



GAZİ ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU

1. ULUSLARARASI DİL VE UYGULAMALI DİLBİLİM ÇALIŞMALARI KONFERANSI ICOLALS 2022

TARİH: 21-22 EKİM 2022

YER: GAZİ ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU
GÖLBAŞI YERLEŞKESİ
ANKARA/TÜRKİYE



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ANKARA, TÜRKİYE

Gazi Üniversitesi Yayınları No:18

E-ISBN 978-975-507-332-3

ÖNSÖZ

Değerli Akademisyenler ve Genç Araştırmacılar,

Hepinizi en kalbi duygularıyla ve muhabbetle selamlıyorum.

Gazi Üniversitesi olarak “1. Uluslararası Dil ve Uygulamalı Dilbilim Çalışmaları Konferansı” organize etmekten büyük memnuniyet duyuyoruz. Özellikle, bu konferansın farklı dillerde sunumlarla gerçekleştiriliyor oluşu dil öğretim alanının ne denli geniş ve zengin olduğunun bir göstergesidir. Kökleri 100 yıllık bir geçmişe dayanan üniversitemizin, bilhassa eğitim alanında sadece ülkemizde değil uluslararası boyutta da önde gelen üniversitelerden biri oluşu hiç kuşkusuz ki yabancı dil öğretimi alanında da etkisini göstermektedir.

Bununla birlikte, yabancı dilin öneminin her geçen gün küresel çapta biraz daha arttığı günümüzde araştırma üniversitesi niteliğindeki Üniversitemiz için, uluslararasılaşma, bilginin üretimi ve paylaşımı gibi konularda yabancı dilin etkisi yadsınamaz bir boyuttadır. Bu bağlamda, Gazi Üniversitesi mezunlarının donanımlı bir yabancı dil yeterlilik seviyesine ulaşması adına son yıllarda titizlikle çalışmalar yürütmekteyiz. Alan bazlı program akreditasyon süreçlerinin, yabancı dil öğretimi konusunda da üniversitemizde Yabancı Diller Yüksekokulumuz tarafından yürütülüyor oluşu bu çalışmalara örnek niteliğindedir. İnaniyorum ki Yüksekokulumuzda gerçekleştirilen “1. Uluslararası Dil ve Uygulamalı Dilbilim Çalışmaları Konferansı” bu süreçlere sadece kurum bazında katkı sağlamakla kalmayacak, üniversitemizin misyonu doğrultusunda ulusal ve uluslararası çapta yabancı dil öğretimi alanına farklı bakış açıları da kazandıracaktır.

Bilhassa, yabancı dil öğretimi çatısı altında farklı dillere ilişkin gerçekleştirilen çalışmaların bu konferansta bir arada sunulmuş oluşu etkinliğin derin bir bilimsel bakış açısı yaratmasına katkı sağlamıştır. Bu bağlamda sunulan çalışmalar geniş bir yelpazede çeşitlilik arz ederken bu çalışmaların derlendiği tam metin bildiri kitabı da inaniyorum ki bu çalışmaların daha geniş kitlelere ulaşmasına vesile olacaktır.

Bu organizasyonun gerçekleştirilmesinde emeği geçen herkese ve siz değerli katılımcılara teşekkür eder, çalışmaların genç araştırmacılara yeni bakış açıları kazandırmasını dilerim.

Saygılarımla.

Prof. Dr. Musa Yıldız

Rektör

AÇILIŞ KONUŞMASI

Sayın protokol üyeleri ve değerli katılımcılar hepimizi saygıyla selamlıyorum.

Gazi Üniversitesi Yabancı Diller Yüksekokulu olarak 1. Uluslararası Dil ve Uygulamalı Dilbilim Çalışmaları Konferansını düzenlemekten ve bu alanda çalışmalarını yürüten bilim insanlarını Yüksekokulumuzda ağırlamaktan büyük bir mutluluk duymaktayız.

Yüksekokulumuz, misyonu doğrultusunda sadece öğrencilerine uluslararası düzeyde yabancı dil becerisi kazandırmakla kalmayıp, aynı zamanda öğretim elemanlarının mesleki gelişim süreçlerine katkıda bulunmak ve yabancı dil öğretimi alanında gerçekleştirilecek disiplinlerarası çalışmaları desteklemek amacındadır. Bu amaç doğrultusunda atılan adımlardan biri olma niteliği taşıyan konferansımız, ulusal ve uluslararası katılımcıların akademik çalışmalarını ve kıymetli tecrübelerini bizlerle paylaşma olanağı sunması bakımından önem taşımaktadır. Her bir dilin aynı kavramlara ve olgulara farklı bir bakış açısı, farklı bir pencere açtığı düşünülerek, konferansımızda sunulacak bildiriler Türkçe'nin yanı sıra Almanca, Arapça, Fransızca ve İngilizce dillerinde gerçekleştirilecektir. Bu farklılığı alanımızın zenginliğinin bir göstergesi olarak kabul etmekle birlikte farklı dillerin odağındaki çalışmaların da uygulamalı dilbilim çatısı altındaki yabancı dil öğretim alanına yeni bakış açısı katabileceğine inanıyoruz.

Dilin sadece akademik bir alan olmakla kalmayıp aynı zamanda bireyin sosyal ve kültürel kimliğinin de bir yansıması olduğu gerçeğinden hareketle, konferansımızda sanatsal faaliyetler ve sosyal bilgilendirme sunuları da yer almaktadır. Amacımız dilin, kültürün ve sosyal hayatın da bir parçası olduğunu genç meslektaşlarımıza hatırlatmaktır.

Konferansımızın gerçekleşmesinde, her zaman olduğu gibi Yüksekokulumuzdan destek ve teveccühünü esirgemeyen konferansımızın onursal başkanı Rektörümüz Sayın Prof. Dr. Musa Yıldız'a huzurlarınızda teşekkürü borç biliriz. Başta Rektörümüz olmak üzere Üniversitemizin üst yönetimine desteklerinden ötürü minnettarız.

Yine bugün etkinliğimizin gerçekleşmesinde bize destek olan kurum ve kuruluşlara, başta British Council ve ABD Eğitim Ataşeliği olmak üzere, MacMillan'a, Momentum Global'e, ETS Global'e, Blackswan Publishing'e, MRC'ye, PEN Professional English Network'e ve National Geographic Learning'e katkılarından ötürü çok teşekkür ediyoruz.

Konferansımızda bilgi ve tecrübelerini bizlerden esirgemeyen ana konuşmacılarımız Prof. Dr. A. Amanda YEŞİLBURSA, Ayşen GÜVEN, Carole Anne ROBINSON, Roger COHEN ve Prof. Dr. Yasemin KIRKGÖZ'e huzurlarınızda bir kez daha teşekkür etmek istiyoruz. Özellikle yoğun programlarına rağmen davetimizi geri çevirmeyip bu iki gün süreyle bizlerle birlikte olmalarından dolayı kendilerine minnettarız.

Ayrıca konferansımızın bugün gerçekleşiyor oluşunda büyük emekleri olan bilim kurulumuza ve konferans düzenleme kurulumuza da ayrı ayrı teşekkür etmek istiyoruz. Kendilerinin özverili destekleri ile bugün bu konferansı gerçekleştirmenin mutluluğunu yaşıyoruz.

Tabi ki siz değerli katılımcılarımıza etkinliğimize göstermiş olduğunuz ilgiden ötürü çok teşekkür ediyor ve tüm katılımcılarımız için verimli ve keyifli bir konferans olmasını diliyoruz.

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Arapça Öğrenen Türk Öğrencilerin Arapça Harfleri Doğru Seslendirmelerine Yönelik Yöntem Önerisi

Dr. Hayrullah ÇETİNKAYA¹

Özet

Dil insanlar arasındaki iletişim araçlarının en temeli ve en önemlisidir. Dil ile iletişim kurma sırasında, anlatma ve anlamada seslerin göstergeleri yerli yerinde değilse anlaşma sağlamanın zor olacağı herkesin kabul edeceği bir husustur. Doğru anlatma ve doğru anlamamanın temelini doğru telaffuz oluşturmaktadır. Farklı dil ailelerine mensup Arapça ve Türkçede bulunan bazı sesler özellikle de Arapçaya has Türkçede var olmayan ve boğaz harfleri olarak bilinen seslerdir. Arapça öğrenen Türk öğrenciler bu seslerin telaffuzunda zorlanmakta ve bu sesleri Türkçede var olan en yakın seslerle telaffuz etme yoluna gitmektedirler. Bu durum bazen anlam değişikliklerine de neden olabilmektedir. Böylece söylenen söz, amaçlanan göstergeyi ifade etmekten uzak kalmaktadır. Dil öğrenim sürecinde amaç; dinleme, konuşma, okuma ve yazma olan temel dil becerilerinin kazanılmasıdır. Bu becerilerin kazanılması sürecinde yapılacak olan telaffuz hatalarının dil becerilerinin tamamını etkilemesi söz konusudur. Hatalı dinleme hatalı konuşmaya ve hatalı yazmaya neden olabilecektir. Telaffuz hataları söylenenin anlaşılmasının yeterli oluşuyla görmezden gelinir. Ancak bu durum Arapça öğreticileri açısından göz ardı edilmemesi gereken önemli bir konudur. Bu çalışmada Arapça harflerin ve seslerinin doğru öğretilmesine yönelik olarak tarama modeli ve içerik analizi ile birlikte teorik bir çalışma yapılmıştır. Son zamanlarda yabancı dil öğretim sürecinde elde edilen deneyim ve tecrübelerle göre kayda değer düzeyde denilebilecek yeni yöntem ve teknikler geliştirilmektedir. Bu çalışmanın amacı, kolaydan zora doğru olacak şekilde önce ana dil Türkçe ile hedef dil Arapça arasındaki ortak sesler, sonra yakın sesler son olarak da uzak seslerin doğru telaffuzunun öğretilmesinde bir yöntem önerisinde bulunmaktır. Bu çalışmanın Arapça öğrenen ve daha sonra Arapça öğretmeni olacak olan Türk öğrencilerin Arapça sesleri doğru telaffuz etmelerine yardımcı olacağı ve destek vereceği düşünülmektedir.

Anahtar Kelimeler: Arap Dili, Ses, Mahreç, Gösterge, Telaffuz.

Summary

Language is the most basic and most important means of communication between people. It is an

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issue that everyone will accept that it will be difficult to reach an agreement if the indicators of the sounds are not in place while communicating with the language. Correct pronunciation forms the basic of correct understanding. Some of the sounds found in Arabic and Turkish belong to different language families, Especially those that do not exist in Turkish specific to Arabic are known as throat letters. Turkish students learning Arabic have difficulty in pronouncing these sounds and they try to pronounce these sounds with the closest sounds in Turkish. This situation can sometimes cause changes in meaning. Thus, the spoken Word stays away from expressing the intended sign. The aim of the language learning process is to acquire basic language skills, which are listening, speaking, reading and writing. It is possible that the pronunciation mistakes that will be made in the process of acquiring these skills will affect all language skills. Incorrect listening can cause erroneous speech and erroneous writing. Pronunciation errors can be ignored with sufficient understanding of what is being said. However, this is an important issue that should not be ignored for Arabic teachers. In this study, a theoretical study was carried out with scanning model and content analysis for the correct teaching of Arabic letters and sounds. Recently, new methods and techniques, which can be said to be significant, have been developed according to experience gained in the foreign language teaching process. The aim of this study is to propose a method in teaching the correct pronunciation of the common sounds between the mother tongue Turkish and the target Arabic, then the near sounds and finally the distant sounds, from easy to difficult. It is thought that this study will help and support Turkish students who learn Arabic and who will later become Arabic teachers, to pronounce Arabic sounds correctly.

Keywords: Arabic Language, Sound, Maḥrec, Indication, Pronunciation

Telaffuz/Seslendirme

Telaffuz, genel anlamıyla konuşma dilinde bulunan seslerin ağız içerisinde doğru biçimde oluşturulması ve kullanılmasıdır. Konuşma iyi bir telaffuz becerisi gerektirir çünkü telaffuz konuşmanın nasıl olması gerektiğine odaklanır. Konuşma etkinliği içinde birey, istediği mesajı karşı tarafa doğru, akıcı ve anlaşılır bir biçimde iletmek zorundadır (Şimşek, Karal, 2014, s. 44). Telaffuzun doğruluğu, hitâbetin vazgeçilmez şartıdır (Dağlar, 2008, s. 188).

Telaffuzda amaç ses ile anlama arasındaki uyumun sağlanmasıdır. Buna ses sembolizmi denmektedir. Ses sembolizmi, en kısa ifadesiyle ses ve anlam arasındaki uyumdur. Yani sesleri oluşturan sesbirimlerle veya ses dizgesiyle sözcüğün insan zihninde beliren anlamsal boyutu arasındaki ilişkidir (Akyıldız Ay, 2017, s.19). Bu ilişkinin sorunsuz oluşması telaffuzun doğru ve anlaşılır olmasına bağlıdır. Diğer bir ifadeyle mesajın muhataba sağlıklı bir şekilde ulaşması sesin

dođru telaffuzunu gerektirmektedir.

Arapça harflerin mahreç (çıkış yerleri) ve diđer özelliklerinin yanlış telaffuz edilmesi pek çok kelimenin anlamının farklılaşmasına, anlaşılmağına ve kelimenin asıl anlamının deđişmesine yol açmaktadır. Bu nedenle, söylenen sözün anlaşılması için sese ciddi olarak önem verilmiş (el-Bâr, 2018, s. 161) ve harflerin çıkış yerlerinden çıkarılması anlamına gelen Tecvîd ilmi (el-'Ummânî, 2006, s. 72) Arapça telaffuzunun asırlarca muhafazasına yardım etmiştir (Kahyaođlu, 2006, s. 86).

Bu nedenle dilin ses sistemini, dildeki sözcükleri oluşturan seslerin nicelik ve niteliklerini öğrenmek için bir eğitimden geçmek, başka bir deyişle, söz konusu dilin fonetiđini öğrenmek konuşmayı daha net daha açık ve daha güzel hâle koyacaktır (Selen, Nevin, 1976, s. 97-98). Bu da ifadenin, manayı tam karşılayabilmesi; maksadı ifade etmede yeterli olmasını gerektirmektedir (el-Kelbî, 2019, s. 102).

Dođru telaffuzun elde edilmesinde duyup-konuşma metodu, diđer bir ifadeyle “duy-seslet” yöntemi dođru telaffuzu öğretmede yararlı bir yöntem olabilir. Ayrıca dinle ve yinele, izleme ve canlandırma alıştırmaları öğretmen yapılabilir (Demirezen, 2005, s.183).

Dođru telaffuzun gerekliliđine yönlendirme açısından Arapça eğitimi veren kurumlarda sözlü sınavların ölçme ve deđerlendirilmesinde telaffuzun dođru olmasına özen gösterilmelidir (Demirel, 2011, s. 132).

Emrullah İşler'in (2001) “*Türklerin Arapçanın Ünsüzlerinde karşılaştıkları Sorunlar ve Çözüm Önerileri*” adlı çalışması Arapçadaki seslerin tanıtımı, seslendirilme özellikleri ve seslerin çıkış yerlerini ele alması açısından önemlidir. Bu çalışmada İşler, Türk öğrencilerin en çok hemze/أ, şâ'/ث , hâ'/ح , zâl'/ذ , şâd/ص , dâd/ض , tâ'/ط , zâ'/ظ , 'ayn/ع , ğayn/غ , kâf/ق seslerinin telaffuzunda zorluk yaşadıkları tespitinde bulunmuştur.

Bir başka çalışmayı Cihaner Akçay (2016) *Arapça Dinlediđini Anlama Öğretiminde Hata Çözümlemesi ve Deđerlendirmesi* adıyla yapmıştır. Bu çalışmasında Akçay, öğrenciler: hâ'/ح , şâd/ص , ğayn/غ , ha'/خ , hâ'/ح , 'ayn/ع , zâ'/ظ , dâd/ض , kâf/ق seslerini çıkartmada zorluk yaşamışlardır.

Bu çalışmalara göre Türk öğrencilerin Arapça öğrenim süreçlerinde telaffuzunda zorluk yaşamadıkları sesler: bâ'/ب , tâ'/ت , cîm/ج , dâl/د , râ'/ر , zây/ز , sîn/س , şîn/ش , fâ'/ف , kâf/ك , lâm/ل , mîm/م , nûn/ن , ha'/ه , yâ'/ي sesleridir¹.

Bu çalışmada şu sorulara cevap aranmıştır:

¹ Bu çalışmada kullanılan Arapça harflerin transkripti için bkz: Abdullah Demir, İSNAD Atif Sistemi 2. Edisyon (Ankara: Kalkan Matbaacılık, 2019), 60).

1- Arapça öğrenen Türk öğrencilerin seslendirilmesinde zorluk yaşamadıkları sesler hangileridir?

2- Arapça öğrenen Türk öğrencilerin seslendirilmesinde zorluk yaşadıkları sesler hangileridir?

3- Arapça öğrenen Türk öğrencilerin seslendirilmesinde zorluk yaşadıkları sesler kolaydan zora doğru nasıl bir yöntemle öğretilir?

Arapça öğrenen Türk öğrencilerin seslerin telaffuzunda zorluk yaşamaları doğaldır. Bu seslerin doğru telaffuzu süreci duruma ve konuma göre uzun bir sürece de yayılabilir. Burada önemli olan sonuç alınabilir bir yöntem izlenmesidir. Bu bağlamda bu çalışmanın yararlı olacağı düşünülmektedir.

Arapça Harflerin/Seslerin Öğretimi

Arapça harflerin doğru seslendirilmesi/telaffuzunun öğretilmesinde şu aşamalar uygulanabilir:

a- Öncelikle bütün harfler sözlüklerde yer alan sıraya göre ve harfin okunuşuna göre verilir:

ا - ألف، ب - باء، ت - تاء، ث - ثاء، ج - جيم، ح - حاء، خ - خاء، د - دال، ذ - ذال، ر - راء، ز - زاي، س - سين، ش - شين، ص - صاد، ض - ضاد، ط - طاء، ظ - ظاء، ع - عين، غ - غين، ف - فاء، ق - قاف، ك - كاف، ل - لام، م - ميم، ن - نون، هـ - هاء، و - واو، ي - ياء.

Bu harflerin sırasıyla öğretilmesi sürecinde harflerin telaffuzu diğer bir ifadeyle seslendirilmesi konusunda öğrencilerden doğru bir telaffuz beklenmemesi önemlidir.

b- Harflerin sırasıyla öğretilmesinin ardından hareketlerin öğretimine geçilebilir. Bu süreçte Arapça ve Türkçede ortak harflerin seçilmesi gereklidir. Yapılan araştırmalara göre Arapça ve Türkçede ortak ve seslendirilmesinde zorluk bulunmayan harfler şunlardır: ب/b, ت/t, ج/c, د/d, ر/r, ز/z, س/s, ش/ş, ف/f, ك/k, ل/l, م/m, ن/n, هـ/h, ي/y.

Arapçadaki Harekelerin Öğretimi

Arapçada sesli harf yoktur. Bu harfleri sesli hâle getirmek için birtakım işaretler konur. Bu işaretlere hareke denir (Yıldız, Avşar, 2018, s. 69). Bu işaretler harfin üzerine ve altına konan işaretlerdir (Özay, 2016, s. 111). Bu işaretler fetha (ـَ) Türkçede *e*, *a* sesi, damme (ـُ) Türkçede *u* sesi ve kesre (ـِ) Türkçede *i* sesleridir (Akdağ, 1989, s. 25).

Bu hareketlerin isimlerin sonuna eklenerek çift şekilde yazılmaları ve *n* sesiyle seslendirilmelerine nûn'lama diğer bir ifadeyle *tenvin* denir (Yıldız, Avşar, 2018, s. 87). Bu işaretler fetha için (ـَ) Türkçede *en*, *an* sesi, damme için (ـُ) Türkçede *un* sesi ve kesre (ـِ) Türkçede *in* sesleridir.

Bu hareketlerle birlikte *şedde* ve *sâkin* hareketleri de örnek kelimelerle verilmelidir. Şedde,

harfin üzerine konan ve aynı cinsten iki harfin birbirine katılmasıdır. (ـ) işareti şeddin simgesidir. Sâkin ise, harfin üzerine konan ve üzerine konduğu harfte durmamızı sağlayan işarettir. Bu işaret (ـ) simgesiyle gösterilir (Yıldız, Avşar, 2018, s. 72).

Arapça öğrencilerine hareketlerin ve uzatma harflerinin öğretilmesi sürecinde öncelikle hareketler daha sonra uzatma harfleri anlamlı kelimeler içinde öğretilmelidir. Bu süreçte Arapça ve Türkçede ortak ve seslendirilmesinde sıkıntı oluşturmeyen harflerden oluşan kelime örnekleri hazırlanmalıdır. Bu kelimelerin güncel ve günlük dilde kullanılan kelimeler olmasına da dikkat edilmelidir. Zira günlük dilde kullanılmayan kelimelerin kalıcılığı olmayacaktır. Bu bölümde Arapça ve Türkçede ortak olan /e, ب/b, ت/t, ج/c, د/d, ر/r, ز/z, س/s, ش/ş, ف/f, ك/k, ل/l, م/m, ن/n, ه/h, ي/y, و/v harflerinin/seslerinin seçilmesi uygun olacaktır. و/v sesini w sesiyle seslendirmek doğru bir yöntem olacaktır. Burada önemli olan alt dudakın üst dişlere değmeden seslendirme yapılmasıdır.

a- Hareketlerin öğretilmesi sürecinde kullanılabilecek kelime örnekleri şunlar olabilir:

بَئِرَ/betera, سَأَلَ/se'ele, دَنَسَ/denise, تَلَفَ/telife, جَسَمَ/cesume, يَسُرَ/yesura, يَوْمَ/yewm, مَوْزُ/mawzun kelimeleri gibi.

يُسْرًا/yusran, شُكْرًا/şukran, بَيْتٍ/beytin, رَسْمٍ/resmin, كُفْرٍ/kufrun, شُكْرٍ/şukrun gibi.

مَدَّ/medde, شَلَّ/şelle, مَسَّ/messe, كَرَّ/kerre, مَنَّ/menne, تَبَّ/tebbe gibi.

Arapçadaki Med Harflerinin Öğretilmesi

Arapçada harflerin seslendirilmesinde kullanılan uzatma harfleri vardır. Bunlara med/uzatma harfleri denir. Bunlar uzun fetha (/elif) Türkçede â sesi, uzun damme (/vâv) Türkçede û sesi ve uzun kesre (/yâ) Türkçede î sesleridir (el-Hûlî, 2017, s. 21). Uzatma harflerinin Arapçada önemli bir yeri vardır. Zira uzatılması gereken bir harf uzatılmadığında kelimenin anlamı değişebilmektedir. Örneğin: جَامِلٌ/câmele kelimesi *dalkavukluk yapmak* anlamına gelirken bu kelimedeki uzatma harfi olan /elif telaffuz edilmediğinde kelime جَمَلٌ/cemele olacak ve anlamı *toplamak* şeklinde değişecektir. Bu da mesaj alıcısına yanlış bir aktarımda bulunma olasılığı oluşturacaktır. Med harflerinin öğretimi sürecinde şu örnekler verilebilir:

كَاتِبٌ/kâtibun, سَالِمٌ/sâlimun, نُونٌ/nûnun, فُؤْمٌ/fûmun, سِينٌ/sînun, جِيمٌ/cîmun gibi.

Arapçada harflerin hareketleri ve med harflerinin telaffuzu Türkçedeki ortak seslerle öğretildikten sonra Türkçede olmayan ancak Arapça öğrene Türk öğrencilere zor gelmeyeceği düşünülen harfler/seslerin telaffuzunun öğretilmesine geçilebilir.

Bu ve bundan sonraki tüm harf/se telaffuzu öğretimi süreçlerinde; öğretilmesi planlan harfler/sesler kesinlikle sâkin hareke ile telaffuz edilmelidir. Sâkin hareke ile doğru telaffuz yerleştikten sonra telaffuzu öğrenilen harf/ses farklı hareketlerle tekrar edilmelidir. Herhangi bir harfin/sesin telaffuzu net olarak sağlanmadığı sürece diğer bir harfe/sese geçilmemelidir.

Arapçada Var Olup Türkçede Bulunmayan Fakat Seslendirilmesi Türk Öğrencilere Zor Gelmeyecek Harflerin Öğretilmesi

Bu süreçte Arapçada var olup Türkçede bulunmayan fakat seslendirilmesi Türk öğrencilere zor gelmeyecek harflerin peltek/diş arası sesler oldukları düşünülmektedir. Bu harfler şunlardır: ث/ s, ذ/ z, ظ/ z, ظ/ z sesinin ذ/ z sesinden daha kalın bir ses olduğu unutulmamalıdır.

Bu seslerin öğretimi için şu örnekler verilebilir: تَكْتِفُ/tekşifun, يَثْرِبُ/yeşribu, جَزْرُ/cezrun, كِزْبُ/kizbun, كِظْمُ/kezmun.

Peltek seslerin öğretimi sürecinde Arapçadan Türkçeye geçmiş ve ses değişimine uğramış kelime örnekleri verilmemelidir. Zira ilk bakışta öğrencilere kolay geleceği düşünülse de telaffuz çalışmalarında öğrencilerin telaffuzları kendi dillerinde kolay olan sese kayabilme olasılığı bulunmaktadır. Örneğin: اِثْبَاتٌ/ispat, اِسْتِثْمَارٌ/istismar, تَسْبِيطٌ/tespit.

Arapçada var Olup Türkçede Olmayan Harflerin/Seslerin Öğretimi

Türkçedeki seslere yakın olan harfler

Bu süreçte Arapçada olup Türkçede bulunmayan fakat seslendirilmesi Türk öğrencilere hafif bir ses değişimiyle zor gelmeyecek harflerin telaffuzuna geçilebilir. Bu harfler şunlardır: ص/ş sesi Türkçedeki s sesinin biraz daha kalın halidir. ض/đ sesi Türkçedeki da, du, dı seslerinin karşılığıdır. ط/ţ sesi ض/đ sesinin dilin üst damağa yapıştırılıp çekilmesi durumunda çıkan sestir. Bu seslerin telaffuz çalışmalarında şu örnekler verilebilir: نِصْفٌ/nışfun, مَاصِلٌ/maşlun, رَاكِعَةٌ/rakeða, دِرْسٌ/dırsun, بَاطِشٌ/batşun, شَاطِبٌ/şatbun.

Bu seslerin öğretimi sürecinde Arapçadan Türkçeye geçmiş ve ses değişimine uğramış kelime örnekleri verilmemelidir. ض/đ sesi Türkçeye z ses dönüşümüyle geçmiş bir sestir. İlk bakışta öğrencilere kolay geleceği düşünülse de telaffuz çalışmalarında öğrencilerin telaffuzları kendi dillerinde kolay olan sese kayabilme olasılığı bulunmaktadır. Örneğin: اَصْلٌ/asıl, كَاسِطٌ/kasıt, زَارَرٌ/zarar, هَاضِمٌ/hazım, حِطَابٌ/hitap, لُطْفٌ/lütuf.

Türkçe lehçedeki seslere yakın olan harfler

Bu süreçte Arapçada olup standart Türkçede bulunmayan ancak bazı bölge lehçelerinde kullanılan seslerin telaffuzuna geçilebilir. Bu sesler şunlardır: ح/ ħ sesi özellikle İç Anadolu bölgesinde çok duyulan bir sestir. Yoğ, tarağ, yatağ kelimelerinde olduğu gibi. Diğer bir ifadeyle horlama sesini andıran bir sestir. Ğ/ğ sesi de yerel dilde kullanılmaktadır. Özellikle Doğu Anadolu bölgelerinde çok duyulan bir sestir. Yağmur, yoğurt, ağa kelimelerinde olduğu gibi. ق/ q sesi de daha çok yerel olarak kullanılmaktadır. Özellikle İç Anadolu ve Doğu Anadolu bölgelerinde çok duyulan bir sestir. Kırıkçale, qar, qarınca seslerinde olduğu gibi.

