enter. And the Crakers—intended to be post-symbolic—remind us that story, belief, and relationality are not vestiges of the past but tools for surviving the future.

Posthumanism, as envisioned here, is not the end of humanity, but its reconfiguration. As Braidotti (2013) insists, the posthuman is not antihuman—it is “beyond the bounded, self-sustaining individual” (190). In Atwood’s world, the future belongs not to mastery, but to ambiguity, narrative, and the ethics

of coexistence. The final irony lies in the Crakers' chant—"Tell us again about Oryx"—which affirms that even in genetically altered futures, the need for meaning cannot be erased.

What endures in Atwood's posthuman future is not technological mastery or biological precision, but the irrepressible drive for meaning, memory, and relation. The Crakers' chant is not only a remnant of narrative impulse—it is a quiet defiance of design, a rupture in the controlled system Crake constructed. This underscores Atwood's larger claim: that human—and posthuman—existence is inseparable from the symbolic, the ethical, and the uncertain. In portraying the persistence of ritual and ambiguity in a world engineered for clarity and function, Atwood rejects both apocalyptic nihilism and utopian finality. Instead, she leaves us in a space of possibility—fragile, recursive, and narratively alive.

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“Alice Müzikali”: The Psychoanalytical Reading of the Contemporary Theatre Adaptation of *Alice’s Adventures in Wonderland*

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Abstract

As Lewis Carroll (1832–1898) is considered as “the master of the nonsense literature,” Carroll’s theatrical adaptation of *Alice’s Adventures in Wonderland*, which is entitled as “Alice Müzikali” in İstanbul, Türkiye, dated back to 2019, includes these nonsensical elements in it as a contemporary theatrical and musical performance. Thus, this article is aimed at analyzing Alice’s coming-of-age as a young girl in “Alice Müzikali” and comparing it with the original text, Carroll’s *Alice’s Adventures in Wonderland*, and examining both the psychoanalytical and seemingly nonsensical but significant elements in this theatrical adaptation of the canonical text. In order to do this, Alice, as a protagonist, both in Carroll’s canonical book and in the contemporary theatre adaptation in Türkiye, is intended to be reevaluated. Lastly, in this article, Alice’s plea for freedom and coming-of-age are also tried to be analyzed within the elements of psychoanalytical reading.

Keywords: Lewis Carroll, *Alice’s Adventures in Wonderland*, psychoanalytical reading, nonsense literature, theatre adaptations, Türkiye

1. Introduction

Adaptations of canonical prose fiction into musical theatre transform the narrative through reimagination with the interplay of language, music, choreography, and visual design. As Hutcheon and O’Flynn explain, adaptations do not only replicate a literary text: “Adaptation is repetition, but repetition without replication. And there are manifestly many different possible intentions behind the act of adaptation: the urge to consume and erase the memory of the adapted text or to call it into question is as likely as the desire to pay tribute by copying (7). This principle is perfectly exemplified in “Alice Müzikali”, the Turkish musical adaptation of Lewis Carroll’s *Alice’s Adventures in Wonderland*, which reinterprets the Victorian nonsensical narrative as a contemporary coming-of-age story. The adaptation externalizes the inner tensions of its heroine, Alice, through music, choreography, and visual spectacle as she pursues autonomy and identity in a contemporary patriarchal context. In other words, the protagonist’s psychological journey is dramatized as a musicalized rite of passage that foregrounds the repressed desires (Sigmund Freud), fragmented identity (Jacques Lacan), and affective bodily expression (Julia Kristeva) of a young woman navigating the Symbolic Order, through a psychoanalytical reading, the musical reveals how nonsense and surrealism function not as escapism but as structural manifestations of the unconscious and sites of resistance against patriarchal language, identity formation, and social control.

Since Carroll is considered to be “the master of nonsense literature,” his theatrical adaptation of the canonical *Alice’s Adventures in Wonderland*, which is titled “Alice Müzikali” in İstanbul, Türkiye,

dating back to 2019, includes these nonsensical elements in it as a contemporary musical and theatrical performance. This paper aims at examining Alice's coming-of-age as a young woman in "Alice Müzikali" and comparing it with the original book, Lewis Carroll's *Alice's Adventures in Wonderland*, and analyzing both the psychoanalytical and apparently nonsensical but important elements in this dramatic adaptation of this text. Regarding Alice as a protagonist, both in Lewis Carroll's canonical text and in the contemporary theatre adaptation in Istanbul, Türkiye, is proposed to be retraced. Lastly, in this essay, Alice's plea for freedom and coming-of-age as a young woman are also tried to be analyzed within the elements of psychoanalytical reading.

2. Psychoanalytic Remarks on *Alice in Wonderland* and Lewis Carroll

The bizarre reasoning, fantastical settings, and shifting identities of Lewis Carroll's Alice in Wonderland have long captivated readers. Beneath its surface of childlike fantasy, the text appeals for a more in-depth examination of the psyche. Paul Schilder's article entitled "Psychoanalytic Remarks on Alice in Wonderland and Lewis Carroll" becomes a significant source for analyzing some of the significant elements in Carroll's Alice. Schilder provides a convincing psychoanalytic reading of the story as a manifestation of self-destructive tendencies, disorientation between space and time, and latent fears. Besides, he utilizes Freudian theory and his research on perception and body image to interpret the nonsensical and threatening elements in Alice as symptoms of a disoriented subjectivity torn between dream and reality rather than a mere play. This part of the study explores Schilder's insights into Carroll's literary world, delving into the instability of time and space, the fluidity of Alice's identity, and the omnipresence of latent aggression.

Within his study, Schilder begins by indicating Carroll's biography, mentioning that the Alice stories came from his storytelling sessions with the college dean's daughters, Lorina, Alice, and Edith Liddell. In addition to sharing stories, Carroll also penned funny letters to his young acquaintances in an effort to keep them entertained (Schilder 159-168). In this context, we might understand Alice not only as a children's story but also as a mirror reflecting the fears, hopes, and desires of adults no matter how innocent the story itself may appear.

As Lewis Carroll is considered the master of "nonsense literature," one of his biographers even calls him the founder of nonsense literature. For example, in *Alice in Wonderland*, he used some nonsensical elements for the backbone of the book: The Red Queen says, "But I have heard nonsense compared with which that would be as sensible as a dictionary" (Carroll 159). Also, the walrus and the carpenter "go out in sunshine when it is night" (Carroll 176-179), and the White Knight delights in nonsensical inventions; he carries a little box that "rain cannot come in," but also his "clothes and the sandwiches have fallen out" against gravity (Carroll 219-224). The White Knight has a "mousetrap on horseback" (Carroll 221), which can be considered as a play with spatial relations whose "anklets around the feet of the horse protect against the bite of sharks" (221) that also has a contraction of space (Schilder 159-168). These examples demonstrate a reality detached from rational causality and spatial coherence, which are not only fanciful but, as Schilder argues, indicative of underlying psychological processes.

Sigmund Freud claims that the nonsensical or absurd elements that constitute dreams are not simply arbitrary or devoid of meaning, but instead represent fundamental psychological mechanisms—especially derision, contradiction, and unconscious hostility. In *The Interpretation of Dreams*, Freud declares:

A dream is made absurd if there occurs in the dream-thoughts, as one of the elements of the contents, the opinion: 'That is nonsense'; and, in general, if criticism and derision are the motives of one of the dreamer's unconscious trains of thought. Hence absurdity is one of the means by which the dream-work represents contradiction; [. . .] the absurdity of a dream is not to be translated by a simple 'no'; it is intended to reproduce the tendency of the dream-thoughts to express laughter or derision simultaneously with the contradiction. Only with this intention does the dream-work produce anything ridiculous. (Freud, 209-210)

Within this frame, it can be argued that nonsense in literature, especially in a work like *Alice in Wonderland*, serves as a symbolic manifestation of deeper, frequently detrimental impulses embedded in the unconscious. According to Schilder, Carroll's absurd realm is filled with frightening and perplexing encounters that disturb both the characters and readers. Alice frequently finds characters trapped in bizarre situations that undermine both meaning and their sense of existence—many are uncertain whether they are real or merely items of a dream. This existential fragility reflects the disintegration of spatial and temporal coherence in *Wonderland*. Alice pursues the White Rabbit into an extraordinary domain where objects like bottles can levitate, queens defy the laws of physics, and the mirror reveals an inverted reality where right and left are transposed. Time also becomes disordered. Time "stands either still" (Carroll 9) or goes even "in opposite direction" (158). In the instability or uncertainty of space and time, Lewis Carroll can be said to play with these concepts since he was also a talented mathematician back in the day (Schilder 161-63). In other words, such temporal instability may illustrate Freud's concept of the timelessness of the unconscious, when memories, drives, and desires converge into a permanent present. Carroll's mathematical background complicates the narrative's temporal and spatial logic, indicating that the formal engagement with abstraction is not solely stylistic but also psychologically significant.

As another significant point, Alice in Carroll's canonical book version is threatened by her body image. Her body either becomes too big or too small when she tries to eat something. That is the reason she can never be truly successful in eating or drinking (Carroll 26-33). Similarly, at the mad tea party, she once again cannot eat or drink something (79-88). She also feels threatened when she hears heads cutting off multiple times in the text (89-95). The feeling of being threatened can be felt throughout the book. As another example, in the poem "The Walrus and the Carpenter" (178), the animal figures are constantly being threats to each other or threatened by the other: "lobster being cooked," "crocodile devours the little fish," and "an owl to be devoured by a panther" (Schilder 164). Alice, herself, on the other hand, feels threatened by "the candles, by the ladle and by the bottles which have become birds" (Carroll 169), and "things happen to her" (Carroll 29-77) in *Wonderland*. She is quite bewildered by the world around her and constantly feels the anxiety and threat: "This is a world of cruelty, destruction, and annihilation. Alice, constantly threatened, still emerges bland and smiling. The kings and queens, the duchesses and knights are "reduced to nothingness." Perhaps it is this final outcome which is gratifying to the child and the adult reader and listener" (Schilder 164-165). Alice's fluctuating stature and her persistent failure to consume food or beverages illustrate the instability and menace she perceives in her body. Throughout *Wonderland*, she encounters violent imagery via discussions of beheadings, predatory creatures, and perilous household items, which perpetuate her constant fear. Alice seldom exerts control over her circumstances, resulting in a perception of her environment as chaotic and threatening. Nevertheless, she maintains a composed demeanor, and ultimately, numerous influential individuals are diminished to nothing, providing both child and adult readers with a sense of relief.

3. What about the theatrical adaptation of *Alice's Adventures in Wonderland* in Türkiye?

“Alice Müzikali”, the Turkish theatrical adaptation, presents a modern reinterpretation of Lewis Carroll’s *Alice’s Adventures in Wonderland*, converting the fantastical narrative into a significant psychological and feminist inquiry into identity, desire, and familial relationships. “Alice Müzikali” preserves specific fanciful elements from the original, such as the White Rabbit and the distortion of time and space, while recontextualizing Wonderland as a symbolic realm where a young woman grapples with the internalized limitations imposed by a patriarchal, authoritarian society. This adaptation diverges from Carroll’s Victorian fantasy by placing Alice in a contemporary metropolitan environment characterized by capitalist demands and emotional alienation, thereby encouraging analysis from psychoanalytic and feminist perspectives. This study utilizes the theories of Sigmund Freud, Jacques Lacan, and Julia Kristeva to analyze how “Alice Müzikali” presents a coming-of-age story focused on repression, fragmented subjectivity, and the challenge of expressing a feminine identity within the symbolic order. The play transforms Alice into a narrative of psychological liberation and gendered resistance rather than merely a retelling.

In order to exemplify the adaptation of *Alice’s Adventures in Wonderland* in Türkiye, some of the similarities between *Alice’s Adventures in Wonderland* and “Alice Müzikali” can be given. In both, Alice never becomes successful when she wants to eat. When she eats or drinks, she becomes merely bigger or smaller. In both works, time and space are both distorted, unstable, and unreliable. Also, nonsensical elements like the White Rabbit or the Caterpillar can be seen. Some elements are relatively different in the “Alice Müzikali”. Within this article, the main focus is on the significant topics in Alice’s life: desire, subjectivity, and family. These three topics mainly show the psychoanalytical and seemingly nonsensical but significant elements in this theatrical adaptation of Alice.

Initially, Alice is a young girl who just turned eighteen years old at the beginning of the play. She, in the “Alice Müzikali”, lives in an undefined time and place, but some elements portray a specific time as such: The first song in the musical repeatedly echoes “Geç Kaldım,”¹ which means “I am late,” and its main title is “Metro.” The White Rabbit is the one who, both in *Alice’s Adventures in Wonderland* and in “Alice Müzikali,” declares the same line, “I am late”. In the “Alice Müzikali,” even though the time period is never mentioned, the first song is portrayed in a crowded metro scene that brings to mind that this is a contemporary, capitalist society in which people are afraid of being late for work. Alice expresses her desire to be authentically herself, to receive love, and to reciprocate that love early in the play. She unconsciously hides her feelings of becoming an individual at the beginning, but similar to Freud’s explanation, her unconscious feelings cannot stay hidden throughout the play:

As Freud worked to help patients uncover their unconscious feelings, he began to believe that there was some mechanism at work that actively kept unacceptable thoughts hidden. This led to his development of the concept of repression. Repression was the first defense mechanism Freud identified, and he believed it to be the most important. In fact, the entire process of Freudian psychoanalysis focused on bringing these unconscious feelings and urges into awareness so they could be dealt with consciously (Cherry).

In her real life, Alice’s family treated her like a little child; likewise, her clothes at the beginning of the play were much more childlike. But through the process, when she follows the White Rabbit, she finds herself in different places in which she plays games with the White Rabbit, and her clothes become

¹ All translations were made by the authors, unless otherwise noted.

more womanly throughout the process. Basically, the White Rabbit asks Alice a specific question like a riddle, and if she answers it in the right way, she passes the test and moves to the next level. In other words, this process reflects Jacques Lacan's mirror stage, in which the subject initially identifies with a unified self-image. As Lacan puts it, "What I have called the 'mirror stage' is of interest because it manifests the affective dynamism by which the subject primordially identifies with the visual gestalt of his own body. In comparison with the still very profound lack of coordination in his own motor functioning, that gestalt is an ideal unity, a salutary imago" (Lacan 113). Alice's evolving visual and psychological identification with a more mature self-image reflects her endeavor to forge a unified ego from a formerly fragmented identity. Her voyage is not only a fanciful adventure but also a psychodramatic depiction of the fragmented self seeking individuation within a socially constructed symbolic framework.

In order to delve further into this matter through the play, at the beginning, Alice's family is portrayed as having a distant and problematic relationship. Moreover, throughout the play, the mother and father are shown as antitheses of each other; the first one is repressive, and the second one remains passive. Similar to the original text, Alice follows the White Rabbit to reach Wonderland, but in the play, she initially sees the White Rabbit inside of her computer. That situation brings to mind that the play is situated in the contemporary period. On the other hand, when Alice finds herself in Wonderland, the Queen of Hearts becomes Alice's mother in real life, and the King of Hearts is her father. Moreover, considering Lacan's concept of fragmented identity, Alice as a young girl tries to complete her identity by detaching herself from her problematic mother figure while trying to find her voice in a society that tries to suppress the female identity:

Lacan's whole project is to show how human identity is constructed, operated, and conditioned by society. Language is a construct, and the human subject enters into the process. Human beings always strive to achieve a complete identity, but the whole process remains a fragmented project. Lacan tries to show the human language comes into being after a significant process of self-recognition through the "mirror stage". Human child is engaged in the series of ideas, identification with others. Language is also a discourse of the other, and we enter into this discourse. Human beings are always troubled with the idea of complete identity which remains an unfulfilled and unaccomplished project (Savita and Kaur 2022).