Bu seslerin telaffuz çalışmalarında şu örnekler verilebilir: بُحْلٌ/buħlun, مِخْلَبٌ/miħlebun, زَغْرَدٌ/zağrede, اِغْتَرَبَ/iğteraba, سَقْفٌ/saḳfun, أَطْفُسٌ/taḳsun.

Bu seslerin öğretimi sürecinde Arapçadan Türkçeye geçmiş ve ses değişimine uğramış kelime örnekleri verilmemelidir. Örneğin: شَخْصٌ/şahıs, إِخْلَاصٌ/iħlas, غَالِبٌ/galip, غَرِيبٌ/garip, اِكْتِسَادٌ/iktisat, اِسْتِقْلَالٌ/istiklal.

Türkçedeki seslere uzak olan harfler

Bu süreçte Arapçada olup Türkçede bulunmayan seslerin telaffuzuna geçilebilir. Bu sesler şunlardır: /ʔ/ sesi harekeli olduğunda e, a sesleriyle seslendirilir. Sâkin olduğunda ise Türk öğrencilere seslendirilmesi kolay olamadığı düşünülen bir sestir. ح/ħ ve ع/ʕ sesleri boğazdan çıkan bir seslerdir. Bu seslerin öğretilmesi sürecinde şu kelimeler örnek olarak verilebilir: مَازِقٌ/me'zıḳ, مَأْكُولٌ/me'kûl, شَاحْنٌ/şahnun, فَحْمٌ/faħmun, شَعْبٌ/şa'bun, شَعْلَبٌ/şa'lebun.

Bu seslerin öğretimi sürecinde Arapçadan Türkçeye geçmiş ve ses değişimine uğramış kelime örnekleri verilmemelidir. Örneğin: مَأمُورٌ/memur, تَأسِيسٌ/tesis, مُحْتَمَلٌ/muhtemel, صِحَّةٌ/sihhat, اِعْتِبَارٌ/itibar.

Sonuç ve Öneriler

Yapılan araştırma ve çalışmalara göre Türk öğrenciler Arapça seslerin telaffuzunda zorluk yaşamaktadırlar. Bu zorlukları aşmak elbette belli bir zaman ve yöntem gerektirmektedir. Arapçadaki harfler kendi sıralaması içerisinde verildiğinde bu zorlukların yaşanmasının kaçınılmaz olduğu ve devam edeceği düşünülmektedir.

Yabancı bir dil öğrenmenin temel amacı o dili kullananlarla sağlıklı bir iletişim kurmaktır. Telaffuz hataları bu iletişimi doğru kurmada bir engel oluşturabilecek, istenilen gösterge elde edilemeyecektir. Bunu aşmanın ve mesajı muhabata doğru bir şekilde iletmenin yolu doğru telaffuzdan geçmektedir. Konuşmanın akışından ne demek istendiği anlaşılır anlayışından hareketle telaffuzu geri planda düşünmek doğru değildir. Doğru olmayan bir telaffuz sadece konuşmayı değil dilin dört temel becerisi olan dinleme, konuşma, okuma ve yazmayı da etkileyecektir.

Bu çalışmanın Arapça öğrenen Türk öğrencilerin Arapça sesleri doğru telaffuz etmelerine katkı sağlayacağı umulmaktadır.

Öneriler

1- Arapça öğrenen Türk öğrencilere Arapça sesleri öğretirken önce ortak seslerin öğretilmesinden başlanmalıdır.

2- Arapça sesler öğretilirken bir ses tam olarak öğretilmeden diğer sese geçilmemelidir.

3- Arapça sesler öğretilirken seslerin doğru telaffuzları sağlanıncaya kadar sesin kendisi sâkin, **bir önceki sesin harekeli olmasına dikkat edilmelidir.**

4- Arapça öğreten kurumlarda telaffuz çalışmalarının önem ve özen gösterilmelidir.

5- Arapça öğreten kurumlarda doğru telaffuz, ölçme ve değerlendirme kapsamında ele alınmalıdır.

6- Arapça öğreten kurumlarda doğru telaffuz çalışmaları için başlı başına ayrı bir ders saati belirlenmelidir.

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Assessing Pragmalinguistic Accuracy for Professional Court Interpreters in Remote Settings: A Brief Review of Literature

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Abstract

In court interpreting, both the propositional content and the manner in which the propositional content is expressed are equally important. Existing studies have revealed that one of the common challenges professional interpreters encounter is counter-intuitively unrelated to the message but achieving the pragmalinguistic equivalence of the utterances in their interpretations. However, most of the existing literature concentrates on face-to-face courtroom interactions in European languages. Little has been explored in remote interpreting, which has been accelerated by the COVID-19 pandemic. With these gaps in mind, this article presents a systematic review of the literature on the less-investigated English-Mandarin Chinese interpretations of pragmalinguistic features by professional interpreters in court-related remote settings. This article intends to inform future pedagogical practice and improve interprofessional collaborations.

Keywords: accuracy; court interpreting; remote interpreting; pragmatics; professional interpreters

1. Introduction

Historical records have testified to the socio-professionally underpinnings of interpreting as an ancient human practice that predates written translation. However, it was not until the twentieth century that interpreting has been broadly recognised as a profession (Pöchhacker, 2022). Contrasting the interpreting performed by bilinguals without special training, interpreting conducted by professional practitioners is predominantly characterised by several distinctive features.

The accuracy of interpreting is of paramount significance to the quality of professional interpreting. However, scholarly research has pinpointed the linguistically and culturally nuanced nature of accuracy, as reflected by controversies over overwhelmingly diverse understandings of accuracy inextricably embedded in socio-cultural, situational, and institutional constraints (see Berk-Seligson, 2002/2017; Hale, 2004; Jacobsen, 2004, 2008; Ng, 2018; Cho, 2022). To demystify the complexity of accurate interpreting, this article systematically reviews relevant literature on the

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accuracy of interpreting, firstly as an interaction in general settings and then in the courtroom setting. Considering the increasing use of technology-enabled interpreting in remote settings, this article also reflects relevant scholarly discussions on the merits and limitations of remote interpreting on the accuracy of interpreting.

Accuracy of Interpreting by Professional Interpreters

2.1 Accuracy of Interpreting as an Interaction

Interpreting has traditionally been considered ‘a branch of translation studies’ (Hale, 2007, p.20). Differing from other translational activities, interpreting is ‘most succinctly performed here and now for the benefit of people who want to engage in communication across barriers of language and culture’ (Pöchhacker, 2022, p.10). It can be further categorised in accordance with the specific social context within which the interpreting activities occur. For example, court interpreting is regarded as interpreting in an intra-social institutional context within which members of heterolingual or cultural communities entered into triad contact for some particular purpose.

In general settings, the purpose or intention of translational activities is, according to Vermeer & Reiss (1984/2014)’s skopos theory, to convey in the target language the same meaning as the original utterances in the source language, and provide a faithful representation of the original, specific to the genre of the text’ (p.166). Similarly, the aim of interpreting activities is, as stated by House (1977), to ‘achieve equivalence of pragmatic meaning, if necessary, at the expense of semantic equivalence’ (p.28). These arguments seem to suggest that in order to achieve accuracy, interpreters are expected to strive for a pragmatic reconstruction of the original utterances specific to the context of the communicative events, including reproducing both the message (or propositional content) and the manner in which the communicative intention is conveyed in the original interaction.

Moreover, it is worth noting that a number of existing studies have underscored the presumption that the accuracy of interpreting is associated with the mode of interpreting in both spoken and sign language (see Russell, 2005; Hamidi & Pöchhacker, 2007; Mikkelsen, 2010; Cox & Salaets, 2019). Therefore, it might also be helpful to examine the effect of the mode of interpreting on the accuracy of interpreting. Generally speaking, the mode of interpreting describes ‘the way in which interpreters practice’ (Pöchhacker, 2022, p.13). There are two modes of interpreting that interpreters commonly work in: simultaneous interpreting (as the source utterance is being presented) and consecutive interpreting (after the source utterance). This next section examines the differences of expectations or requirements on accuracy between interpreting in general settings and interpreting in the courtroom.

2.2 Accuracy of Interpreting in the Courtroom

As a cross-linguistic and intercultural interaction, interpreting cannot be viewed in isolation from its language communities, social contexts, interactional scenarios, and institutional settings. As a branch of interpreting, courtroom interpreting is ‘conducted when speakers of different languages have to communicate in legal or paralegal settings’ (Stern, 2012, p.325). Similar to other specialised fields of interpreting, court interpreting is very complex, as it requires familiarity with a number of domain knowledge such as law, translation and interpreting theories, forensic linguistics, intercultural communication, anthropology, and psychology (Hale, 2020). As explained by Hale (2007), as compared with private encounters in other community settings, interpreting in the courtroom setting is likened to ‘a public forum with its rules, traditions, ritualistic procedures and protocols’ (p. 90). In such ritualised institutional settings, a high level of accuracy is required, particularly in the adversarial system that is adopted in countries such as the United Kingdom, the United States, and Australia.

Contrasting the inquisitorial procedures usually associated with the civil law system operating in most continental European countries, one of the most prominent features of the adversarial system is the contentious procedure between two opposing parties, as evidence is presented by opposing counsels favourable to their side and subject to challenge by the other party (see Finkelstein, 2011; Jolowicz, 2003; Koppen & Penrod, 2003; Van Caenegem, 1999; Solan, 2010). As codified in statutory laws and regulations, the right to a qualified interpreter is a matter of equity and access to social justice, as it is concerned with the right to fair representation for linguistic minorities (see Angermeyer, 2015; Ng, 2022). In the adversarial courtroom, as the name suggests, evidence is adduced via questions and answers in the courtroom examinations primarily conducted by opposing counsels representing the conflicted interests of two or more different parties. Orality is essential to the judicial outcome, as each party strives for a favourable representation of facts to their side of interests, which are constantly challenged by the other party. In such settings, questions that are often phrased tactically by counsels and the style in which answers are given have impacts on the power dynamics embedded in the language used in court. To be more specific, questions are, on the one hand, strategically used by opposing counsel to elicit favourable versions of facts before the court (Coulthard, 2017; Gibbons, 2003; Woodbury, 1984). Testimonies are, on the other hand, provided by witnesses and assessed by the judge or jurors based on what is said and how it is said (O’Barr, 2014; Hale, 2004; Loftus, 2019).

The accuracy of interpreting in courtroom settings is significant to a just outcome in the adversarial courtroom. However, due to the intricacies of court language and nuances of socio-cultural interpretations, a convincing body of research has underscored many cross-linguistic and intercultural challenges encountered by interpreters related to achieving pragmalinguistic accuracy in the highly

specialised institutional settings, as evidenced by systematic disregard, addition, omission, or distortion in the interpreted utterances (see Berk-Seligson, 2002/2017; Hale, 2004; Lee, 2009, 2015; Liu, 2020). These evidence-based studies have revealed that inadequate interpreting is detrimental to the counsel's questioning techniques and the credibility of witnesses' testimonies, further influencing the outcome of a case. As Hayes and Hale (2010) revealed, 284 appeals were filed on the basis of incompetent interpreting between 2006 and 2009 in Australia. It is thus reasonable to assume that the demand for accuracy of interpreting in courtroom settings is different from that in general settings.

As such, due to the subtlety of language used in the courtroom and the severity of its impact on judicial outcomes, it is important to maintain a high requirement for accuracy in interpreter-mediated courtroom interactions. However, controversies exist over the interpretation of the meaning of accuracy in courtroom interpreting. On the one hand, some scholars in the legal professional community argue for the necessity of verbatim courtroom interpreting, whereas other scholars disagree based on its unachievability in reality (Angermeyer, 2015; Hale, 2004; House, 1977; Jacobsen, 2004; Laster & Taylor, 1994; Morris, 2008). One justification for such infeasibility of literal rendition is that it restricts interpreters' use of techniques that exceed the referential use of language (Morris, 1995). The other explanation for the unrealistic word-for-word translation is the cross-linguistic structural difference at lexical and grammatical levels (Angermeyer, 2015). Another consideration is the negative impact on the procedural aspect of legal communication, as 'the sensible and logical statement will sound ridiculous when translated literally' and potentially be 'damaging to the witness' (Stern, 1995, p.29).

On the other hand, it is generally agreed in interpreting scholarship that the accuracy of interpreting should relay both the propositional content and the speech style (Berk-Seligson, 2012; de Jongh, 1992; Hale, 2004, 2007; Laster & Taylor, 1994). This approach to the pragmatic accuracy of interpreting, which advocates the inclusion of pragmatic considerations while construing renditions in courtroom settings, has been widely acknowledged by many scholars in interpreting studies. For example, Jacobsen (2004) argues that pragmatic considerations should be taken into account when interpreting courtroom examinations to reveal the speakers' intentions so that effective communications can be achieved between interlocutors. Moreover, Hale (2007) advocates the adequate reproduction of both the propositional content and speech style features such as discourse markers, tone of voice, and register that insinuate the speakers' intention. In a more recent study in remote interpreting settings (see Yi, 2022), fifty certified professional interpreters were surveyed about their views, perceptions, strategies, and professional decisions related to the rendition of stylistic features. Findings have revealed that although the interpreters' prior knowledge of these

stylistic features varied, they were able to adopt appropriate strategies to render discourse markers, tone of voice, register, and other speech style features to achieve pragmalinguistic accuracy.

Pragmalinguistic Accuracy: Theoretical Framework and Professional Guidelines

3.1 Pragmalinguistic Accuracy: Theoretical Framework

As discussed in an earlier section, the pragmatic approach to accuracy in courtroom interpreting has been widely advocated by both research and professional communities (Berk-Seligson, 2002, 2017; Hale, 2004, 2007). To understand the concept of pragmatic accuracy, it is important first to comprehend the linguistic term “pragmatics”. The term “pragmatic” is defined as ‘the study of the relationship between signs and their interpreters’ (Morris, 1938, p.6), ‘linguistic adaptation’ (Verschueren, 1987), and ‘choice of language in social interaction and the effects of these choices on others’ (Crystal, 1987). According to Thomas (1983), pragmatics deals with the meaning in interactions, including the speaker’s meaning, which is also known as the intention or force of an utterance (Leech, 1983; Sperber & Wilson, 1986), and contextual meaning, which is also known as the utterance interpretation in a contextualised communicative settings (Levinson, 1983). The dynamic process of meaning interpretations also involves implicatures, presuppositions, intentions, and inferences.

In interpreting studies, pragmatic accuracy refers to the pragmatic approach to understanding the accuracy of interpreting. As defined by Hale (2007), a pragmatically accurate interpretation is

“to render the meaning of the utterance at the discourse level, taking into account the pragmatic dimension of language, transferring the intention behind the utterance and attempting to produce a similar reaction in the listeners in response to such utterance, as the original would have...by taking into account the lexical, grammatical, syntactic, and possible cross-cultural differences across the two languages (p.42).”

In this research, the definition of pragmatic accuracy is adopted to analyse pragmatic difficulties in interpreting the manner of speech by practitioners. To address this research aim, it is important to first comprehend the notion of pragmatic failures. According to Thomas (1983), pragmatic competence refers to ‘the ability to use language effectively in order to achieve a specific purpose and to understand language in context’ (p.92). Pragmatic failure is ‘the inability to understand ‘what is mean by what is said’ (ibid). It can be further organised into two types of failure: pragmalinguistic and sociopragmatic failure. The pragmalinguistic failure refers to the situation when ‘speech act strategies are inappropriately transferred from L1 to L2’ (p.99), whereas the sociopragmatic failure refers to ‘social conditions placed on language in use’ (ibid). The former deals with the inappropriate

use of linguistic forms and is considered relatively easy to overcome. For example, in Mandarin Chinese, the second person pronoun “ni” would not be considered impolite when used among close friends, whereas in former addresses to people with higher status “nin” is used as a more pragmatically appropriate marker of politeness. The shifting politeness may also imply the speaker’s attitude or respect for the listener, as an indicator of power dynamics in social interactions. The latter results from a lack of sociocultural knowledge and cross-culturally different perceptions of what constitutes appropriate linguistic behaviour. It has been found that these pragmatic failures may induce situations in which ‘the hearer perceives the force of the speaker’s utterances as other than the speaker intended’ (Jaworski, 1994, p.42). Therefore, it is paramount for interpreters to aim for pragmatic accuracy and overcome these barriers.

In interpreting studies, pragmalinguistic failure occurs when the words and expressions are transferred without considering the original pragmatic meaning. Searle and Vanderveken (1985)’s proposal of illocutionary act, which underscores seven different elements in the composition of illocutionary acts: 'preparatory conditions, the mode of achievement of its illocutionary point, the degree of strength, its propositional content, its sincerity, and the degree of strength of sincerity' (p.20).

Based on the illocutionary speech act model above, this research concentrates on the illocutionary point and the force in the analysis of the interpreted manner of speech by professional court interpreters in remote settings. Since the focus of this research is the way Australia-based professional interpreters interpret the manner of speech in court, it is deemed necessary to distinguish the practice of practitioners from that of non-professionals such as trainee interpreters or bilingual aides. As professional interpreters, bound by code of ethics, they are expected to interpret everything that has been said in the courtroom, including the propositional content and the manner. The following section discusses the concept of accuracy codified in the interpreting protocols and recommended guidelines.

3.2 Pragmatic Accuracy and Professional Guideline

Despite the calls for recognition of the complex nature of accuracy in highly specialised court interpreting activities (Christensen, 2008), ‘the need to raise the bar for professional court interpreters as specialised experts has been widely advocated among the interpreting research community for the benefits of both the service users and providers’ (Hale, 2020, p.485). Like many professionals, interpreters are expected to comply with a certain set of protocols in order to adequately perform their professional duties up to the highest possible standard. In Australia, the latest version of the Australian Institute of Interpreters and Translators (AUSIT) Code of Conduct (2012) reflects the growing

acknowledgment of pragmatic accuracy in the expected and accepted professional interpreting practice. To begin with, the prerequisite to becoming a professional court interpreter is a high level of bilingual competence, which basically requires practitioners to ‘develop a native or near-native level of competence in at least two languages in a variety of genres and registers’ (Hale, 2020, p.489). As the AUSIT Code of Conduct (2012) stipulates,

“In order to practise, interpreters and translators need to have particular levels of expertise for particular types of work. Those who work with interpreters and translators are entitled to expect that they are working with appropriately qualified practitioners. Practitioners always represent their credentials honestly. Where formal training or accreditation is not available (e.g. in less frequently used language combinations and new and emerging languages), practitioners have an obligation to increase and maintain skills through their own professional development or request employers, agencies or institutions to provide it (p.5).”

To be more exact, in interpreting in the courtroom, practitioners should be familiar with the varied court-related contexts, the court system and its institutional structures, legal terminology, and genres of the areas in the court assignments they accept (see Clause 3.2 Competence, AUSIT Code of Conduct, 2012, p.9). In addition, if they find the competence required by an assignment is beyond their expertise, they are expected to inform the client(s) immediately and work to resolve the situation by either withdrawing from the assignment or following another acceptable strategy (see Clause 3.4 Competence, AUSIT Code of Conduct, 2012, p.9).

In addition, the Code also expects a high level of accuracy, which requires interpreters to use their best professional judgement in remaining faithful at all times to the meaning of texts and messages. As stated in the Code of Conduct,

“(professional interpreters) should provide accurate renditions of the source utterance or text in the target language. In this case, accurate means (1) optimal and complete; (2) without distortion or omission; (3) preserving the content and intent of the source message or text (see Accuracy Principle, AUSIT Code of Conduct, 2012, p.5).”

To be more specific, interpreting practitioners should be able to provide an accurate and complete rendition of the source message using the skills and understanding they have acquired through training and education (see Clause 5.1), not adding to, altering, or omitting anything from the content and intent of the source message (see Clause 5.2). In case of any interpreting mistakes, professional interpreters are expected to acknowledge and promptly rectify these mistakes (see Clause 5.3) and

ask for clarification, rephrasing, repetition, or explanation if anything is unclear where circumstances permit (see Clause 5.4, p.10).

In summary, interpreters should relay accurately and completely everything that is communicated to ensure the same access to all that is said or signed by all parties involved in the trial (see Int2), use the first person (see Int3), maintain the emotions of the speakers and not soften or enhance the force of messages conveyed or language used in courts, including maintaining incoherence, hesitations, and unclear statements (see Int4), and conveying in the exact same manner as presented (see Int5, p.14).

2.4 Accuracy of Interpreting in Remote Settings

Since the covid-19 has been declared a global pandemic by the World Health Organisation, the use of remote interpreting has been accelerated. According to Braun (2015), remote interpreting refers to ‘the use of communication technologies to gain access to an interpreter in another room, building, town, city or country’ (p.352). As discussed above, the accuracy of interpreting cannot be independent of the setting where the interpreting activities take place and the mode of interpreting. The above literature review mostly addressed on-site interpreting. In the context of remote interpreting, interpreters are also expected to provide adequate interpreting by understanding the purposes of the use of these technologies and the way in which these technologies shape communication in accordance with any institutional protocols or requirements (Int13, AUSIT Code of Conduct, p.15) and familiarising themselves with the use of technology, including telephone, video and internet interpreting, and diverse recording/transmitting devices (AUSIT Remote Video Interpreting Protocols, p.3). In addition, interpreters are also expected to act professionally at all times during the meeting. They should interpret everything being said and, when interpreting via platforms with visual input, use the ‘raise hand’ function or write a comment on the chat board while seeking clarification, ask for repetition, or report any technical issue (p.5). These recommendations are also mirrored in the telephone interpreting protocols (see AUSIT Telephone Interpreting Protocols, p.1-2). This section deals with the meaning of accuracy concerning the visual access to the speakers and the proceedings.

2.4.1 Audio-Only Interpreting

A few survey-based studies (e.g. Rosenberg, 2007; Wadensjö, 1999) have compared telephone interpreting with face-to-face mode by conducting small samples of discourse analyses of interpreting performance. Findings have revealed several difficulties that interpreters encounter while interpreting with audio-only access. For example, Ko (2006) studied the perceived fatigue and stress level in relation to the attention span in prolonged sessions of telephone interpreting over four weeks. The

same study also indicated improved performance related to the familiarity and experience of interpreting via telephone. In another study, Rosenberg (2007) assessed the performance of interpreting via the telephone in medical and business settings in the United States over a period of 14 months. The findings have identified factors such as the lack of briefing and introduction, the lack of visual cues, poor sound conditions, and the interpreter's shift to third-person pronouns at times for clarification purposes. The lack of visual access in telephone interpreting is also reflected by Lee (2007), which analysed the profiles of twenty Korean interpreters in Australia based on telephone surveys and highlighted that the lack of visual cues and contextual information may affect the quality of interpreting over the telephone.

2.4.2 Audiovisual Interpreting

With the limitations of telephone interpreting in mind, video remote interpreting has the added benefit of making some visual cues available to the parties. Existing research (e.g. Braun, 2018, 2020; Hale et al., 2022; Seeber et al., 2019) has shown that performance improves with the addition of visual input. However, other studies such as Skinner et al. (2018) pinpointed the undecided impact of lack of presence on the accuracy of interpretations in different modalities, as discrepancies exist between subjective ratings of performance and actual interpreting performance, weighted against the benefits of practice and experience.

Apart from the benefits and shortcomings of audio-only and audiovisual remote interpreting, studies also reveal no significant difference between these two conditions of visual access. Roziner & Shlesinger (2010) revealed no significant differences between the objective assessments and subjective assessments of the accuracy of two conditions of remote interpreting performed by 36 conference interpreters working in official European languages in remote settings.

In summary, a consensus has not been reached on which condition of remote interpreting is more favourable. Those who endorse the presence of visual cues in remote interpreting (e.g. Hale et al., 2022) argue that the optimal conditions in which the existing studies on remote interpreting were conducted do not simulate working conditions in domestic legal settings. They contend that domestic settings are less likely to enable such working conditions. In domestic settings such as courts, interpreters work alone and operate mostly in dialogic or monologic settings. The complexity of the dialogic nature of courtroom interactions challenges the interpreters' ability to render the content accurately and the manner of utterances, compounded by the absence of visual cues in the remote options.

2.5 Summary

This article has briefly reviewed relevant literature in the field of court interpreting and forensic linguistics, particularly focusing on the issue of pragmalinguistic accuracy in remote settings. It first explored the concept of interpreting accuracy in general and in courtroom settings. In this section, possible explanations for pragmatic failures were provided, and the subsequent need for pragmatic accuracy of both content and manner was highlighted. Then the article moves on to the theoretical framework and professional guidelines for pragmalinguistic accuracy. This section first outlined the pragmatics with a special focus on the speech acts theory developed by Austin (1975) and Searle (1976). Then it discussed the components of the illocutionary acts framework proposed by Searle and Vanderveken (1985) and argued for the significance of pragmalinguistic accuracy in highly specialised court interpreting. Lastly, this article concentrated on the scholarly debates on the accuracy of interpreting in technology-enabled remote settings. With the increase in the use of videoconferencing technologies and virtual hearings, the issue of accuracy is of paramount importance. Given its significance, literature on achieving accuracy was reviewed, drawing on the strengths and limitations of visual access to the speaker and proceedings. However, due to the aim and scope of this article, only a few selected studies that were published recently were critically reviewed. Further discussions are needed to expand the existing scholarly understanding of the pragmalinguistic accuracy of court interpreting in remote settings. This article intends to inform pedagogical practice and foster interprofessional collaborations.

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6 Şubat depreminde kaybettiğimiz Fatma DODURKA ve kızı Alara'nın anısına...

Be the Voice of Girls: A different approach to teaching English! Institutes: Be the Voice of Girls, Turkey and Burlington English, USA

Dodurka, F. & Holtman, C.

Abstract

Imagine a program where you empower yourself by learning English through arts. While learning English and Arts, you gradually build confidence and take a step to become a global citizen of the world. All the skills you learn help you become who you are and take leadership roles within your community as in the example of Ms. Dodurka who is now the coordinator of Be the Voice of Girls. You might be curious and ask yourself how this is possible! How can you empower one by teaching English through arts? You know what you are right but there are times when dreams come true! Our dream came true with the support of RELO, Turkey. Our true story of empowerment turned into a project called Be the Voice of Girls, which is a success in the country with its second cohort in 2022-2023. This article will tell you more about our story and help us show this miracle of Applied Linguistics and how we want to scale it up.

Keywords: English, arts, empower, leadership, confidence.

BE THE VOICE OF GIRLS

Welcome to Be the Voice of Girls: A different approach to teaching English.

This is the true story of Be the Voice of Girls. Let us introduce the team and tell you the whole story:

Fatma Dodurka: ESL teacher, Founder of Be the Voice of Girls

Carl Holtman: Co-founder of Be the Voice of Girls,
Higher Education and assessment specialist at Burlington English

Alara (Deniz) Dodurka: Peer support and assistant at Be the Voice of Girls
A fine arts student with a rich portfolio in English and Arts

The birth of Be the Voice of Girls!

It all started with Fatma Dodurka's daughter, Alara Deniz. When Ms. Dodurka became a mom, she and her husband decided to raise the baby as bilingual in English and Turkish. Having recently finished her graduate studies in Boston, Ms. Dodurka got in touch with her professors and fellow teachers from the Simmons College community to get advice on teaching English to her baby. They sent her books and CDs to use; however, there wasn't much to use for teaching English to babies at the time. So, she started making her own materials and developing her own methodology. While growing up, Alara Deniz started showing interest and ability in various art forms. The family started enjoying art everywhere while also practicing Turkish and English naturally. Then Russian came to the scene, and the family followed the same approach for her to learn Russian. They hired Russian-speaking teachers and volunteers to teach their daughter. Bingo! In a few months, Alara Deniz started not only speaking but also reading and writing in Russian. This art and English approach helped Ms. Dodurka make an impact on her teaching career, and she started to grab attention from various platforms.

How did this come to life?

This is when dreams come true, thanks to the U.S. Embassy and the Regional English Language Officer (RELO) in Turkey! Upon submitting a successful proposal, the initial Be the Voice of Girls started in Iskenderun, Turkey. It aimed at fostering ties between the U.S. and Turkey by teaching English through arts to twenty girls from various cultural and linguistic backgrounds. It was a 36-week program that offered in-person and virtual sessions with various learning activities and events.

What made us successful?

It is the magic of English and arts that has become the true spirit of this program.

Combining English and Art allows us to create mixed-ability groups that generally might not be together if we focused on only one aspect (i.e., only English or only Art). For example, in the initial group, we had some very beginning level English ability girls in our group, yet they had massive art talent. Those girls were able to express themselves artistically (being the voice through art) while also improving their English skills by being exposed to others who were more advanced linguistically. Likewise, girls who were not the most artistically inclined were able to be the voice through their English abilities (storytelling, etc.), so together we made the group stronger by the end of the 36-week project.

To make this work, we built a unique approach where we integrated various types of arts, U.S. culture and life in addition to spoken English. These three parts have become the essential components of the program.

First of all, the girls were exposed to different types of arts, from storytelling to food art, from journalism to handcrafts and many more, which helped the girls gradually build confidence and helped them become who they are now. For example, while doing art of the interview and journalism, we organized an event called ‘ ‘ Ask the Mayor!!!’ Here the girls had the chance to ask questions to the mayor of Iskenderun. In this particular event, they asked smart questions and made comments with confidence with the skills they had gained during the art of journalism. Another example would be the podcasts and picture stories at storytelling. And how could we skip the food workshops by well-known chefs and the food art presentations by the participants? Each unit with a unique art focus just made learning fun and engaging.

Learning about life and culture in the U.S. from Andrew McCrea, an American who has rich experience as the director of the American Countryside radio show, made a huge impact on the learners because they could ask and interact with the host and get answers right away. Sharing real stories simply made learning more fun and more realistic. They enjoyed learning in an interactive way.

Taking on the challenge to teach spoken English, Ms. Dodurka built her own lesson plans, which included role-plays, dialogues, mini podcasts, workshops, acting and many more practice-based activities. Offering hands on learning activities and interactive games kept the learners engaged and improved the quality of learning. Doing classes in real venues to practice English provided unforgettable experiences. For example, going to a café, visiting an art center, visiting a museum, art of design at the riding club, and workshops at a professional kitchen just to name a few.

On top of that, partnering with a U.S.-based English school, All Ears English, to teach American slang and phrases made learning English more engaging. As is seen, Real Life Real English made a difference!

The other side of success is the teacher. A strong curriculum would not be complete without a dedicated teacher. Having obtained a Master of Art in TESOL and completed her internships at K-12 public schools in the U.S., Ms. Dodurka was familiar with language and arts. Having been inspired by her daughter’s diverse art skills, she just added new methods to her way of teaching and improved

herself while developing a language through arts curriculum. A teacher with the love of language and arts is the one that can make a difference in this program.

Outcomes

Before I tell you how we plan to develop the capacity of the program for the second cohort, I would like to focus on the outcomes.

Our findings show that participants improved their English language skills, in particular spoken English skills. They gained confidence in speaking English, which in turn improved their self-esteem. The keyword repeatedly used in the testimonials was ‘confidence.’ By learning English through arts, they actually overcame the fear of speaking English. It is great to see that the participants empowered themselves by learning English and various art forms. English through arts is a fun way to learn!

Findings also note that BVG has rich effects both socially and emotionally on the participants. First of all, they made new friends just like them who have an interest in English and the arts. They had dreamed of a new community of friends, and now they had it. They enjoyed coming to the sessions. We always had high attendance rates. BVG offered group work activities, which are less likely to be offered at schools. As like-minded peers, they took advantage of learning with and from each other and enjoying the company and joint work. They were happy because they achieved things together. Because they started socializing at BVG, they also became more sociable at school and took leadership roles in classes where they could display what they learned during BVG classes.

Adding to the social outcomes, we heard the participants say that they are not afraid or scared to talk or speak up. As a matter of fact, they want to be the voice of girls wherever they are and take it to their community to support the future of BVG. We hope to build upon this and start an alumni network that will create a platform for our graduates.

What comes next?

Now it is time to scale this up. What do we plan to do to turn this into a program that can be used for future generations?

First of all, we have a new, state-of-the-art testing system supported by one of our partner institutes. For us, testing is not just a one-time thing. It is part of the learning process. We believe monitoring progress makes a difference in learning.

As bookworms, we are updating our competitive book club. Our new club will be run by a partner institute specializing in book clubs. There will be virtual lessons once a week to support live storytelling, reading comprehension, and discussions in addition to in-person book review sessions.

While revising our curriculum with its major components, we plan to design a manual so that our lessons can be done anywhere worldwide.

Having seen that an energetic teacher is key to making the curriculum stronger, we are looking for excited teachers who would like to be our ambassadors within their regions. By building a network of teachers, we hope to offer BVG everywhere possible.

Remarks

This unique program translates the vision of a right to quality education with language and arts at its core into reality.

With its rich outcomes and ongoing impact in the region, it has come to prove once again that language is a power, a power to communicate, and arts is an excellent way to promote self-expression. Given the proven success of English and arts, Be the Voice of Girls must enable the global youth to speak up and strive to ensure lifelong learning for all!

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Bilişsel Dilbilimi Açısından Metonimi: Türkçe ve Japonca Dilleri Açısından Kısa Bir İnceleme

Türkan ÖZKAN¹

Özet

Bu çalışmada bilişsel dilbilim açısından metoniminin anlamı ve tanımları, unsurları, metafor ile olan farkları üzerinde durulmaktadır. Ayrıca hangi amaçlar için kullanıldığına kısaca değinilmekte ve daha sonra türleri tanıtılmaktadır. Son olarak, kimi örnekler üzerinden Japonca ve Türkçe dilleri metonimik yapılanma bakımından karşılaştırılmaktadır.

Anahtar Kelimeler: bilişsel dilbilim, metonimi, metafor, metonimi türleri, Japonca ve Türkçe dillerinde metonimler.

Giriş

Metafor ve metonimi², bilişsel dilbilimin en önemli konularındandır. Metafor kadar üzerinde çalışılmamış olsa da metonimiyle ilgili literatür açığı son yıllarda giderek kapanmaktadır.³ Bu eğilimin bir nedeni, genellikle birlikte ele alınan bu iki kavram arasında, artık daha belirgin bir ayrım çizilmesi ve bunun sonucunda metoniminin, metafordan bağımsız bir biçimde ele alınmaya başlamış olmasıdır.

Tanımlamalar ve Metonimi ile Metafor Arasındaki Farklar

Metonimi, kavramsal bir varlığın diğer bir kavramsal varlığa zihinsel erişimini sağlayan bir bilişsel ve dilbilgisel bir süreçtir.⁴ Başka bir ifadeyle, bir kavramı anlatmak için başka bir kavrama başvurulmasına dayanan bir süreçtir. Bu kavramlardan ilkinde 'referans noktası' ya da 'araç', ikincisine 'kastedilen nokta' ya da 'hedef' denmektedir. Burada önemli olan husus, iki kavramsal fenomen arasındaki ilişkinin niteliğidir.

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² Metonimi kavramı yerine Türkçede 'düz değişmece', 'ad aktarması' ve 'mecazı mürsel' gibi farklı ifadeler kullanılmaktadır. Öte yandan, yabancı dillerde 'metonymy', 'metonym' ve 'metonymies' ifadelerinin kullanıldığını görmek mümkün. Bilişsel dilbilimde genel kullanım 'metonymy' olduğu için bu çalışmada onun çevirisi olarak 'metonimi' ifadesi tercih edilmiştir.

³ Metonimi konusundaki kuramsal çalışmaların kısa bir incelemesi için bkz. Jeannette Littlemore (2015). *Metonymy: Hidden shortcuts in language, thought and communication* (s. 42-65). Cambridge Univ. Press.

⁴ Ronald W. Langacker (1993). Reference-point constructions. *Cognitive linguistics*, 4(1), s. 30.

Yakınlık İlişkisi

Metaforda farklı nesne ve kavramlar karşılaştırılıp aralarında bir ilişki tesis edilirken metonimide daha yakın bir ilişki, bitişiklik ilişkisi bulunmaktadır.¹ Metafor benzerliğe dayanmaktadır ve bir şeyi diğeri yoluyla anlama sürecidir. Metonimi ise yakınlığa dayanır. Bir varlığın bilinen gönderimi yerine, onunla ilgili başka bir şeye gönderimde bulunulması sürecidir.² Metonimi kavramlar arasında doğrudan bağlantılar içerdiğinden, metaforun sembolizminden ayrılır ve gerçeklikle doğrudan ilişkilidir.³ Bu nedenle metonimi, metafordan daha doğal görünür.⁴

Ortak Bilişsel Alan ya da İdealize Edilmiş Bilişsel Model

Metonimide kullanılan her iki kavramsal fenomenin (hedef ve araç) Şekil 1’de gösterildiği üzere, aynı kültürel ve anlamsal temele dayanan bir bilişsel alanda ya idealize edilmiş bilişsel modelde⁵ ya da ortak deneysel alanda⁶ yer alması üzerinde durulmaktadır.⁷

Şekil 1

Ortak bilişsel alan ya da idealize edilmiş bilişsel model



¹ Daha ayrıntılı bilgi için bkz. William Croft (1993). The role of domains in the interpretation of metaphors and metonymies. *Cognitive Linguistics*, 4(4), s. 347; Peter Koch (1999). Frame and contiguity: On the cognitive bases of metonymy and certain types of word formation. K.-U. Panther & G. Radden (Eds.), *Metonymy in language and thought*. John Benjamins Publishing Company, s. 144-49.

² George Lakoff ve Mark Johnson (1980). *Metaphors we live by*. Chicago University Press, s. 5 ve s. 18.

³ A.k., s. 39.

⁴ Bununla birlikte metafor ve metoniminin iç içe geçtiği yapılar ve kavramlarla çok sık karşılaşılabilmektedir. Nitekim Goossens bunun için ayrı bir kavram geliştirip ‘metaftonimi’ demiştir ve bu yapı da ‘metaforik temelli metonimi’ ve ‘metonimi temelli metafor’ olarak ikiye ayrılabilir. Bkz. Louis Goossens (1990). Metaphonymy: the interaction of metaphor and metonymy in expressions for linguistic action. *Cognitive Linguistics*, 1(3), s. 323-340’tan aktaran Gonca Varoğlu (2016). “Hara”, “kokoro”, “mune” sözcükleriyle oluşturulan Japonca deyimlerde metaforik ve metonimik yapılanma [Yayınlanmamış Doktora Tezi]. Ankara Üniversitesi Sosyal Bilimler Enstitüsü, s. 71-72.

⁵ Kavram ve türleri için bkz. George Lakoff (1987). *Women, fire and dangerous things: What categories reveal about the mind*. The University of Chicago Press.

⁶ William Croft (2002). The role of domains in the interpretation of metaphors and metonymies. R. Dirven & R. Pörings (Eds.), *Metaphor and metonymy in comparison and contrast* (s. 161-205). Mouton de Gruyter; Antonio Barcelona (2002). Clarifying and applying the notions of metaphor and metonymy within cognitive linguistics: An update. R. Dirven & R. Pörings (Eds.), *Metaphor and metonymy in comparison and contrast* (s. 207-278). Mouton de Gruyter.

⁷ Günter Radden ve Zoltan Kövecses (2007). Towards a theory of metonymy. V. Evans, B. K. Bergen & J. Zinken (Eds.), *The cognitive linguistics reader*, Equinox, s. 336-7.

Örneğin, arabanın çeşitli parçalarından, araba sürmek için gerekli nitelikler ve kurallar toplamından, araba yollarıyla ilgili türlerden, çeşitli araba modelleri ve onları çevreleyen kültürden ya da insan tipolojisinden, arabalara alternatif ulaşım vasıtalarından oluşan bir bütün, yani arabalarla ilgili olarak idealize edilmiş bilişsel bir model oluşturulabilir. Buradan hareketle de arabalar ve yakın ilişki içerisinde olduğu diğer kavramlar arasında metonimik bir ilişki kurulabilmektedir.

Kavramsal Bir Yapıya Sahip Olma

Tanımdaki bir diğer husus olan metoniminin kavramsal bir yapıya sahip olmasının anlamı ise metoniminin insan deneyimine dayandığının, günlük yaşamdaki düşünme biçimini etkilediğinin, genel ve sistematik ilkelere tabi olduğu ve insanların düşünce ve eylemlerini biçimlendirdiğinin kabul edilmesidir.¹

Araç Kavram (A) ve Hedef Kavram (B) Toplamından Oluşma

Metoniminin tanımlanması konusunda vurgulanması gereken son bir husus, bu bilişsel düzeneğin birbiri yerine kullanılan iki kavramdan ibaret olmayıp onun ötesinde bir ilişki kurduğudur.² Başka bir ifadeyle, araç kavramı(A), hedef kavramın(B) yerine kullanılan, ona bilişsel olarak ulaşıldığında ortadan kalkan bir muadil değildir. Bunun yerine metonimik ilişki, araç kavram (A) ve hedef kavram (B) toplamından oluşan bir ilişkidir ve yerine geçme ya da birbirini ortadan kaldırma söz konusu değildir.³

Metoniminin Kullanılma Amaçları

Metonimide temel amaç, daha karmaşık ya da soyut bir kavramın daha basit ya da somut bir kavrama başvurulmasıdır. Bir bilgi yığımından, önemli görülen bir kısmı vurgulayarak ya da öne çıkararak geri kalan kısmı arka planda tutmak için de metonimiden yararlanılabilmektedir.

¹ A.k., s. 335.

² Metoniminin sözlüklerdeki anlamına bakıldığında, başka bir ifadeyle geleneksel anlamında, araç ve hedef arasında bir yer değişimi ve yerine geçme ilişkisi varsayılmaktadır. Bkz. örn. Türk Dil Kurumu. (t.y.). Mecazımürsel. *Türk Dil Kurumu Sözlükleri*. Erişim tarihi 18.01.2022, <https://sozluk.gov.tr/>; Glossary of Linguistic Terms. (t.y.) Metonymy. *SIL Glossary of Linguistic Terms*. Erişim tarihi 18.01.2022, <https://glossary.sil.org/term/metonymy>. Oysa bilişsel dilbilimdeki son çalışmalar bunun doğru olmadığını göstermeye yönelmiştir.

³ Radden ve Kövecses, *a.g.m.*

Ayrıca anaforik bir gönderme (artgönderim) vasıtasıyla bağıntı kurulması ve tutarlılık/mantıksal uyum sağlanması da metoniminin kullanılma amaçlarındandır.¹ Örneğin, aşağıdaki üç cümle arasında tutarlılık oluşturacak, metonimik bir neden-sonuç ilişkisi ortaya koyacak şekilde anlaşıldığında anlam ifade etmektedir.

A kral olmayı istemiştir.

A beklemekten yorulmuştur.

A arsenik zehrinin işe yarayacağını düşünmüştür.

(Kral olmayı isteyen ancak beklemekten yorulan A, zehir içerek intihar etmiştir.)

Metin dışındaki kompleks bilgiye yapılan göndermeler, küçük bir grubun kendine özgü diline yapılan göndermeler, dolaylı anlatım ve nezaket katmak için kibar bir anlatım; bunların sonucunda da ortak bir bilgi paylaşımına dayalı söylem toplulukları kurmak ve ilişki geliştirmek, metonimi kullanmanın diğer amaçlarıdır.²

Metonimi Türleri

Metoniminin kullanımına birçok amaç eşlik etmektedir ve bunlar metoniminin işlevlerini belirlemektedir. Buradan hareketle de metonimi birçok farklı türe ayrılmaktadır. Bu taksonomilerden en bilineni, Lakoff ve Johnson'ın sınıflandırmasına göre, metonimi çeşitli ilişkiler üzerinden kurulmaktadır:³

“Bütün yerine Parça”⁴: Projede bazı iyi beyinlere ihtiyacımız var. (Bedenin bir parçasına işaret edilerek aslında tüm beden, yani insanlar kastedilmektedir.)

Ürün yerine Üretici: (O) bir Ford aldı. (Alınan arabanın üreticisine başvurarak alınan araba kastedilmektedir.)

¹ Ayrıntılı bilgi için bkz. Littlemore, s. 75-81.

² Ayrıntılı bilgi ve metoniminin iletişim alanındaki işlevleri için bkz. *a.k.*, s. 65-123.

³ Lakoff ve Johnson, *a.g.k.*, s. 38-39.

⁴ Parça-bütün ilişkisine dayalı metonimi türüne ‘sinek-dok’ da denmekte ve bu konuyu, metafor ve metonimiyle birlikte mecaz anlatımın üçüncü bir unsuru olarak değerlendiren görüşler de bulunmaktadır. Ancak Lakoff ve Johnson’ın şablonu temel alındığında, parça-bütün ilişkisini metonimi başlığında göstermek daha uygun düşmektedir. Bkz. *a.k.*, s. 36.

Kullanıcı yerine Nesne: Saksafon bugün hasta. (Araç kavram olan nesne, onu kullanan, yani çalan kişi yerine kullanılmaktadır.)

Kontrol edilen yerine Kontrol eden: Ozawa dün gece berbat bir konser verdi. (Orkestrayı ifade etmek için onu kontrol eden şefe atıfta bulunmaktadır.)

Sorumlu/yetkili insanlar yerine Kurum: Exxon, fiyatlarımı tekrar arttırdı. (Bu şirketteki kişilerin edimi, kurumun kendisine mal edilerek ifade edilmektedir.)

Kurum yerine Mekân: Kremlin, SALT görüşmelerinin bir sonraki turunu boykot etmekle tehdit etti. (Rus yönetimi/hükümeti hedef kavramı yerine, onun mekânı olan araç kavrama başvurulmuştur.)

Nesne yerine Öz/Materyal: Profesör Maria Lucia Coutinho Colen fildişlerini tıngırdattı (*tickle the ivories:* piyano tıngırdatmak). (Hedef kavram olan piyanoya doğrudan başvurmak yerine, dolaylı yoldan, yapıldığı malzemeye başvurulmuştur.)

Olay yerine Mekân: Tayland'ın başka bir Vietnam olmasına izin vermeyelim. (Hedef kavram olan bir olayı (Vietnam savaşı) anlatmak için savaşın geçtiği mekân (Vietnam), araç kavram olarak kullanılmaktadır).”

Bu tasnif dışında Radden ve Kövecses'in tasnifi de yaygın kullanılanlardan biri olup genel planda bütün ve parça ile parça ve parça ayrımına dayanmaktadır.¹ Bunlardan ilkinin alt-kategorileri bütün yerine parça, tüm ölçek yerine uçlar, nesne yerine materyal/öz, tüm olay yerine alt-olay, kategori yerine kategori üyesi, kategori yerine belirgin bir özellik kullanımı olarak örneklenebilir. Parça ve parça metonimi türleri ise sayıca daha da çoktur. Eylem yerine zaman (dilimi), algı yerine algılanan nesne, neden yerine etki, ürün yerine üretici, kontrol edilen yerine kontrol eden, sahiplik yerine sahip olunan (nesne), içerik yerine kap, meskunlar (yerleşik halk) yerine mekân, onları ifade eden kavramlar yerine kelimeler, orijinal biçim yerine değiştirilmiş biçim bunlara örnek olarak gösterilebilir.

¹ Radden ve Kövecses, *a.g.m.*

Kimi Örneklerle Türkçe ve Japonca'nın Metonimik Yapılanma Bakımından Karşılaştırılması

Bu son bölümde, geniş kapsamlı bir incelemeden ziyade kimi metonimi türlerini örnekleyen Japonca ve Türkçe ifadeler üzerinden bir karşılaştırma yapılmıştır.

Biçim-Öz/Materyal İlişkisi: 鋼 (*hagane*): Düz anlam olarak ‘çelik’ için kullanılan *hagane*, çelikten yapılan kılıçların da yerine geçmiş ve ‘kılıç’ için de kullanılmaya başlamıştır. Dolayısıyla nesnenin yapıldığı materyal ya da öz aracılığıyla nesnenin kendisi, yani son biçimlenmiş hali anlatılmaktadır. Türkçede çelik ve kılıç arasında böyle bir metonimik ilişki olmamakla beraber, buna benzer bir ilişkiyi ‘mermi’ için ‘kurşun’ kullanımında görmek mümkündür: kurşun sıkmak. Burada da öz, biçimi anlatacak şekilde kullanılmaktadır.

Sebeup-Sonuç İlişkisi: 胸を撫で下ろす (*mune o na de orosu*): Japoncada ‘göğüs’ ve ‘sıvazlamak, okşamak’ kelimelerinden oluşan bu ifade, ‘rahatlamak’ anlamına gelmektedir. Rahatlama duygusunun bedende yarattığı etki tasvir edildiğinden, ‘rahatlamak’ ve ‘göğsünü sıvazlamak’ arasında sebep-sonuca dayalı metonimik bir ilişki kurulmaktadır.¹ Türkçede bununla birebir örtüşen bir deyim yoktur ancak ‘içi rahatlamak’ deyiminden oluşan metaforik bir kullanım bulunmaktadır.

Nesne-Mekân İlişkisi ve Mekân-Kişi İlişkisi: 帝 (*mikado*): Japoncada saygı öneki olan ‘*mi*’ ve ‘*kado*’ (kapı) kelimelerinden oluşan bu kelime, düz anlam olarak ‘imparatorluk kapıları’ anlamına gelir. Buradan yakınlık ilişkisine dayalı olarak ‘imparatorluk mekânı’, yani ‘saray’ ve ‘imparator’ anlamlarında kullanılır. Dolayısıyla nesne-mekân ve mekân-kişi ilişkisine dayanarak metonimi kurulmaktadır. Türkçede buna benzer bir kullanımı ‘Bab-ı Ali’ ifadesine görmek mümkündür.² Ancak Bab-ı Ali kapısının, sadaret ve kimi nezaretlerin bahçesine açıldığından, saltanatı değil de ‘yürütme organı’na ya da ‘hükümet’i ifade ettiği belirtilmelidir. Ayrıca civarında yayın organlarının bulunması nedeniyle, Bab-ı Ali’nin sonradan gazeteler ya da gazeteciler için de kullanıldığını

¹ Gonca Varoğlu, *a.g.e.*, s. 279.

² Basil Hall Chamberlain (2015). *A handbook of colloquial Japanese*. Cambridge University Press, s. 33.

belirtmek gerekir.¹ Böylece mekânın, kişiler (gazeteciler) için kullanıldığı metonimik bir ilişki de kurulmuştur.

Ölçek-Uçlar İlişkisi: 遠近 (*enkin*): Japoncada ‘uzak’ ve ‘yakın’ kanjilerinden (Çin kökenli yazı karakterleri) oluşan bu ifade, ‘mesafe’ anlamına gelmektedir. İki farklı ya da zıt uç kullanılarak tüm ölçeği ifade edecek şekilde metonimik bir ilişki kurularak oluşturulmuştur. Oysa Türkçede buna en yakın olabilecek deyim ‘öte beri’, mesafeyle hiç ilgisi olmayan bir ifadedir.

Mekân-Olay İlişkisi: 福島を繰り返す/忘れるな (*Fukushima o kurikaesu/wasureru na!*) ‘Fukuşima’yı tekrar etme/unutma!’ anlamına gelen bu cümledeki mekân, aslında Mart 2011 tarihinde gerçekleşen ve Japonya’nın en büyük depreminin gerçekleştiği olayı anlatmaktadır. Dolayısıyla buradaki mekân metonimik bir yer değiştirmeyle belirli bir olaya atıfta bulunmaktadır. Türkçede mekân-olay ilişkisine dayalı metonimler yaygın görünmektedir (-Soma, yıldönümünde anıldı.) ancak deprem örneği üzerinden gidersek Türkiye’deki en yıkıcı depremlerden birinin bir tarihle anıldığını görüyoruz: ‘17 Ağustos’u unutma! Buradaki metonimik ilişki mekân üzerinden değil, bir tarih üzerinden bir olayı anlatmaktadır. Buna benzer ifadeleri Japoncada da görmek mümkündür. Nitekim Fukuşima depremi aynı zamanda ‘3.11’ (11 Mart) olarak da anılmaktadır²: ‘3.11’ (11 Mart) Japonya’nın yaşadığı en büyük depremlerdendir.

Kap-Malzeme İlişkisi: 腹が張る (*hara ga haru*) Japoncada ayrı ayrı ‘karın’ ve ‘kaplamak, yaymak’ sözcükleri, deyim halinde kullanıldığında ‘karnını doyurmak’ anlamı taşımaktadır. ‘Karın’ ve ‘mide’ arasındaki yakınlık dolayısıyla kap-malzeme metonimik ilişkisi kurulmakta; ikinci aşamada ise ‘kaplamak’ ve ‘doymak arasında’ içinin dolması anlamında metaforik bir ilişki kurulmaktadır.³ Dilimizde de ‘karın’ ve ‘mide’ arasında metonimik bir ilişki kurulmaktadır: Karnını doyurmak.

¹ Bkz. Türk Dil Kurumu. (t.y.). Babıali. *Türk Dil Kurumu Sözlükleri*. Erişim tarihi 18.01.2022. <https://sozluk.gov.tr>

² Nami Arimitsu (2015). Analyzing the place for the event-type metonymies from the perspective of negative evaluative factors. *Revista Brasileira de Linguística Aplicada*, 15(2), s. 489.

³ Varoğlu, a.g.e., s. 94.

Sonuç

Metonimi, bilişsel dilbilimin temalarından sadece biridir. Diğer temalardan farklılaşmasını, kullanım amaçlarını ve türleri üzerinde yapılan çalışmalar sayesinde giderek daha yakından ele alınmaktadır. Bir dilin gelişimi ve zenginliğinin serimlenmesi açısından olduğu gibi, yabancı dile yapılan çeviriler bakımından da metoniminin nasıl ele alınacağı üzerinde durmak elzemdir.

Bilişsel dilbilime göre dil, dünyayı nasıl kavramlaştırdığımızla ilgilidir. Dolayısıyla dilin kullanıcıları da dilin şekillendirilmesinde etkin rol oynarlar. Böylece deneyimin nasıl kavramsallaştırıldığı konusu, dillerin kavramsal sistemlerini de biçimlendirmektedir. Bu husus, belirli bir dilin gelişimini şekillendirdiği gibi, farklı iki dil arasındaki tercümeleler açısından da geçerlidir.

Bu bağlamda Japonca ve Türkçe açısından üzerinde durulan bazı örneklerin de gösterdiği üzere, metonimik yapılanmalar her iki dil açısından da mevcut olmakla, birlikte tam bir örtüşme söz konusu değildir. Anadil konuşucusu, dilin gelişiminde katkıda bulunan diğer kişilerle beraber bir kültürün içinde şekillendiğinden dolayı, kendi dili konusundaki metonimik ilişkisellikleri doğduğu günden beri tanımaya başlar. Ancak yabancı bir dil söz konusu olduğunda, metonimik ifadeleri, bunların üzerine kurulduğu yakınlık ilişkisini tanımak için o kültürü tanımak ve tecrübe etmek gerekmektedir.

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Corpus analysis of word combinations and lexico-grammatical choices in research articles in Engineering

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The use of technical terminology in EAP setting offers a significant challenge in terms of lexico-grammatical aspects of the English language and the efficient use of word combinations in the form of cluster and N-gram structures. Moreover, academic writing or "article writing" in EAP setting can be a source of further difficulty for novice graduate students who have not yet been exposed to structured lexical patterns (special jargon) and the most frequent lexical combinations (word structures) in their specific fields, which may create a sense of an "inefficient language user profile" on their parts. Thus, this contrastive corpus-based study investigated the most frequently used specific terminology with one engineering field (mechanical engineering) and compared it to a larger framework through a general engineering reference corpus. The study compared a small mechanical engineering article corpus (MecEnCorp) to the general engineering corpus (GenEngCorp) to find out various shared lexical properties of a specific engineering field against the larger one. We also aimed to determine the extent of mutual correspondence between the two corpora in terms of lexico-grammatical aspects of the defined field. The findings provided useful insights for the future implementation of EAP classes in university setting in Turkey and elsewhere in the world so that EAP-based technical vocabulary, frequent collocates, frequent cluster pairs, and various N-gram groups are sufficiently known and used by EAP writers. The results were discussed along with their pedagogical implications, and the relevant suggestions/recommendations were made regarding the successful implementation of future EAP classes in Turkish universities.