In the patriarchal repressive society, the solution Alice finds to construct her individual identity is playing her ukulele and singing songs. This hobby is, in fact, becoming her most sincere desire in life. As an audience, it can be seen that her zest for singing is tried to be suppressed by her mother. Her tremendous relationship with her mother is one of the key elements in the play that guided her through her plea for freedom and coming-of-age as a young woman. Thus, throughout the play, Alice tries to defeat her mother, who becomes the Queen of Hearts in the play. Even she says that "I am not you, mother; please love me once, and let me be!" This situation brings to mind Julia Kristeva's ideas about identity, as this dichotomy is elucidated in Kristeva's seminal theoretical work on abjection, where she examines the maternal body as a contradictory origin of both identity and horror. Kristeva contends that the maternal body, particularly during pregnancy and childbirth, obscures the distinctions between self and other, subject and object, which is fundamental to her theory of abjection. As Kristeva puts it, "The abject confronts us, on the other hand, and this time within our personal archeology, with our earliest attempts to release the hold of the maternal entity even before existing outside of her thanks to the autonomy of language. It is a violent, clumsy breaking away" (13). Alice's symbolic rejection of

the maternal figure via rebellion, music, and imagination constitutes the “clumsy breaking away” that enables her to forge an identity independent of parental influence. Within this context, Butler explains:

According to Kristeva, the act of giving birth does not successfully reestablish that continuous relation prior to individuation because the infant invariably suffers the prohibition on incest and is separated off as a discrete identity. In the case of the mother’s separation from the girl-child, the result is melancholy for both, for the separation is never fully completed. (110)

Similar to Kristeva’s words, it can be argued that Alice’s identity as an individual is still linked to her mother, whose characterization can be seen as the Queen of Hearts throughout the plot of the play. Julia Kristeva accepts the assumption that culture is equivalent to the symbolic, that the symbolic is fully subsumed under the “Law of the Father,” and that the only modes of non-psychotic activity are those that participate in the symbolic to some extent. Her strategic task, then, is not to replace the symbolic with the semiotic nor to establish the semiotic as a rival cultural possibility, but rather to validate those experiences within the symbolic that permit a manifestation of the borders that divide the symbolic from the semiotic (Butler 110). Thus, in Alice’s case, as a young woman whose affective bodily expression is navigating in the Symbolic Order, she tries to find an individual voice within this system and tries to raise her identity as an individual via using singing as a tool. In other words, Alice’s singing transcends mere self-expression, manifesting as a semiotic explosion within the symbolic as a tactile, physical kind of resistance that enables her to establish a space for subjectivity. Her ukulele and voice act as intermediaries between the strictures of maternal authority and the fluid aspiration for self-realization, highlighting that identity, especially female identity, is formed not solely through separation but by traversing the precarious boundary between repression and expression, submission, and articulation.

Alice’s identity crisis in “Alice Müzikali” is strongly associated with Julia Kristeva’s concept of abjection as a state of being “neither subject nor object” (Kristeva, 1, 135). Alice occupies a transitional psychological state when she is neither the submissive daughter solely defined by her mother’s expectations nor wholly an independent individual capable of establishing an autonomous identity. She is trapped between resistance and reliance, stuck in a state where her identity is fragmented and fluid. This is most apparent in her metamorphosis into a Wonderland character, where her fragmented reality blurs boundaries and undermines stable identities. Her music, though a creative act of disobedience, also exposes this instability, as she oscillates between asserting individuality and contending with the reflection of maternal authority inherent in the Queen of Hearts. According to Kristeva, Alice is abject; she has rejected maternal power to attain autonomy yet remains tormented by it, existing in a psychological space where she is neither entirely a self-determining person nor just an object of parental domination. Her identity is consequently characterized by this abject liminality, in which the process of subject construction remains ambiguous and unstable.

4. Conclusion

As a final example of Alice’s plea for freedom and her identity construction as a young woman, the final song in the play can be given. In the final scene, Alice completed all of the games within the plot and confronted her mother, the Queen of Hearts, for the purpose of regaining her freedom; she started to sing a song once again. To sum up, these lyrics are originally in the Turkish language, and they are specifically translated for the article. These words symbolically reflect her inner desires and psychological journey as a musicalized rite of passage. This song was originally written by Nil Karaibrahimgil in 2019 for “Alice Müzikali”:

People have become screens. Who knows how they really are? If I feel lonely, the reason is partly mine, partly theirs... However, if I take a deep breath / if I hold on a little, let go... When I gaze into your eyes, I might discover what I'm seeking there. Hear me, darkness! I'm not afraid of you! I'm Alice. I pass through you. I wrote a thousand songs not to give up. There's no time for if onlys. Every day is a gift... We are made of stardust. Isn't it strange when you think about it? When you come out of your thought bubble, don't your emotions triumph? However, if we take a deep breath and open our hearts. If we look into our eyes / If we find what we're looking for there... Hear me, my wind! I'm coming with you! Shall we run to our dreams? You're right, not even for a day. We didn't lose our way. We fell, but we never gave up. Darkness, hear me... I'm not afraid of you. I am Alice; I pass through you. I wrote a thousand songs for my freedom. There's no time for regret. Every day is a gift. (Karaibrahimgil)

These lines highlight Alice's courageous assertion of autonomy, indicating her determination to resist being overwhelmed by external influences. Alice is not afraid of the darkness and the evil in and out of herself. Even she adds that she wrote this song to celebrate her freedom, and she won't give up in the system that tries to devour her as a young and strong woman. She is aware of the fact that every day is still a gift to her, and when time is limited, there is no time for regret and fear; one only needs to be courageous enough to become an individual.

All in all, Alice's journey in "Alice Müzikali" mostly entails rejecting the oppressive parental figure represented by the Queen of Hearts; however, the last scene transcends mere separation. It illustrates what Kristeva refers to as a transformation of abjection, in which the subject not only expels the frightening element but also symbolically negotiates and reframes it within the self. As Kristeva explains, "The abject is edged with the sublime. It is not the same moment on the journey, but the same subject and speech bring them into being" (11). In her final song, Alice neither denies the existence of darkness nor fear; rather, she recognizes it ("Darkness, hear me... I'm not afraid of you") and affirms her identity in relation to it ("I'm Alice"). This declaration indicates not a total departure from the maternal or symbolic order, but rather a newfound ability to coexist with it without being constrained by it. Instead of being confined in the ambiguous situation of being "neither subject nor object," Alice employs music as a semiotic form of expression intimately connected to the body and emotion to navigate her position within the Symbolic. Consequently, she advances toward a reconciled identity that embraces, rather than suppresses, the remnants of the maternal. The final performance serves not merely as a conclusion to her revolt but also as a redefinition of the maternal inside her identity in accordance with her own criteria. The abject is no longer merely the horror to be rejected but the threshold she traverses to attain subjectivity.

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Lexical Diversity Indices across Genres

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Abstract

As one of the key measures of linguistic complexity, lexical diversity provides insight into students' vocabulary use, and it is among the factors to take into consideration when tracking writing development. The aim of the present study was to assess the lexical diversity indices in students' essays and to determine to what extent they vary across genres. The corpus of the study consisted of 132 essays written in four essay types—for and against, problem solution, opinion and discursive—by 33 ELT and translation and interpreting students studying in English preparatory class. Employing a quantitative design, this study used TAALED as a linguistic analysis tool to calculate the lexical diversity indices. Statistical analysis was performed by using JASP 0.19. Descriptive statistics revealed that problem solution essay had the highest mean score in MATTR (Moving Average Type-Token Ratio) which was used to estimate the lexical diversity in this study. The findings are expected to shed light on whether specific essay types encourage more sophisticated lexical choices, provide insight into genre-based writing instruction and raise awareness of lexical variety. In this sense, some implications for future studies and for writing development in ESL classrooms are suggested.

Keywords: Lexical diversity, lexical diversity indices, lexical density, essay genres

1. Introduction

In L2 learning, vocabulary knowledge is pivotal and influences learners' proficiency in both receptive and productive skills (Tömen & Köse, 2023). It is believed that the variety, range, or diversity of words that language learners employ indicates the complexity of their vocabulary knowledge and their language proficiency levels (Jarvis, 2013). Kyle et al. (2021) states that lexical diversity indicators have long been employed to predict a writer's vocabulary size and lexical proficiency. From around 1935 to 1944, an intense period of new vocabulary study in the fields of linguistics, psychology, and statistical literary analysis gave rise to the notion of lexical diversity (Jarvis, 2013). Bestgen (2024) notes that the impact of text length on lexical diversity assessment has been an area of interest of academic community for nearly a century.

The variety of vocabulary that a writer or speaker uses is measured by lexical diversity and it offers information about productive vocabulary diversity and focuses on the range of words instead of focusing on their frequency (Tömen & Köse, 2023). According to Johansson (2008) in lexical context, while density indicates the proportion of lexical items such as verbs, nouns, adjectives and adverbs; diversity indicates the number of different words used in the text. In this sense, lexical density is about how dense the content words in a text are compared to the total number of the words and it plays a role in enhancing expressiveness. Susoy (2023) asserts that both L1 and L2 English writing studies have carefully

examined lexical density and lexical diversity, two of the most accurate and widely used indicators of linguistic and lexical proficiency.

According to Crossley and Skalicky (2017), the large body of research on lexical growth in terms of lexical diversity and word frequency provides strong evidence that high achieving L2 learners produce less frequent and more diverse words. Lexical diversity appears to have been largely accepted as a significant quality indicator of performance (Yu, 2009). According to Kyle et al. (2021), as lexical diversity is known to be a crucial component of language assessment, it becomes even more important to understand which indices measures it best. Lexical indicators and its relation to L2 writing performance in the context of Turkish higher education have not been extensively studied and existing studies on lexically based constructs and their relevance to L2 writing performance seem to lack adequate contextual conclusions (Uzun, 2019).

According to (Kyle et al., 2021), though a large body of lexical diversity research has examined relationships between lexical diversity measures (mostly with indices of lexical variety) and text length, the degree to which various indices correspond with evaluations of proficiency and/or lexical diversity itself has been the topic of rather few studies. Lexical diversity can be calculated by using some indices. The number of different words (types) divided by the total number of produced words (tokens) yields the type token ratio (TTR) (Koizumi & In'nami, 2012). The shortcomings of traditional metrics, especially the type-token ratio (TTR), which is extremely sensitive to text length and therefore unsuitable for comparing samples of different sizes, have prompted the development of lexical diversity measures (Richards, 1987). More reliable metrics like the measure of textual lexical diversity (MTLD) and the moving-average type-token ratio (MATTR) were developed to overcome these issues. Koizumi & In'nami (2012) notes that if the same speakers or writers produce texts with remarkably similar contents and the texts fall between 100 and 200 tokens, the MTLD values are more likely to be consistent. On the other hand, stability, resistance to text-length effects, and cross-text applicability make MATTR very noticeable. According to Kyle et al. (2021) many lexical diversity indices confuse vocabulary breadth with text length because they are sensitive to the effects of text length. In their study, they compared lexical diversity indices and found out that MATTR is text-length independent, and they advised to measure lexical diversity in short texts using MATTR (Kyle et al., 2021).

2. Research on Lexical Diversity and L2 Writing

Wang (2014) explored the relationship between lexical diversity and EFL writing proficiency among 45 senior high school students in Northern China. The analysis revealed no significant differences in lexical diversity between high and low proficiency texts and also no statistically significant correlations between lexical diversity measures and writing scores. These findings suggest that lexical diversity alone may not serve as a reliable indicator of writing proficiency in EFL contexts.

Ansarin et al. (2021) explored how different writing tasks affect lexical diversity and sophistication in upper-intermediate EFL learners. Seventy students completed narrative, argumentative, and descriptive tasks, and their vocabulary was measured using various tools. The results showed that lexical diversity was highest in narrative writing, while more advanced vocabulary was used in argumentative writing. There was a positive relationship between lexical sophistication and lexical diversity in all tasks.

Zhang (2022) explored how lexical features influence the rated quality of L2 argumentative and expository essays. Using three natural language processing tools, the researchers analysed lexical density, diversity, and sophistication. Findings showed that lexical density and diversity did not significantly predict writing quality, but different aspects of lexical sophistication did. This result

suggests that genre-specific linguistic features influence L2 writing quality, highlighting the varying importance of lexical sophistication in different writing contexts.

Heng et al. (2023) explored how Chinese EFL students' writing skills developed over a year. Fifty-four university students wrote argumentative and expository essays, which were analysed for vocabulary use. Results showed that argumentative writing improved in all areas, while expository writing mainly improved in vocabulary density and sophistication. Over time, students used more academic words, common word pairs, and precise vocabulary. Argumentative essays had denser language, while expository essays showed more variety and advanced word choices, highlighting differences in vocabulary growth across writing types.

In their study which highlights genre-specific differences in lexical complexity Balkır et al. (2023) examined lexical complexity in essays written by pre-service English language teachers in Türkiye over a year-long writing course. Forty-four students wrote 229 essays across four genres: descriptive, compare and contrast, advantage and disadvantage, and argumentative. Using a longitudinal, quasi-experimental design, the study analysed lexical density, sophistication, and variation with a web-based lexical complexity analyser. Results showed that only lexical density significantly differed across genres, with descriptive essays scoring the highest. Over time, only lexical variation showed a significant change.

In their study, Tömen and Köse (2023) examined vocabulary size, lexical density, and lexical diversity in argumentative essays written by first-year and fourth-year Turkish ELT students, analysing their correlation with writing scores. A total of 309 essays from 165 first-year and 144 fourth-year students at Anadolu University were assessed using the Lexical Frequency Profile (LFP), vocd-D for lexical diversity, and a lexical density formula. Results showed that only lexical diversity significantly correlated with first-year students' essay scores, while none of the lexical features significantly affected fourth-year essay scores. The study highlighted students' struggles with writing, including limited vocabulary use and difficulties in meeting expected essay lengths.

3. Methodology

This study employs a quantitative design. As essays are common assignments to evaluate a student's mastery of content and language skills in academic discourse, the students were assigned to write four types of essays: for and against, problem solution, opinion and discursive. The entire dataset comprised of 132 essays with 34.755 words in total written by 33 ELT and translation and interpreting students studying in English preparatory program. The average number of the words per essay was 263. TAALED by Kyle et al. (2021) was used as the linguistic analysis tool to analyse the lexical density and diversity in student essays. According to developers, the analysis tool TAALED has been designed to calculate a large number of lexical diversity indices. Statistical analysis was conducted by using JASP 0.19.

The present study aims to assess the lexical diversity in students' essays and to determine to what extent it varies across genres and following research questions are addressed in the study:

1. What is the level of lexical diversity in students' for and against, problem solution, opinion and discursive essays?
2. Does the level of lexical diversity among essays vary across genres?

4. Results

The first research question aimed to explore the level of lexical diversity across genres. In this sense, in this study three lexical diversity indices, Simple TTR (Simple Type-Token Ratio), MATTR (Moving Average Type-Token Ratio), and MTLTLD (Measure of Textual Lexical Diversity) are calculated. The mean scores of lexical diversity indices across essay types are tabulated below.

Table 1. Descriptive statistics of lexical diversity indices across essay types

Essay Types	MATTR (Moving Average Type-Token Ratio)	SD	Simple TTR (Simple Type-Token Ratio)	SD	MTLD (Measure of Textual LD)	SD
For and Against Essay	0.751	0.031	0.493	0.046	57.766	11.563
Opinion Essay	0.761	0.032	0.504	0.046	60.767	12.706
Discursive Essay	0.764	0.038	0.502	0.064	64.546	16.783
Problem Solution Essay	0.766	0.036	0.523	0.063	66.944	19.674

As it can be seen in Table 1, descriptive statistics revealed that problem solution essay had the highest mean score in all indices: MATTR (Moving Average Type-Token Ratio) ($M = 0.766$, $SD = 0.036$), Simple TTR (Simple Type-Token Ratio) ($M = 0.523$, $SD = 0.063$), MTLTLD (Measure of Textual Lexical Diversity) ($M = 66.944$, $SD = 19.674$). Since the moving average type-token ratio (MATTR) is a length-insensitive index that can compare texts of different sizes, it has been highly recommended in a number of recent studies for estimating a text's lexical diversity (Bestgen, 2025). In this sense, to see whether lexical diversity varies across genres, a repeated measures ANOVA was performed to compare lexical diversity through MATTR (Moving Average Type-Token Ratio).

Table 2. Repeated measures ANOVA results for MATTR across genres

Cases	Sum of Squares	df	Mean Square	F	p
MATTR of Genres	0.004	3	0.001	1.525	0.213
Residuals	0.088	96	0.001		

As shown in Table 2, the results revealed that there was not a significant difference in terms of lexical diversity among essay types $F(3, 96) = 1.525$, $p > .05$.

To see the means of the analysed words, descriptive statistics were used, and the results are displayed in Table 3 below.