Keywords: EAP, corpus, writing, lexical aspects, article

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1. Introduction

The use of technical terminology in English for Academic Purposes (henceforth EAP) setting offers a significant challenge in terms of lexico-grammatical aspects of the English language as well as the efficient use of word combinations in the form of cluster and N-gram structures. Academic writing or "article writing" in EAP setting can be a source of further difficulty for novice graduate students who have not yet been exposed to structured lexical patterns (special terminology) as well as the most frequent lexical combinations (word structures) in their specific fields, which may create

a sense of an “inefficient language user profile” on their parts. An inadequate understanding of terminology can be solved with EAP programs tentatively designed (Evans & Green, 2007). Therefore, EAP offers help to people who learn technical and academic aspects of the English language related to their disciplines (Gillet, 1996). Since English for Specific Purposes (henceforth ESP) is inclusive of EAP, the academic needs of students are investigated and included in the teaching program (Gillet & Wray, 2006; Hyland & Hamp-Lyons, 2002). It provides students with various language situations related to the disciplines and fields to make them overcome the difficulties they are encountering in terms of both language and study skills (Storch et al., 2016). Thus, one of these difficulties can be the use of terminology and collocations that are specifically used in the field.

In this regard, the use of terminology and collocations specific to the field can be seen in engineering. Moreover, each engineering sub-discipline has a different use of terminology and language needs (Gholaminejad, 2022). As Hyland and Hamp-Lyons (2002) put it, EAP deals with the “understanding of the cognitive, social and linguistic demands of specific academic disciplines” (p. 2); thus, terminology use, and collocations can be the main contributors to this aim to make engineering students more competent in their academic works and studies. In addition, since most of the vocabulary used in EAP engineering is technical, engineering students can start learning this technical vocabulary, collocations, and terminology before learning general English words (Ward, 1999). Through the technical language in engineering, the students can have a sense of belonging to the discourse community in engineering; therefore, technical phrases should be taught to make engineering students more competent in their field (Thiruchelvam et al., 2018). Overall, engineering students can be taught genre-based and discipline-specific vocabulary specifically used in the field to be more proficient in their academic fields. Furthermore, since every branch of engineering has specific terminology, it seems that there is a further need for more investigations to be conducted in the field.

Similarly, engineering students learning English should be introduced to discipline-specific academic words and word combinations so that they can be more comfortable and professional while writing in English for academic purposes. Therefore, the studies conducted in this area can make engineering students aware of the terminology used for EAP in their specific areas. Especially, different branches of engineering may have partly different terminologies used in English (Gholaminejad, 2022); thus, students from other branches of engineering can specifically focus on seeing the nuances, differences, or similarities compared to more general engineering.

As one of the branches of engineering that has special terminology, mechanical engineering students can see the difference between their terminology and the terminology used in a larger

framework through general engineering to find out various shared lexical properties of a specific engineering field against the larger one. Thus, mechanical engineering students can learn technical vocabularies and collocations specific to their field to make themselves more professional in the field. However, few studies so far have focused on corpus-based research comparing a branch of engineering, namely mechanical engineering, to general engineering to examine the lexical properties they share and the extent of mutual correspondence between them regarding lexico-grammatical aspects. To that end, the present study attempts to address the following research questions:

1. What are the various shared lexical properties of mechanical engineering corpus against general engineering corpus?
2. To what extent is there a mutual correspondence between the two corpora in terms of lexico-grammatical aspects of the defined field?

2. Review of Literature

Although the studies comparing the lexical properties that mechanical engineering and general engineering have in common are few, there are several other studies focusing on vocabulary teaching and creating wordlists, especially in ESP and EAP, in the field of engineering (Durovic, 2021; Todd, 2017; Ward, 2009). There are also studies that focused on identifying and teaching technical vocabulary through corpus-based data-driven learning (Nekrasova-Becker et al., 2019). One of them was conducted by Otto (2020), who investigated the words that are both an essential part of engineering and difficult for the students to acquire in addition to the words' liabilities to use teach them via data-driven learning. Thus, the researcher selected a civil engineering context and used civil engineering students' essays and a professionally written corpus for comparison. It was found that there were 18 specialized words applying these criteria in the related context. In that sense, he found the specialized words that are both difficult for civil engineering students and applicable to data-driven learning activities.

A similar study was conducted by Ward (2007), who examined the technicality of collocations used in engineering. He used an undergraduate textbook on chemical engineering for creating a corpus. For comparing this corpus with the other branches of engineering, he selected civil, electrical, industrial, and mechanical engineering fields. It was seen in this study that complex noun phrases were common in engineering, and collocations were specialized and specific to the discipline. Thus, he maintained that the technicality of the phrases can be due to difficultness and specialness of the collocations to that discipline. In that sense, he suggested a specialized discourse on engineering and reading programs in EAP.

Another study conducted by Nekrasova-Beker and Becker (2019) investigated the lexical bundles by comparing a general engineering corpus with the texts from a teaching material in an engineering course for ESL, and texts from a teaching material for advanced ESL learners from an intensive English course. They found the pedagogical materials used in an engineering course were representative of the general engineering corpus in terms of lexical bundles. In addition, they observed that the lexical bundles found in the engineering corpora were specific to the course materials that could be discovered and taught during the courses.

Another study focusing on the language that is used in civil engineering was conducted by Gilmore and Millar (2018). They investigated a specialized corpus of civil engineering research articles to find out the words specific to civil engineering and valued for pedagogical reasons. The words extracted from their corpus were compared to the other wordlists, and they categorized the keywords extracted from the corpus. The categories were created as (1) commonly used keywords in general English, (2) commonly used keywords in academic English and the (3) keywords that are not presented in other wordlists. Moreover, it was found that keywords found in civil engineering sub-disciplines were heterogeneous. In addition, keywords and word combinations were found and identified as they were mainly used to imply cause and effect, compare/contrast, quantify, use deixis, and imply the stance of the writer.

A similar study conducted by Thiruchelvam et al. (2018) investigated the most frequently used words in introductory engineering textbooks and identified a wordlist for civil engineering and the language of civil engineering. In that sense, these studies showed the specialized words, collocations, and clusters to make engineering students aware of the specific use of words according to their sub-disciplines and made them focus on these collocations to be more competent in academic purposes.

To focus on the EAP for engineering students, a study conducted by Wood and Appel (2014) examined the EAP textbook and compared it with the business and engineering textbooks used in the university for first-year students in terms of multiword construction. According to the comparison, they found multiword constructions in the textbooks used for the university were rarely presented in the EAP textbook. Also, the ones that were presented were not put in the pedagogical framework. In that sense, it can be concluded EAP textbooks should be inclusive in terms of collocation, phrases, multiword contraction, and words that are all used specifically in the field.

Consequently, several studies focused on creating wordlists that include collocations, technical vocabulary, and terminology, and on how to teach technical vocabulary, creating

dictionaries for technical vocabulary, and making engineering students more competent in the field. However, there is a limited number of studies that investigated the lexical properties of a specific engineering branch, i.e., mechanical engineering, and general engineering, to find out the extent of mutual correspondence between the two corpora and various shared lexical properties of a specific engineering field in terms of collocations, n-grams, and technical words.

3. Data Collection

The method used in this study was designed to be used by EAP instructors to teach specific vocabulary in their target field such as regenerative braking which is also used as representative data in this study. Two corpora were used in this study to extract the most up-to-date discipline-based terminology for EAP/ESP writers in MSc and PhD levels in mechanical engineering to provide a new dimension for raising their awareness of academic writing in English. The analyses were done using Sketch Engine and AntConc which are two of the most popular corpus analysis tools.

General Engineering Corpus (GenEngCorp) is a teacher-built discipline-specific corpus. The corpus contains 1051 texts with collected from different engineering fields such as civil engineering, computer engineering, industrial engineering, and mechanical engineering (see Table 1). The main purpose of using the general engineering corpus was to compare the two corpora to establish a sample list for post-graduate students who have difficulty in their writing.

Table 1

Lexical characteristics of GenEngCorp

Discipline-specific corpora	Number of texts	Corpus size
Architecture	74	529.222
Biology	174	1.257.046
Civil engineering	46	307.164
Computer engineering	161	1.321.595
Electric-electronic engineering	28	166.487
Food chemistry	10	73.166
Forest management	45	326.779
Geology	12	174.855
Geomatics engineering	30	153.153
Industrial engineering	35	198.622
Landscape architecture	29	198.743
Marine - fishery	60	383.021
Maritime transportation engineering	122	972.029
Mathematics	31	217.307
Mechanical engineering	129	1.224.499
Metallurgy engineering	20	801.114
Urban and regional planning	45	425.391
Total	1051	8.730.193

Mechanical Engineering Corpus (MecEngCorp) is a genre-specific corpus consisting of almost 60,000 words from 10 academic articles about *Regenerative Braking*, which is a sub-field of mechanical engineering. The regenerative braking field was chosen as a representative for this study to avoid repetitive data. Furthermore, the purpose of using genre-specific corpus was to establish a list of salient words in the field for MA and PhD students to improve their academic writing.

Table 2

Breakdown of Mechanical Engineering Corpus

Corpus	Sub-field	Number of texts	Average length of texts	Total number of words
MecEngCorp	Regenerative braking	10	6.252	62.524

Normalized (standardized) frequencies were calculated to compare the two corpora as both corpora have different sizes and that their raw frequencies do not provide proportional data (Özbay & Aydemir, 2016). Raw frequencies can be normalized to per million, per thousand, and the data were normalized to per ten thousand for this study based on the following formula (McEnery & Hardie, 2012):

$$\text{Normalized frequency} = (\text{number of occurrences of the word in the whole corpus} / \text{size of corpus}) \times \text{base of normalization (10,000)}$$

3.1 Lexical Analysis

Lexical analyses were done using Sketch Engine and AntConc interchangeably to detect the word frequency, n-grams, and genre-based lexical features in mechanical engineering articles. As Sketch Engine has a word limit (1 million) in its free version, AntConc was also used to compare both corpora. Frequency lists of verbs and nouns were generated for both General Engineering and Mechanical Engineering. N-grams for sizes 3 and 4 were analysed to show the most frequent multiword expressions (MWEs) in the target fields. On the other hand, Sketch Engine provided a *keywords* function to extract terminology for a specific field. Using the *keywords* function, which compares the selected corpus to a reference corpus, in Sketch Engine, terminology lists were established to identify the special words in the selected corpus. The data gathered from both software were compared and tabulated in the following parts.

4. Findings

This study aimed to raise MSc and PhD mechanical engineering students' awareness in academic writing establishing a genre-specific terminology list based on the articles published in the mechanical engineering field. General engineering corpus was also used to compare the frequent verbs, nouns, and multi-word expressions. In the analysis of the corpus data, normalized frequencies were extracted for comparison to show the possible similarities and differences.

4.1 Analysis of the most frequent verbs

Table 3 shows the first ten most frequent verbs in MecEngCorp and GenEngCorp. These verbs may also occur in both corpora. It is seen that verbs such as *brake* and *drive* are the most frequent verbs used in mechanical engineering articles; on the other hand, the *base* is the only verb common in both corpora.

Table 3

A contrastive corpus analysis of top-frequency verbs (MechEngCorp /GenEngCorp)

Mechanical engineering	<i>f</i>	General engineering	<i>f</i>
Brake	214.67	Cid	120.21
Drive	18.65	Increase	5.92
Base	13.26	Base	5.41
Improve	11.64	Obtain	4.58
Propose	11.26	Compare	4.03
Accord	9.01	Develop	3.78
Design	7.26	Reduce	3.28
Compare	6.38	Propose	3.16
Charge	6	Determine	3.05
Calculate	6	Define	2.96

4.2 Analysis of the most frequent nouns

As shown in Table 4, in the first ten most frequent nouns in both corpora, it is seen that *energy* has the highest normalized frequency ($nf=102,14$ per ten thousand) in MecEngCorp while the *model* has the highest value ($nf=14,61$ per ten thousand) in GenEngCorp. An observation of the table reveals that *energy* and *system* are found the only common nouns in the two corpora.

Table 4

A contrastive corpus analysis of top frequency nouns (MechEngCorp /GenEngCorp)

Mechanical engineering	<i>f</i>	General engineering	<i>f</i>
Energy	102.14	Model	14.61
Vehicle	90.87	Study	11.88
Strategy	69.97	Energy	11.76
Control	56.45	Datum	10.84
Torque	54.2	Value	9.84
Brake	51.19	Building	9.68
Motor	50.82	Analysis	9.63
Force	49.94	Result	9.51
System	38.30	System	9.30
Wheel	37.8	Design	8.87

4.3 N-gram analysis

Normalized frequencies for 3 and 4-grams were calculated in order to compare their usage patterns in the two corpora. In Table 5 below, it is seen that *regenerative braking* has the highest normalized frequency value in mechanical engineering. The relative richness in the use of 3-grams in MecEngCorp may be given to the fact that mechanical engineering articles used in this study have more tendency to use multiword expressions.

Table 5

N-Gram Analysis (3) (MechEngCorp /GenEngCorp)

Mechanical engineering	<i>f</i>	General engineering	<i>f</i>
The regenerative braking	13.14	Heating energy consumption	0.42
Front and rear	12.01	The heat transfer	0.38
Braking force distribution	9.01	Wind power capacity	0.31
Regenerative braking system	6.75	The physical environment	0.27
Regenerative braking control	6	Heating and cooling	0.27
Braking control strategy	5.13	Wind power generation	0.25
Braking energy recovery	5.13	The studied plutons	0.25

Regenerative braking force	4.75	Heat transfer enhancement	0.25
Energy consumption of	4.50	The equalizing variable	0.24
Regenerative braking torque	4.13	The building envelope	0.23

The seemingly rare use of 4-grams in GenEngCorp points out that mechanical engineering articles prefer using such multi-word expressions which may also contribute to MSc and PhD students while transferring such word combinations into their articles. An examination of Table 6 indicates that the greatest occurrence happens with *the front and rear* and *front and rear wheels* which relatively have the normalized frequency of 7,38 and 5,63 per ten thousand.

Table 6

N-Gram Analysis (4) (MechEngCorp /GenEngCorp)

Mechanical engineering	<i>f</i>	General engineering	<i>f</i>
The front and rear	7.38	Heating energy consumption of	0.17
Front and rear wheels	5.63	Value of residential properties	0.13
Regenerative braking control strategy	4	Vision for the waterfront	0.12
The regenerative braking force	3.12	Buildings from the construction	0.11
Consumption of a vehicle	3	The spatial distribution of	0.11
The baseline control strategy	2.62	Human and organizational factors	0.11
The braking force distribution	2.50	Annual heating energy consumption	0.11
The energy consumption of	2.37	Agility and perceived price	0.11
The regenerative braking system	1.75	Staggered block buildings from	0.11
Braking and hydraulic braking	1.75	Role of corporate agility	0.1

4.4 Extracting terminology lists

Sketch Engine provides a keyword and term extraction function which compares two corpora to extract what is unique in a corpus rather than the reference corpus. In the analysis that follows (see Table 7), especially MecEngCorp provided the backdrop against using single and multi-word expressions belonging to the regenerative brake field in article writing.

Table 7

Terminology List of MechEngCorp (Regenerative Braking) and GenEngCorp

MechEngCorp		GenEngCorp	
Single-words	Multi-words	Single-words	Multi-words
Brake	Regenerative brake	Building	Service quality
Regenerative	Braking force	Activity	Wind power
Torque	Electric vehicle	Rock	Heat transfer
Axle	Braking torque	Food	Volcanic rock
Downshifting	Braking system	Waterfront	Urban design
Pedal	Hydraulic brake	Resveratrol	Safety culture
Deceleration	Rear heel	Site	Eastern pontides
Rear	Braking force Distribution	Solar	Suspended sediment
Wheel	Driving cycle	Zircon	Renewable energy
Accumulator	Braking control	Transport	Trace element

5. Discussion

This study focused on the most frequently used lexical combinations with mechanical engineering articles. These combinations were compared to a larger reference corpus (general engineering corpus) of about one million words. The main purpose of the comparison was to find out the mutual correspondence between the two corpora and the use of specific terminology in mechanical engineering which contributes to MSc and PhD students' academic papers in a positive way.

The findings of this study revealed that technical words may not always be common in all engineering fields. Hsu (2014) also stated that knowing technical words belonging to the general engineering fields might be irrelevant for any engineering student in a specific field. In this study, Table 7 showed the terminology lists for mechanical engineering and general engineering departments. For example, *torque* and *braking force* were found unique to the mechanical engineering field when compared to the general engineering corpus. Knowing the genre-based most frequent word families is likely to contribute to MSc and PhD engineering students' academic writing quality. As a result, they might not need to spend extra time learning unnecessary words which are no longer their priority (Coxhead, 2000).

Coxhead and Hirsh (2007) highlighted the efficiency of using a specific vocabulary in a specific context as it served the students' needs. Frequency tables created in this study revealed that discipline specific word choices may increase the communicative aspects of academic texts and reduce the pressure on MSc and PhD students while publishing international journals (Chen & Flowerdew, 2018).

6. Conclusion and Pedagogical Implications

The main aim of this contrastive corpus-based study was to investigate the most frequently used specific terminology in engineering and to compare it to a larger framework through a general engineering reference corpus. Additionally, we aimed to find out the extent of mutual correspondence between the two corpora in terms of lexico-grammatical aspects of the mechanical engineering field. Two corpora were used in the data analysis, and the lexical analysis included the use of Sketch Engine and AntConc tools. Findings indicated the need to teach EAP-based technical vocabulary, frequent collocates, frequent cluster pairs, and various N-gram groups which are not sufficiently known and used by EAP writers. We believe that the analysis of these word patterns between the two corpora is a significant contribution that emphasises important discipline-specific lexical patterns used in academic writing.

Finally, the use of computerized corpus tools presents huge potential for providing precise, accurate and genre-based, and discipline-specific data on terminology in professional contexts. The increase in the availability of a greater number of genre-based and specialized corpora offers new opportunities in the analysis of ESP data as well as holds great potential for a better understanding of the nature and lexical preferences of each academic discipline in a comparative manner for ESP and EAP learners, transforming the pedagogic focus from ready-made and prescribed word lists to corpus analysis of discipline-specific terminology, which is fully compatible to inductive learning and learner autonomy. There is much room for future research to search for discipline-specific vocabulary with computerized tools. The next step may be the to create corpus-based and content-specific teaching materials to be effectively used in future ESP/EAP classrooms.

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Bringing Narratives to Life: Digital Storytelling in Foreign Language Classrooms

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“We tell ourselves stories in order to live”

Joan Didion

Abstract

Evidence suggests that human beings have been telling stories for thousands of years, with the earliest in the form of cave drawings found in Lascaux and Chavaux, France (National Geographic Society, 2020). Also referred to as narratives and tales, stories are fictional or nonfictional series of interconnected events or experiences described in sketches, scripted or spoken forms for a variety of purposes including but not limited to entertainment, information, and education. Stories are, by all means, not solely accounts of what happened, but more about the construction of meaning, preservation of culture, and delivery of moral values. In this sense, “If you wish to influence an individual or a group to embrace a particular value in their daily lives, tell them a compelling story” (Simmons, 2011, p. 22). The art of storytelling has assumed a new shape in congruence with technological advancements, now called digital storytelling (DS) referring to the creation of stories through such digital artifacts as images, audios, and texts by way of digital platforms (Robin & McNeil, 2019). DS has acquired functional significance with the provision of the P21 Framework for 21st Century Learning (Battelle for Kids, 2019), which requires learners of this age to be equipped with learning (i.e., critical thinking, creativity, collaboration, and communication), literacy (i.e., information, media, and technology), and life skills (i.e., flexibility, leadership, initiative, productivity, and social skills) to promote such interdisciplinary themes as global awareness. More precisely, learners might actively be involved in today’s world and develop and harness 21st century skills to tackle global issues by creating digital stories. Given the manifold benefits that might be reaped from DS, including but not limited to meaningful learner engagement (Castañeda, 2013) and self-construction of meaning (Jonassen et al., 1999), this workshop intends to present practitioners with the steps of DS creation and gain them hands-on experience by conducting a small-scale, guided demonstration of conceiving digital stories about four global issues (i.e., migration, climate change,

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food waste, and pollution) highlighted on the UN's website (<https://www.un.org/en/global-issues>). To this end, concise background information about DS is initially provided. The steps of creating digital stories are subsequently explained. The workshop attendees are next divided into four following an opinion poll conducted electronically. The group members are then provided with the necessary materials prepared in advance for time-saving purposes. They are last asked to collaborate on DS creation by sharing the tasks with the group members. Ultimately, the workshop aims to raise awareness about DS and produce four digital stories created by the attendees on four global issues as an end product. As the author Robin Moore once said: "Inside each of us is a natural-born storyteller, waiting to be released." Accordingly, it is hoped that the attendees will have a productive, constructive, and practical experience wherein they reveal their undiscovered storytelling talents and reflect on their prospective teaching practices.

Keywords: Digital storytelling, workshop, 21st-century education, educational technology, digitalization

Dando vida a las narrativas: Narración digital en aulas de idiomas extranjeros

"Nos contamos historias para vivir"

Joan Didion

Resumen

La evidencia sugiere que los seres humanos han estado contando historias durante miles de años, y las primeras en forma de dibujos rupestres encontrados en Lascaux y Chavaux, Francia (National Geographic Society, 2020). También conocidas como narraciones y cuentos, las historias son series ficticias o no ficticias de eventos o experiencias interconectados que se describen en bocetos, guiones o formas habladas para una variedad de propósitos que incluyen, entre otros, entretenimiento, información y educación. Las historias son, por supuesto, no solo relatos de lo que sucedió, sino más bien sobre la construcción de significado, la preservación de la cultura y la entrega de valores morales. En este sentido, "Si desea influir en un individuo o un grupo para que adopte un valor particular en su vida diaria, cuénteles una historia convincente" (Simmons, 2011, p. 22). El arte de contar historias ha asumido una nueva forma en congruencia con los avances tecnológicos, ahora llamado narración digital (DS) que se refiere a la creación de historias a través de artefactos digitales como imágenes,

audios y textos a través de plataformas digitales (Robin & McNeil, 2019). DS ha adquirido importancia funcional con la provisión del Marco P21 para el Aprendizaje del Siglo 21 (Asociación para las Habilidades del Siglo 21, 2007), que requiere que los estudiantes de esta edad estén equipados con aprendizaje (es decir, pensamiento crítico, creatividad, colaboración y comunicación) , alfabetización (es decir, información, medios y tecnología) y habilidades para la vida (es decir, flexibilidad, liderazgo, iniciativa, productividad y habilidades sociales) para promover temas interdisciplinarios como la conciencia global. Más precisamente, los alumnos pueden participar activamente en el mundo actual y desarrollar y aprovechar las habilidades del siglo XXI para abordar problemas globales mediante la creación de historias digitales. Dados los múltiples beneficios que se pueden obtener de DS, incluidos, entre otros, la participación significativa del alumno (Castañeda, 2013) y la autoconstrucción de significado (Jonassen et al., 1999), este taller tiene la intención de presentar a los profesionales los pasos de DS y gane experiencia práctica al realizar una demostración guiada a pequeña escala de la concepción de historias digitales sobre cuatro problemas globales (es decir, migración, cambio climático, desperdicio de alimentos y contaminación) destacados en el sitio web de la ONU (<https://www.un.org/en/global-issues>). Con este fin, se proporciona inicialmente una información básica concisa sobre DS. A continuación se explican los pasos para crear historias digitales. A continuación, los asistentes al taller se dividen en cuatro después de una encuesta de opinión realizada electrónicamente. Luego, los miembros del grupo reciben los materiales necesarios preparados con anticipación para ahorrar tiempo. Se les pide por última vez que colaboren en la creación de DS compartiendo las tareas con los miembros del grupo. En última instancia, el taller tiene como objetivo crear conciencia sobre DS y producir cuatro historias digitales creadas por los asistentes sobre cuatro temas globales como producto final. Como dijo una vez el autor Robin Moore: “Dentro de cada uno de nosotros hay un narrador nato, esperando ser liberado”. En consecuencia, se espera que los asistentes tengan una experiencia productiva, constructiva y práctica en la que revelen sus talentos narrativos no descubiertos y reflexionen sobre sus futuras prácticas docentes.

Palabras clave: Narrativa digital, taller, educación del siglo XXI, tecnología educativa, digitalización

Introduction

Storytelling has been with us since the dawn of the human language, even before that. Remember the cave paintings that you see on the web or news. It has been reported that the pictures that the cavemen drew dates back to more than 40 thousand years (Thompson, 2019). And then we have the storytelling

practices of indigenous people like the Native American who passed down their culture, beliefs, legends, customs, and rituals through expressive narratives usually told by the chief of the tribe, with tribespeople gathered around a bonfire. We also have the stories of *Little Red Riding Hood* or *Cinderella* that our mothers used to tell us as a child. Those and others were our favorite bedtime stories. From a pictorial way of expression to oral practices and written expression, the practice of storytelling has evolved over the years. With the inventions of camera, the internet, and social media platforms, the scope of storytelling has considerably expanded. Now stories have become more accessible to people from all around the world. We can communicate our messages with just one click.

So why do we tell stories? Despite the presence of various reasons, we basically tell stories to foster connection, empathy, and understanding between people. Other than that, we sometimes enhance abstract concepts and clarify complex messages through stories. It is also well-established that stories promote and shape our ideas (Lin et al., 2013; Falk, 2021). They also bring people together through a sense of commonality in a world divided by a multitude of things. In addition, stories inspire and motivate people by affecting their emotions and exposing both the good and the bad. If we look back on the stories that we were told, we can see that they had some qualities in common: amusing, credible, unforgettable, planned, relatable, and didactic. In addition to these qualities, stories also revolve around such elements as characters, conflict, resolution, plot, and context.

In the wake of pictorial, written, oral, and auditory (e.g., podcasting) forms of storytelling, DS has emerged as a novel way of telling stories. Digital stories come in a combination of manifold media, such as audio, pictures, video, animation, and texts. In a way, they have incorporated the previous means of storytelling and made the practice of storytelling more interactive and effective. Dana Atchley, a pioneer in digital storytelling, expressed the following about storytelling:

...digital storytelling combines the best of two worlds: the "new world" of digitised video, photography and art, and the "old world" of telling stories. This means the "old world" of PowerPoint slides filled with bullet point statements will be replaced by a "new world" of examples via stories, accompanied by evocative images and sounds (Reynolds, 2011, p. 94)

Just like the form and shape of storytelling, the world itself has also evolved. Our problems in the past have become different from the ones we have now and will have in the future. Nowadays we are globally dealing with such problems as human migration, global warming, different types of pollution, poverty, food shortage and waste, gender equality, and human rights, just to name a few (<https://www.un.org/en/global-issues>). In this sense, the purpose of storytelling has now become more active participation than just passive reception. In other words, people create digital stories to take actions about such global issues in the 21st century. In fact, these issues were also included in the

framework of 21st century learning proposed by the Partnership for 21st Century Skills (Batelle for Kids, 2019). This framework, also known as the P21 framework, was developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students require to succeed in work, life, and citizenship (Batelle for Kids, 2019). It includes interdisciplinary themes related to the 21st century issues, such as global awareness, environmental literacy, health literacy, and civic literacy. In a way, the framework posits that 21st century learners should not only be equipped with the academic awareness, knowledge, and skills, but also social, local, and global issues that surround their communities and the world.

As a way of attending to raising awareness about these global issues, this workshop intends to introduce the practice of DS and help the participants create their own digital stories about four global issues: human migration, climate change, food waste, and pollution. Following the presentation of background information about the DS, the participants will be grouped into four based on their preference for the global issues. Each group will then be provided with the audio, text, video about the global issues, and basic software to create digital stories. The groups will be asked to share tasks between members. The workshop ultimately aims to raise the participants' awareness about DS by assisting them to create four digital stories about the global issues.

Background

Characterized as the communication of ideas, messages, and information through multimedia materials embedded in a video, DS might provide meaningful experience to learners from all education levels (Lambert, 2013). It has often been associated with learning since creating stories is deemed equal to creating meaning (Matthews-DeNatale, 2008). The elements of DS were described by Lambert (2006) as in Table 1.

Table 1

The Components of Digital Stories

Elements	Description
Point of view	The central theme of the story
Dramatic question	A query that captivates the audience's attention
Emotional content	The contemplative issue that comes to life in the story

The gift of voice	The author’s voice used to narrate the story and underscore the emotional content to help the audience understand the content
The power of the soundtrack	The music that supports, embellishes, and adds emotion to the story
Economy of language	The use of adequate content to tell the story and the exclusion of unnecessary details
Pacing	The speech rate at which the story is told, not too quickly or too slowly

The elements were later renamed as (1) owning your insights, (2) owning your emotions, (3) finding the moment, (4) seeing your story, (5) hear your story, (6) assembling your story, and (7) sharing your story (Lambert, 2007, 2013). Shelton et al. (2017) listed the benefits of DS as follows: the requirement for minimal learner technology, affordability, dissemination of learning with relevant public audience, displaying learner understanding through creative combination of multimedia, the support for emotional connection with locally and globally complex concepts, the encouragement of productive and individualized learning, and the acquisition of knowledge and meaning through relevant situations.

Working with diverse artifacts in a DS project helps support the development of English learners’ multimodal design abilities as they learn to purposefully utilize different modes to produce meaning, as evidenced by Vinogradova et al. (2011). Lenette et al. (2015) declared that DS might be used as an effective tool for self-representation. In their review study, Wu and Chen (2020) listed five orientations (i.e., appropriative, agentive, reflective, reconstructive, and reflexive) and eight outcomes (i.e., affective, cognitive, conceptual, academic, technological, linguistic, ontological, and social) of educational DS.

Previous studies have revealed supporting evidence for the use of DS in language learning and teaching. For instance, Hung et al. (2012) found that DS could foster learning motivation, problem-solving skills, and learning achievement. Castañeda (2013) implemented DS in a language class with high school seniors and held that DS is applicable and results in meaningful learner engagement. Johnson and Kendrick (2017) demonstrated that DS could be utilized for expressing difficult knowledge by refugee children. Shelton et al. (2017) embedded DS in a pre-service teacher training course and indicated positive feedback from the prospective teachers, stating that DS can be “a salient demonstration of engaging with interdisciplinary topics via relevant technological mediums” (p.58).

Demirbas and Sahin (2020) examined the studies conducted on DS in Turkey and revealed that DS was favored for it helped increase motivation, critical thinking, and problem-solving skills.

Guided DS Demonstration

Morra's (2013) eight-step framework (Figure 1) was utilized to create digital stories. Each step and the actions taken were explained below.



Figure 1. *The Processes of Digital Storytelling* (Adapted from Morra, 2013)

Step 1: Idea Formation/Proposal Submission

All stories are connected with specific ideas. To put differently, all stories have morals to communicate to people. In this workshop, the morals were determined based on the United Nation's global issues: human migration, climate change, food waste, and pollution. These issues were identified according to their scale of impact. The number of issues was limited to four so that the workshop would be as effective as possible. Human migration is described as the "permanent change of residence by an individual or group; it excludes such movements as nomadism, migrant labour, commuting, and tourism, all of which are transitory in nature" (Britannica, T. Editors of Encyclopaedia, 2022, n.d.). This human movement is performed due to numerous reasons, such as economic opportunities, family reunion, and study, etc. Referring to the long-term changes in

temperatures and weather patterns, climate change might be caused by natural (e.g., shifts in solar cycle) and human activities (e.g., burning fossil fuels). Food waste, according to FAO (2013), “refers to food deemed appropriate for human consumption being discarded, regardless of whether it is kept beyond its expiry date, or left to spoil” (cited in Kilibarda et al., 2019, p.135). Last but not least, pollution is “the addition of any substance or any form of energy to the environment at a rate faster than it can be dispersed, diluted, decomposed, recycled, or stored in some harmless form” (Nathanson, 2022, n.d.). Following the provision of definitions, the participants are polled about their preference for the global issue. In other words, four global issues are distributed among the participants based on their preferences determined via electronic polling system. The group members gather around a computer they will work with.

Step 2: Research/Exploration/Learning

As the name suggests, the participants do some research about the global issue they have selected. However, the researcher provides some background information and handy materials prepared beforehand due to time-saving purposes. In this material pack, the participants are given information sheets, images, videos, audios, and links to model stories for each global issue. Using these materials, they are asked to collaborate with each other to create their digital stories. The information sheets were compiled from various websites, including those of United Nations, United States Environmental Protection Agency, The Royal Society, World Health Organization, National Geographic, Encyclopedia Britannica, Harvard School of Public Health, Food and Agriculture Organization of the United Nations, United Nations Environment Program, the World Bank, and Live Science. The images were retrieved from Google Images, but more specifically from such sites as National Resources Defense Council, World Atlas, NASA, China Dialogue Ocean, National Geographic Kids, Zurich, Anadolu Agency, Washington State University Insider, Water Europe, The Lutheran World Federation, TRT World, Supermarket Guru, Rabobank, Food & Drink Business, The Council of Europe, and The World. The videos were gleaned from OECD, UN Environment Program, Food and Agriculture Organization of the United Nations, and the Royal Society. Finally, the links to the example stories were gathered from manifold websites, including those of National Geographic, the Guardian, Global Citizen, BBC, Sky News, NBC News, etc.

Step 3: Writing the Script

This is the step when the participants are asked to write the scripts of their stories. The script is one of the important parts of a story in that it includes crucial messages and noteworthy statements or

sometimes mottos about the main issue tackled in the story. For that reason, the group members might assign a few people for this task or work collaboratively. No matter who is responsible for this task, they are asked to write their logline (what their story is about), create an outline, build a treatment (a document presenting the story idea), format their scripts, and revise the whole story. To get a better understanding of what a story looks like, they are also directed to the model stories, the links of which are shared with them in advance. When the storytelling practice is performed with students, students might be given extra time for this step. They might also be informed about the modes of storytelling (e.g., first-person, third-person, etc.) and the voice of the script (i.e., active or passive voice).

Step 4: Storyboard/Plan

The script is the written component of a digital story. The storyboard, on the other hand, includes the selection of images, audios, and videos. In a way, it refers to the illustrated version of the story. The participants choose the multimedia they are going to use for their digital stories in this step. More time might preferably be allocated for this task if done with students at an opportune time. One thing that must be reminded here that images and sounds might impact the story considerably. Take the sound and visual effects in movies. When combined with cutting-edge sound system and state-of-the-art graphic software, the visuals and sounds might have a substantial effect on the outcome. In this workshop, the participants use a tool called WeVideo (<https://www.wevideo.com/>).

Step 5: Gather and Create Audio, Images, and Video

In connection with the previous step, the participants use the multimedia they are provided. However, when performed with students, this step might take some time. Also, students should be informed about such concepts as Copyright, Fair Use, and Creative Commons as to their selection of the multimedia material. In this step, the participants are asked to record themselves while reading out the stories. During this rehearsal, they might also notice the grammatical mistakes or poor lexical choice. For audio recordings, the participants might use Audacity (<https://www.audacityteam.org/>), Apowersoft Free Online Audio Recorder (<https://www.apowersoft.com/free-audio-recorder-online>), or simply their mobile phones for practicality.

Step 6: Putting It All Together

This is the last step for creating the digital stories. The participants work together to make the final touches on their product before sharing. They revise the audio, images, and story one last time, blend images, make transitions, and incorporate sound effects, etc. When done with students, instructors might provide a rubric so that students know what they are expected to have accomplished as to the criteria. In this workshop, the participants are provided with an outline of the processes for DS. Some example rubrics might be collected from ReadWriteThink (https://www.readwritethink.org/sites/default/files/resources/DigitalStoryRubric_Revised.pdf), RCampus (<https://www.rcampus.com/rubricshowc.cfm?code=QX573BW&sp=yes&>), and Northern Arizona University (<https://jan.ucc.nau.edu/lsn/educator/edtech/lessons/rubric.html>).

Step 7: Sharing

This step is not performed in the workshop due to time limitation, copyright issue, and the likelihood of incomplete projects. However, students might share their digital stories on YouTube, Vimeo, or social networking sites (e.g., Instagram, Twitter, and Facebook). The videos might also be shared on virtual classrooms such as Edmodo, Moodle, and Google Classroom. One of the critical issues before sharing is to make sure that the projects do not violate any copyrights. Another significant issue to consider is to ensure that the projects are read for sharing with regard to content and multimedia.

Step 8: Reflection/Feedback

As a final step, the participants are asked to reflect on this demo project and give feedback on each other and the researcher about this experience. It is assumed that this might be the first time for some participants to have a DS experience. Accordingly, valuable feedback is expected to be collected. When done with students, instructors might ask students what they did best and what they would like to do better next time. Or even the students might give feedback on each other's performance and reflect on their experiences. For introverted students or participants, this step might also be conducted via blind polling (e.g., Google Forms, Survey Monkey, etc.).

Conclusions and Recommendations

This workshop presented the participants with the concept of DS. It first gave background information about this practice. The participants were then introduced to the steps of creating digital stories. They

were next grouped based on their preferences for global issues. After that, they were provided with the pre-prepared materials to create their digital stories. Following all the steps, the participants were expected to come up with an end product in this workshop. Consequently, their opinions about this experience were gathered. When performed in actual classrooms with students, the practice of DS might be allocated more time in each step so that everything is planned well, and good products emerge. The end products of this workshop were limited to the materials provided by the researcher. Therefore, there was not much room for participants' creativity and imagination. However, future studies or teachers might eliminate this limitation by providing sufficient time for each step. The themes for global awareness were also selected by the researcher. Hence, the participants' views were neglected. However, the reason for their selection was that they were among the global issues indicated by the UN and among the themes for global awareness in the P21 framework. Additionally, this workshop intended to gain the participants a glimpse of the DS experience rather than full-fledged digital stories. In other words, it aimed to increase their awareness about DS and make a small-scale project. Despite these, their preferences were considered in a restricted way (by allowing them to choose from the four global issues). This will not be an issue in prospective studies or practices.

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The Effect of Model United Nations as an Experiential Learning Practice on Students' Motivation and Teachers' Teaching Skills

Ali KILINÇ ¹

ABSTRACT

This study aims to investigate the effects of Model United Nations (MUN) conferences on students' motivation and teachers' teaching skills. The research was conducted on the students who attended at least one MUN conference and on the teachers who trained and observed their students during the conferences. A total of 10 students (from Türkiye, the USA, Colombia, Bulgaria, and Germany) and 5 teachers (from Türkiye) were included in this study by using purposeful sampling and snowball sampling. The study was conducted through structured interviews between May 31 and June 10, 2022, via Google Forms. According to the results of the study, the motivation of the students who attended MUN conferences and their teachers' teaching skills, as well as several other skills, increased positively and noticeably.

Keywords: Model United Nations (MUN), Experiential Learning, Motivation, English for Specific Purposes (ESP), Teachers' Teaching Skills.

1. INTRODUCTION

1.1. The Purpose of the Study and the Problem Statement

As several studies on attitudes toward English (Gardner and Lambert, 1972; Şentürk, 2019) have pointed out, motivation is one of the key factors shaping students' attitudes toward English (as cited in İpekçi, 2021). Thus, this study investigates the effects of MUN conferences on students' motivation and teachers' teaching skills and hypothesizes that MUN conferences help students increase their motivation and teachers increase their teaching skills.

1.2. The Significance of the Study

As İpekçi (2021, p. 5) highlights in his unpublished master's thesis, the popularity of MUN conferences has been rising both nationally and internationally day by day. Students from different departments attend MUN conferences to develop their language skills and 21st-century skills

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including teamwork, critical thinking, creative thinking, problem-solving, public speaking skills, knowledge and management skills, digital competence, leadership, cultural awareness, and global citizenship (Chalkiadaki, 2018, p.6). Despite its year-by-year growing popularity, MUN has been insufficiently studied to date and there are few accounts of how well Turkish students can acquit themselves when placed in a challenging negotiation context in which they need to use their second language. Hence, this study might help educators develop an awareness of the benefits and possible advantages of MUN conferences and encourage them to integrate MUN training into their current courses; moreover, these training programs and courses might be added as either elective or compulsory courses to the curriculum by the educators and the authorities concerned.

The significance of the study is that it has been the second academic study in Türkiye on MUN conferences' influence on students' motivation and the first academic study on teachers' teaching skills. An earlier study was conducted by İpekçi in 2021 as an unpublished master's thesis, and he investigated the effects of MUN conferences on students' English-speaking anxiety and their attitudes toward English. Along with his study, this study will be leading further studies to be carried out in foreign language teaching in the future.

1.3. Limitations of the Study

For the study to achieve its purpose, students and teachers from various state and private schools, both national and international, were selected. Not every student and teacher attend MUN conferences; therefore, purposeful sampling and snowball sampling were used for the study which was limited to students and teachers who attended at least one MUN conference in their lives.

The second limitation results from a lack of an opportunity to observe the MUN conferences the participants attended; hence, this study is based on only their post-conference experiences, apart from the author's attendance in the Model NATO competition on the Law of Armed Conflict, a.k.a International Humanitarian Law, for Military Academies in Italy in 2008.

One last limitation results from quite a limited time to collect data from the participants through purposeful and snowball sampling. A total of 11 days were utilized for data collection; whereas, the study could have been more comprehensive if there had been more time to have so that more participants could have been included.

2. LITERATURE REVIEW

2.1. Experiential Learning

One of the primary justifications for MUN conferences, and other simulations, arises in the constructivist notion that learners build an understanding of the world, and the language needed to understand it, through experiences (Adamson, 2016), which is understandable regarding the argument of an earlier study by Mahoney (2004) that we form mental models of society and our place in it, through participation and the ordering of our experiences.

2.2. English for Specific Purposes

Kovacikova (2020) defines English for Specific Purposes (ESP) as a “term that has traditionally been used for courses which aim at teaching the English language needed for specific situations, mainly related to academic or occupational contexts” (p. 27). Similarly, Hutchinson and Waters (1993, as cited in Kovacikova, 2020) depict ESP as “one of the branches of English Language Teaching” (p. 17).

2.3. Model United Nations

Model United Nations have been in practice since 1946, and have become an important part of experiential learning (İpekçi, 2021) and a particular example practiced in terms of ESP.

In Hazen’s article “Model United Nations: Review for first-time instructors and advisors” published in 2018, some statistics are shared with teachers or instructors preparing students for MUN conferences. According to the results of the study, each year approximately 700 MUN conferences are held in the USA. He claims that it is quite beneficial for students participating in MUN conferences to improve many personal features like solving complicated problems, and developing negotiation skills, creativity and coordination.

2.4. Motivation and Language Learning

Primarily, ESP is especially impactful due to high student motivation and immediate real-world application (Staley et al., 2020, p.2).

Secondly, MUN advocates claim that students who participate in conferences practice and potentially improve and that motivation and a sense of achievement are formidable drivers of language building (Adamson, 2016).

2.5. Teachers' Teaching Skills

Foreign language acquisition is not only seen as a prestigious matter in the eyes of the public anymore, so much as it has become essential and inevitable. As approaches and methods in language teaching have changed throughout history (Kovacikova, 2020, p.5), so have teachers' teaching skills been affected by these changes.

Teachers experienced in Model UN are typically drawn to the potential for relevant content learning and the opportunity to build the kinds of skills that successful participation requires - leadership, consensus-building, diplomacy, and public speaking- the types of attributes normally demonstrated by actual diplomats in the real world (Adamson, 2016).

3. METHODOLOGY

3.1. The Research Model

This study is a qualitative method study that aims to find out the effects of MUN conferences on students' motivation and teachers' teaching skills along with their opinions about the effects of MUN conferences on their personal and professional development. MUN conferences as experiential learning platforms are the phenomenon where students discuss real-world problems (İpekçi, 2021). As Turhanoglu et al. (2012, p.113) define pragmatic studies are conducted to evaluate and solve certain social problems, MUN conferences aim to find solutions to these problems in a way to contribute to social change; thus; this study can be considered a pragmatic study within this context.

MUN conferences are new phenomena in foreign language teaching and there are few relevant studies in Türkiye. As exploratory research is described by Turhanoglu et al. (2012) as the research aimed at collecting the necessary data to make a more systematic investigation when the subject is new in the field or the number of previous studies is insufficient, this study can also be considered as exploratory research.

The study also has the characteristics of descriptive research, which is conducted in order to develop a general viewpoint on the research subject, provide a specific situation in its natural environment, and make a systemic description (Turhanoglu et al., 2012).

Finally, the opinions of the students, as well as teachers, have been taken into account, and structured interview questions as a data collection method constitute the foundation of this study.

3.2. Participants and Research Context

The target population of the study comprises students and teachers from various private and state schools. The sample was determined through purposeful sampling which is one of the sample selection methods that do not depend on probability. In purposeful sampling, the sample is selected “based on the information about the characteristics of the population and the purpose of the study” (Turhanoğlu et al., 2012, p.162). On the other hand, in snowball sampling, “researchers usually start with a small number of initial contacts, who fit the research criteria and are invited to become participants within the research. The agreeable participants are then asked to recommend other contacts who fit the research criteria and who potentially might also be willing participants, who then in turn recommend other potential participants, and so on. Researchers, therefore, use their social networks to establish initial links, with sampling momentum developing from these, capturing an increasing chain of participants” (Parker et al., 2019).

3.3. Data Collection Tools

The study was conducted through a qualitative method, and data collection tool as structured interviews have been utilized. It was conducted with 10 students (from Türkiye, the USA, Colombia, Bulgaria, and Germany) and 5 teachers (from Türkiye) who participated in at least one MUN conference before.

The opinions of the students and teachers about their MUN conference experiences were collected by sending structured interview questions via Google Forms below:

- 1.** What do you think about your MUN experience?
- 2.** How have the MUN conferences you have attended affected your motivation so far?
- 3.** Do you think that the MUN conferences you have attended developed your skills such as leadership, critical and creative thinking, problem-solving, cooperation, public speaking, teamwork, global citizenship, and intercultural communicative competence?
- 4.** Do you think the MUN conferences you have attended contributed to your teaching skills? If so, could you please explain how they did? (Specific question for teacher participants)

After creating the Google Form for the structured interview questions above, it was pilot-tested to make sure that the questions are relevant to the purpose of the research and comprehensible within the concept. The final edition of the interview questions was determined by following the supervisor’s feedback and advice.

4. FINDINGS AND DISCUSSIONS

4.1. Analysis of the Interview Questions

In this part, the answers of students and teachers to the structured interview questions were examined in a content analysis method.

4.1.1. Question 1: What do you think about your MUN experience?

The answers support the findings remarked on by previous studies. First, as Ataş (2015) notes in her research that most students in Türkiye feel anxious while speaking English. The main reasons behind it can be classified as a lack of proper pronunciation, enough vocabulary, and adequate grammar knowledge. Speaking in front of others also puts learners in a difficult position.

Second, due to various reading, speaking, listening, and writing activities, MUN conferences can be considered a language practice environment. Almost all the participants noted that MUN helped them increase their language skills and personal development, as well as their academic skills since they are expected to research the agenda item and country policy before the conference (İpekçi, 2021).

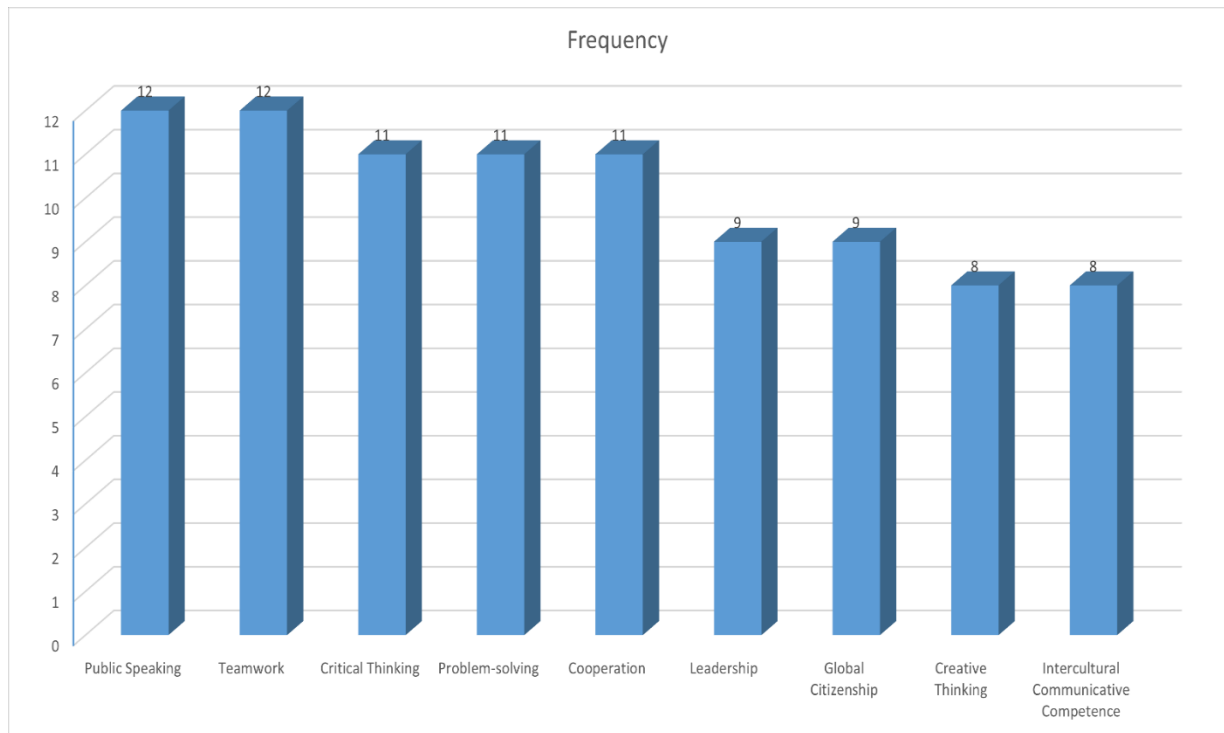
4.1.2. Question 2: How have the MUN conferences you have attended affected your motivation so far?

The answers to the question support the findings remarked on by previous studies. Most recently, a study conducted in 2017 with 205 participants (174 female and 31 male undergraduate students) by Mede and Kararımak reveals that the English level and positive learning experiences concerning using English reduce the level of anxiety and motivate further studies in this regard.

4.1.3. Question 3: Do you think that the MUN conferences you have attended developed your skills such as leadership, critical and creative thinking, problem-solving, cooperation, public speaking, teamwork, global citizenship, and intercultural communicative competence?

This question was provided by a frequency bar chart option on the interview form and the result is illustrated in Table 1 below:

Table 1



Among ten skills that were examined and revealed in the earlier studies in the literature, the participants of this study put forward public speaking and teamwork skills first. These two skills were followed by critical thinking, problem-solving, cooperation, leadership, global citizenship, creative thinking, and intercultural communicative competence skills respectively. Their answers to the first two questions also supported this result which is also consistent with the previous studies in the literature.

First, MUN conferences are social and academic activities that include group work and public speaking, and various interactions among participants (İpekçi, 2021), given that the ability to negotiate constructive resolutions in the face of conflicts of interest may well be one of the most in-demand 21st-century skills. Negotiation requires more than just strong language ability. It requires being able to listen to and communicate with others. This communication may occur with others who have various language abilities as well as diverse academic, professional, and cultural backgrounds in what is relentlessly becoming a global society. (Tatsuki & Zenuk-Nishide, 2021). Similarly, students have the opportunity to represent different countries, discuss international issues, negotiate solutions to international problems, and learn about international affairs. Through their efforts, students thus develop skills such as collaboration, decision-making, critical thinking, and verbal communication; and through the whole process, which includes formal speeches, informal

interactions, committee discussions, and debates with others, students build confidence in their ability to communicate, negotiate, and resolve international issues (Ueda, 2021). Kuroda (2021) also highlights that MUN conference participation fosters an atmosphere of teamwork so that they start to collaborate. Through this process, they accelerate their learning by doing and experiencing the principle of working for excellence.

Second, in terms of public speaking skills, according to Zenuk-Nishide (2018), students have multiple opportunities to give speeches in front of an audience at MUN. Delegates must prepare different sorts of speeches for the meeting. Also, as there is a strict time limit set per speech in MUN, each speaker must ensure they prepare and practice to ensure their speech complies with the regulation. As public speaking is an important part of the MUN (Kuroda, 2021), according to Fan (2021, p.187), “it should be noted that in MUN simulations, speech making is much more complicated than a simple presentation since students must apply their English language competence to present on complex academic topics such as human rights, child labor, and health.”

Third, in terms of critical thinking skills, Lau (2009, as cited in Fan, 2021) defines critical thinking as not only a means of exposing fallacies and bad reasoning but also as a means of supporting to enhance language and presentation skills; in this context, MUN conferences are useful platforms to develop critical thinking skills. By the same token, concerning MUN, Smith (2011) points out the great importance of critical thinking and MUN experiential learning activities and proves that critical thinking can be taught by faculty advisors to MUN delegates when they prepare for conferences.

Finally, in terms of global citizenship and intercultural communicative competence, from an educational approach, MUNs contribute positively to citizen education in the school, making a difference in terms of knowledge of public issues, from local to international level, their values and the motivation to exercise citizen participation, and this type of training is also known as democratic schooling (Print, 2007). Furthermore, MUNs help students develop language and global competencies (Tatsuki & Zenuk-Nishide, 2018). Regarding that intercultural sensitivity and English communications skills are considered to be indispensable key elements for enhancing global citizenship education (Ikuta et al., 2021), by learning to act as diplomats and delegates at UN conferences, students develop skills in communication, negotiation, networking, consensus building, resolution drafting, and problem-solving, among others. Many students who participate in MUN conferences gain the confidence to become effective professionals, leaders, and global citizens (Kuroda, 2021).

4.1.4. Question 4: Do you think the MUN conferences you have attended contributed to your teaching skills? If so, could you please explain how they did?

Teacher participants' answers reaffirm the findings and key points of previous studies in the literature. First, the role of role-playing in MUNs has been highlighted, paying attention to its usefulness as a "pedagogical tool" (Chasek, 2005, Agarwal, 2014, Kempston, & Thomas, 2014). Second, according to Márquez Duarte (2019), MUNs are a useful "pedagogic tool" to foster and practice knowledge about environmental education, environmental impact, international cooperation, and the 2030 agenda, as well as necessary capabilities for an environmental educator, such as negotiation, public speaking, formal language, and debate. Third, the teacher participants acknowledged the assertion by Staley et al. (2020) as "for us educators, this is truly the best learning environment: students dedicated and motivated to learn as much as they can as quickly as possible, in order to better help others" (p. 7). Finally, as Ueda (2021) emphasizes, at conferences, certain roles such as Under-Secretary-General, Chairs, and Assistant Chair are held by students as committee members, and several preliminary explanatory meetings are organized for students who serve as the representatives of each country. Before these explanatory meetings, the committee members spend time ensuring that they understand the conference process and prepare for it with teacher support, which is a personal motivation for dutiful teachers.

4.2. Discussion

In parallel with the findings in the previous studies in the literature, this study underscores that MUN is one of the most prominent and effective experiential learning platforms that combine numerous academic skills at once, and addresses all language learners and teachers who aim to enhance their multiple skills and capabilities.

As İpekçi (2021) accentuates, participants, both students and teachers, at the MUN conference have many chances to observe how delegates in the committees try to find alternative solutions to real-world problems based on the combination of their observations and experiences, which is provided by experiential learning. Likewise, MUN conferences enable them to face their primary reactions to real-world events and to go through a secondary reflection process in order to improve their perspectives, which leads them to pursue further academic or professional careers.

Finally, recalling the suggestions in the study by Staley et al. (2020), "English teaching professionals can address ESP needs in their own contexts by following best practices of scaffolding activities, adapting materials for the needs of each particular student population, and incorporating feedback into curricular revisions" (p.2), it can be highly recommended that MUN courses and

training programs should be included in teaching programs and the curriculum of all grades of schools. A sensible and responsible educational policy would never turn a blind eye to the long-term benefits of fostering MUN conferences.

5. CONCLUSION

Consequently, It can be concluded that MUN conferences are beneficial for students and teachers not only in enhancing their motivation and teaching skills but also in improving numerous skills necessary for a successful academic, professional, and personal life. Most particularly, besides improving language skills, enhancing motivation, and improving teaching skills, MUN conferences have been restated to develop participants' 21st-century skills and social abilities considerably.