Table 3. Descriptive statistics of word types and tokens across genres

	For and Against Essay	SD	Opinion Essay	SD	Discursive Essay	SD	Problem Solution Essay	SD
basic_ntokens (Number of Tokens)	264.485	73.740	255.182	71.841	265.242	94.755	249.545	78.490
basic_ntypes (Number of Types)	128.727	30.665	127.576	33.678	129.364	34.878	127.121	30.026
basic_ncontent_tokens (Number of content word tokens)	122.636	35.546	126.333	37.482	126.667	40.418	121.455	36.585

basic_ncontent_types (Number of content word types)	82.485	24.053	83.485	25.581	82.848	25.265	83.970	24.025
basic_nfunction_tokens (Number of function word tokens)	141.848	41.339	128.848	36.705	138.576	56.314	128.091	44.483
basic_nfunction_types (Number of function word types)	46.242	9.287	44.091	9.475	46.515	11.200	43.152	8.697
lexical_density_types	0.635	0.052	0.648	0.046	0.636	0.042	0.654	0.055
lexical_density_tokens	0.464	0.041	0.495	0.038	0.484	0.040	0.489	0.039

Table 3 demonstrates the means of analysed words across essay types. As it can be seen in the table, discursive essay had the highest mean of number of tokens ($M = 265.242$, $SD = 94.755$), number of types ($M = 129.364$, $SD = 34.878$), number of content word tokens ($M = 126.667$, $SD = 40.418$) and number of function word types ($M = 46.515$, $SD = 11.200$). For and against essay had the highest mean score of number of function word tokens ($M = 141.848$, $SD = 41.339$). Opinion essay had the highest mean score of lexical density tokens ($M = 0.495$, $SD = 0.038$). Problem solution essay had the highest mean score of number of content word types ($M = 83.970$, $SD = 24.025$) and lexical density types ($M = 0.654$, $SD = 0.055$).

In order to see whether analysed word types and tokens vary across genres, a repeated measures ANOVA was performed.

Table 4. ANOVA results for word types and tokens across genres

Cases	Sum of Squares	df	Mean Square	F	p
basic_ntypes	105.121	3	35.040	0.079	0.971
Residuals	42357.379	96	441.223		
basic_ncontent_types	43.182	3	14.394	0.052	0.984
Residuals	26438.318	96	275.399		
basic function types	266.727	3	88.909	2.121	0.103
Residuals	4023.773	96	41.914		
lexical density types	0.009	3	0.003	1.970	0.124
Residuals	0.140	96	0.001		
lexical density tokens	0.017	3	0.006	4.981	0.003
Residuals	0.108	96	0.001		

As it can be seen in Table 4, there was a statistically significant difference in terms of lexical density tokens among essay types $F(3, 96) = 4.981$, $p < .05$. Post Hoc tests revealed that the scores from lexical

density tokens from for and against essay and opinion essay; and for and against essay and problem-solution essay were found to be statistically significant.

As Mauchly's test of sphericity indicated that the assumption of sphericity is violated ($p < .05$), Greenhouse-Geisser Sphericity Correction is made for basic number of tokens, basic content tokens and basic function tokens among essay types. The results are shown in Table 5 below.

Table 5. ANOVA results for word types and tokens across genres (continued)

Cases	Sphericity Correction	Sum of Squares	df	Mean Square	F	p
basic_ntokens	Greenhouse-Geisser	5689.902	2.320	2452.216	0.746	0.496
Residuals	Greenhouse-Geisser	244171.848	74.250	3288.513		
basic content tokens	Greenhouse-Geisser	679.697	2.457	276.620	0.371	0.734
Residuals	Greenhouse-Geisser	58624.303	78.629	745.583		
basic function tokens	Greenhouse-Geisser	4736.386	2.345	2019.793	1.881	0.153
Residuals	Greenhouse-Geisser	80585.364	75.040	1073.905		

As it can be seen in Table 5, there was no significant difference among essay types in terms of basic number of tokens, basic content tokens and basic function tokens ($p > .05$).

5. Discussion and Conclusions

The aim of the present study was to assess the lexical diversity in students' essays and to determine whether it varies across genres. Descriptive statistics revealed problem solution essay had the highest mean score in all lexical diversity indices used in this study: MATTR (Moving Average Type-Token Ratio) and Simple TTR (Simple Type-Token Ratio) and MTLT (Measure of Textual Lexical Diversity). Identifying problems precisely, analysing them in-depth, and suggesting specific solutions are all common requirements for problem solution essays. This may result in a higher lexical diversity since it necessitates the use of specialized and content-specific vocabulary. Johansson (2008) asserts that a text may have high lexical diversity because the repeated words are content words, but low lexical diversity since phrases are repeated. Problem solution essays tend to be factual and informative, which therefore may use more content words. Additionally, these tasks typically need higher-order thinking skills like analysis, evaluation, and proposal, which are frequently associated with a more sophisticated and diverse vocabulary. Writers often use a wide variety of words to explain problems and propose solutions in the context of problem-solution essays, which entail identifying issues and suggesting solutions. In order to describe particular problems and offer complex answers, this genre necessitates the use of a variety of words, which could result in a greater lexical diversity. It is possible that the genre's inherent requirement for detailed problem description and solution suggestion may lead the authors to employ a wider vocabulary, which may account for the slightly higher level of lexical diversity mean score seen in problem-solution essays type.

As MATTR is a length-insensitive index, it was used to calculate the lexical diversity among essay types. The analysis revealed that there was no statistically significant difference among essay types in terms of lexical diversity. As academic writing generally maintains a level of formality and specificity

that limits excessive lexical variation, the changes in lexical diversity across essay forms may have been found to be frequently small. Writing task itself may be another factor that have an effect on lexical diversity. The topic could restrict the vocabulary but if the student shows a strong knowledge of the subject, the writing can still be of high quality.

Another finding is that opinion essays had the highest token-based lexical density with a statistically significant difference, while for-and-against essays had the lowest. This can be explained by genre-specific language as well as patterns of lexical repetition and variation. In opinion essays, writers frequently use a broad range of evaluative, emotive, and persuasive words to build unique arguments. For and against essays, on the other hand, express opposing viewpoints in a symmetrical and often formulaic format since they are more structurally rigid and balanced. There was also a significant difference between for and against essay and problem solution essay in terms of lexical density tokens. Problem solution essays again had statistically higher token based lexical density compared to for and against essays. The balanced presentation of opposing views in for and against essays frequently results in a repetitious structure and a greater usage of function words. Contrarily, problem solution essays focus on finding solutions requiring the writer to describe complex issues, analyse causes, and propose detailed solutions that may be eliciting a high frequency of content-rich lexical items.

Future research can investigate how different essay types encourage students to use a wider range of vocabulary. Researchers could explore various genres, such as narrative, argumentative, and expository writing, to see which ones encourage the use of more complex vocabulary. Longitudinal studies that track students over time and see how genre-based instruction enhances their vocabulary may also be beneficial. Future studies could investigate how the relationship between genre and lexical choices is influenced by variables including first language, educational background, and proficiency level. Besides, how the complexity of a writing task affects students' lexical choices can be explored. In ESL classrooms, genre-based writing instruction can be included to help students understand the types of vocabulary needed for different essays. Raising students' awareness of lexical variety also plays an important role in students' vocabulary development. Teachers can design activities that encourage the use of more academic and genre-specific vocabulary. Students can be guided to reflect on their word choices after writing. Feedback can also highlight ways to improve lexical richness. With the help of these, students can develop stronger writing skills and a broader range of vocabulary.

The limitations to acknowledge are that this study is only limited to a total number of 132 student essays and only limited to four essay types. A similar research design might be repeated with more essay types to determine whether the genre selection influence word choice and lexical richness. A higher number of written assignments can be used in further studies.

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The Postcolonial Identity through Shadow Projection in “The White Tiger”

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Abstract

The article discusses identity formation through Jungian shadow projection in *The White Tiger* (2008), a British-Indian postcolonial debut novel by Aravind Adiga. It explores how Balram Halwai, the main character, casts his shadow in his postcolonial story. According to Mines (2009), the structure of colonization permeated every aspect of a person's existence. The study explores the agents that emerge from the protagonist's shadow, drawing on Carl Jung's theory of shadow projection. At the regional and national level, caste increasingly serves as the foundation for collective identity. Caste conflicts are addressed in the novel, ultimately leading to the creation of Balram's shadow and shadow projection. According to Jung (1971), the shadow is generated in the repressed or concealed parts of the self, which emerges when people identify with ideal personality traits that are supported by their surroundings. They bury in the shadow those traits that do not align with their perception of themselves. The shadow is composed of what is not allowed to be expressed, whereas the self-image is made up of what is allowed by others, such as relatives, children, classmates, clergy, and authorities. Since the shadow requires expression as a component of the self, shadow projection as an unconscious outlet is unavoidable. According to Jung (1971), projections entail feelings. It manifests as a strong emotional response to a trait in an individual or a group. It can be the shadow that reveals itself, when this response overwhelms the person with intense hatred or awe. In the novel, Balram casts his shadow in social interactions with Ashok, his Americanized Indian master, family, other caste members, professional associates and the Ashoks. Having said this, the article examines how Balram's master-servant relationship reflects the suppressed emotions and actions he experienced under these pressures. Psychological responses to local and global socio-political demands are accordingly hypothesized to be embodied in Balram's self-oriented shadow projection for maintaining his identity formation in which Balram's various projections are also examined in this context. Thus, through the lens of Jungian shadow projection, the study aims to present the findings from both sociological and psychological perspectives as its conclusion.

Keywords: Jung, shadow projection, identity, the self, the other, *The White Tiger*

1. Introduction

Aravind Adiga's debut novel, *The White Tiger* (2008/2009), was awarded the 2008 Man Booker Prize. *The White Tiger* narrates the psychological and social upbringing of the protagonist Balram Halwai's in an identity formation journey emphasizing his struggles to become a successful Indian citizen (Pandey & Pandey 64), (Priya 138), (Thappeta & Suresh 2256), (Navgire 27), (Sharma 1), (Güneş 395). “Being a poor Indian man, he must struggle to overcome social, cultural, and financial injustices as barriers to realizing his dream of becoming an entrepreneur” (Sharmely & Sivananthavalli 1001). Written as an epistolary fiction in the subgenre of autobiography, the novel has many thematic voices ranging from corruption, caste system, inequity, social fragmentation, self-centeredness, violence, and exploitation. Balram writes letters to Wen Jiabao, the Chinese Prime Minister, about his journey from the place he coins as ‘The Darkness’ to ‘The Light,’ where he eventually succeeds as an entrepreneur (Pourgali & Poraliford 2015).

The White Tiger is about the life story of a narrator character who does not have a specific name; he appears before the reader with many names in the plot. The narrator character, who is mostly introduced to the reader with the name Balram Halwai, is deeply disturbed by the poor order and people of India. The author criticizes the distorted order in India, the gaps between social classes, and the poor quality of life through this character. *The White Tiger*, written in a humorous style, tells the story of Balram, a child from the Halwai class, one of the lower castes in the country, who does not accept the impoverished life imposed on him and the spirit of a servant, and his transformation over time. There are many satirical elements in the story, which tell how Balram, who is afraid of the bleak future imposed on him, kills his employer Mr Ashok, whom he actually loves and respects, how he came to this point, as well as what happens after the murder.

In 1985 Gayatri Spivak, in her essay “Can the subaltern speak?” threw a challenge to the race and class blindness of the Western academy. By subaltern she meant the oppressed subject, the members of Antonio Gramsci’s ‘subaltern classes’ or more generally those ‘of inferior rank’ (Gandhi 1). She believes that “[t]he subaltern has no history and cannot speak” (83). One of the main questions could be whether Balram Halwai, the ‘anti-protagonist’ of the novel, truly represents the voice of the subaltern and whether his ability to make himself to be heard is a representative act for the subalterns of the society he depicts. *The White Tiger* “[f]rames a tale of an ordinary village boy who moves to the city in search of employment and a better life” (Chaurasiya 15). The ‘anti-hero’ of the novel is an innocent and intelligent boy in his surroundings, but poverty prevents him from any social advancement. Given the hardships, he is forced to leave his education and starts working at a tea shop for meager wages. His lower status in the social hierarchy stimulates his conscience to upgrade himself financially and socially. Hence, he strives to keep himself updated to the social demands and skills necessary for success. For instance, he reveals that he listens to the conversation of visitors and customers at the tea shop, and confesses that “[b]y eavesdropping on them, I learned a lot about life, India and America – and a bit of English, too” (Adiga 47).

The history of British colonization of India appears to be intertwined with the social turmoil of the time. Colonization is the meeting point between the British and Indian societies. The structure of colonization deeply penetrated all aspects of an individual’s life. Caste increasingly became a basis for collective identity at a regional or even national level (Güneş 397). Thus, Adiga’s novel attends to the caste-clashes which eventually result in the formation of Balram’s shadows, shadow projection, and, consequently, new identity formation.

The White Tiger addresses the conundrum of India's economic growth and the ongoing poverty of its underprivileged populations. The story centers on the lives of poor people who work in low-paying occupations like cleaning, cooking, and driving, especially those from “Bangladesh, Bihar, and Nepal” (Adiga 26). Balram originates from a low caste background, Bihar and overcomes his lowly beginnings to become an entrepreneur in the end. The brutal realities of exploitation and social stratification in India's contemporary economy are reflected in his travels. His journey from a victim of his circumstances to a self-made success highlights how strong and resilient people can be even in the “Darkness” of India. Adiga criticizes the shortcomings of the Indian political system, emphasizing the exploitation and disenfranchisement of the poor, especially during election seasons. He provides the examples of how the impoverished masses are caught in a cycle of poverty and helplessness as promises of transformation remain unsatisfied. Adiga unveils the shadowy side of India's socioeconomic landscape with striking imagery and gripping narrative. He urges people to face difficult realities about their society and questions the idea that systemic injustice and progress can coexist in a normless society. Adiga's portrayal of "Darkness" highlights the stark inequalities that the poor endure despite India's

economic progress, and represents the hardships and ambitions of the nation's underprivileged populations. Hence, the novel paints a vivid picture of the pervasive inequalities that exist in modern Indian culture and are mostly a result of Western cultural standards, which Adiga employs to display the causes and effects of shadow and shadow projection in Jung's perspective.

2. Shadow and Shadow Projection in *The White Tiger*

According to Jung (1971), the shadow is generated in the repressed or concealed parts of the self, which emerges when people identify with ideal personality traits that are supported by their surroundings. They bury in the shadow those traits that do not align with their perception of themselves. The shadow is made up of what is not allowed to be expressed, whereas the self-image is made up of what is allowed by others such as relatives, children, classmates, clergy, and authorities. Since the shadow requires expression as a component of the self, shadow projection as an unconscious outlet is unavoidable (Jung, 1971). According to Jung (1971), projections entail feelings. It manifests as a strong emotional response to a trait in a person or a group. It can be the shadow revealing when this response overwhelms the person with intense hatred or awe. Jungian shadow is triggered by the national and local administrative and democratic flaws that impede social justice and true independence while sustaining social inequity.

Zweig and Abrams assert that the shadow develops in every child organically together with the ego. The self emerges from a person's identification with ideal personality traits that are supported by their surroundings. People conceal aspects of themselves that do not align with their self-perception (xvii). As a matter of fact, the same life experience is the source of both the ego and the shadow. According to Zweig and Abrams, shadow is "mean-spirited, shameful, and sinful" (xvii). According to Bly (1991), people are inevitably forced to carry a bag that is filled with restrictions imposed by their surroundings, education, and family (10). Thus, the disowned self, the lower self, the dark twin, the double, the repressed self, the alter ego, and the id are some of the titles that have been given to the shadow. It includes every emotion and ability that the ego rejects. In this regard, Farsi states:

Tuby enumerates six ways in which the shadow gets activated in everyday life. These include exaggerated feelings about others, negative feedback from others, in impulsive and inadvertent acts, in situations when humiliation is experienced, in interactions one has the same troubling effect on several different people, in exaggerated anger about other people's fault (193).

Because the shadow is hard to accept and defies conscious awareness, shadow projection happens. When someone sees parts of their own shadow in another person, this is called projection. In shadow projection, the shadow appears very subtly in other people's repulsive characteristics and behaviors. As the shadow wants expression as a part of the self, shadow projection is unavoidable (Jung 276). Every time a personality feature or quality that is unrelated to consciousness is triggered, projection, an unconscious mechanism, is used.

Emotions and individual traits are incorporated into projections. When someone projects their shadow, they attribute their inferiority to someone else. One's perception of the other person is always blurred by a projection. In this connection, Whitmont examined several kinds of possible reactions to the shadow;

[t]hese included denial, elimination, evading the responsibility for it, and constructive acceptance. Upon being refused, the shadow exerts its power in a negative, compulsive projected form. This results in an increasing separation of the individual from the surrounding world; instead of a real relation to the world, only an illusory one is formed

which is the outcome of the individual's projections. In the power struggle between the ego and the shadow, the former attempts to eliminate the latter. The ego's attempts are in vain because the shadow represents energetically charged autonomous patterns of feeling and behavior and this energy cannot simply be stopped by an act of will (17).

According to Jung, "If the projectors have power, they can use that power to harm the target of their projections. Projectors may justify their projections, but the projection itself occurs unconsciously as an escape from self-awareness" (275).