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The Relationship between Self-Efficacy, Self-Regulation in Vocabulary and Receptive Vocabulary Size of Turkish EFL Learners

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Abstract

This study investigated the relationship between Turkish EFL learners' receptive vocabulary knowledge (RVK), self-efficacy in English and self-regulation in vocabulary. More specifically, the study aimed to investigate the effect of self-efficacy level of Turkish EFL learners and their self-regulating capacity in vocabulary on their RVK. Descriptive statistics were conducted for finding the RVK, self-efficacy level and self-regulating capacity of the participants. There was not a gender effect on RVK, but it was found in their self-efficacy levels. There were also correlations between the subscales of the self-efficacy, self-regulation in vocabulary and RVK. The subscales of self-efficacy and self-regulation in vocabulary predicted some part of RVK.

Keywords: EFL self-efficacy; self-regulating capacity in vocabulary learning; receptive vocabulary size

Introduction

RVK is defined by Nattinger (1988, p. 62) as “the understanding of the meaning of words and storing words in memory.” Nation also defines RVK as “perceiving the form of a word while listening or reading and retrieving its meaning” (2001, p. 25). These definitions indicate that RVK is limited to comprehension of the meaning of words stored in memory when they are encountered in receptive activities. That is the ability to recognize a word and recall its meaning. In that respect, this study only focused on the RVK of the participants as they are expected to recognize the words and recall their meanings in Vocabulary Levels Test.

RVK of the participants can be affected by different factors. The students in the same class, with the same instructor and the same amount of instruction get different results in terms of vocabulary learning. This shows that there are some other factors that are involved in the learning

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process. One of them is psychological factors which include learner beliefs, perceptions, and motivation. Learner beliefs, known as self-efficacy, refers to what a person thinks about their capabilities concerning the completion of a task and perceived competency level (Bandura, 1977). Self-efficacy has a vital role in the learning process in terms of increasing or decreasing the motivation level of learners. When learners come across with a challenging task, the ones who think that they have the potential to complete it, have high levels of motivation, while the ones who think that no matter how long they try or what they do, it is impossible to complete this task, have low levels of motivation.

Another factor that affects the results of learning process is learners' self-regulation capacity. Self-regulation refers to the degree to which individuals become metacognitively, motivationally, and behaviorally active participants in their own learning processes (Zimmerman, 1995). Self-regulation is viewed as having at least four components; goal setting, self-observation, self-judgment and self-reaction in three phases of forethought, performance and self-reflection (Bandura, 1986; cited in Hamedani, 2013). Theoretical background of self-regulation shows that learners are aware of their learning process, and they evaluate their performance or the process itself. Subsequently, they try to find the effective factors in this process, and they regulate it according to the results of their evaluation.

Zimmerman (1995) claims that the types of goals selected by individuals and their commitment to them are affected by their self-efficacy levels. It means that learners with high self-efficacy levels select more challenging goals and persist in achieving their goals even when they fail. It means that they are aware of their learning process, they evaluate and regulate their own learning and try to achieve their goals no matter how difficult they are.

In the light of this theoretical background, the present study aimed to investigate whether there was a relationship between learners' self-efficacy levels and their self-regulating capacity in RVK. Self-regulation is just limited to vocabulary learning to make the participants focus on only one aspect, otherwise it would have been very broad and difficult to specify. The present study tried to uncover the RVK of the participants and if it was affected by gender. It also tries to reveal whether self-regulation in vocabulary or self-efficacy levels of the participants predict their RVK. The research questions aimed to be answered in the study are;

1. What is the receptive vocabulary size of Turkish EFL learners?
2. Is there a gender-related difference in participants' receptive vocabulary size?
3. Do female and male participants of this study differ in their self-efficacy in English according to their RVK?

4. How well do the self-regulation in vocabulary and self-efficacy in English levels of the participants predict their RVK?

Methodology

Participants & Setting

The study was conducted at a university in Turkey. They were preparatory class students who were studying English for general purposes during a complete year before they start their university education at different departments. 179 undergraduates participated in the study; 122 of them were males and 57 of them were females. Their ages ranged from 17 to 22, but most of them were 18 or 19. None of the participants had lived in an English-speaking country. They were at pre-intermediate level when they participated in the study. It was made sure that all the participants were Turkish as the scales used for the study were in Turkish.

Materials

Vocabulary Levels Test

As a measure of receptive vocabulary size, Version 2 of Vocabulary Levels Test was used in the present study (Schmitt et al., 2001). This test consists of items from 2,000, 3,000, 5,000, 10,000 and academic word levels. Except the academic word level, which is based on Coxhead's (2000) Academic Word List, the levels are based on frequency counts. Each test level has 10 clusters of 6 words with 3 definitions, which makes a total of 30 questions per level. Test takers are instructed to match the words with correct definitions. The Cronbach's alpha reliability values for the 2,000, 3,000, 5,000, and academic word levels of Version 2 are reported as .92, .93, .93, .92, and .96 respectively (Schmitt et al., 2001).

In the present study, only half of the items were randomly selected and used because of time constraint. Every second cluster from each level was selected. Therefore, each level included 5 clusters with 15 questions, and it made 75 questions in total. As half of the items were decided on to be used, the reliability values of each level were calculated again for making sure that the test was reliable. In the present study, the Cronbach's alpha reliability values for the 2,000, 3,000, 5,000, 10,000 and academic word levels of Version 2 were found as .73, .75, .83, .72, and .72 respectively and proved to be reliable.

Self-Efficacy in English

To measure the self-efficacy levels of the participants in English, a scale which was developed for Turkish context was used (Hancı-Yanar & Bümen, 2012). It is a five-point Likert scale including four subscales as reading, writing, listening, and speaking. Reading subscale has 8 items, speaking has 6 items, listening and writing both have 10 items. In total, there are 34 items in the scale. Rating statements go from 1 (strongly disagree) to 5 (strongly agree), therefore the minimum and maximum scores that could be obtained range from 34 to 170. The Cronbach's Alpha reliability values for the reading, writing, listening, and speaking subscales in the present study were .84, .85, .90, and .86, respectively.

The Self-Regulating Capacity in Vocabulary Learning Scale (SRCvoc)

To measure learners' self-regulating capacity in foreign language vocabulary learning, Turkish version of the Self-Regulating Capacity in Vocabulary Learning Scale (SRCvoc) (Tseng et al., 2006) was used in the study. Turkish version of the scale was translated by three English instructors, and one Turkish instructor used these three translated versions for designing one Turkish version of the scale. After that, this Turkish version was back translated by three different English instructors and an expert formed one back translated version. These translated versions were rated by a bilingual to see if they matched with each other. They rated it from 1 to 100 and all the items were rated as 100% except for 2 items which were 95%.

The original version is a six-point Likert type scale including options from "strongly disagree" (1) to "strongly agree" (6). However, in this study, a five-point Likert type from "strongly disagree" (1) to "strongly agree" (5) was used. As it was administered with the scale of self-efficacy in English, they were aimed to be evaluated in line with each other. It has a five-factor structure commitment, meta-cognitive, satiation, emotional, and environment control and each factor consists of four items. As it is a five-point Likert scale with 20 items, the total scores range from 20 to 100. The reliability of the scale in the present study was .91, measured by Cronbach's Alpha.

Data collection & Analyses

The *Vocabulary Levels Test* (Schmitt et al., 2001), *Self-Efficacy in English scale* (Hancı Yanar & Bümen, 2012) and *The Self-Regulating Capacity in Vocabulary Learning Scale* (Tseng et al., 2006) were all administered in a regular class hour. The participants were told not to answer the questions in *Vocabulary Levels Test* if they did not know the answer for avoiding the chance factor.

Every correct answer in that test was rewarded 1 point and consequently the maximum score they would get from each vocabulary level was 15 points. As there were 5 vocabulary levels, the maximum score of the vocabulary test was 75.

Descriptive analyses were conducted for participants' RVK, self-efficacy and self-regulation capacity in vocabulary. For finding gender-related difference in their RVK, one-way MANOVA and for gender and RVK related difference in self-efficacy, two-way MANOVA analyses were employed. In addition to these analyses, multiple regression analysis was conducted to explore whether any causal relationships existed between participants' self-efficacy in English and self-regulation in vocabulary as represented by their RVK.

Findings and Discussion

Descriptive Analysis of the RVK

For getting the picture of the RVK of the participants, half of the Vocabulary Levels Test (Schmitt et al., 2001) was used as stated in the instruments part. Descriptive statistics were conducted, mean scores and standard deviations of each word level were calculated separately for male and female participants. The results are given in Table 1.

As it can be seen in Table 1, the mean score of the whole test was 17.73 (SD=9.11). The deeper analysis of the results in each word level indicated that high frequency words were acquired more than the low frequency words. Participants of the study got higher scores in 2,000 level (M=6.57, SD=3.05) than 3,000 (M=4.20, SD=2.78), 5,000 (M=2.67, SD=3.03) and 10,000 (M=1.24, SD=1.83) levels. Keeping in mind the fact that the more frequent a word the better it is acquired, it was not surprising to find that they got the highest scores in 2,000 level and the lowest ones in the 10,000 level.

Descriptive analysis of academic word level revealed that the scores of academic words (M=3.04, SD=2.4) were better than 5,000 and 10,000 levels, but lower than 2,000 and 3,000 levels (2000 > 3000 > Academic > 5000 > 10000).

Table 1***Descriptive Statistics for RVK***

Word Levels	Female (N=57)		Male (N=122)		All (N=179)	
	Mean	SD	Mean	SD	Mean	SD
2,000	6.35	2.94	6.67	3.10	6.57	3.05
3,000	3.96	2.80	4.31	2.77	4.20	2.78
5,000	2.30	2.56	2.84	3.21	2.67	3.03
10,000	1.07	1.40	1.32	2.00	1.24	1.83
Academic	3.21	2.50	2.96	2.35	3.04	2.40
Total	16.89	8.31	18.10	9.45	17.73	9.11

Gender Difference in RVK

In terms of gender difference in RVK, it was found that males were slightly better than females in 2,000 (Female M=6.35, SD=2.94; Male M=6.67, SD=3.1), 3,000 (Female M=3.96, SD=2.8; Male M=4.31, SD=2.77), 5,000 (Female M=2.3, SD=2.56; Male M=2.84, SD=3.21) and 10,000 word levels (Female M=1.07, SD=1.4; Male M=1.32, SD=2). However, females were better at academic word level (M=3.21, SD=2.5) than males (M=2.96, SD=2.35).

A one-way MANOVA analysis was performed to investigate gender differences in RVK. Five dependent variables were vocabulary levels, and the independent variable was gender. Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no serious violations noted (Mahalanobis Distance=20.59). The results of the MANOVA analysis revealed no significant difference between male and female participants on the combined dependent variables ($\Lambda=.992$, $F=.286$, $p>.05$). When the results for the dependent variables were considered separately, there were no significant interaction effects of the vocabulary test scores and gender implying that these two variables varied mostly along the same direction.

Descriptive Analysis of Self-Efficacy in English

Descriptive statistical analysis of the self-efficacy in English was calculated in relation to the participants' scores for the subscales of the instrument, self-efficacy in reading, writing,

listening, and speaking, separately for male and female participants. Table 2 shows the results of the descriptive analysis of self-efficacy and its subscales.

Table 2 shows that the mean score of the speaking self-efficacy (M=19.68, SD=4.33) of the participants in this study was lower than their self-efficacy in reading (M=25.55, SD=4.83), writing (M=31.53, SD=6.29) and listening (M=31.88, SD=6.83). It is not surprising to find that the participants had a low level of self-efficacy in speaking, as they usually find it the most challenging skill. In terms of the overall self-efficacy level in English, it was found that the mean score was 108.64 (SD=19.5) out of 170.

Investigating the gender difference on self-efficacy in English, it was found that female participants had lower self-efficacy levels in reading (Female=24.79, SD=5.19; Male=25.89, SD=4.63) and speaking (Female=18.79, SD=4.41; Male=20.09, SD=4.26) than male participants. Their self-efficacy in writing was slightly lower than male participants (Female=31.46, SD=6.8; Male=31.56, SD=6.08). However, female participants' self-efficacy in listening was higher than that of male participants (Female=32.16, SD=6.83; Male=31.75, SD=6.85). In terms of overall self-efficacy level, male participants had higher scores than females (Female=107.19, SD=21.16; Male=109.28, SD=18.75)

Table 2

Descriptive Statistics for Self-Efficacy in English

Self-Efficacy	Female (N = 57)		Male (N = 122)		All (N = 179)	
	Mean	SD	Mean	SD	Mean	SD
SE in Reading	24.79	5.19	25.89	4.63	25.55	4.83
SE in Writing	31.46	6.80	31.56	6.08	31.53	6.29
SE in Listening	32.16	6.83	31.75	6.85	31.88	6.83
SE in Speaking	18.79	4.41	20.09	4.26	19.68	4.33
Total		21.16	109.28	18.75	108.64	19.50
	107.19					

Self-Efficacy according to RVK and Gender

For answering the third research question, which tries to find gender and receptive vocabulary interaction on self-efficacy, RVK of the participants was grouped by means of K-means cluster

analysis procedure in SPSS. The K-means cluster analysis identified two distinctive clusters of participants according to their RVK. The first cluster had a lower level of RVK (N=130, M=13.02, SD=4.89) than the second cluster (N=49, M=28.42, SD=6.03).

A multivariate analysis of variance identified a gender effect on self-efficacy. A significant main effect of participants' gender was found using Wilk's Lambda statistics ($\Lambda=.935$, $F=2.972$, $p=.05$), indicating a moderate effect size ($\eta_p^2=.07$). When the results for the self-efficacy in reading, writing, listening, and speaking were considered separately, the only difference to reach statistical significance was self-efficacy in speaking; $F(1, 175)=5.23$, $p=.02$, $\eta_p^2=.02$. An inspection of the mean scores revealed that males reported slightly higher levels of self-efficacy in speaking (M=20.09, SD=4.26) than females (M=18.79, SD=4.41).

A multivariate analysis of variance results did not identify an effect of RVK level on self-efficacy ($\Lambda=.981$, $F=.854$, $p>.05$). In that respect, no statistically significant interaction effect was found between RVK levels and gender ($\Lambda=.981$, $F=.828$, $p<.05$).

Table 3

Self-Efficacy According to RVK and Gender

	Lower RVK						Higher RVK					
	Female			Male			Female			Male		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
SE in Reading	24.83	4.97	42	25.02	4.41	88	24.67	5.96	15	27.53	4.73	34
SE in Writing	31.71	6.59	42	30.65	6.11	88	30.73	7.56	15	33.21	5.62	34
SE in Listening	32.12	6.70	42	30.49	6.19	88	32.27	7.43	15	34.53	7.66	34
SE in Speaking	18.88	4.02	42	19.38	4.03	88	18.53	5.51	15	21.59	4.62	34

Descriptive Analysis of Self-Regulation in Vocabulary

Descriptive statistical analysis of the self-regulation capacity in vocabulary was calculated in relation to the participants' scores for the subscales of the instrument, environmental, commitment, metacognitive, satiation and emotion control, separately for male and female participants. Table 4 shows the results of the descriptive analysis of self-regulation in vocabulary and its subscales.

As it can be seen in Table 4, the mean score of the environmental self-regulation (M=13.71, SD=2.73) of the participants in this study was higher than commitment (M=12.97, SD=3.04), metacognitive (M=12.43, SD=3.03) satiation (M=12.56, SD=2.98), and emotion (M=12.47, SD=3.05). In terms of the overall self-regulation in vocabulary, it was found that the mean score was 64.13 (SD=12.43).

In terms of gender difference, it was found that female participants' overall self-regulation in vocabulary was higher than that of male participants (Female=65.33, SD=10.86; Male=63.59, SD=13.08). In the environmental (Female= 14.12, SD=2.36; Male=13.52, SD=2.87) and commitment (Female=13.19, SD=2.62; Male=12.87, SD=3.22) control, females had higher mean scores than male participants. It implies that female participants focus more on goal commitment, elimination of negative environmental effects and utilization of the positive ones. Female participants were slightly better than male participants in the subscales of metacognitive (Female=12.63, SD=2.43; Male=12.34, SD=3.27), satiation (Female=12.77, SD=2.61; Male=12.46, SD=3.13), and emotion (Female=12.61, SD=2.81; Male=12.40, SD=3.16). Descriptive analysis of self-regulation in vocabulary shows that female participants were better at using their self-regulation capacities in vocabulary than the male participants.

Table 4

Descriptive Statistics for Self-Regulation in Vocabulary

Self-Regulation	Female (N=5)		Male (N=122)		All (N=179)	
	Mean	SD	Mean	SD	Mean	SD
Environmental	14.12	2.36	13.52	2.87	13.71	2.73
Commitment	13.19	2.62	12.87	3.22	12.97	3.04
Metacognitive	12.63	2.43	12.34	3.27	12.43	3.03
Satiation	12.77	2.61	12.46	3.13	12.56	2.98
Emotion	12.61	2.81	12.40	3.16	12.47	3.05
Total Self-Regulation	65.33	10.86	63.59	13.08	64.13	12.43

Correlations between RVK, Self-Efficacy in English and Self-Regulation Capacity in Vocabulary

To explore the possible interactions between RVK, self-efficacy in English and self-regulation capacity in vocabulary, a Pearson correlation coefficient test was conducted. The results of the correlation test are shown in Table 5.

Table 5

Correlations: Relationship between RVK, Self-Efficacy and Self-Regulation in Vocabulary

	1	2	3	4	5	6	7	8	9	10
1. RVK	1									
2. SE in Reading	.28**	1								
3. SE in Writing	.20**	.72**	1							
4. SE in Listening	.25**	.72**	.64**	1						
5. SE in Speaking	.26**	.70**	.61**	.72**	1					
6. Environmental SRinVoc	.10	.39**	.32**	.43**	.39**	1				
7. Commitment SRinVoc	.22**	.42**	.42**	.44**	.49**	.53**	1			
8. Metacognitive SRinVoc	.07	.43**	.44**	.42**	.44**	.51**	.72**	1		
9. Satiation SRinVoc	.29**	.38**	.30**	.43**	.39**	.47**	.69**	.70**	1	
10. Emotion SRinVoc	.16*	.36**	.40**	.37**	.42**	.50**	.65**	.72**	.72**	1

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

It is shown in the table above that most of the variables under investigation in this study were correlated positively at a statistically significant level. With special attention to RVK, all the subscales of self-efficacy in English; reading ($r_{(179)}=.28$, $p<.01$), writing ($r_{(179)}=.20$, $p<.01$), listening ($r_{(179)}=.25$, $p<.01$) and speaking ($r_{(179)}=.26$, $p<.01$) correlated positively with RVK at a significant level. Among the subscales of the self-regulation in vocabulary, commitment ($r_{(179)}=.22$, $p<.01$),

satiation ($r_{(179)}=.29$, $p<.01$) and emotion ($r_{(179)}=.16$, $p<.05$) were positively correlated with RVK at a significant level. It should also be noted that the relationships between RVK and the correlated variables had a small effect size magnitude (Cohen, 1992). Other correlation coefficients between RVK and self-regulation in vocabulary did not achieve any statistical significance.

After identifying significant correlations between RVK, self-efficacy in English and self-regulation in vocabulary, a multiple standard regression analysis was performed to explore whether RVK in this study was predicted by any of the independent variables entered in the model. Assumptions were not violated as the sample size ($n=179$) was large enough; and multivariate outliers did not seem to be likely to interfere with the normality. (Mahalanobis distance=20.38) The results of the regression analysis revealed that of those dimensions of self-regulation in vocabulary and self-efficacy in English with some significant correlations with RVK, only satiation ($\beta=.42$, $p=.00$) emerged as a predictor of RVK, explaining considerably larger unique variation in participants' RVK than other variables: self-efficacy in reading, writing, listening, speaking; commitment and emotion. Overall regression model appeared to explain a significant amount of variance in RVK ($F=4.613$, $p=.00$). However, the amount of variation explained by the model was not large ($R^2=.193$), not exceeding %20. These figures can be found in Table 6.

Table 6

Multiple Regression Analysis: Predictors of RVK

	B	t	Sig.	Correlations		
				Zero order	Partial	Part
Predictors						
SE in Reading	.17	1.43	.16	.28	.11	.1
SE in Writing	.05	.4	.66	.20	.03	.03
SE in Listening	-.00	-.03	.98	.25	-.00	-.00
SE in Speaking	.09	.88	.38	.26	.07	.06
Commitment	.15	1.3	.2	.22	.1	.09
Satiation	.42	3.59	.00	.29	.26	.24
Emotion	-.04	-.34	.74	.16	-.03	-.02

Note: R^2 for the model = .193

Conclusion

The present study aimed to explore the relationship between the receptive vocabulary size, self-efficacy in English and self-regulation capacity in vocabulary in an EFL context. Firstly, it was found that the EFL students had better scores in 2,000 and 3,000 levels than 5,000 and 10,000 levels. This result proved the importance of frequency, the more they come across with the words, the better they learn them. It may also be affected by the proficiency level of the students. As they were pre-intermediate level students, it was not surprising to find that they knew fewer words in 5,000 and 10,000 levels. Moreover, it was also found that their scores in academic word level were higher than 5,000 and 10,000 levels and lower than 2,000 and 3,000 levels. This also indicated that academic words are more frequently used than the two higher levels. In terms of gender difference in RVK, male participants were slightly better than the female participants for all levels, but for the academic word level. However, these differences were not statistically significant.

The self-efficacy levels of the participants were also evaluated in terms of self-efficacy in each language skill. It was revealed that their speaking self-efficacy was lower than the self-efficacy in other skills. It was an expected result as they never feel comfortable in speaking. It was also aimed to find out the effects of RVK and gender on self-efficacy. There was a gender effect on self-efficacy, but not of RVK. It reveals that even the participants who had higher RVK than the others did not think that their vocabulary knowledge was large enough to have self-efficacy in English.

For answering the last research question, firstly possible correlations between the subscales of self-efficacy in English and self-regulation in vocabulary, and RVK were analyzed. Except for environmental and metacognitive self-regulation in vocabulary, the other subscales of self-regulation and all the subscales of self-efficacy were positively and significantly correlated with RVK. Among them, only satiation emerged as the predictor of RVK. As a whole, the model predicted nearly 20% of RVK. It implies that the participants who could manage to remove boredom and to bring more appeal or interest to the vocabulary learning process have higher RVK levels.

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Translation or Transcreation? A Model Lesson Plan on the Fictional San Lorenzo Dialect¹

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Vonnegut's *Cat's Cradle* is famous for the San Lorenzo Republic and its fictional Bokonon culture. The protagonist, American John happens to visit this island country to write a biography on a scientist and ends up becoming the Bokonist Jonah through an acculturation process. Vonnegut exposes the readers to the San Lorenzo culture through the San Lorenzo dialect and its newly coined words. In the beginning pages, readers are lucky enough to have the English versions as a reference, yet San Lorenzo serves as a natural language as the readers get to know the San Lorenzo culture more. This study conducts a comparative analysis of the transferences of the distorted words of the San Lorenzo language into Turkish, aiming to answer the question of what concept (translation or transcreation) suits better the transference of the words that do not seem to exist in any other languages. The findings of the study have depicted that translators adopted different translation approaches while transferring the San Lorenzo dialect. Fişek mostly kept the San Lorenzo effect as in the source text by copying the coined words to the target text whereas Göktaş and Eriş created their own San Lorenzo dialects reconstructing the Turkish words, and appealed to the target culture leaving hints for the readers to decode. To this end, this study suggests a fresh perspective for literary translation courses with a model lesson plan on the translation criticism of Vonnegut's fictional San Lorenzo language.

Keywords: fictional languages, San Lorenzo dialect, translation education, a model lesson plan, literary translation

Introduction

Today's digital literacy era has brought us not only profound access to information but also the need to adapt teaching methods by utilizing the existing resources creatively. One of the biggest reflections

¹ This article is based on the doctoral dissertation, *Fictional Languages, Cultural Neologisms and Transcreation: Transferences from English into Turkish and German* (Kavruk, 2022a, pp.50-58, 84-89). The study has been furthered through a model lesson plan.

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of the global issues on education is the changing profile of our students who spend most of their “me” time watching the screen adaptations of works of fiction. How we can elaborate literary translation courses appealing to the learners’ interests has been the main motivation of this study. Therefore, this paper offers an alternative content and method of instruction for literary translation classes through the use of fictional languages.

Fictional languages are literary invented languages that authors create as a part of their engaging fictional worlds, paralyzing the readers through the newly coined lexicon in a story in a natural language (Kavruk, 2022, p.28). Literature has witnessed several fictional languages in the works of fiction pioneering with More’s Utopian Language in *Utopia* (Higley, 2007, s.64) to Orwell’s Newspeak (1949), Burgess’ Nadsat (1962), Vonnegut’s San Lorenzo (1963), Herbert’s Fremmen (1965), Adams’ Lapine (1972), Elgin’s Ladaan (1984), and Tolkien’s Quenya, Sindarin or The Black Speech (1994a, 1994b, 1994c). In almost every novel with a fictional language, there is “the other” isolated from the rest of the groups or the society, and authors create their lexicon to make the concept of the otherness prominent so that the out-groups cannot decipher the in-group behaviour or culture (Kavruk, p.18). Newmark prefers the term, “neologism” for this in-group lexicon and limits the term to “newly coined lexical units or existing lexical units that acquire a new sense” (1988, p. 140). His further classification of the newly coined lexical items includes “the new coinages, transferred words, derived words, abbreviations, eponyms, phrasal words, acronyms, internationalism and pseudo-neologisms” (Newmark, pp. 140-145). New coinages, transferred words and derived words are the most common types of cultural neologisms in fictional languages (Kavruk, 2022, p.52). Every fictional language owns all the categories of neologisms, yet they may have a dominant neologism in each one.

Newly coined cultural neologisms consist of words that do not exist or that may not seem to exist in any other languages since they are created only for the fictional worlds and culture of the novels or series (Kavruk, 2022, p.56). The experience of the readers with such new coinages may vary depending on the authorial preferences, that is, in some novels, authors may provide the equivalent meaning of these cultural neologisms within the text or may add a footnote as readers are just stepping into the fictional worlds at the beginning of the novels, while in some cases readers are not that lucky. In Lapine in *Watership Down* by Adams, readers come across the sentence “Come on, let’s get the others moving before a man comes with a hrududu” without any explanations, yet readers can find an English equivalent in the following parts of the novel (1972, p.72). In Tolkien’s *Lord of the Rings*,

readers experience the new coinages functioning like a natural language in the cultural songs and rituals of the elven, yet they are provided with English translations (1994a, 1994b, 1994c). New coinages are expected to make up the greatest part of fictional languages since fictional languages are categorized under the umbrella term of “constructed languages” (Kavruk, 2022, p.40). However, some fictional languages are characterized by their transferred words, such as the Arabic words in *Fremen* (Herbert, 1965, 1969, 1979) and the Russian words in *Nadsat* (Burgess, 1962). Another neologism common in fictional languages is the derived words formulated with the features of the natural language the story takes place, yet resulted in brand new words. Orwell’s *Newspeak*, the official language of Oceania, stands out with its derived words (1949). Through some word formation techniques, Orwell built on his own vocabulary and provided the English explanations of these creations at the beginning pages of the book as well as in “The Principles of Newspeak” (1949).