The intricate caste system in India has devolved into a dichotomy between the rich and the poor. The hardships of the disadvantaged, who face discrimination, poverty, illiteracy, and institutional corruption, are highlighted in the novel as abundant striking examples of shadows that mold the anti-protagonist into a shadow projection in the journey of postcolonial identity formation (Güneş 395). The theories of shadow and shadow projection are especially justifiable in the analysis of the certain topics in the novel such as caste system, servitude, corruption, oppressive family order, disparity between the rich and the poor, master-servant relationships, social interactions, suppression, exploitation and psychosocial environment. The novel is seen to explore the concept and role of shadow at both the individual and societal levels. To begin with, exploitation is connected to the excessive use of people or resources disregarding justice or compensation. It results in unfair use of others for personal benefits, usurping powerlessness creating the "Other". Exploitation is a striking example of self-interest to be fulfilled without regarding ethical values and sympathies on the disowned. Historically dividing Indian society over long centuries in a population of 1.4 billion, such a hereditary system became rooted into social and economic setup. Hence, such a stark social reality of divisiveness is seen to stipulate Balram into action leading to self-made success through the new postcolonial identity formation triggered by shadow projection in a series of incidents.

Balram casts his shadow in social interactions and master servant relationships with Ashok, his Americanized Indian master. The caste system lays the foundation for interactions between master and servant, revealing deeply rooted social prejudices in Indian society. For masters, religion and caste are critical in employments since higher castes are preferable:

"Are you from a top or a bottom caste, boys?"

"Bottom, sir."

The old man said, "All our employees are top caste. It won't hurt to have one or two bottom castes working for us" (Adiga 72).

The quote shows an attitude that tolerates lower-caste people as exceptional, underlying rigid discriminating perspective. Adiga utilizes the dialogue to expose the bias against the lower-caste members, since they are seen improper for master-servant relationships. Yet, in return for this prejudice, the primary method of Balram's servitude to his master is suppression, a psychoanalytic technique despite Balram's belief of master's superiority and fidelity of servitude as indoctrinated by an Indian God, "Hanuman, the faithful servant of the God Rama [...] an example of how to serve masters with fidelity, love and devotion" (Adiga 19). Yet, "Eight months later, I slit Mr Ashok's throat" (Adiga 42) as the result of humiliating, dehumanizing and cast-based master-servant ties, and with the hopes of escaping from the "Rooster Coop" to destroy the title of a "half-baked" servant (Adiga 52). Yet, an irate and disloyal servant, Balram attributes his miseries to his surroundings and society. He claims to raise from the "Dark India" characterized by depravity, unemployment, poverty, and humiliation. Balram rationalizes his defiance and deception to his lord on the basis of the treatment and conduct he receives

from the masters, an inevitable and consequent application of shadow projection, an act of “relative” justification, and flee from the pain of consciousness. The Ashoks resort to bribery of officials, particularly the Great Socialist, oppress the village people, consuming local treasures for their own self-interests. Gaining awareness after what he has lived through, Balram can eventually be seen to have formed into the very master he killed because he does not hesitate to resort to violence for his shadow projection just for the sake of self-contentedness. In other words, Balram, projecting his shadow onto Ashok by killing him on the roadside, sees the murder as a natural outcome of the deep-rooted shadows in his bag, as Bly coined (7), which he has dragged alongside until the murder. Even though he commits the premeditated murder, he talks about his master nicely, “Now, even though I killed him, you won’t find me saying one bad thing about him. I Protected his good name when I was his servant, and now that I am his master [...] I learned a lot about life, India by eavesdropping on them” (Adiga 47). Still, Balram projects the shadow in his bag to recognize and label Ashok as “the Other” to justify his struggle to escape from the “Rooster Coop” and to fulfill his father’s promise that he would “live like a human”.

Aravind Adiga bases the narrative on the caste system as part of existentialist social criticism, which is deemed proper for shadow projection that naturally surfaces in Balram’s identity struggle. Indians developed social identities as a result of the caste system’s transformation from a flexible and regionally diverse system to a fixed, Indian classifications. At the regional or even national level, caste evolved into a foundation for collective identity. In the microcosm for Balram’s case, caste conflicts ultimately lead to the creation of Balram’s shadows on both an individual and social level. Balram’s awareness of raising his distinction is heightened by the caste-ridden Indian milieu. He is humiliated for both caste and race; for instance, in the driving license course, an old man in a brown uniform asks Balram,

‘What caste are you?’

‘Halwai.’

‘Sweet-makers,’ [...] ‘You make sweets. How can you learn to drive?’ [...] [h]e moved the stick of an invisible gearbox – ‘it’s like taming a wild stallion, only a boy from the warrior castes can manage that. You need to have aggression in your blood. [...] You think sweet-makers can last long in fourth gear?’ (Adiga 56).

As is seen, Balram is readily discriminated against even in meager aspirations like having a driver’s license, not by a rich aristocratic caste but by an equal caste member. The quote showcases rigid caste-based segregation in society, which limits the aspirations and motivations of those from lower castes. “Here the old driver dismisses the protagonist’s ability to become a driver because he belongs to the Halwai caste” (Seftina & Suhadi 531), which imposes obstacles to personal choices presupposing that one is doomed to remain as he is disregarding the abilities and struggles. Cross-caste mobility is restricted or only allowed on the basis of low or high caste. Thus, occupational immobility is seen as another strong reason for shadow projection, as it is already in the bag with the potential to be projected. Balram describes the disintegrating social structure, “To sum up – in the old days there were one thousand castes and destinies in India. These days, there are just two castes: Men with Big Bellies, and Men with Small Bellies. And only two destinies: eat – or get eaten up” (Adiga 64). Further, Balram describes again the Indian society to Mr. Jiabao, the Chinese Premier:

I should explain to you, Mr. Jiabao, that in this country we have two kinds of men: ‘Indian’ liquor men and ‘English’ liquor men. Indian liquor was for village boys like me – today arrack, country hooch. ‘English’ liquor, naturally, is for the rich. Rum, whisky, beer, gin – anything the English left behind. (Is there a Chinese liquor, Mr. Premier? I’d love to take a sip) (Adiga 72-73).

These extracts reveal Balram's internalization of shadow projection to be exposed, which has a direct impact on the unconscious shadow he creates in social situations, particularly targeting Ashok, as embodied in the murder.

Family is another source for shadow "in the bag". Adiga's family is typical of Indian families living in poverty, destitution and hopelessness. People in poverty suppress a lot of their even relatively less costly aspirations. Balram is raised in a caste-based household, and thus, his determination for social advancement is solidified during the years of servitude. Caste is one of the deciding criteria in an Indian context, but in Balram's day, money has overshadowed it. In their family, Kusum, the granny, turns out to be an exploitative force. Denied basic education by his granny, Balram, a promising and exemplary student, is removed from school and forced to work at a tea shop by Kusum's orders. Kusum accepts to pay for Balram's driving lessons on the condition that all savings, when employed, be transferred to her. Eventually, in the further lines of the novel, Kusum threatens him when he stops sending her money, and then she sends a 10-year-old cousin to Balram in Delhi to take care of. By the same token, when Balram's brother Kishan gets married, Kusum inherits the thick gold necklace, the "Hero cycle", and the dowry the new bride brings to the family, which is an act seen as an interfamilial exploitation of human power that naturally makes up shadows, and leads to Balram's shadow projection through deserting family connections. Hence, it is possible to claim that a big part of Balram's shadow is created by his oppressive family. Balram describes the Indian family as the primary element that keeps people "trapped and tied" likening life in the "Dark India" to a "Rooster Coop" (Adiga 104). For the benefit of the entire family, the family structure forgoes individualism and autonomy. Thus, Balram's yearning to exist and be treated as an individual is what makes up his shadow. Since "only a man who is prepared to see his family destroyed – hunted, beaten, and buried alive by the masters – can break out of the coop," (Adiga 104) he is aware that acquiring a "White Tiger-like new identity" comes at a high cost for Balram as the Ashoks kill Halwai family members in the village. Balram first casts his shadow when he drives his master's Honda City back to his village while wearing a khaki uniform. Projecting the shadow, he rebels against Kusum's decision regarding his marriage and leaves the house,

Granny squinted. 'What are you, a Brahmin? Eat, eat.'

'No!' I pushed the plate so hard it went flying to a corner and hit the wall and spilled the red curry on the floor. 'I said, I 'm not marrying!'

She was too stunned even to yell. Kishan got up and tried to stop me as I left, but I pushed him to the side – he fell down hard- and I just walked out of the house (Adiga 85).

Since the family reflects the filth, servitude, suffering, and depravity that is a part of his shadow onto them, he despises his own people. He attempts to set himself apart from others who represent his alter ego by rejecting and disregarding them. His distaste causes him to act inhumanely and distorts his perception of the world (Farsi 199). Balram reacts, "I see the little man in the khaki uniform spitting at God again and again" (Adiga 53), another example of Balram's fury, which is a manifestation of his shadow projection, wherein he permanently banishes his family from his life vision and attributes to them all the negative traits of slavery and reliance.

Balram begins working as a servant and driver in his master's home after getting his driver's license. He receives very cruel treatment in Delhi, which, in fact, exemplifies the stereotype master-servant relationship. The Mongoose, Ashok's brother, plays the same role in his job that his grandmother Kusum does in the family; he is stingy and cruel like her. He accuses Balram of snatching a rupee coin that he misplaced while exiting the vehicle and abuses him: "I got down on my knees," he says, demeaning

Balram and treating him like an animal. “In pursuit of that single rupee, I searched between the mats like a hound” (Adiga 139). The harsh treatment of Balram leaves his shadow filled with intense feelings of rage, guilt, degrading treatment, and humiliation, an example of potential shadow projection when time and instance require.

Fragmentation, lack of institutional attachment, insincerity, and corruption are the most frequent occurrences of postcolonial Indian society in all its structures (Güneş 401). In the “Dark India”, teachers usurp the right to steal from students’ budgets; “The teacher had a legitimate excuse to steal the money – he said he hadn’t been paid his salary in six months – he was going to do the same until his pay cheque arrived” (Adiga 33). By the same token, medical aid for his father can only be received through bribery: “There was no doctor in the hospital. The ward boy, after we bribed him ten rupees, said that a doctor might come in the evening” (Adiga 48). Loyalty and fraternity among relatives seem lost. Balram, in the description of his brother Kishan, states; “He had no sincerity for members at all. He would have been happy to let me sink in the mud” (Adiga 53). Political corruption is a common occurrence in “Darkness,” especially before the elections. Balram describes political turmoil in which the Great Socialist “[i]s said to have embezzled one billion rupees from “the Darkness”, and transferred that money into a bank account in a small, beautiful country in Europe full of white people and black money” (Adiga 98). In the narrative, Balram conveys political crimes to Jiaboa, “You see, a total of ninety-three criminal cases – for murder, rape, grand larceny, gun-smuggling, pimping, and many other offenses – are pending against the Great Sociologist and his ministers at present” (Adiga 97). Further, to avoid paying taxes, Ashok and his family bribe politicians in the elections, all of which could be interpreted as Balram’s shadows. Jung contends that shadows are doomed to be projected in various ways and methods. As a part of mimicry in “the Light India” after he killed Ashok, stole his money intended for bribery, and managed to establish a taxi company with some of the stolen money, Balram similarly and without hesitation adopted corruption to have his job done in the office of Police inspector;

I said, - Namaste – I handed him the red bag. He opened it cautiously. ‘Sir, I want to make a small offering of my gratitude to you.’ ‘Gratitude for what?’ the inspector asked in Hindi, peering into the bag with one eye closed. ‘For all the good you are going to do me, sir’. He counted the money – ten thousand rupees – [...] asked for double. I gave him a bit more (Adiga 300).

The quote justifies Balram’s ways for becoming an entrepreneur, a unique case from the low caste to a businessman in Bangalore; only example in “The Darkness” like a rare “White Tiger” in a forest. In this way, Balram instills hope to the “Dark slaves” in the Rooster Coop (Adiga 320) to produce people like him despite the Ashoks’ reward of a million dollars on Balram’s head. Nevertheless, Balram contends, “It will not matter. I have switched sides. I’ve made it! I’ve broken out of the coop!” (Adiga 320).

The growing disparity between the rich and the poor is the primary cause of harmful and degrading emotions. While the staff are confined to the basement in dark and filthy apartments, Ashok lives in a brand-new apartment in one of Delhi’s greatest neighborhoods, ‘Buckingham Towers, A Block’. Balram should wait outside the mall to carry Ashok’s shopping bags, as Ashok spends a lot of time there with his brother and wife. Worse still, Balram gets made fun of and humiliated for mispronouncing things like ‘mall’ and ‘pizza’ (Adiga 116). Because “[h]e can read and write, but he doesn’t get what he’s read,” they refer to him as “half-baked” (Adiga 11). Adiga raises the question of cast difference among the drivers to reinforce the potentiality of shadow projection from the disadvantaged to the rich; “These poor bastards had come from the Darkness to Delhi to find some light – but they were still in the darkness” (138). In a similar vein, the car accident that Balram describes in his autobiography can be

used to support the idea that he finds his own shadow in Mr. Ashok. As a servant, he is compelled to accept entire responsibility for Pinky Madam's drunken vehicle accident which readily renders Balram guilty in the law, and rescues Pinky Madam from all responsibility of drunk driving. (Adiga 167). He is first softly persuaded and then threatened into signing the accident report, assuming full responsibility for the accident in which Pinky Madam drives drunk and runs over a child at night (Adiga 162). Cornered, he is now a defenseless creature compelled to serve as his master's scapegoat. He feels degraded and humiliated by such social discrimination, and this feeling finally explodes when his shadow appears on his master and causes him to slice Ashok's neck on the roadside. Since Balram premediated Ashok's murder and it was an act of will, the killing is a truly shadow projection. In his sense of liberation, he is projecting his long-repressed shadow onto Ashok as a form of restitution for all the deprivations and humiliations he has endured throughout his life: "I was blind. Now, I am in the Light" (Adiga 313). Balram feels free to become a master like Ashok after killing him. He forms into an entrepreneur who, like Ashok, bribes people, abstains from further murder, and, yet, hates other people from lower castes:

When the work is done, I kick servants and drivers, employees out of the office: no chitchat, no cups of coffee. A White Tiger keeps no friends. It's too dangerous. Now despite my amazing success story, I don't want to lose contact with the places I got my real education in life (Adiga 302).

He banishes that sensation of mastery from himself by killing Ashok, projecting his desire for power and control onto him, and then blaming and condemning him to death. After the identity formation, Ashok serves as a scapegoat for Balram in this way.

Aravind Adiga uses postcolonial crime fiction as a tool to attack imperialist neoliberalism and the prevailing wave of Americanization. In Balram, the inward drive to rule and control others is still present even after the shadow projection that is inevitable in a caste-ridden society full of inequities. The India that Balram portrays and inhabits is an Americanized India where Eastern collectivism and Western individualistic viewpoints clash culturally. Asian cultures place more emphasis on collectivism than American cultures do on individualism. Asians may feel more volitional and autonomous when they support and embody the values of individuals they identify with, but Americans tend to feel more volitional and autonomous when making their own decisions (Farsi 202). Balram's desire to start his own business is a reflection of his assimilation into the American individualistic values that were prevalent in Indian marketplaces at the time. With its focus on family, this slant indicates his separation from his Indian collectivist society. He is conscious of the implications his decision has in Indian society, though, throughout his story. He refers to himself as a "virtual mass murderer" since he knows that the murder would result in the total destruction of the Halwai family in Laxmangarh.

3. Conclusion

The journey of Balram Halwai embodies the hopes and disappointments of India's underprivileged communities, who yearn for a better life in the face of hardship. The prevailing darkness that overshadows India's growth is revealed by Adiga's frank depiction of the realities experienced by the poor, such as caste segregation, English mimicry, and bureaucratic incompetence and corruption. The lack of resources feeds a vicious cycle of poverty and hopelessness by making problems worse for both urban and rural people. The protagonist's journey into postcolonial identity formation through Jung's shadow projection is a reflection of the harsh reality of modern-day India, where opportunism, corruption, and exploitation are frequently the keys to success. Balram is formed into a new identity through the shadows in "his bag". He develops a consciousness that dictates him to project the shadows

accumulated in his bag, and thus creating an opportunity to escape the restrictions and impasse of the Indian Dark society. Through his awareness, he feels the power of shadow projection, highlighting the glaring gap between the haves and have-nots in India's administrative shortcomings and socioeconomic disparities. In the process of a new identity, Balram fosters all the traits he finds repugnant, including bribery, a desire for dominance and control, dishonesty, and exploitation. When he becomes a master in the second stage of his life, all these attributes become apparent. Thus, *The White Tiger* is a poignant reminder of the ongoing struggle fight for social fairness and equity as India navigates the difficulties of modernity and globalization.

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A Systematic Review on the Impact of Chatbots on Autonomous Learning in Foreign Language Education

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Abstract

The advancement of Generative Artificial Intelligence (GEN AI) has proposed advantageous tools to be utilized in language education. Among these diverse tools, chatbots are fast becoming key instruments in learning a foreign language considering their accessibility at any moment. Despite the recent studies having intended to integrate chatbots in language learning, their impact on autonomous language learning has yet to be clear. In accordance with this, this research synthesized 10 experimental studies published on Web of Science and SCOPUS in 2019-2025 January to critically examine the relationship between chatbots and autonomous language learning. Evidence driven from the reviewed studies suggests that chatbots play a key role in autonomous language learning as they optimize motivation, facilitate self-regulated learning environment, and supply individual feedback both immediate and delayed in any setting, which promotes independent growth mindset to maintain self-directed life- long learning. Despite the few technical limitations of the chatbots, the results may be encouraging for language teachers and policymakers in at least two major respects: Personalized non-human language partners can foster autonomous language learning out of the classroom when the suitable one is used, and they cultivate multiple learning skills such as self-evaluation and leadership on own learning.

Keywords: Chatbots in ELT, autonomous learning, virtual assistants, self -directed learning

1. Introduction

The gradual rise of Artificial Intelligence (AI) has offered diverse devices to be employed in several areas of life. Specifically Generative Artificial Intelligence (GEN AI) have brought chatbot models that draw focus to hold a flexible user interface using authentic language for various components (Ikemoto et al., 2018). As a natural outcome of the advancement in responsive AI chatbot development, chatbots have been the new communicator partners of human beings in digitalized decade. Users can enhance autonomy, social relatedness and competence (Følstad et al., 2018) while using these language user software for various purposes from personal advice to financial issues (Bozic & Wotawa, 2018) with a motivation of productivity, immediate and efficient assistance (Brandtzaeg & Følstad, 2017).

Regarding the positive impacts of chatbots on people's daily lives, it has been inevitable to integrate them into education to gain advantageous results. The accessibility of advanced chatbots such as ChatGPT represents new opportunities for education (Morales-Chan et al., 2024). Since chatbots improve communication and simplify learning interaction with customized structure for students' different needs (Rooein, 2019), especially language learning environments are possible to result in encouraging outcomes. Based on the interactive interface and easy accessibility of chatbots, they may

also present autonomous learning opportunities in language learning, which creates independent, self-directed lifelong learning opportunities.

With regard to the stated potential of chatbots in autonomous language learning, it becomes a necessity to unveil the measurable outcomes of chatbots in foreign language learning context. To address the need in field, this study aims to review the experimental studies conducted with students who learn English as a foreign language by using a chatbot in and out of the classroom. The study should make an important contribution to the field of autonomous language learning, providing new insights into the relevance of chatbots because evidence suggests that chatbots are becoming the most important language partners to enhance independent language learning, self-evaluation skills and autonomous motivation level in digitalized era.

1.1. Chatbots in Language Education

Recent studies have investigated the relationship between chatbots and language learning, which revealed that chatbots may have a significant role. Fostering emotional well-being, they provide less-anxious language learning experience and generate positive attitudes (Abdallah, 2024). On the other hand, many studies have shown that chatbots can allow students to advance in language skills. In their study, Tai and Chen (2024) revealed that Generative Artificial Intelligence (GAI) Chatbot promotes continues enhancement in English speaking, alongside the generation of a sense of rapport with chatbot based on the encouragement it provided. Jeon and Lee (2024) performed a similar series of experiments with language learners that showed integration of chatbot technology produces a greater L2 interactive speaking performance. Abdallah (2024) also revealed that chatbots-supported language learning is effective in enhancing self-expression and reflective writing. Taking these recent studies into account, chatbots may be accepted as interaction partners of language learners that bring various positive results from language skills to emotional status of the learners.

1.2. Autonomous Learning in Language Education

Gao (2010) states that there are individual difference factors interacting with each other in the language learning process. To minimize the effects of these factors such as anxiety and motivation, “autonomy” plays a crucial role and contributes to the enhancement of lifelong learning capabilities (Olaya & Mora, 2022) by providing self- reflection and ownership skills on the learning process. In their study, Orawiatnakul and Wichadee (2017) found that the acceptance of autonomous learning has a great impact on the behaviours of students because when they can decide their own learning, they have freedom to choose the appealing activities. Alongside the education that can be provided by language teachers, students need to lead their own life-long learning journey independently which also supports autonomous motivation to continue without a lecturer. This process naturally forms a growth mindset positively affecting language learning (Jiang et al., 2024) and growth mindset brings well-structured independent language learning.

1.3. The Impact of Chatbots on Autonomous Learning in Language Education

In the light of the fact that the lack of practice environments, emotional factors such as speaking anxiety and language enjoyment may influence students’ language learning process (Hapsari & Wu, 2022), it becomes initial to get advantage of innovative practices in language classrooms. Considering the rapid development of artificial intelligence, it has been urgent to integrate it into language education. Chatbots, which facilitate 2-way oral and written communication, seem to promote language learning in various aspects. In many studies, the effect of chatbot-augmented language learning has been analysed in terms of language skills and motivation. However, there has been little systematic analysis of the impact of

chatbots on autonomous language learning. To resolve the gap in the field, this study seeks to address the following questions:

1. How does the use of chatbots in English language learning affect autonomous learning?
2. What are the perceptions of English language learners on their autonomous learning process regarding chatbot use?

2. Methodology

To answer research questions on the effect of chatbots on autonomous learning of EFL students, this research holds the systematic review method. Systematic reviews intend to review and analyse the existing studies to answer the research questions, and they can lead to practice and policy in education (Andrews, 2005). With the purpose of conducting a planned systematic review, the study used Preferred reporting items for systematic reviews and meta-analyses (PRISMA) guideline that handles various conceptual and practical developments in the science of systematic reviews (Moher et al., 2009). This research systematically reviewed the articles that hold experimental design between the years 2019-2025 January. To reach out the answers to the questions, 10 studies were included in the study that was conducted with language students as the participants, used a chatbot in the experiments and gained results regarding autonomous learning in language education. The study also provides PRISMA 2020 (Page et al., 2020) diagram to demonstrate the systematic research phases in detail.

2.1. Inclusion and Exclusion Criteria

Table 1. Inclusion / Exclusion Criteria

Criteria	Inclusion	Exclusion
Date	2019-2025	Before 2019 and prior to 2025 January
Focus	The studies that searched the impact of chatbots on autonomous learning in English language learning	The studies dealing with chatbots and autonomous learning separately
Type	Scientific articles	Systematic reviews, book reviews proceedings and book chapters
Method	Qualitative, quantitative, mixed methods	Reviews
Participants	English language learners	English teachers, school managers, language learners other than English
Database	Web of Science, SCOPUS	Google Scholar, ERIC

The studies published between 2019-2025 on the Web of Science and SCOPUS were screened and the articles that do not meet the criteria were eliminated. Only the articles focused on chatbot use and its impact on autonomous learning were included in the study. The studies were also excluded unless they included students as participants with a specific chatbot. The main purpose of setting the criteria as in table 1 is to review the recent studies that hold qualitative, quantitative, or mixed experimental design in which specific chatbots were used in EFL classrooms and solid results were accessed on autonomous language learning.

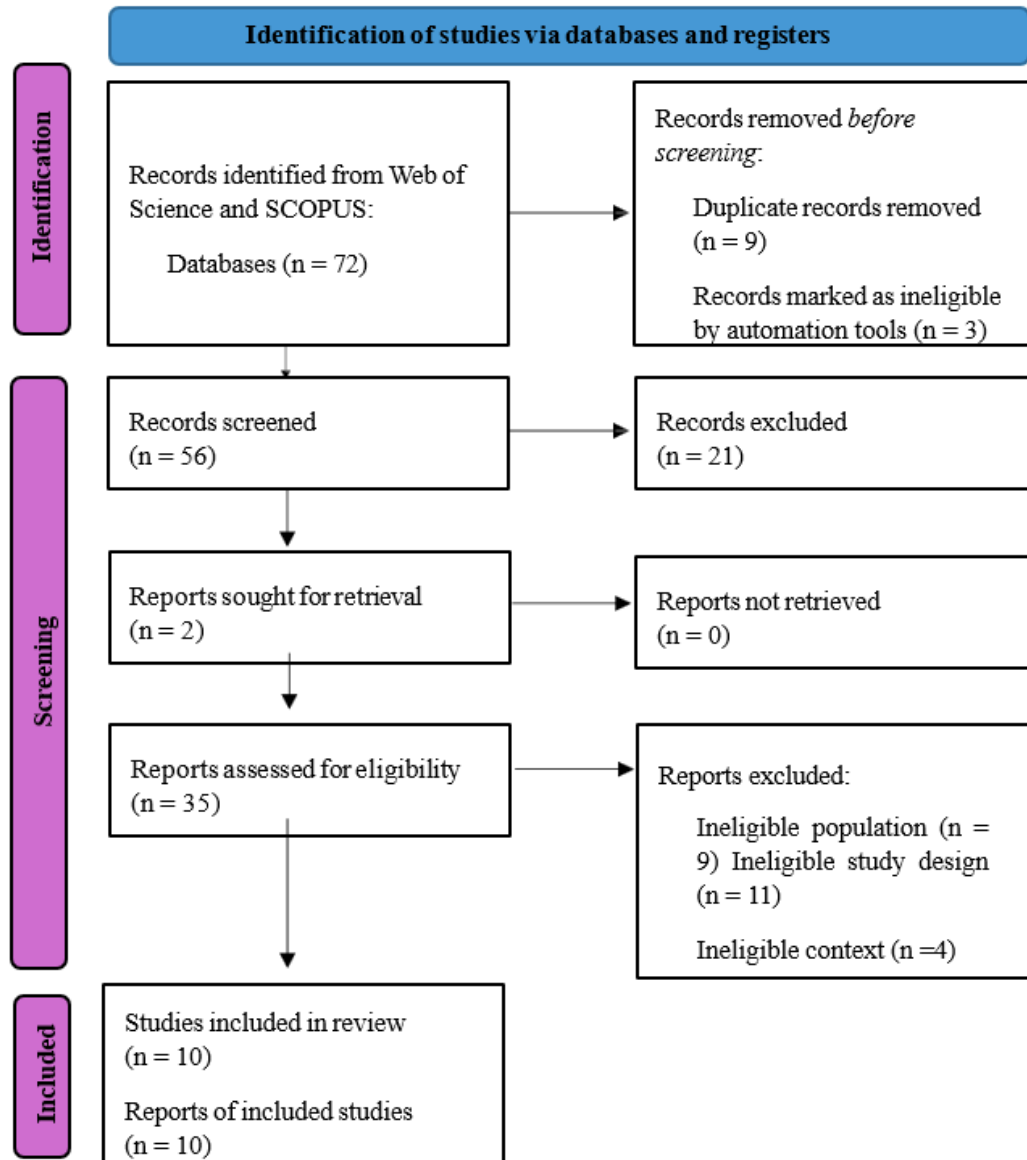


Figure 1. Data Collection Diagram

3. Findings

The findings driven from the experimental studies that were analysed revealed that language students gained several positive outcomes during the period of time that they learnt English with a chatbot. In regard to the promising impacts, Table 2 shows that chatbots are easily accessible in and out of the classroom and this factor results in low-anxiety language environment as reported by the participants.

According to the results of experimental procedures, it was also found that the chatbots provided self-evaluation possibilities as shown in Table 3.

Table 2. The Accessibility of Chatbots

Article	Research Design	Participants	Chatbots in the Study	Context / Duration	Reported Effectiveness on Autonomous Learning
Nghi et al., 2019	Experimental Design	200 undergraduate students in Food Industry, who learn English as foreign language	Facebook Auto Messenger	3 class meetings	1- The process provided interactions with the chatbot to learn English grammar automatically at anytime and anywhere. 2- Students had autonomy in learning with a good mood, in a relaxed way.
Van, 2024	Instrumental Case Study	120 Korean Liberal Arts students learning English at college	ChatGPT	The participants gained ChatGPT training program for 15 weeks in English conversation courses that lasted 110 minutes each week. The program included various steps from chatting with ChatGPT to Role-Play and technical issues. They had opportunities to use the chatbot in and out of the classroom.	1- Students integrated ChatGPT into their study routines, that showed a potential shift in learning behavior and recognition of the tool's usefulness beyond the classroom independently.

Table 3. Self Evaluation

Article	Research Design	Participants	Chatbots in the Study	Context / Duration	Reported Effectiveness on Autonomous Learning
Rahimi et al., 2025	Experimental Design	133 Iranian EFL learners	ChatGPT	Winter and summer semester of the academic year 2023-24	1- ChatGPT-assisted language learning shaped the learners' self evaluation, time management and help-seeking. 2- Students can plan and arrange their goals and evaluate their learning progress with ChatGPT.
Kang & Sung, 2024	Experimental Design	112 eighth-graders in South Korea	Four chatbots created by the researcher on The Dialogflow CX	45 minutes of lessons	1- Self-directed learning was enhanced with repeated practice of dialogues and error feedback which developed self-evaluation. 3-Significant improvement in planning and regulating self-directed learning.
Mohamed & Alian, 2023	Experimental Design	64 EFL first-year secondary school students in Egypt	Dualingo Falou	The students discovered the chatbots' main features and completed some tasks such as including vocabulary, pronunciation, matching activities and learnt topics such as politics, work and family.	1- Students shared one of the chatbots' benefits was easy access to it when they wanted to practice the language. 2- The chatbots corrected students' mistakes and allowed them to do self-checking.
Ebadi & Amini (2024)	Sequential explanatory mixed- method	256 undergraduate students majoring in English Language Teaching, from different universities in Iran.	Computer Simulation in Educational Communication (CSIEC)	The chatbot was introduced to the participants and they had virtual conversation on job application with the chatbot. The data collection lasted over 2 months with focus groups and observations.	1- CSIEC chatbot checked the spelling and grammar of the participants. Students who had conversations with CSIEC appreciated the importance of interactional opportunities. 2- The participants shared CSIEC provided enough feedback, both immediate and delayed. The patient manner of the chatbot allowed the participants to apply new vocabulary.

Table 4 demonstrates the reports of the participants who stated the chatbots serve self- directed learning prospects by appealing to each individual's interests, learning style and mistakes. The findings show that the chatbots can store the general mistakes made by the user, their field of interest and refer to them in next chatting sessions, which makes the users more engaged in conversations.

Table 4. Personalized Independent Learning

Article	Research Design	Participants	Chatbots in the Study	Context / Duration	Reported Effectiveness on Autonomous Learning
Yuan, 2023	Mixed-method Design	74 students from 5 th grade in China who learn English as a foreign language	Mondly	15 minutes of AI-integrated lessons three times a week for 3 months	1. “The bot is able to remember what mistakes users are prone to make and often mentions them in the following learning process.” 2. “It customises instruction to fit each learner’s unique learning requirements and circumstances while also tailoring learning activities and information to each individual.”
Shikun et al., 2024	Mixed Design	90 Chinese middle school students who learn English	TalkPal AI Bard AI Dou Bao	Eight language classes per week in 2023-2024 Fall semester	1. To practice spoken English in a stress-free environment boosts their confidence. 2. Real time feedback makes speaking assignments more engaging for personal learning outcomes.

In the reviewed studies, the participants were found to be more motivated as they were autonomous controllers of the chatbots. The studies that pointed out beneficial effects of chatbots in Table 5 also drew attention to the fact that autonomous motivation brings forth the desire to lead one’s own learning journey.

Table 5. Increased Autonomous Motivation for Autonomous Learning

Article	Research Design	Participants	Chatbots in the Study	Context / Duration	Reported Effectiveness on Autonomous Learning
Jeon, 2022	Exploratory design	Thirty-six Korean students who were 12 years old	The chatbot was developed by researcher s using Dialogflo w with an integration to Google Assistant interface	The students had 16- week chatbot augmented EFL course with three 40- minute-long classes each week in which they performed the information-gap tasks with the chatbots replacing their peers in the last week of the process; and spent most of the class time having independent conversations with chatbots to complete the tasks.	Students autonomously controlled the chatbots, which enhanced their motivation.
Li et al., 2024	Quasi-experimental design	366 undergraduate students majoring in	ChatGPT	The students in experimental and control group prepared research proposal in six classes that	1. Students in the ChatGPT augmented group exhibited greater

education in Pakistan	lasted ten weeks, with three lectures per week, each one hour long. The participants in the experimental group had ChatGPT-integrated course and conducted various research steps while the control group used traditional ways such as lectures and assigned books.	autonomous motivation, which has a direct, positive, and significant relationship with Self-Directed learning that was higher in experimental group. 2. “The instructional design allowed students to take ownership of their learning.”
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3.1. Limitations of the Chatbots

The experimental studies included in the review, shown in Table 1, Table 2, Table 3 and Table 4 disclosed potential limitations of the chatbots that were used in the procedures. In the studies, participants shared that ChatGPT lacks a well-structured curriculum, and it was less competent in terms of relevant content that was asked by the learners. The studies also indicated that teachers should consider students’ language competencies when selecting chatbot tasks to hinder any obstacle during the process, which may be an extra burden for teachers.