As Zohar suggests the place of the translated literature in the literary system is peripheral, yet the position is dynamic and may be subject to change "when there are turning points, crisis, or literary vacuums in a literature" (p.243). Similarly, considering the boom in book-to-screen adaptations, there has been a great interest in translated works of fiction and the translated literature has started to abandon its peripheral status, resulting in more and more retranlations of works of fiction with fictional languages. Vonnegut’s *Cat’s Cradle*, notable for the Bokonon culture and the fictional San Lorenzo language, is one of the works of fiction that has shifted to the central position in Turkish translated literature with recent retranlations. The novel depicts the transformation of American John into the Bokonist Jonah on a journey to this island country to write a biography on the scientist of the Hiroshima bomb, “ice-nine” (Vonnegut, 1963). Vonnegut portrays the Bokonist lifestyle through the San Lorenzo language, ranging from a word level to the natural language throughout the book. *Cat’s Cradle* begins with the sentence Live by the foma* that makes you brave, and kind and healthy and happy” with the name of the holy book as well as the footnote of “harmful untruths” (1963, ix) as an explanation. At the beginning pages where the Bokonism is explained, a similar attitude is available since the English equivalents of the newly coined words are provided within the text: “We Bokononists believe that humanity is organized into teams, teams that do God's Will without ever discovering what they are doing. Such a team is called a karass by Bokonon, and the instrument, the kan-kan, that brought me into my own particular karass was the book I never finished, the book to be called The Day the World Ended” (Vonnegut, 1963, p. 5). As the readers get to know Bokonism more and more, this time San Lorenzo acts like a natural language with subjects, verbs, objects, even articles, modals, if clauses or so: “_Zo_,” he said in the dialect, “_yeff jy bam gong be Kret-yeen

hoooner yoze kon-steez-yen, jy hap my yup oon lot nee stopf_”(Vonnegut, 1963, p. 65). Vonnegut describes San Lorenzo language as “a dialect of English” in the novel. When the sections where San Lorenzo appears to act like a natural language are examined, and the possible English versions are taken into consideration, it is possible to state that some San Lorenzo vocabulary is created through the distortion of the English ones though this fact is not obvious without a reference.

Cat's Cradle was translated as *Kedi Beşiği* by Sinan Fişek (Vonnegut, 1974), Serkan Göktaş (Vonnegut, 2012), and Mahir Ü. Eriş (Vonnegut, 2021). This study conducts a comparative analysis of the transferences of the distorted words of the San Lorenzo language or dialect into Turkish and presents a model lesson plan aiming to answer the question of what concept (translation or transcreation) suits better for the transferences of the distorted words of San Lorenzo language in Kurt Vonnegut's *Cat's Cradle* when the translations by Fişek, Göktaş, and Eriş are examined. Thus, the study endeavours to answer such research questions:

(1) What are the common strategies used in the transferences of the distorted words of the San Lorenzo language in the Turkish translated texts?

(2) Regarding the translation strategies used in the Turkish translations, what concept (translation or transcreation) suits better the transference of the words that do not seem to exist in any other languages?

(3) Based on the text analysis for translation, how can *Cat's Cradle* and its Turkish translations by Fişek, Göktaş, and Eriş be brought up in literary translation courses?

Method

This study employs the outcomes of the source text analysis of the newly coined San Lorenzo lexicon in the doctoral thesis of *Fictional Languages, Cultural Neologisms and Transcreation: Transferences from English into Turkish and German* (Kavruk, 2022a, pp.56-58), in which *Cat's Cradle* was observed to own 76 new coinages (61,8%), 11 transferred words (8, 9%), and 36 derived words (29, 3%). However, as most of the new coinages in the fictional San Lorenzo language are invented through the distortion of the English words (43, 9% distorted and 17, 9% newly coined words), this corpus-based study is limited to the distorted cultural neologisms that seem not to exist in any other

languages, yet created as a dialect of the English language (54 neologism units and their Turkish translations).

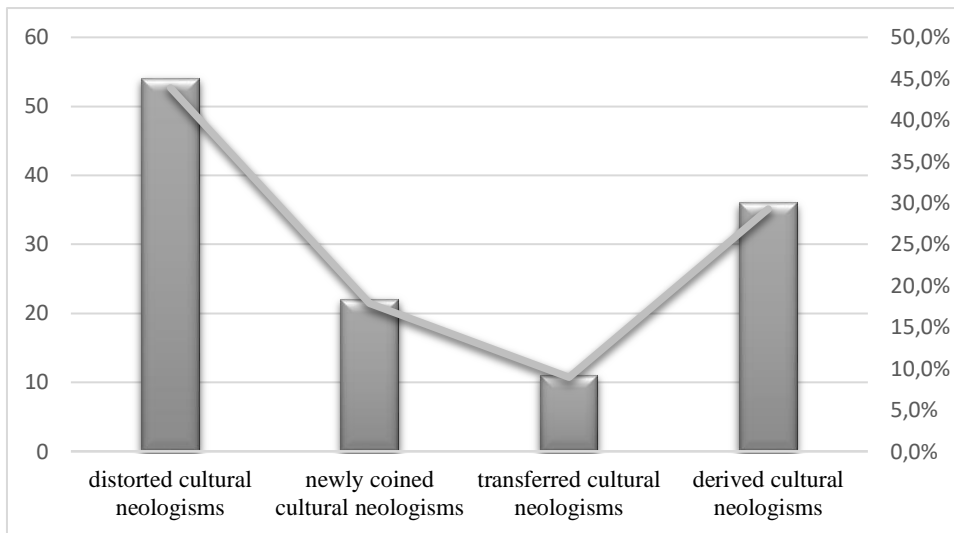


Figure 1: The Lexicon of San Lorenzo language

This study uses “The Cultural Neologism Transcreation Model” (CNTM) created by combining two separate translation models for the translations of neologisms and culture-specific words suggested by Newmark (1988) since the cultural neologisms play a significant role both linguistically and culturally in fictional languages in the works of fiction, and there are no specific translation theories regarding the recreation of the fictional languages in the target literary texts (Kavruk, 2022, pp. 51-54). To name the translation process of the distorted words, the translation strategies have been divided into three categories as “transference”, “translation” and “transcreation” since when the case is fictional languages, three main transacts of translation can be mentioned (Kavruk, 2022b). Each unit of distorted neologisms is to be analysed regarding the three transacts of fictional languages, namely; “transference” (exact transference and naturalisation), “translation” (literal translation, functional equivalent, cultural equivalent, descriptive equivalent, modulation, and shifts) and lastly “transcreation” (target language neologism). The eclectic method and deletion have been excluded from the final analysis. Each translation strategy in the eclectic method has been evaluated individually while deletion, the removal of the cultural neologism in the target text, cannot be listed under the three transacts of fictional languages. The most common translation strategies used by the translators for each unit are to be estimated through the main categories mentioned, and what concept suits better for the transference of the distorted words in the fictional San Lorenzo language is to be determined.

Findings

Translators have been observed to have adopted different translation approaches while transferring the distorted cultural neologisms of the fictional San Lorenzo language. One of the most striking examples of how translators have differed in translation approaches while transferring the distorted San Lorenzo words is the San Lorenzo version of the popular English rhyme, “Twinkle Twinkle Little Star” (cited in Kavruk, 2022a, p.86). Vonnegut provided the readers with the San Lorenzo version of the popular English rhyme first. Without a reference, it should be noted that it is not easy to decipher the mentioned rhyme over its San Lorenzo version.

ST	TT1 (Fişek)	TT2 (Göktaş)	TT3 (Eriş)
Tsvent-kiul, tsvent-kiul, lett-pool store, Ko jy tsvantoor bat voo yore, Put-shinik on lo shee zo brath, Kam oon teetron on lo nath, Tsvent-kiul, tsvent-kiul, lett-poll store, Ko jy tsvantoor bat voo yore.	Tsvent-kiul, tsvent-kiul, lett-pool store, Ko jy tsvantoor bat voo yore, Put-shinik on lo shee zo brath, Kam oon teetron on lo nath, Tsvent-kiul, tsvent-kiul, lett-poll store, Ko jy tsvantoor bat voo yore.	Dark-ha donnyhan-nemyn, Kopllraynda yashırkkan, Çarkçeli bakhçamzn, Yogglırnda koshırkkan, Jimda ogulu kolldk, Sanfillari dollthırdk, Shinnçliyzz haepsmz Yajşsnın poklumss.	Dah-had dünna nemis sin Hol laarındah yaş-şar kihen Çiç-şek libah çemissin Jol laarındah joş-şarr kihen.
Twinkle twinkle little star How I wonder what you are Up above the world so high Like a diamond in the sky Twinkle twinkle little star	Pırıl pırıl küçük yıldız Nasıl da merak ederim ne olduğunu Ne parlaksın gökyüzünde Gecenin içinde bir tepsi gibi Pırıl pırıl küçük yıldız Nasıl da merak ederim ne olduğunu (Vonnegut, 1974).	Daha dün annemizin, Kollarında yaşarken, Çiçekli bahçemizin, Yollarında koşarken, Şimdi okullu olduk, Sınıfları doldurduk, Sevinçliyiz hepimiz, Yaşasın okulumuz. (Vonnegut, 2012).	Daha dün annemizin, Kollarında yaşarken, Çiçekli bahçemizin, Yollarında koşarken, . (Vonnegut, 2021)

**How I wonder what
you are
(Vonnegut, 1963).**

Table 1. Turkish-based San Lorenzo Languages

The transferences of the San Lorenzo version of the nursery rhyme depict different translation approaches. Fişek did not change the San Lorenzo version in the target text though he gave the Turkish explanation of the English one, which has led the San Lorenzo language to be considered as a total new coinage, not as a distorted dialect since Turkish readers may not be familiar with the source-text culture. It could be concluded that he adopted a source-text-oriented approach and used transference as a strategy as well as literal translation for the reference. Göktaş and Eriş, whereas, had similar approaches, finding a Turkish-culture rhyme and distorting the words in a similar way to the author. Both translators used the Turkish rhyme for the first day at school and recreated the Turkish San Lorenzo versions through a deconstruction process. Göktaş kept the full version of the rhyme whereas Eriş played with the first quadrant. However, both translators used target language neologism while transferring the English-based San Lorenzo rhyme into Turkish.

When the transferences of all the distorted words of the San Lorenzo language have been examined, it could be concluded that not all the translation strategies were used in the process, but there were some popular strategies:

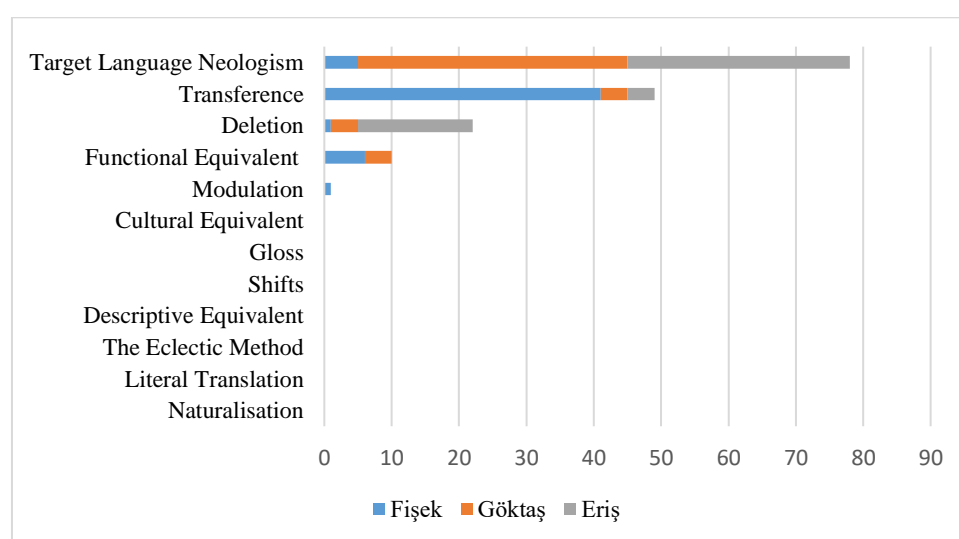


Figure 2: Transferences of the distorted words

The findings of the study have depicted that Fişek used transference the most with a rate of 75, 9%, which depicts that he preserved the San Lorenzo effect through mostly copying the distorted cultural neologisms to the target text. Göktaş and Eriş have been observed to prefer target language neologism the most with rates of 74, 4% and 61, 1%. They created their own Turkish-based San Lorenzo languages reconstructing the rhymes in Turkish culture and appealing to the target culture leaving hints for the readers to decode.

The overall translation approaches of the translators have been combined to determine what concept works best for the recreation of the Turkish-based San Lorenzo language in the target texts.

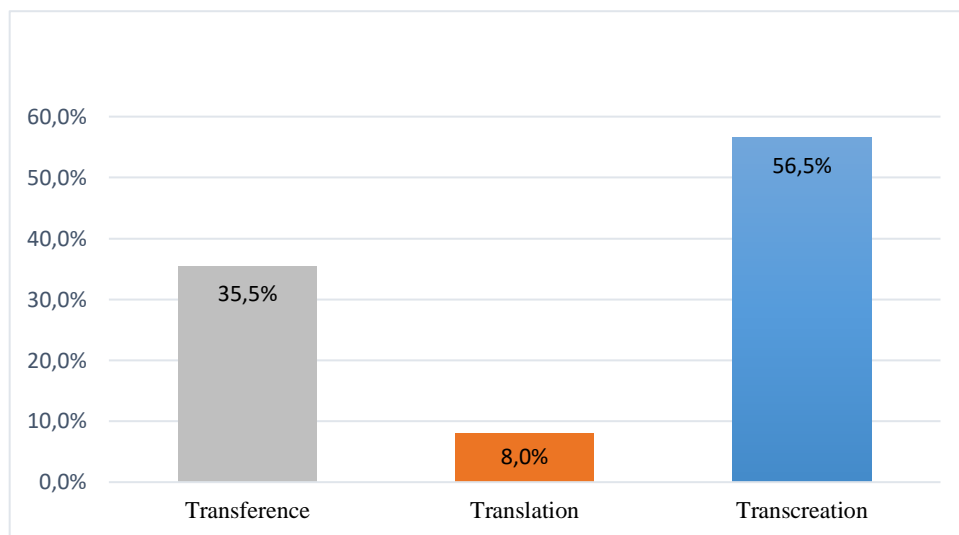


Figure 3: Transacts of San Lorenzo Language

The answer to the question of what umbrella term could be mentioned for the recreation of the San Lorenzo distorted words in the Turkish target texts is “transcreation” with a rate of 56, 5% whereas the second most commonly used transact is “transference” with the rate of 35, 5%, which are consistent with the most frequently used strategies in the Turkish translations of *Cat’s Cradle*.

A Model Lesson Plan

Fictional languages are a great resource for literary translation courses as they provide the students with the opportunity to raise awareness towards the necessary translation competencies for a literary translator over several examples of cultural neologisms in the works of fiction, appealing to the interdisciplinary nature of the literary translation as well as students’ interests. Based on the

comparative analysis of *Cat's Cradle* and its Turkish translations, it is possible to suggest a model lesson plan for the third-year students at the Department of Translation and Interpreting. As it is significant that students are familiar with the basic theoretical framework of literary translation as well as the possible translation criticism models and transacts of translation to conduct a descriptive analysis, Week 4 has been chosen for this model lesson plan:

Week 1: Introduction to Literary Translation Criticism
Week 2: Literary Translation: Challenges, Norms, and Limitations
Week 3: The Transacts of Translation
Week 4: <i>Cat's Cradle</i> and Fictional San Lorenzo Language

Table 2. A Model Syllabus

Students have been assigned to read *Cat's Cradle* (Vonnegut, 1965) for a three-session lecture (50 minutes each) in Week 4 through the syllabus given at the beginning of the semester.

A Warm-up Video (5,6 min) by TED-Ed: "Are Elvish, Klingon, Dothraki and Navi Real Languages?" (Mcwhorter, 2013)

A Pair Discussion (10+4 min):

What is a conlag?

What other concepts can we use for constructed languages?(e.g. fictional or invented languages)

Which constructed languages are mentioned in the video?

Why are constructed languages created?

What other constructed languages can you name?

What are the possible challenges while translating a literary text with a constructed language?

A Class Discussion (10 min):

*What is *Cat's Cradle* about?*

What are the key features of the San Lorenzo Republic? (Its residents, language, social life, religion...etc.)

What language is spoken in the San Lorenzo Republic?

Why has the author named this constructed language as a dialect of English in the novel?

Table 3. A Warm-up on Constructed Languages and *Cat's Cradle*

Students watch a video on the constructed languages of famous movies as a warm-up (Mcwhorter, 2013) and are assigned to have a pair discussion on the questions given. At the end of the task, the instructor can answer the questions as a summary. As the assigned fiction is *Cat's Cradle* by Kurt Vonnegut, at the last stage of the pre-session, a class discussion can be initiated about the plot, the protagonists of the novel, the fictional world, and the key features of the San Lorenzo language for an introduction. The last question of the class discussion prepares the students for the next stage of the lesson plan, which is to guess the meanings of the distorted English words of the San Lorenzo dialect.

A Multiple Choice Kahoot on the Distorted Cultural Neologisms of the San Lorenzo Dialect (20min) (Kavruk, 2022)

e.g. “**Tz-venk** voo vore lo yon-yo!”

a) create b) change c) drink d) thank

A Grouping Activity (10 min): “Pick a Door...” (Micaela, 2017)

A Group Discussion and Vlog (20+20 min)

Twinkle Twinkle Little Star in San Lorenzo in the ST vs. TTs,
in the light of:

A Source-oriented vs. target-oriented approach

Equivalence and translatability

Translators' decisions

Transacts of literary translation

Table 4. A During-session on San Lorenzo and the Translation Criticism

In the multiple choice questions prepared on *Kahoot*, students are provided with the sentences in San Lorenzo and asked to guess the possible English meanings of the bold words in each sentence. It should be noted that the examples are limited to the sentences formed with the distorted San Lorenzo words. Such an activity helps the students to comprehend the nature of the Sorenzo as a dialect of

English and how difficult to understand that San Lorenzo sentences are distorted English sentences without a reference. Through a fun and in-context grouping activity in the next session, students will be divided into groups, parallel to the door that leads them to the fictional worlds of “Wonderland, Middle-Earth, Westeros, Panem, Lyra’s World, Florin, Guilder, Oz, Hogwarts and Narnia” (Micaela, 2017), which exist in the popular screen adaptations of the works of fiction with fictional worlds and folks. When the groups are formed, they are presented with the San Lorenzo version of the “Twinkle Twinkle” in the ST and TTs and are asked to have a group discussion on the chunks regarding the translation approaches, the memes of translation, translators’ decisions and the possible popular transact in each translated text and prepare a mini vlog on the translation criticism as a group. Students will download their videos on their e-classes so that these 3-4 minutes live videos are available to the entire class. In the third session, the vlogs will be watched and students will choose the best vlog of the class. As a post-session, students will be assigned to work alone and translate San Lorenzo chunks covered in Kahoot, provided with the paragraph and page number.

Assignment

If you were translating Cat’s Cradle, how would you translate the given ST chunk with the distorted neologisms?

(already covered in Kahoot)

Film a vlog as a virtual translator preface

Table 5. A Post-session and a Vlog Trial

Each student is asked to film a vlog as a translator preface and explain what translation approach she or he has adopted to translate the San Lorenzo sentences provided.

In this three-session lesson plan, students will be able to (1) comprehend the concept of the constructed/fictional languages and gain awareness towards the possible challenges a fictional language can create in translation (2) explain the plot of *Cat’s Cradle* and key features of the San Lorenzo Republic as well as the San Lorenzo dialect (3) guess the meanings of the distorted words of San Lorenzo language in the provided examples (4) compare the San Lorenzo rhyme in the source text (ST) and target text (TTs) regarding the transacts of the literary translation and (5) make a virtual translator’s preface exploring their translation approaches as a free practice.

Conclusion

San Lorenzo, constructed as a dialect of English by Kurt Vonnegut for the San Lorenzo Republic, differs from the other fictional languages as it owns a distorted lexicon as well as the cultural neologisms of total new coinages, transferred words, and derived words. Therefore, the way such distorted words are translated into the target text holds great potential to look into, especially for the translation criticism courses in which it is common to conduct a comparative analysis of the source text and the translations regarding the issues of equivalence, translatability, translators' decisions or an overall translation approach. This study is considered to be distinctive in that it performs more than just a descriptive analysis, but also a practical lesson plan. As today's students are dynamic, creative, and highly tech-savvy, translation curricula may be adapted in a way parallel to the necessities of the era as well as the interests of the students through the use of fictional languages. Alternative lesson plans can be designed on the translation criticism of different works of fiction with fictional languages as well as on their semiotic evaluations.

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Yabancı Dil Olarak Almanca Öğretiminde Çizgi Filmin Rolü¹

Dr. Güleser Korkmazer²

Özet

Bu çalışmada Almanca altyazılı çizgi filmlerin; “okuduğunu anlama, duyduğunu anlama, konuşma ve yazma” gibi dört temel dil becerisi üzerindeki rolü araştırılmıştır. Bu amaç doğrultusunda, bir sosyal medya paylaşım sitesinde erişime açık olan ve tesadüfen seçilen, “*In Einem Land Vor Unserer Zeit*³” adlı çizgi filmin “*Gefährliche Spiele*⁴” adlı bölümü, dublaj ve alt yazı bağlamında karşılaştırmalı yöntem kullanılarak benzerlik açısından “*monolog, diyalog ve şarkı sözü*” çerçevesinde incelenmiş ve betimsel olarak yorumlanmıştır. Elde edilen bulgular, hedef dildeki dublaj ve altyazı arasında; “*dil bilgisi, imla hataları, noktalama işaretlerinin kullanılmaması ve sözlü ifadeye altyazıda yer verilmemesi*” gibi çok sayıda tutarsızlık olduğunu ortaya çıkarmıştır. Film sahnelerinin hızla değişmesi nedeniyle altyazıda “zaman” ve “karakter sınırlaması” gibi kıstaslar mevcuttur. Hataların bu kıstaslardan ve dil içi otomatik çeviri programından kaynaklanabileceği düşünülmektedir. Çeviri metninin videoya gömülü olmaması da zaten otomatik çeviri programının kullanıldığını kanıtlamaktadır. Yukarıda tespit edilen hatalar nedeniyle, hedef dilde film izleme eyleminin daha çok duyduğunu anlama becerilerini geliştirmeye katkı sağladığı tespit edilmiştir. Konuşma becerileri kapsamında ise; dublaj metninde duyduğu ifadeleri sözlü olarak tekrar eden öğrencinin, hedef dildeki telaffuzunu geliştirebileceği değerlendirilmektedir. Söz konusu çizgi film altyazılarının tespit edilen hatalar nedeniyle, hedef dilde okuduğunu anlama ve yazma becerilerinin geliştirilmesine katkı sağlamadığı açıkça görülmüştür. Dolayısıyla dil içi aktarım da olsa, otomatik çeviri programları kullanıldığı sürece, hedef dilde izlenecek çizgi filmlerin altyazısız izlenmesi faydalı olacaktır.

Anahtar Sözcükler: Çizgi Film, Dublaj ve Altyazı, Dört Temel Dil Becerisi

Giriş

Günümüz dünyasında kariyer yapmak ve saygın bir işte çalışmak için artık bir değil, en az iki yabancı dile, dört temel dil becerisi kapsamında hâkim olmak gerekmektedir. Söz konusu dört temel

¹ Bu araştırma 21 Ekim 2022 tarihinde Gazi Ü. YDYO tarafından düzenlenen *1. Uluslararası Dil ve Uygulamalı Dilbilim Çalışmaları Konferansı*'nda özet bildiri olarak sunulmuştur.

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dil becerisi Storch (1999,s.15) ve Gündoğdu (2013,s.45) tarafından “Kommunikative Fertigkeiten¹” olarak adlandırılmıştır. Çeltik (2022,s.107) ise bu becerileri dilimize; “okuma, yazma, konuşma ve duyma” becerileri olarak aktarmıştır. İçinde bulunduğumuz 21.yüzyılda eğitim dünyasındaki teknolojik gelişmeler nedeniyle bu becerilere “Hör-Sehverstehen²” diye adlandırılan yeni bir beceri daha eklenmiştir (Porsch vd., 2010,s.143-189). Bu nedenle yabancı dil eğitimi materyal bakımından oldukça renklenmiştir. Öyle ki, artık yabancı dil eğitiminde sadece kasetçalar ya da CD gibi işitsel materyaller değil; film, DVD, video hatta bilgisayar oyunları gibi çok sayıda görsel-işitsel ve interaktif materyaller kullanılabilir. Söz konusu materyaller öğrenmeyi keyifli hale de getirmektedir. Bu gelişmelerle birlikte daha etkili bir yabancı dil öğretimi için dil eğitimi kitaplarının dahi ünite bazında kısa videoları çekilmiştir. İlgili videoları izlemek, öğrencilerin işlenen konuyu görsel-işitsel destekle daha iyi anlamalarını sağlamaktadır.

Öğrenciler, ders kitapları ve bu kitapların videoları dışında hedef dilde internet üzerinden dizi film, sinema filmi ya da çizgi film izleme, gibi çeşitli olanaklardan da yararlanmaktadır. Hatta bu filmleri çoğu kez altyazılı olarak izlemeyi tercih etmektedirler. Dolayısıyla, çevirmen tarafından hazırlanan film altyazısının yabancı dil öğrenme sürecindeki katkısı yadsınamaz, ancak bu altyazı otomatik bir çeviri programı tarafından yapıldığında, dört temel dil becerisi üzerindeki etkisi tartışmaya açık bir konudur. Zira, Korkmazer & Epçeli'nin (2018,s.579-592) dile getirdiği üzere, otomatik çeviri programları üzerinden yapılan çevirilerde hatalara rastlanmaktadır. Bu noktadan hareketle; ilgili araştırmada çizgi film altyazısı ve dublaj metni örneklerle karşılaştırılarak, bu örneklerin hedef dildeki dört temel dil becerisi üzerindeki rolü tartışılacaktır.

ÇİZGİ FİLM

Türk Dil Kurumu'na³ göre çizgi film: “Bir konuyla ilgili olarak karakterlerinin hareketlerini belirtecek biçimde art arda çizilmiş resimlerden oluşan sinema filmi” şeklinde tanımlanmaktadır. Şenler (2005,s.100) ise çizgi filmin bir “animasyon” yani “canlandırma sanatı” olduğunu ifade etmektedir. Türker'e (2011,s.227) göre de canlandırma sanatı Türkiye'de “çizgi film” olarak adlandırılmaktadır.

Dünya tarihinde ilk çizgi filmin ortaya çıkışı 1800'lerin son dönemine rastlasa da, 1907 yılında James Stuart Blackstone tarafından “stop-motion” tekniği kullanılarak yapılan ilk sessiz çizgi film "Humorous Phases of Funny Faces" adını taşımaktadır (Şenler, 2005,s.102; Berk, 2017,s.195).

¹ İletişim Becerileri

² Eşzamanlı "Duyduğunu ve Gördüğünü Anlama"

³ Türk Dil Kurumu (TDK); <https://sozluk.gov.tr/> (Erişim:19.11.2022).

İlk sesli çizgi film ise Walt Disney'in öncülüğünde 1927 yılında yapılmıştır ve "Steamboat Willie"¹ adındaki bu film ilk Mickey-Maus filmi olarak da tarihe geçmiştir.

Film Altyazısının Tarihçesi

Film altyazısının tarihçesi 1900'lü yıllara dayanmaktadır. Gottlieb'e (2002, s.195) göre 1903 yılında Edwin S. Porter tarafından yapılan "Uncle Tom's Cabin" adlı sessiz filmde ilk defa film altyazısı kullanılmıştır. Mencütekin'in (2009,s.199) deyişiyle "Intertitles" olarak adlandırılan bu altyazılar metin kartları şeklindeydi ve beyaz perdenin tamamını kaplayacak boyutlardaydı. 1909'dan itibaren bu yazılar, gazete alt başlıklarına benzedikleri için "sub-title" (altyazı) diye adlandırılmıştır.

İlk altyazılı sesli film 1927 yılında çekilen Amerikan yapımı "The Jazz Singer" adlı filmidir ve 26 Ocak 1929'da Fransızca altyazıyla önce Paris'te, sonra İtalyanca altyazıyla İtalya'da gösterime girmiştir (Mencütekin, 2009). Zamanla bu altyazılar küçülerek ekranın altındaki yerini almıştır. Söz konusu altyazı metinleri günümüzde belirli kurallar çerçevesinde diller arası ve dil içi aktarım olarak karşımıza çıkmaktadır.