In the studies, various technological limitations were spotted, as well. The presence of technical limitations such as lacking the first language of the students demotivated some of the participants. Additionally, the feeling of pressure to speak professionally to be understood by the chatbot discouraged some students. The participants shared they felt uneasiness to interact with an AI that is not a human. To provide more efficient language learning, the studies offer more technological enhancements.

4. Discussion

Recent studies that have investigated the importance of chatbot use on autonomous language learning concluded that there is a positive relationship between the two components (Nghi et al., 2019; Sander, 2024) With respect to the research questions, the impact of chatbots on autonomous language learning and language learners’ perceptions were analysed. It was found that some of the participants shared they could access the chatbot at any time and in any setting in contrast to a human instructor, which has shaped students’ learning behaviours in and outside the classroom. This finding is consistent with that of Orawiwatnakul and Wichadee (2017, p. 126) who stated, “Students with high beliefs of autonomous learning have a high level of learning behaviours while students with low beliefs have a low level of learning behaviours outside the class.” Considering this aspect, chatbots can be accepted as tools to gain leadership on one’s own learning, which will also advance their critical thinking skills, determination skills and organizing skills as they do not feel dependent on an instructor. Accordingly, chatbots might happen to become more than artificial intelligence tools to learn a language and emerge as mindset growing facilitators for critical life skills.

Findings showed that the chatbots in the articles achieved to present customized language learning environment. The bots remembered the mistakes made by the students and mentioned them in upcoming activities, also supplying individual instructions for students’ unique requirements. These findings

support the idea that chatbots address the individual differences which can be ignored in classroom environment due to crowd or curriculum expectations. Supplying personalized chatbots or virtual assistants may give opportunities to delve into one's individual learning styles and performing their best versions.

Regarding self-evaluation, the findings revealed that language learners could get immediate and delayed feedback from the chatbot. The patient manner of the chatbots and provided repetitive activities allowing self-checking created rapport with the students and the tool that provided a less stressful and less dependent environment. These results are in accordance with the findings of other studies, in which personalized feedback decreased dependence on teachers and allowed learners to engage in self-directed learning (Mohebbi, 2024). In foreign language learning, it is inevitable to be stressed and demotivated when evaluations come from teachers or peers, in this respect, chatbots can be good interaction partners to maintain the conversation without unease.

One of the most crucial findings is that several researchers tend to choose ChatGPT as chatbot in their studies due to its popularity and easy access. However, the striking finding in the reviews shows that some students found ChatGPT less competent in presenting relevant content or well-structured curriculum. Talking to an avatar was also discouraging for some of the students. At this point, it is significant for teachers to search for or generate educational chatbots that have more options such as choosing the avatar and voice. By doing so, the chatbot may give more human-like energy and emerge rapport.

5. Conclusion and Implications

The present systematic review was designed to determine the effect of chatbots on autonomous language learning and included 10 experimental studies published between 2019-2025 January. Only the articles published on Web of Science and SCOPUS were included in the study while other databases were excluded. The studies used a specific chatbot in English language learning classrooms and addressed the impact of it on participants' autonomous learning. One of the most significant findings to emerge from this study is that chatbots are encouraging language learning tools because they provide individualized activities and feedback, they motivate the students to be less dependent on the instructors, and they present less stress-free learning experience. Taken together, these results suggest that language teachers require to be more informed about technological enhancement and more eager to integrate them in classroom settings. Giving autonomy to students with appropriate chatbots ensures more than autonomous language learning. Rather, it yields a grown mindset on leadership, self-evaluation and confidence, which affect the students' lives continuously in all areas.

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A Feminist Analysis of Social Norms in George Eliot's "Adam Bede"

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ABSTRACT

This paper dwells on the representation of women on the axis of social norms in George Eliot's *Adam Bede* (1859) by using theoretical approaches and criticisms in feminist literature. It specifically analyses the norms of femininity and social morality during the Victorian period as depicted in the novel within the framework of feminist criticism. To this aim, the characters of Hetty Sorrel and Dinah Morris are examined in detail, and their representations of femininity and relations with the social norms of the period are discussed. While reviewing the moral oppression of women in Victorian society through the story of Hetty, the paper evaluates Dinah's portrayal as an independent female preacher in the context of social roles. How Eliot develops a critical approach to the norms of femininity of the period is delineated through the evaluation of Hetty Sorrel and Dinah Morris, particularly regarding their attitudes toward social norms.

Keywords: George Eliot, feminist criticism, Victorian Era, gender roles, representations of women

1. Introduction

George Eliot, real name Mary Ann Evans, was one of the most influential novelists of 19th-century England. In her works, Eliot, who criticised Victorian society's moral, social, and sexist structure, revealed the limitations of women's social roles. Publishing her works under a male name was a conscious choice not only to overcome the prejudices against women writers of her time but also to ensure that her works were taken seriously in the literary world (Ashton 88-89). Feminist critic Elaine Showalter states that with this choice, George Eliot developed a strategy to overcome the difficulties faced by women writers of the period (3-8).

The examples of realism and social criticism frequently seen in Eliot's works provide documentary-like realities about Victorian England and country life. *Adam Bede* (1859) is a strong example in this regard: "The afternoon sun was warm on the five workmen there... A scent of pine-wood ... mingled itself with the scent of the elder-bushes..." (Eliot 4). In *Adam Bede*, female characters such as Hetty Sorrel and Dinah Morris can be considered prominent examples of the contradictions regarding the norms of femininity and social restrictions of the period. While Hetty's tragedy reveals the vulnerability of women to social and moral pressures, the portrayal of Dinah Morris as a strong and independent female preacher shows that Eliot offers a more hopeful vision of women's desire for freedom (Showalter 92-99). Reading the novel from a feminist perspective reveals how Eliot criticises patriarchal society through the female characters in her works. Similarly, feminist critics Sandra Gilbert and Susan Gubar emphasise in their work *The Madwoman in the Attic* (1979) that Eliot's female characters are not only victims of social pressures but are also portrayed as individuals who resist these pressures and societal expectations (48). As an example of Eliot's criticism of patriarchy and traditionally acknowledged social roles, this paper

scrutinises *Adam Bede* from a feminist criticism perspective and specifically examines the portrayals of Hetty Sorrel and Dinah Morris in relation to Victorian femininity norms, society's moral hypocrisy, and women's search for freedom. The paper also discusses how Eliot questions the social limitations of women and whether she offers an alternative solution to the problems of women in *Adam Bede*.

2. George Eliot and the Challenge to Victorian Norms

George Eliot, born as Mary Ann Evans on November 22, 1819, in Warwickshire, England, was a writer and thinker who left her mark on 19th-century English literature. Her education, extensive reading habits, and connection to intellectual circles brought her close contact with many schools of thought of her time. In a period when women were socially excluded, Eliot's works contain strong themes of moral criticism and questioning the individual's social position (Nancy 6). Choosing the name George Eliot was not only a way to overcome the prejudices against female writers of the period but also an effort to maintain the literary and intellectual seriousness of her own works (Showalter 96). Eliot wanted to be seen not only as a writer but also as a thinker who responded to the intellectual and moral issues of the time. Her extramarital affair with George Henry Lewes is an example of how she challenged the moral norms of the time, not only in her works but also in her private life. Rosemary Ashton states that Eliot continued this criticised relationship despite social judgment and constructed her life outside of traditional moral structures:

And when Feuerbach goes on to say of marriage that it is nothing more or less than "the free bond of love," "sacred in itself," a matter of mutual love not requiring a religious ceremony to make it sacred, Marian could hardly have found herself translating a more congenial or apt idea. During the early months of 1854, if not before, she and Lewes were quietly planning to take the step that would cause a social scandal, but they felt fully justified in taking it. They were preparing to live together as man and wife (109).

The fact that Eliot continued her relationship with George Henry Lewes, even though he was married, and that they even lived in the same house, shows that she struggled with the Victorian Era in her private life. Eliot challenged the social norms of the Victorian era not only with her life but also with her works and thoughts. In her works, she questioned women's social roles and the limits of moral structures and managed to go beyond her time both as a writer and a woman. Her works, like *Adam Bede*, invite us to rethink the place of women in society by revealing different models of femininity against the ideal of the "angel of the house."

Eliot's work cannot be fully appreciated without understanding the social structure of Victorian England. In 19th-century England, industrialisation, class distinctions, and moral conservatism peaked (Naomi 58). For women, this era is also called a period when they were described as "angels of the house." Coventry Patmore's poem "*The Angel in the House*" (1854) summarises this ideal as follows:

Man must be pleased; but him to please
Is woman's pleasure; down the gulf
Of his condoled necessities
She casts her best, she flings herself.
How often flings for nought, and yokes
Her heart to an icicle or whim,
Whose each impatient word provokes
Another, not from her, but him;

While she, too gentle even to force
His penitence by kind replies,
Waits by, expecting his remorse,
With pardon in her pitying eyes;
And if he once, by shame oppress'd,
A comfortable word confers,
She leans and weeps against his breast,
And seems to think the sin was hers;
Or any eye to see her charms,
At any time, she's still his wife,
Dearly devoted to his arms;
She loves with love that cannot tire;
And when, ah woe, she loves alone,
Through passionate duty love springs higher,
As grass grows taller round a stone. (Lines 1-23).

This ideal, in which women are portrayed as moral guides, obedient wives, and loving mothers, is critically addressed in the works of thinkers and writers such as Eliot. Nancy Armstrong notes the following about this “domesticated” role of Victorian women: “The Victorian ideal of femininity confined women to the domestic realm, rendering them symbols of purity and virtue while excluding them from public life” (37). Eliot’s works challenge these social norms. Although Hetty Sorrel’s beauty and innocence in *Adam Bede* seem to fit the ideal of the “angel of the house,” she moves away from this ideal with her choices. Hetty’s extramarital affair and its consequences can also be seen as one of the problems experienced by women of the period (Nsaidzedze 2). Unlike Hetty, Dinah Morris offers an alternative model of femininity, taking on an active societal role with leadership and spirituality. Despite the reactions she receives from society as a female preacher, she holds an essential position in the novel with her determination. Eliot reflects the problems women experience regarding femininity and social roles with the characters of Hetty and Dinah.

3. Femininity and Social Expectations in *Adam Bede*

George Eliot’s *Adam Bede* is a story set in Hayslope, a rural village in England, and is shaped around the themes of social and moral norms, love, disappointment, and individual responsibility. The novel deals with the complexity of the plot, which begins with a love triangle, moral and social conflicts, and the internal transformations of the characters in the face of these conflicts. The novel centres on Adam Bede, a hard-working, honest, and morally responsible carpenter. Adam is in love with Hetty Sorrel, a beautiful but mentally superficial young girl (15 years old) in the village. Hetty is indifferent to Adam’s attention because Arthur Donnithorne, the rich and noble young lord of the town, captures the young girl’s dreams. Eliot presents Hetty’s utopian search for love as devoid of true romance; “She knew no romances... well-read ladies may find it difficult to understand her” (Eliot 470). Although Arthur’s interest in Hetty initially seems like an innocent flirtation, over time, he exploits Hetty’s feelings and makes her vulnerable to social judgment. The forbidden relationship of Arthur and Hetty takes a tragic turn when Hetty gets pregnant. Arthur escapes responsibility by abandoning Hetty, and Hetty runs away from the village in a desperate attempt to hide her shame. Hetty abandons her baby right after giving birth; as a result of this action, she is judged most severely in Victorian society. Hetty is tried for murder and sentenced to death. However, the influential Arthur intervenes at the last moment and commutes Hetty’s sentence to exile. Despite this, Hetty’s life is never the same again. Dinah Morris, a Methodist preacher, approaches Hetty’s tragedy with compassion and affection throughout the novel. Dinah strives for Hetty’s spiritual and emotional salvation. Dinah’s love and support for Hetty’s difficulties strengthen

the novel's theme of female solidarity. Dinah also plays a vital role in Adam's emotional recovery. The novel ends with Adam and Dinah happily married. Eliot portrays this marriage differently from the patriarchal marriages of the period. This marriage, built on shared values and respect, has a relationship based on equal roles:

What greater thing is there for two human souls than to feel that they are joined for life—to strengthen each other in all labour, to rest on each other in all sorrow, to minister to each other in all pain, to be one with each other in silent unspeakable memories at the moment of the last parting? (Eliot 644)

The overall conflict of the novel is about individuals being caught between social norms and moral responsibilities within the context of love, class differences, and the consequences of moral decisions. For example, Arthur Donnithorne's interest in Hetty, a nobleman's relationship with a lower-class woman, and the reactions of society to this. The moral conflict between Adam and Arthur also reveals the different reflections of this social structure on the male characters.

4. Adam Bede as a Reflection and Critique of Victorian Masculinity

Adam Bede is introduced as a respected, hard-working, and morally upright carpenter: "Such a voice could only come from a broad chest... In his tall stalwartness Adam Bede was a Saxon, and justified his name; but the jet-black hair ... indicated a mixture of Celtic blood" (Eliot 5). This depiction also reinforces his solid place in society on a symbolic level. Adam's love for Hetty Sorrel and his conflict with Arthur Donnithorne create the novel's dramatic tension. While Adam sees Hetty as an innocent woman who must be protected (Eliot 447), his relationship with Dinah develops in a more intellectual and morally based way. Adam's initial interest in the spoiled, appearance-conscious young Hetty is a clear example of the female figure desired by men of the period. Later, his approach to Dinah, a strong and independent character, can be perceived as Eliot's representation of the behaviours of a good man. In addition, from the perspective of feminist criticism, Adam's character reveals the effects of class differences in Victorian society on women. Hetty's choice of Arthur over Adam is not only a personal choice but also a choice shaped by social expectations. We can clearly understand that Hetty falls in love with Arthur instead of Adam because of Adam's social status from the following words:

She saw him as he was—a poor man with old parents to keep, who would not be able, for a long while to come, to give her even such luxuries as she shared in her uncle's house. And Hetty's dreams were all of luxuries: to sit in a carpeted parlour, and always wear white stockings; to have some large beautiful ear-rings... (136)

Although Adam's hard work and honesty enable him to gain a respected position in society, Hetty's failure to see Adam as an option in her quest for social mobility is an essential criticism of the period's marriage and women's economic dependency.

5. Social Morality, Double Standards, and the Fall of Hetty Sorrel

Hetty Sorrel is presented as a young, beautiful, and innocent woman. However, Hetty's beauty also becomes a tool that determines her value in the eyes of society. In a time when Victorian women were subject to strict moral judgments by society, Hetty goes beyond the ideals of "honour" due to her forbidden relationship with Arthur Donnithorne and is ostracised by society. Hetty's abandonment of her baby is seen by society as an unforgivable crime and results in her being sentenced to death. Through Hetty's tragedy, Eliot criticises the harshness and hypocrisy of society's moral judgments. Different characters in the novel, such as Adam Bede, repeat the sacrifice of only women for a crime: "It's his

doing,” he said; “if there’s been any crime, it’s at his door, not at hers...” (Eliot 520). Hetty not only makes an individual mistake but also pays the price for not being able to conform to the limited feminine roles that society has assigned to her. Arthur’s role in his relationship with Hetty is largely ignored. While society sees Hetty’s actions as unforgivable crimes, Arthur’s abuses are almost completely forgotten. Eliot describes the verdict of the court in a simple yet shocking way: “The verdict of ‘Guilty’ was pronounced in solemn tones” (Eliot 602). This decision proves the seriousness of the moral responsibility that society places on women. This is a powerful example of Eliot’s criticism of the double standards of societal morality. Feminist critic Nancy Armstrong, in *The Cambridge Companion to the Victorian Novel* (2001), in her chapter titled “Gender and the Victorian Novel”, addresses the rights given to women and men in the eyes of society during the Victorian Era and foregrounds the Victorian double standard which excused men’s moral failings while punishing women with total social exclusion as Eliot’s characters experience (97-124).

Eliot’s *Adam Bede* strikingly reveals the ethical structure of Victorian England and the destructive effects of morality on women. Hetty’s story is a concrete example of the aforementioned double standard. Through Hetty’s fate, Eliot reveals how harsh and destructive society’s moral norms are for women. The novel examines the concept of “honour” imposed on women by social morality and how this concept limits and even destroys women’s lives. Through the character of Hetty Sorrel, Eliot discusses the pressure that patriarchal society puts on women and the moral contradictions of this pressure. In Victorian England, women were defined and judged by their “honour.” The social value of women was tightly tied to their sexual behaviour. A woman who had sex or children outside of marriage was utterly worthless in the eyes of society (Stansell 466-83). Hetty’s story is a tragic reflection of this understanding. Hetty’s abandonment of her baby was seen not only as an individual mistake but also as a betrayal of the concept of “honour” in the eyes of Victorian society:

For Hetty could conceive no other existence for herself in future than a hidden one, and a hidden life, even with love, would have had no delights for her; still less a life mingled with shame. She knew no romances, and had only a feeble share in the feelings which are the source of romance, so that well-read ladies may find it difficult to understand her state of mind. (Eliot 470)

As another example, Mrs. Poyser, a mother figure to Hetty, is a character who has internalised the moral pressures of society. Her cold attitude towards Hetty reveals that society has transformed the concept of “honour” from an individual issue to a social problem. She keeps her distance from her due to the pressures of social judgment. Mrs. Poyser fears the effects of the scandal Hetty creates in the village on her own family. How the villagers will perceive Hetty’s behaviour is vital to Mrs. Poyser. In order to avoid social judgment, her attitude towards Hetty hardens: “Hetty had brought disgrace on them all—disgrace that could never be wiped out” (Eliot 526). These words from Mrs. Poyser show how even the individual mistakes of women in Victorian society are reflected in a family and how families adopt a harsh attitude towards women to prevent this situation. Unlike Hetty, the second protagonist of the story, the rich, noble, and male Arthur, is hardly despised for this shame.

6. Dinah Morris and the Possibility of Feminist Spirituality

Dinah Morris is a strong female figure with spiritual and moral leadership, drawn as the opposite of Hetty. She is a Methodist preacher who advocates mercy and forgiveness against society’s harsh moral judgments. It was not common for a woman to preach in the Victorian Era. Still, Eliot’s character, Dinah, shows that strong women can have a place in society despite society’s influence on people through her sermons in the town square:

The villagers had pressed nearer to her, and there was no longer anything but grave attention on all faces. She spoke slowly, though quite fluently, often pausing after a question, or before any transition of ideas. There was no change of attitude, no gesture; the effect of her speech was produced entirely by the inflections of her voice, and when she came to the question, "Will God take care of us when we die?" she uttered it in such a tone of plaintive appeal that the tears came into some of the hardest eyes (Eliot 70).

Moreover, Dinah's compassion and support for Hetty provide an example of solidarity against the exclusionary attitude of society. The following words she says to Hetty in prison summarise Dinah's approach, shaped by Methodist teachings: "There is no sin so great that God's love cannot forgive it. You are not alone, Hetty; there is mercy for you still" (Eliot 688). Dinah's spiritual guidance enables Eliot to offer an alternative to social morality. Dinah shows that women are not merely passive figures but can take the lead in social transformation. Showalter evaluates Dinah's role as embodying a feminist spirituality that challenges patriarchal authority by emphasising compassion and community over judgment and exclusion (451).

The Methodist Approach, which we frequently encounter, especially with the character of Dinah, has an essential place in the course of the novel. Founded by John Wesley at the end of the 18th century, Methodism is a Christian movement that allows women to take spiritual leadership, focusing on individual transformation and social equality. Dinah's sermons and approach to Hetty overlap with the teachings of this movement. Richard Heitzenrater explains the role that Methodism gives to women as follows: "Methodism offered women a platform for spiritual leadership, providing a rare space for their voices to be heard in a male-dominated society" (Heitzenrater 142). That is, Eliot, through Dinah, portrays another reality of the Victorian Era, including the struggles women faced; she uses societal-religious movements in her works.

In *Adam Bede*, Hetty and Dinah are presented as opposing models of femininity. As Gilbert and Gubar suggest, Hetty and Dinah embody Eliot's criticism of Victorian femininity norms (221). While Hetty's fragility and society's harsh reaction to her show how patriarchal society isolates and punishes women, Dinah proves that women can challenge these norms by taking on spiritual and social leadership. Through these two characters, Eliot questions the social roles of Victorian women and draws attention to the power of female solidarity. Eliot uses this contrast between Hetty's tragedy and Dinah's strength to reveal how women are shaped by social pressures and how they can resist these pressures. While Dinah challenges the ideal of the "angel of the house" imposed by society, Hetty falls victim to this ideal. These two characters show how Eliot deeply examines the diversity and complexity of Victorian women. While the tragedy of Hetty indicates society's moral pressures and double standards on women, Dinah shows that women can contribute to social transformation.

7. Conclusion

George Eliot's *Adam Bede* addresses Victorian England's social structure and women's position within this structure as both a literary and social critique. The importance of the novel in feminist literature is evident in the resistance of female characters to social norms and their destructive effects. While Eliot examines the social and moral oppressions experienced by women in *Adam Bede*, she also shows that women can challenge these oppressions through solidarity and spiritual strength. Eliot portrays the conditions of Victorian women through two contrasting models of femininity embodied in Hetty Sorrel and Dinah Morris. While Hetty's judgment of honour by society shows that women are fragile and exclusionary, Dinah's spiritual leadership and independence offer hope that women can play an active

role in social transformation. The character of Adam Bede appears as a figure that George Eliot both idealises and questions the Victorian concept of masculinity. Although Adam's character is closely tied to traditional masculine values, the transformation he experiences in the novel displays that Eliot approaches the gender roles of Victorian society from a critical perspective. In the context of feminist criticism, Adam has a dual meaning as both a representative of patriarchal moral norms and a transforming male figure. The transition between Hetty's tragedy and his marriage to Dinah demonstrates that Eliot presents a more egalitarian model for male-female relationships.

Examining the novel from a feminist perspective is vital in understanding the depth of social criticism Eliot offers through her female characters. *Adam Bede* depicts a provincial society and powerfully examines women's social roles, moral conflicts, and individual responsibilities. Through Hetty's tragedy and Dinah's leadership, Eliot reveals how women struggle with social roles and the impact of patriarchal structures on individuals and communities. *Adam Bede* criticises the Victorian social structure and reveals women's potential for solidarity and transformation. The problems women face today are similar to the social contradictions depicted in *Adam Bede*. Women's struggle with social judgments and with economic and moral inequalities is a theme that remains relevant in the modern world. Eliot's novel contributes to understanding these problems from a historical perspective and creates awareness of women's struggle for equal rights. The importance of the novel is not limited to understanding women's conditions. It also offers inspiration on how to fight against these conditions on an individual and social level. Eliot criticises a period with her female characters and makes a literary contribution to women's struggle for liberation. In this context, *Adam Bede* has gained a permanent place in feminist literary studies and gender discussions.

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Exploring the Utilization of ChatGPT in English Language Teaching: Perspectives of ELT Instructors

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Abstract

From the perspective of ELT teachers, this study explores how ChatGPT (Generative Pre-trained Transformer) might be integrated into English Language Teaching (ELT). Teachers that used ChatGPT in their lessons were interviewed, and the results showed several advantages. It was discovered that ChatGPT promotes student autonomy, saves time, personalizes learning experiences, and supports assessments. The tool aids in integrating language skills, generates precise content, supports online instruction, and ensures accessibility for students with special needs. Alongside these benefits, concerns about overreliance, ethical considerations, and striking a balance between AI and human interaction were raised. The results highlight the advantages and disadvantages of using ChatGPT in ELT.

Keywords: ChatGPT, ELT, integration

1. Introduction

Artificial intelligence (AI) in education is bringing about a significant transformation and a new approach to instruction. English Language Teaching (ELT) is changing as a result of the combination of ChatGPT, an AI language model developed by OpenAI. In light of how ChatGPT is altering how we teach languages, experts and teachers have discussed the intersection of AI and ELT a lot. This article examines the application of AI to ELT, examining ChatGPT's capabilities, outcomes, and methods of use.

The education community is very interested in ChatGPT, which has been supported by the great GPT-3 language model. It has gained popularity in scholarly articles, blogs, and webinars, indicating a significant convergence of AI and language learning (Firat, 2023). With one million users, this AI-powered system has swiftly outperformed traditional platforms in terms of acceptance (Firat, 2023). GPT-4 allows ChatGPT to understand a wide range of inputs, engage in-depth conversations, and offer personalized assistance (Firat, 2023; Bubeck, Chandrasekaran, Eldan, Gehrke, Horvitz, Kamar, Lee, Lee, Li, Lundberg, Nori, Palangi, Ribeiro, Zhang, 2023). In the face of swift technological advancement, educators and researchers need to understand the significant impacts of integrating AI into ELT. ChatGPT can drastically change the way we teach and learn languages with its personalized and interactive learning opportunities (Dokukina & Gumanova, 2020). This AI chatbot's capacity to hold realistic conversations in a variety of settings makes learning more interesting (Chornathan, 2023). But when employing AI in education, there are significant ethical and teaching issues to consider (Rudolph, Tan, & Tan, 2023; Thompson, 2023).

There have been a lot of papers and blog postings about the growing interest in the use of AI in education, especially in online English language instruction. The benefits and possible challenges that AI brings to English language instruction are examined in these papers. Mijwil. et al. (2023) highlighted the pivotal role of AI in the development of human-like decision-making computer systems. Mijwil. et al. (2023) underscored AI's applicability in education, particularly in enhancing e-learning experiences across various facets of the educational process: teacher, learner, and educational materials. They emphasized the mutually beneficial interaction between language and computers/smart devices and acknowledged the influence of the COVID-19 epidemic, which sped up the adoption of e-learning. Building linguistic models, analysing linguistic nuances, and creating language education resources, such as ELT applications, all depend on computers. According to the authors, computers are essential to updating English language instruction because they make educational materials more accessible and encourage interactive learning environments.

ESL instructors' opinions on using "Wordwoths and Andy chatbots" for instruction and learning in a mobile setting were investigated by Chuah and Kabilan (2021). The authors framed their study using the Community of Inquiry framework, emphasizing the value of socially situated and contextualized learning via computer-mediated communication. Their findings suggested that ESL teachers view chatbots as valuable tools for providing feedback and simulating interaction cycles for language practice, enhancing social presence and creating an active learning environment. However, the study suggested areas for improvement, such as enhancing chatbot intelligence, incorporating collaborative features, and refining task design. Chuah and Kabilan (2021) also discussed the expanding role of chatbots in mobile learning, catalysed by advancements in AI. The evolution of chatbots, from basic keyword-driven models like ELIZA to more sophisticated virtual assistants like Siri and text-based chatbots in messaging apps, is noted.

Several studies investigated the integration of chatbots in ELT. Dokukina and Gumanova (2020) emphasized chatbots' role in fostering natural language interaction, while Wu and Yan (2019) explored deep-learning processes to enhance interactivity. Fryer et al. (2020) expressed optimism regarding chatbots' potential in casual language learning contexts. Ethical considerations and linguistic precision were addressed by Coniam (2014) and Das and Kumar (2018). Vanjani et al. (2020) employed multilingual chatbots for vocabulary learning, and Kim (2018) demonstrated improvements in listening and reading skills. Patrovic and Jovanoic (2020) discussed chatbots' potential for personalized language learning. In his exploration of ChatGPT's application in language instruction, Chornathan (2023) covered advantages including more practice chances and tailored feedback. However, the author issued a warning regarding cautious implementation and teacher oversight. Li et al. (2022) introduced Edubot, an online language learning tool that uses dialog systems to practice communication. The tool incorporates a social chatbot model for engaging conversations and offers automatic grammar feedback. The tool's potential to improve conversational skills was emphasized.

Rudolph et al. (2023) examined ChatGPT's potential impact on higher education, discussing its strengths and limitations and suggesting a student-centred approach to assessment. Zhang et al. (2023) investigated English instructors' ability to distinguish machine-generated essays from human-authored texts, revealing challenges in identifying AI-generated content. Shidiq (2023) examined the possible advantages and moral dilemmas of using AI in creative writing instruction. Fitria (2023) examined ChatGPT's use in essay writing and shown how helpful it is for responding to questions about a range of English essay subjects. All of the evaluated research highlighted AI's potential in language learning while highlighting its careful integration, ethical issues, and alignment with learning goals.

1.1. Research Questions

This study aims to investigate the incorporation of GPT-based chatbots, like ChatGPT, in English Language Teaching (ELT) by analyzing the experiences of teachers who have engaged with this technology. It aims to reveal how ELT teachers enable the use of ChatGPT to maximize its advantages in their teaching methods and to determine the possible risks or difficulties they see in embracing this AI-based resource. The research questions are:

1. In what ways do ELT instructors facilitate the integration of GPT-powered chatbots, like ChatGPT, in their profession to leverage its benefits?
2. What are the potential threats associated with using GPT-powered chatbots in ELT, as perceived by ELT instructors who have integrated this technology into their teaching?

2. Methodology

2.1. Research model/ Research Design

This research utilizes a qualitative approach to examine the experiences and viewpoints of ELT educators utilizing ChatGPT for language teaching. Participants were chosen via purposeful sampling, guaranteeing they possessed relevant knowledge or experience with ChatGPT. Information was gathered through semi-structured interviews, offering a flexible but targeted framework for drawing out comprehensive insights into their experiences, challenges, and viewpoints. The collected data underwent analysis through content analysis, a structured method for organizing and interpreting qualitative information, enabling the recognition of essential themes and patterns in line with the study's goals.

2.2. Population and sample

This study sought to learn from ELT instructors who had used ChatGPT in their professional practice. For choosing participants, purposeful sampling was used. A brief video describing the possible uses of ChatGPT in language instruction was given to academics who had no prior experience using the software, followed by hands-on activities utilizing ChatGPT. The interview was only open to participants with relevant experience in this field, and those who accepted were required to sign a consent form. The duration of participants' use of ChatGPT as well as their gender and number of years of teaching experience were collected as demographic data (Table 2).

Table 1. Detailed Information about Participants

Participant	Gender	Years of Experience	Current Position	Education	Prior Experience of ChatGPT & ELT
P1	Female	13 years	Teacher	BA:ELT	After watching the tutorial video
P2	Male	12 years	Teacher	BA:ELT	After watching the tutorial video
P3	Male	15 years	Headmaster	BA:ELT	After watching the tutorial video
P4	Male	6 years	Instructor	PhD:ELT	After watching the tutorial video
P5	Female	12 years	Instructor	PhD:ELT	After watching the tutorial video
P6	Female	12 years	Instructor	PhD:ELT	After watching the tutorial video
P7	Female	13 years	Instructor	MA:ELT	After watching the tutorial video
P8	Female	15 years	Instructor	PhD:ELT	After watching the tutorial video

2.3. Data Collection Tool

In this qualitative study, semi-structured interviews and purposeful sampling were the main methods used for gathering data (Patton, 2002). Participants for the purposeful sample were chosen based on their special knowledge or experience relevant to the research issue (Palinkas et al., 2015). During semi-structured interviews, open-ended discussions and the examination of participants' viewpoints were made possible, offering a fluid yet supervised method for obtaining detailed information from participants (Fontana & Frey, 2005). The interviews were taped and fully transcribed for later analysis.

The ethical process in the study was as follows; each participant was asked to sign a consent form that outlined the purpose of the study, the data collection tools, and the analysis and evaluation processes. The form also assured participants that their information would remain confidential and that they could withdraw from the study at any time if they wished.

2.4. Data Analysis

The content analysis method was used to arrange and assess the interview data in a way that was relevant to the study's objectives (Elo & Kyngäs, 2008). Content analysis supported a thorough assessment of qualitative data by methodically organizing and condensing the gathered data (Hsieh & Shannon, 2005). It offered a systematic strategy for extracting insightful information from participant responses and textual data analysis.

3. Results and Discussion

3.1. Results

Table 2 shows numerous ways in which the participants used ChatGPT in the ELT field. The variety of tasks completed using ChatGPT is displayed in this table, demonstrating how adaptable it is in producing content for various language proficiency levels. Furthermore, a selection of the materials produced by the participants of this research through the utilization of ChatGPT is visually presented in Figure 1 via QR codes.

Table 2. Participants' Utilization for Various Language Teaching Purposes

Participant	Activities Done Using ChatGPT
P1	Grammar exercises, and writing activities
P2	Lesson schedule, speaking class activities
P3	Drama and game activity for reviewing vocabulary
P4	Lesson plan for compound nouns, materials for online and face-to-face classes
P5	Slide content, writing prompts, feedback on essays
P6	Conversation practice, dictation activity, cultural insight activity
P7	Lesson plan on success and failure themes, creating paragraphs
P8	Vocabulary exercises, revision practice, feedback on student assignments



Figure 1. Samples of Content Generated by Participants Using ChatGPT

As shown by the themes and patterns found in Figure 2 based on participant input, the integration of ChatGPT into ELT produced several benefits and opportunities. The ability to create materials quickly, adapt them to the requirements of students, produce accurate content, and encourage student-centered learning were all valued by the participants. Additionally, ChatGPT was recognized as an aid for lesson planning, content creation, and student engagement, while not replacing the role of teachers.

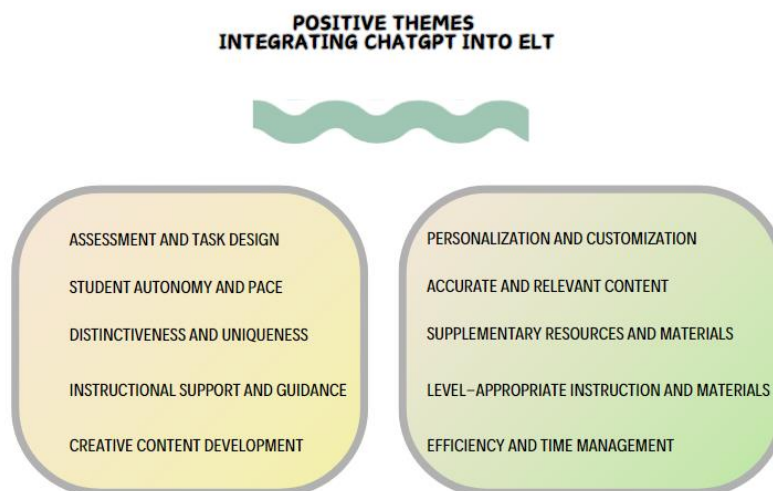


Figure 2. Possible Benefits and Opportunities of Integrating ChatGPT into ELT

The following are several meaning units associated with positive perceptions of the participants (P):

P1: "For me, it has been a time-saving experience, to be honest, in terms of preparation. I wrote a single message, and it instantly provided me with an activity that would have taken me about half an hour or 40 minutes to prepare.

P2: "Yes, I understand. Firstly, I know that teachers often struggle during the lesson preparation stage. Sometimes, the guidebooks may not be readily available, or the institution may not provide an activity book. In such cases, if the content is available in the textbook, it has been beneficial to me in this regard".

P4: "When I wrote the text related to the activity I wanted to create and then asked for it to be translated online, it actually understood it completely as a 100% concept. Just like how in teaching, there are different materials or outputs for face-to-face and online settings, it was pleasing to see that the application considered this and presented it to me as a lesson plan in that format. After that, it was nice that it provided me with materials and platforms that can be used in online classes and gave me step-by-step instructions on what to do, where, when, and for how many minutes".

P4: "So, what emerges here is that when we create lesson plans, we generally prefer a smooth transition between activities. We don't want students to suddenly think, "What is this now? Why did we switch to this?" We want the lesson to flow as seamlessly as possible and for time to pass effortlessly, both for the students and for us. It is important for them to understand well, and it is important for us to explain it clearly. In this case, the perception and effectiveness of the note, where I mentioned how I planned the activity and received a message to follow this flow while implementing it, was also pleasing".

P5: "Absolutely, the context is very clear and understandable. When I mentioned the B1 level, it is truly suitable for this level. For example, even if I choose "medium," the system cannot understand it correctly. I say "medium," but its interpretation is different from what I meant. However, when I say B1 level, it clearly generates the B1 level. It provides appropriate responses that align with the CEFR descriptors".

P5: "So, I asked if they could give me some A1-level writing prompts on this topic, right. And guess what? It gave me 15 writing prompts! I went through them and picked out the ones I liked for the students. I created this cool activity where they could choose a prompt and start writing. When the students submitted their work, I gave feedback using this chat tool. I even copied and pasted their text into it! Then I asked specific questions to have a conversation and gave feedback on organization, grammar, and everything. It's not like a formal test or anything, you know? It's just a classroom activity where we give feedback".

P6: "I first showed my students how to use GPT in conversation practice. We all know what ChatGPT these days is, but I think I have shown them different perspectives on how to use it in a different way. It appears to be an excellent tool, serving as an asset. I introduced it to my students as a means of establishing an interactive space for questions and answers. They inquired about a diverse range of subjects such as space, politics, and fashion, all stemming from their personal interests. And I could see that the students were engaged in interaction and in an interactive conversation with ChatGPT because they started asking some silly questions first. Then, depending on the answer of the ChatGPT, they were getting more serious and serious".

P6: “So honestly, the first things like when I just heard it and when I just found out about it, I was so unmotivated and I was so I think depressed a little because it was like, oh my goodness if there is something and and I who can do all this job, what am I for? Well, for some teachers, this tool can be just a tool, and for some teachers, it's a powerful tool. I think it is more powerful for me, and I find it very useful especially for ELT because it's. And I tried to show the students that, look, you can personalize your learning, and you can do whatever you want, but you need to be careful. It's a tool. It's the same way you are using a phone. The washing machine, everything has its own instructions. GPT has it too, so you can adapt it. I love the tool, and you can adapt it to any student. But again, it cannot replace the teacher. I still have control of my class, I still have control, and I can still guide. My teaching process. It's my class, it's my students, and to adapt it to my students, I need to know them and ChatGPT can't do that”.

P7: “I believe that context is crucial. Providing words independently, like in a dictionary, may not be very beneficial for a teacher. That's why there's always a struggle to create context. You give the tool a list and then integrate it into their understanding beforehand. I always enjoy doing that, creating contextualization, which is very effective. However, there can be a handicap if a word has multiple meanings. In that case, you need to extract the meaning that is relevant and prepare activities accordingly, whether it's in vocabulary or grammar exercises. Sometimes, it's necessary to review and revise the prepared product based on the objective of the lesson or the meaning of the word. Ultimately, no system can always provide exactly what you want, so I believe it's natural to make adjustments”.

P7: “In terms of ELT integration, for example, if we consider traditional face-to-face education, sometimes when the lesson finishes, there may be a few extra minutes where we're not sure what to do in the classroom. Usually, I play a game or use some other activity that I'm familiar with. But with this tool, it can broaden horizons and provide a wider range of activities. For instance, if you have 5 minutes left, it can instantly give you a small activity plan, and you can extend it to 10 minutes. You don't have to think about it in advance. Our general issue is having to think about too many things and deal with various variables. In such situations, this tool can be a lifesaver”.

P8: “One of the advantages is the variety of different activities it offers. For example, it provided me with various options, such as group speaking activity. It offers activity diversity that includes things I wouldn't have thought of on my own. From this perspective, I believe it is highly beneficial for both teachers and students. I'm glad you informed me about this because I wasn't aware of these features. Now, I've learned about them and will definitely use them. It provided me with different and creative ideas. Another advantage is its accessibility. It is easily accessible for both teachers and students. The user-friendly interface makes it easy for everyone to use. That's another great aspect. Communication-based activities, such as building blocks or projects, can also benefit from the AI's ability to provide different ideas”.

Participants also expressed certain concerns regarding ChatGPT integration into ELT, as shown in Figure 3. Themes such as "Overreliance and Laziness," "Academic Integrity," "Feedback Consistency," and others highlighted potential drawbacks, including plagiarism risks, assessment limitations, and concerns about content quality, safety, and control.

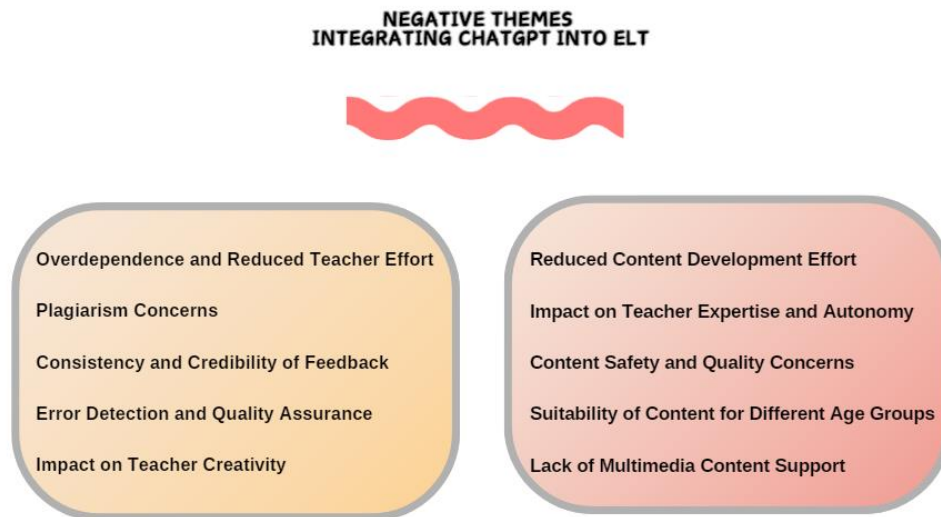


Figure 3. Negative Perceptions of Participants Regarding the Integration of ChatGPT into ELT

The following are several meaning units associated with negative perceptions or threats of the participants.

P2: “Indeed, I believe the databases are formed by accessing open sources available on the internet. Yes, of course, as teachers, when we search and scan through various things on the internet, I can say that we do encounter harmful content. As I mentioned, through repeated trials, it can be checked whether these harmful contents and influences provide us with any feedback or not because, as teachers, we inevitably filter through them”.

P4: “When it comes to students using this system, there shouldn't be any issues with conducting research and providing detailed information. They can provide thorough responses, but if they are asked to write a text in a specific format, such as a "Compose a Message" task, there might be difficulties. In that case, the generated response could resemble a completely original assignment, as if it were crafted from scratch. I personally believe that if such content is submitted to the system, it may create problems, and our existing programs like Turnitin would likely catch it.”

P4: “Now, of course, the students we educate have different levels and age groups, as I mentioned in the previous statement. I don't believe there would be a significant age restriction, but still, it is important to control the content for younger age groups. It would not be appropriate to present any content that is relevant to or suitable for a different age group. Especially in terms of reading passages, vocabulary activities, and similar aspects, it would be beneficial to have content that is both level-appropriate and suitable for that specific age group”.

P5: “If someone fails to be mindful and becomes overly reliant on such a resource, their expertise can indeed be questioned. It poses a significant risk. Secondly, what I can do, the students can also do. On a free platform, for instance, I can request a model essay on a specific topic, and the student can do the same. Because, for example, I also wrote a prompt and asked if they could provide me with a similar text. The platform provides similar responses to similar questions. For instance, I asked the student to write an opinion essay on the disadvantages of social media, and it provided a model essay. The next day, I slightly modified the question and asked to write a fill-in-the-blank paragraph related to it, and it

provided the same prompt again. In fact, there are similarities between what I can access and what the student has access to. I wonder if this availability of resources affects the teacher's credibility”.

P7: “Now, when we internalize something that threatens us and wants to produce a product or design material, the teacher needs to consider oneself a bit and think about various factors in the classroom environment. However, an AI system alone cannot accurately assess the level of your students or observe the dynamics of the class like a teacher can. Therefore, it is important to ensure that the understanding of Level B among your students corresponds effectively to the intended Level B”.

P8: “When we assign writing or speaking assignments to students, we already experience these situations. We encounter things in their writing that they may not be able to produce themselves, and we assess their work based on that. Even if we use tools like Turnitin, it cannot always detect or determine everything”.

These findings collectively underscore the multifaceted impact of integrating ChatGPT into ELT practices, revealing both the advantages and challenges that this integration entails.

3.2. Discussion

The research's conclusions are consistent with the conversation surrounding disruptive technologies in education. According to Hong (2023), these kinds of disruptions are essential to changing conventional educational systems to meet the changing demands and attitudes of learners. The findings of this study support this idea by emphasizing ChatGPT's benefits, which include ease of lesson preparation, student-centered learning, accurate instructional materials, time efficiency, and tailored content. These findings resonate with the idea of leveraging disruptive tools like ChatGPT to significantly enhance teaching and learning effectiveness.

Furthermore, according to Hong (2023), SL/FL teachers ought to welcome ChatGPT's disruptive and cutting-edge methods of instruction and evaluation. This includes keeping traditional writing assessments for in-class evaluations while using ChatGPT for low-stakes tests. The study underscores the importance of considering ethical implications and conducting further research on teachers' perceptions, ChatGPT-generated materials, and its influence on assessment methods and learning gaps. Shamsan et al. (2023) investigated ChatGPT's effect on English language proficiency with an emphasis on learners' motivation. Eighty teachers and students participated in the study, which found that ChatGPT mainly promotes the development of writing and reading skills. While findings on speaking and listening were neutral, this study emphasizes ChatGPT's positive influence and encourages viewing it as a learning tool rather than a threat. The study highlights the need for additional research to explore ChatGPT's broader effects on language learning and its drawbacks. Both this study and the one by Shamsan et al. (2023) aim to understand how ChatGPT affects language acquisition, especially ELT. Shamsan et al. place more emphasis on motivation than this study does on several benefits, including as student-centered learning, content customisation, and instructional support. These studies offer supplementary insights into ChatGPT's application in ELT, giving a whole picture of its effects.

The effectiveness of ChatGPT in developing and evaluating EFL course materials is examined in the study by Koraishi (2023). It emphasizes efficient teaching methods and technology's ability to accommodate EFL teachers' and students' needs. A recurring theme in both studies is the use of ChatGPT in language instruction and learning. While this study covers broad advantages and potential, Koraishi focuses on material production and assessment. Both research highlight ChatGPT's potential to improve educational settings and assist teachers while focusing on human-AI collaboration and addressing ethical issues.

In a similar vein, the 2023 study by Baskara and Mukarto examines the impact of ChatGPT on language learning in higher education. They highlight the benefits of the tool for enhancing reading and comprehension skills, the necessity of individualized instruction, and the creation of content utilizing language from everyday life. The results of this study support those of Baskara and Mukarto in identifying ChatGPT's potential benefits for language instruction. Both studies place a strong emphasis on individualized education while also recognizing the difficulties and advocating careful implementation.

The impact of ChatGPT on language evaluation is examined in the study of Moqbel and Al-Kadi (2023). It suggests a move toward qualitative and quantitative assessment approaches to differentiate between content provided by ChatGPT and content created by humans. The focus on ChatGPT's potential benefits and drawbacks aligns with the study's conclusions. Both studies emphasize the value of thoughtful integration while upholding the necessity of human educators.

In conclusion, the synthesis of these studies provides a comprehensive perspective on ChatGPT's integration into ELT. They collectively highlight its potential advantages, challenges, and ethical considerations, underlining the significance of strategic and responsible incorporation into language teaching and learning.

4. Conclusions

The use of technology in language teaching and learning has attracted a lot of attention since the release of cutting-edge AI-powered programs like ChatGPT. In addition to analyzing potential risks associated with its use as perceived by instructors who have integrated this technology into their instruction, this study explores how English language teaching (ELT) instructors support ChatGPT integration into their field of expertise to take advantage of its benefits. In this quantitative study, educators from state schools ($n = 3$) and academic institutions ($n = 5$) participated. Participants in the study claimed that ChatGPT was something they had never used before and that this was their first opportunity to do so. After conducting semi-structured interviews with the participants, their favorable and unfavorable feedback was recorded.

According to the study's findings, ChatGPT incorporation into ELT presents several benefits and prospects for language learning. Participants underlined how using ChatGPT, which facilitates effective class planning and task development, saves time. The tool's customization and personalization capabilities were also emphasized since they allow teachers to adapt it to each student's needs, creating more engaging and participatory activities. It was recognized that ChatGPT could generate accurate and relevant information, enhancing the quality of learning materials. Additionally, participants noted that by providing a comfortable environment, ChatGPT encourages student autonomy and supports student-centered learning. It also supports teachers by facilitating context-specific adaptation, helping with class preparation, and offering instructional support. Furthermore, the user-friendly nature and accessibility of ChatGPT were considered valuable features.

It is significant to note, though, that participants also underlined the necessity of preserving the position of instructors in the classroom. Although ChatGPT is regarded as a useful teaching tool, it cannot replace the expertise and guidance offered by real instructors. Collaboration between teachers and AI technologies was acknowledged as crucial for successful adoption.

However, the study also identifies several issues and potential risks related to the incorporation of ChatGPT within ELT. Participant complaints can be grouped into a variety of categories, including "Overreliance and Laziness," "Academic Integrity," "Feedback Consistency," and others. These themes reflect the participants' concerns about issues such as the dangers of student plagiarism, the necessity of content filtering and control, the challenges of consistent feedback, and potential impacts on assessment practices, content quality, and safety, as well as teacher creativity and expertise.

A growing number of research projects have been undertaken in the area because of ChatGPT's recent rise in popularity and wide usage. By analyzing the potential advantages and risks of incorporating ChatGPT into ELT from the viewpoint of educators working in the field and presenting various resources generated through ChatGPT, this study seeks to add to the body of literature. It is intended that this study will inform and assist educators who are considering integrating ChatGPT into their classrooms by outlining its benefits and drawbacks.

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