Film Altyazısının Kuralları

Dil içi veya diller arası altyazıda "zaman ve karakter sınırlaması"² gibi bazı kıstaslar vardır. Bu kıstaslara göre: altyazı en az 1, en çok 7 saniye ekranda kalabilir ve cümle uzunluğu iki satırı geçmemelidir ve bu iki satırda 37 ila 41 arasında karakter kullanılmalıdır. İki farklı altyazı arasında en az bir film karesi olmalıdır. Farklı konuşmacıların altyazıları konuşma çizgisi ile ayrılmalıdır, dublaj metni ile altyazı ekranda eşzamanlı (Senkron) olmalıdır. Dilbilgisi açısından hata olmamalıdır, zira altyazı okuma ve yazma becerilerinin gelişimini desteklemektedir³. Başka bir ifadeyle; imla hatası olmamalıdır ve noktalama işaretlerinin kullanımına dikkat edilmelidir.

Araştırmanın Amacı ve Sınırlılıkları

İlgili araştırmanın amacı; bir sosyal medya paylaşım sitesinde erişime açık olan ve yapımcılığını S. Heming'in üstlendiği "In Einem Land Vor Unserer Zeit" adlı Almanca çizgi filmin

¹ Landesmedienzentrum Baden-Württemberg: <https://www.lmz-bw.de/filmbildung/animationsfilm/animationsfilm-geschichte-und-technik/> (Erişim: 10.10.2022).

² Kaya, Murat: <https://www.nettercume.com.tr/altyazi-cevirisi/> (Erişim: 23.09.2022).

³ <https://www.daserste.de/specials/service/untertitel-standards100.html> (Erişim: 22.09.2022).

“*Gefährliche Spiele*” olarak adlandırılan bölümünün dublaj metni ve altyazısının “*monolog, diyalog ve şarkı sözleri*” bağlamında, dört temel dil becerisi çerçevesinde incelenmesidir. Bu amaç doğrultusunda, ilgili çalışma “*Gefährliche Spiele*” adlı bölümün ilk dakikalarını kapsayan sekiz film sahnesi ile sınırlanmıştır. Zira yaklaşık 42 dakika süren bu bölümün tamamında benzer hatalara rastlanmıştır.

Araştırmanın Yöntemi

Bu çalışmada “*In Einem Land Vor Unserer Zeit*” adlı çizgi filmin “*Gefährliche Spiele*” diye adlandırılan bölümünün dublaj metni ve altyazı metni dilbilgisel açıdan karşılaştırılacaktır. Karşılaştırmalı yöntemle elde edilen bulgular betimsel olarak tablolar yardımıyla görselleştirilerek yorumlanacaktır ve dört temel dil becerisine etkisi irdelenecektir. Bu çerçevede söz konusu araştırmanın yapılabilmesi için ilgili çizgi film araştırmacı tarafından altyazılı olarak izlenmiş ve altyazı metnine ulaşılmaya çalışılmıştır. Ancak, altyazı metninin var olmadığı fark edilince, alanında uzman iki çevirmenin görüşüne başvurulmuş ve böylece araştırma konusu çizgi filmin, yayınlandığı sosyal medya paylaşım sitesi tarafından otomatik çevirisinin yapıldığı kanaatine varılmıştır.

Yayımdan kaldırılma ihtimaline karşı önlem olarak dublaj metni ve altyazı karşılaştırmasının yapılacağı film kareleri, cep telefonu ile kayıt altına alınmış ve akış sırasına göre numaralandırılmıştır. Çizgi film videosunun ilk altı dakikası altyazılı olarak da ayrıca arşivlenmiştir.

BULGULAR

Araştırmanın bu bölümünde ilgili çizgi filmin dublaj metni ile altyazısının dilbilgisi açısından karşılaştırması yapılacak olup, iki metin arasındaki tutarsızlığın yabancı dil öğrenme becerilerine etkisi betimsel olarak yorumlanacaktır. Bu çerçevede, ilgili çizgi filmin **monolog** şeklinde geçen dört film sahnesi şöyledir:

Tablo 1: *Monolog*

Film Sahnesi	Süre	Dublaj Metni	Altyazı
1.	0:20 - 0:25	Das ist viel zu hoch	es ist viel zu

2.	0:45 - 0:48	Nein, nein, nein, ich lasse mich nicht unterkriegen. Ich schaffe das schon.	... ich muss mich nicht unterkriegen ich schaff das schon
3.	0:55 - 0:59	Halt, Baumstamm! Halt, halt, halt!
4.	1:02 – 1:08	Ich falle gar nicht runter. Ich laufe. Los, Baumstamm! Los, los, los!	ich folge nicht unter ich laufe hier ist bloß los

Tablo 1’deki ilk film sahnesi 0:20 – 0:25 saniyeler arasını kapsamaktadır ve bu film karesinde dublaj metni “Das ist viel zu hoch“ olarak yansırken, altyazı metni “es ist viel zu [...]” olarak geçmektedir. Her iki metinde de “sein / olmak” fiilinin çekilmesi nedeniyle Almancada “Nominativ” olarak bilinen ismin yalın halinde kullanıldığı anlaşılmaktadır. Ancak dublaj metnindeki “das / bu“ işaret zamirinin altyazı metninde “es” kişi zamiri şeklinde değiştirildiği görülmüştür. Dublaj metni ile altyazı metni arasındaki diğer fark ise fiili nitelediği ve çekimsiz kullanıldığı için Almancada “Adverb¹” olarak bilinen “hoch / yüksek” zarfına altyazı metninde yer verilmemesidir. Bu nedenlerden ötürü, söz konusu film sahnesinde dilbilgisel açıdan çok bariz iki tutarsızlık tespit edilmiştir.

Monolog konuşmanın geçtiği ikinci film sahnesi yaklaşık üç saniye ekranda gözükmemektedir ve dublaj metninde duyulan “nein, nein, nein” şeklindeki itiraz ifadesine altyazı metninde rastlanmamaktadır. Bu da bir önceki film sahnesi ile bu sahne arasındaki bağlantıyı zayıflatmaktadır. Aynı film sahnesinde göze çarpan diğer hatalar ise şöyle: “[...]ich lasse mich nicht unterkriegen. Ich schaffe das schon” şeklindeki dublaj metni, altyazı metninde birinci tekil şahıs olan “ich” öznesine göre çekilen “lasse” fiili yerine “muss” şeklinde çekilen tarz fiili kullanılmıştır. Farklı bu iki fiil, film karesindeki ifadenin anlamını da değiştirmektedir. Öyle ki, dublaj metninde kullanılan ifade Türkçeye: “Beni alt etmesine izin vermeyeceğim” olarak aktarılırken; altyazıdaki ifade ise: “Kendimi alt etmek zorunda değilim” ya da “Kendimi aşağı çekmek zorunda değilim” şeklinde aktarılabilir. Aynı karedeki diğer hata ise; “Ich schaffe das schon” ifadesindeki “schaffen” fiilinin altyazı metninde “Ich” öznesine göre çekilmeksizin, yalnızca “schaff” olarak fiil kökünün kullanılmasıdır. Bu dilbilgisel hata aynı zamanda dublaj metni ve altyazı metnindeki anlamı da şu şekilde değiştirmektedir:

¹ Richter, Jan. (2012. Ebook. <https://easy-deutsch.de/adverbien/> (Erişim:02.10.2022).

Dublaj metni: “Ich schaffe das schon” / “(Ben) bunu başarırım.”

Altyazı metni: “Ich schaff das schon” / “(Ben) bunu başar.”

Bu iki ifade arasındaki dilbilgisel hatanın izleyicide/öğrencide kafa karışıklığına sebep olduğu yadsınamaz bir gerçektir.

Üçüncü film sahnesi ekranda yaklaşık dört saniye görülmektedir. Bu film karesindeki “Halt, Baumstamm! Halt, halt, halt!” şeklindeki ifade, altyazıda hiç yer almamaktadır. Buna ek olarak senkron da göz ardı edilmiştir. Bu örneğin aksine; film karesinde sahne değişikliği yoksa ve dublaj metni de örnekteki gibi kısa monolog şeklinde ise, ilgili dublaj metni olduğu gibi altyazıya aktarılabilirdi.

Monolog ifadelerin yer aldığı dördüncü film karesi yaklaşık altı saniye kadar ekranda görülebilmektedir. Dublaj metninde işitilen şu ifade: “Ich falle gar nicht runter. Ich laufe. Los, Baumstamm! Los, los, los!“, altyazı metninde: “ich folge nicht unter ich laufe hier ist bloß los“ şeklinde geçmektedir. Söz konusu dublaj metni ile altyazı metinleri dilbilgisel açıdan karşılaştırıldığında dublaj metninde yer alan ve “ich” öznesine göre çekilen “falle” fiili altyazı metninde “folge” olarak değişmiştir. İlgili dublaj metninde cümlenin devamı olarak işitilen “[...] gar nicht runter” ifadesi ise altyazı metnine “[...] nicht unter” olarak aktarılmıştır. Burada dublaj metninde işitilen ve olumsuzluk ifadesi olan “nicht” sözcüğünü vurgulayan “gar” zarfı göz ardı edilmiştir. Bu cümledeki hatalardan biri de dublaj metnindeki yön/hareket bildiren ve “herunter” edatının kısaltması olan “runter” sözcüğünün altyazıda yer bildiren “unter” edatı olarak değiştirilmesidir. Bu hatalar nedeniyle dublaj ve altyazı metinleri arasında aşağıdaki gibi anlam farkı oluşmuştur:

Dublaj metni: “Ich falle gar nicht runter.” / Hiç de aşağı düşmüyorum.

Altyazı metni: “ich folge nicht unter” / Altında takip etmiyorum.

Dilbilgisel açıdan hatalı olan bu cümlenin anlam bazında da kabul edilemez özelliklere sahip olduğu açıkça görülmektedir. Bu film karesindeki dublaj metninde: “Los, Baumstamm! Los, los, los!“ şeklinde işitilen ifade, altyazı metnine: “[...] hier ist bloß los” şeklinde hatalı aktarılmıştır. Bu örnekte yer alan dublaj ve altyazı metinleri karşılaştırıldığında; “los”/ ”hadi” anlamındaki zarf dışında benzerlik bulunmamaktadır. Monolog ifadelerden sonra, aynı karşılaştırma **diyalog** ifadelerin yer aldığı aşağıdaki tablo eşliğinde yansıtılmıştır.

Tablo 2: Diyalog

Film Sahnesi	Süre	Dublaj Metni	Altyazı
5.	1:14 - 1:18	Happsi, glaubst du wirklich, daß drei Hörner alles machen können, was sie wollen?	hab sie glaubst du wirklich dass drei jahre alles machen können was sie weiß
	1:18 -1:19	Ja, selbstverständlich Sera	ja selbstverständlich zuhörer
	1:20 – 1:23	Na, na, na, Tappsi	na na na
	1:30 – 1:34	Happsi: -Ja, wenigstens einer glaubt mir hier. Sera:-Ich wünsche, es wäre wahr!	ja wenigstens einer glaubt mir hier aber es ist wahr zähler

Tablo 2’de yer alan ilk film sahnesi yaklaşık dört saniye ekranda görülmektedir. Söz konusu film sahnesinde işitilen ilk diyalog: “Happsi, glaubst du wirklich, daß drei Hörner alles machen können, was sie wollen? ifadesi, altyazı metninde: “hab sie glaubst du wirklich dass drei jahre alles machen können was sie weiß” olarak yansıtılmıştır. Dublaj metninde bir karakter “Happsi” adındaki partnerine bir soru yönelmektedir. Ancak, bu isim altyazıda “hab sie” yani “haben” fiilinin kökü ve “sie” kişi zamiri olarak yansıtılmıştır. Ancak sesletim açısından düşünüldüğünde “Happsi” ismini çağrıştırdığı görülür. Söz konusu dublaj metni; bir ana cümleden ve bunu takip eden iki de yan cümleden oluşmaktadır. Birinci yan cümle “dass” bağlacı ile başlayan ve virgüle kadar devam eden cümledir. Bu yan cümledeki “drei Hörner¹” öznesi alt yazı metnine “drei jahre” şeklinde aktarılmıştır. İkinci yan cümle “was” soru zamiri ile başlayıp “wollen” tarz fiili ile sonlanmaktadır. Ancak, altyazı metninde “wollen” yerine “wissen” fiilinin birinci ve üçüncü tekil şahıs çekimi olan “weiß” kullanılmıştır. Dublaj ile altyazı metni arasındaki eşleşmeyen bu ifadeler aşağıda görüldüğü gibi anlam kaymasına da neden olmaktadır.

¹ Drei Hörner: Üç boynuzlu dinazor

Dublaj metni: Happs, glaubst du wirklich, daß drei Hörner alles machen können, was sie wollen? / Happs, gerçekten üç boynuzluların her istediğini yapabileceğine mi inanıyorsun?

Altyazı metni: “hab sie glaubst du wirklich dass drei jahre alles machen können was sie weiß“/... gerçekten üç yılın bildiği her şeyi yapabileceğine mi inanıyorsun?

Örnekte de görüldüğü üzere; hatalardan kaynaklanan anlam kayması, dublaj metni ile altyazı metninin örtüşmediğini kanıtlar niteliktedir. Dilbilgisi açısından bakıldığında, altyazı metinlerinde isimlerin baş harfinin küçük yazılması ve noktalama işaretlerinin kullanılmaması gibi hataların Almanca öğrenme sürecini olumsuz etkileyeceği değerlendirilmektedir.

Sıradaki dublaj metni: “Ja, selbstverständlich Sera” şeklinde iştilirken, altyazıda: ”ja selbstverständlich zuhörer” olarak okunmaktadır. Bu iki metin arasındaki tutarsızlık dublajda duyulan “Sera” özel isminin altyazı metnine “zuhörer”/ “dinleyiciler” olarak aktarılmasıdır. Bunu takip eden diğer dublaj metninde ise: “Na, na, na, Tappsi” ifadesi iştilirken, altyazı metninde bu ifade “Tappsi” özel ismi olmaksızın: “na, na, na” şeklinde yazılmıştır.

Tablo 2’deki son dublaj metni örneğinde Happs’in : “ja wenigstens einer glaubt mir hier” ifadesine karşılık olarak Sera: “Ich wünsche, es wäre wahr!” şeklindeki “dilek kipi” cümlesini ifade etmiştir. Sera’nın bu cümlesi alt yazı metnine: “aber es ist wahr zähler” olarak aktarılmıştır. Bu iki ifadeyi semantik olarak karşılaştırdığımızda dublaj metnindeki “Ich wünsche, es wäre wahr!” / “Bunun doğru olmasını isterdim!”, ifadesi için altyazı metninde gösterilen: “aber es ist wahr zähler” / “ama bu doğru sayaç”, ifadesi arasında “wahr” sıfatı dışında eşleşen bir ifadeye rastlanılmamaktadır. Bu hata öğrenciyi de yanıltabilir ve öğrenci duyduğuna mı yoksa okuduğuna mı inanması gerektiği konusunda tereddüt yaşayabilir.

Monolog ve diyalog ifadelerin karşılaştırılmasından sonra altyazı ve dublaj metni eşleştirmesi aşağıda **şarkı sözlerinin** aktarıldığı tablo ile somutlaştırılmıştır.

Tablo 3: *Şarkı Sözü*

Film Sahnesi	Süre	Dublaj Metni	Altyazı
6.	2:05– 2:12	Alle Sachen gehen	alle sachen die
		Du wirst schon sehen	du wirst schon sehen
		Bäume trete ich mit dem Bein	bäume trete ich mit dem bericht

7.	2:14 – 2:26	Ich zerschlage jeden Stein	...zerschlage jeden stein
		Ich habe einen starken Willen	ich habe einen starken willen
		Und ich kann laut brüllen	und ich kann laut würde
		Ganz egal was,	ganz egal was,
8.	2:27- 2:44	Komm wir haben Spaß	komm wir haben spaß
		Du kannst dies oder das	du kannst dies oder das
		Alles läuft, wie es soll	alles läuft, sie so
		Wir sind wundervoll	wir sind wundervoll
		Drei Hörner sind toll	drei männer sind ...

Tablo 3'deki altıncı film sahnesinde göze çarpan iki imla hatası mevcuttur. Bu hatalar “sachen” ve “bäume“ sözcüklerinin baş harflerinin küçük yazılmasıdır. Söz konusu hatalar Almancadaki sözcük türü kapsamında incelendiğinde aslında birer isimdir ve isimlerin baş harfleri büyük harf olmalıdır. İncelediğimiz altıncı film karesindeki dublaj metni: “Bäume trete ich mit dem Bein” olarak işitilirken; altyazı metninde bu ifade “bäume trete ich mit dem **bericht**” olarak yansımaktadır. Dublajdaki “Bein” ifadesi altyazıda “bericht” olarak karşımıza çıkmaktadır. Bu iki sözcük ne telaffuz ne de anlam bazında örtüşmektedir.

Dublaj metni: Bein / bacak

Altyazı metni: Bericht / rapor, bildiri

Bu nedenle, şarkı sözü de olsa, altyazı metni ve dublaj arasında izleyiciyi / öğrenciyi yanlış yönlendirecek tutarsızlıklar göze çarpmaktadır.

Yedinci ve sekizinci film karelerinde yine benzer hatalar gün yüzüne çıkmaktadır. Yedinci film karesindeki dublaj metni: “Ich zerschlage jeden Stein” ifadesi için altyazıda “zerschlage jeden stein” sunulmuştur. Altyazı metninde “Ich” öznesi kullanılmamıştır. Ayrıca, sözcük türü bakımından bir isim olan ve nesne konumunda kullanılan “stein” sözcüğünün baş harfi yine küçük yazılmıştır. Aynı imla hatasını “ich habe einen starken willen” ve “komm wir haben spaß “ altyazı metinlerinde de görebiliriz. Burada da yine isim olan “willen” ve “spaß” sözcüklerinin baş harfleri küçük yazılmıştır.

Sekizinci film karesindeki “Alles läuft, wie es soll” dublaj metni, altyazıda “alles läuft, **sie so**” olarak kullanılmıştır. Altyazı metninde; soru zarfı olan “wie” özne konumundaki “es” ve bu özneye göre çekimlenmiş “soll” yüklemine yer verilmezken, bunlar için “**sie so**” ifadesi kullanılmıştır. Bu dizedeki “sie” öznesi, dublaj metnindeki “es” öznesiyle örtüşmemektedir ve “soll” tarz fiili ile altyazı

metnindeki “so” zarfı da yine farklı sözcük türleri olup, dublajda duyulan “soll” fiilinin yerine altyazıda “so” zarfı kullanılmıştır.

Şarkı sözünde geçen “Drei Hörner sind toll“ dizesi için altyazı metninde “drei **männer** sind“ şeklinde bir ifade görülmektedir. Özne konumundaki “Hörner“ yerine altyazı metninde “männer” sözcüğü kullanılmıştır. Her iki özne arasında tek ortak yön çoğul olmalarıdır. Altyazı metninde kullanılan “männer” bir isimdir ve bu nedenle baş harfinin büyük harfle yazılması gerekir. Anlam açısından karşılaştırdığımızda “Drei Hörner” / Üç Boynuzlular, “Drei Männer” ise “Üç erkek/adam” şeklinde karşımıza çıkmaktadır. Dublaj metnindeki: “Drei Hörner sind toll“ dizesindeki “toll” ifadesi altyazı metninde kullanılmamıştır, bu da iki metin arasındaki diğer tutarsızlık olarak göze çarpmaktadır.

Dublaj metni: Alles läuft, wie es soll / her şey yolunda gidiyor, olması gerektiği gibi.

Altyazı metni: alles läuft, **sie so** / Her şey yolunda gidiyor, o böyle

Otomatik çeviriden kaynaklandığını düşündüğümüz bu imla hataları izleyicinin / öğrencinin ne okuduğunu ve duyduğunu anlama, ne de yazma becerilerinin gelişmesine katkı sağlar niteliğe sahiptir.

SONUÇ VE ÖNERİLER

Araştırma konusu olan çizgi filmde hedef kitlenin 10 yaşın altındaki çocukların olduğu düşünülmektedir. Çocukların altyazıyı okumaktan ziyade, fiziksel ve duygusal anlamda canlı bir varlık gibi hareket eden renkli resimlere odaklanmaktadır. Bu nedenle çocuklar, alt yazıyı çoğunlukla okumazlar ve altyazıdaki hataları da fark etmeyebilirler. Yetişkinler ise çocukların aksine, hedef dilde izlenen çizgi filmlerin ya da sinema filmlerinin altyazılarını okuyabilir ve dublaj metni ile altyazıyı karşılaştırabilirler. Karşılaştırılan altyazı ve dublaj metni farklı dillerde ise metin bütünlüğünü bozmayacak ve anlam kaymasına yol açmayacak ufak hatalar tolere edilebilir. Bu hataları kısaca **diller arası aktarım hataları** diye adlandırabiliriz. Ancak, araştırma konusu çizgi filmde olduğu gibi, dublaj metni ve altyazı aynı dilde ise, bu hatalar göze batar. Bu türdeki hatalara da kısaca **dil içi aktarım hataları** denebilir. Bu noktadan hareketle; ilgili araştırmada aşağıda görülen **dil içi aktarım hataları** tespit edilmiştir: Dilbilgisi açısından bakıldığında altyazı metinlerinde; **imla hataları, noktalama işaretlerinin kullanılmaması, kişi zamirlerine ve fiil çekimlerine dikkat edilmemesi** gibi çok sayıda tutarsızlık tespit edilmiştir. İmla hataları yanlış öğrenmeye neden olurken, noktalama işaretlerinin kullanılmaması ise replik cümlelerinin özelliğini yitirmesine yol açmaktadır. Öyle ki, dublajda işitilen soru cümlesinin altyazıda soru işareti kullanılmadan verilmesinin, isimler de dâhil olmak üzere, bütün sözcüklerin küçük harf ile yazılmasının, özne ile fiil çekimi arasındaki

uyumsuzluğun yanlış öğrenmeye sevk edici nitelikte olduğu açıkça görülmüştür. Ayrıca, araştırma konusu olan çizgi filmin bazı sahnelerinde dublaj metni ile altyazı metninin senkronize olmadığı da saptanmıştır. Bu tespitler nedeniyle hedef dilde izlenecek çizgi filmlerin çeviri metni ilgili videoya yüklenmemişse, bu filmlerin altyazısız izlenmesi önerilmektedir. Zira bu film, diller arası ya da dil içi olacak şekilde, otomatik çeviri programı tarafından çevrilmektedir.

Sonuç olarak, dilbilgisi ve semantik açıdan değerlendirildiğinde; **monolog, diyalog** ve **şarkı sözü** kapsamında tespit edilen hataların altyazılı Almanca film izleyen öğrencilerin hedef dilde **okuduğunu anlama** ve **yazma becerilerini** geliştirme konusunda katkı sağlamayacağı, hatta kafa karışıklığına neden olacağı görülmüştür. Buna karşılık; filmin altyazısız izlenmesi **duyduğunu anlama becerilerini** geliştirmeye katkı sağlayabilir. Dublaj metninde duyulan ifadelerin sözlü olarak tekrar edilmesi ise; hedef dilde doğru tonlamayı ve telaffuzu, yani; **konuşma becerilerini** geliştirebilir.

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ABSTRACTS

Always Look on the Bright Side? A Balanced Look at Positive Psychology and English Language Teaching

Prof. Dr. Ayşegül Amanda YEŞİLBURSA

Bursa Uludağ University Head of ELT Department

Given the crucial role of the teacher in successful language education, the field of language teacher psychology has attracted a lot of attention recently, resulting in a considerable body of work on psychological constructs such as language teacher motivations, cognitions, and emotions. Demands on language teachers because of the rapidly changing education systems of the 21st Century, which have been intensified by the COVID-19 pandemic, have triggered a particular interest in demotivation and burnout, and Turkey has been no exception. However, as Martin Seligman pointed out, psychology has had the tendency to focus on repairing what is broken, rather than building on positive experiences. Following this tenet, researchers in language teaching are now focusing on positive constructs such as well-being, resilience, optimism, and hope. But can too much of a good thing be harmful? Is there an optimal level of these constructs, beyond which can be detrimental?

To address these questions, I have structured this talk in three main sections: First, I will discuss the current demands on language teachers, and the focus of research on teacher burnout; second, I will outline some of the positive present and future-oriented constructs that have recently gained attention in the field of language teaching; finally, I will touch upon some of the concepts that have emerged from second-wave positive psychology and consider how we, as language teachers, can benefit from them.

Professional Development through Communities of Practice: The way forward?

Ayşen GÜVEN

Director Education, BRITISH COUNCIL

One of the main global challenges in English Language Teaching is the lack of sustainable, relevant, and engaging continuing professional development (CPD) for English Language teachers. There are many different approaches to CPD but one of the most effective models to address this challenge is through the establishment of Communities of Practice (CoPs). Regardless of whether at institutional, national or international level, CoPs, provide an effective model for many reasons but most of all

because they are ‘situated and grounded in, and driven by the work teachers do in classrooms’ (Borg, Lighthfoot and Gholkar 2020).

With examples from *English Together*, a project in collaboration with the British Council, the Ministry of National Education and the Sabanci Foundation, I will talk about the drivers, enablers, and challenges of establishing sustainable, and effective CoPs. I will highlight the learning points from the *English Together* project which is now in its third year and has reached over 28000 English Language teachers in state schools in Turkey.

Beyond Communicative Language Teaching

Carole Anne ROBINSON

Senior Trainer, NILE

In this talk, I will look at our classrooms today through the lens of Communicative Language Teaching (CLT) and consider if and how we have moved beyond this approach in recent years. I will focus on some of the key features of CLT, consider their value in our teaching and how they might now be complemented by a range of other ideas within the so-called ‘post-method era’. This talk will ask you to reflect on your own teaching and consider what you do in the classroom in the context of Communicative Language Teaching and perhaps beyond it!

Speaking Activities that Take Prep Program Students from BICS to CALP

Teaching by the Numbers

Roger F. COHEN

Every day, teachers are confronted with a vast array of choices. Even when teaching with a textbook and curriculum, teachers sometimes find it hard to decide on what vocabulary, grammar, and other points they should highlight in their classrooms that will be most helpful to their learners. In this presentation, I will discuss how “teaching by the numbers” can help teachers make these decisions.

Solutions to Global Issues in Teacher Education through Problem-based Approach

Prof. Dr. Yasemin KIRKGÖZ

Çukurova University

The world we live in faces serious global issues and the field of education is no exception. The increasing challenges facing the twenty-first century makes it inevitable to prepare students to become problem solvers, critical and creative thinkers. How can we prepare prospective language teachers to cope with educational problems they are likely to encounter in their future profession? How can future teachers be equipped with the most effective strategies to enable them handle complex situations in their professional life? In this talk I will address these questions in the light of problem-based method of teaching and learning. I will illustrate the actual implementation of problem-based approach in a teacher education programme that demonstrates how the application of problem-based learning empowers prospective teachers with the knowledge and skills to help them solve real life educational problems.

Professional Development Opportunities from RELO

Aycan Yaman

The Regional English Language Office (RELO) at the U.S. Embassy in Ankara collaborates with ELT professionals throughout Turkey on a wide variety of projects and programs. In this discussion, our panel members will talk about their experiences working with RELO and introduce their projects. The RELO will also discuss future opportunities for collaboration with the Turkish ELT community and upcoming teacher training courses.

Yabancı Dil Olarak Almanca Öğretiminde Çizgi Filmin Rolü

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Mevcut çalışmada Almanca altyazılı çizgi filmlerin; “okuduğunu anlama, duyduğunu anlama, konuşma ve yazma” gibi dört temel dil becerisi üzerindeki rolü araştırılmıştır. Bu amaç doğrultusunda, bir sosyal medya paylaşım sitesinde erişime açık olan ve tesadüfen seçilen, “In Einem Land Vor Unserer Zeit Deutsch - Gefährliche Spiele” adlı çizgi film, dublaj ve alt yazı bağlamında

karşılaştırmalı yöntem kullanılarak benzerlik açısından “monolog, diyalog ve şarkı sözü” çerçevesinde incelenmiş ve betimsel olarak yorumlanmıştır. Elde edilen bulgular, hedef dildeki dublaj ve altyazı arasında; “dil bilgisi, imla hataları, noktalama işaretlerinin kullanılmaması ve sözlü ifadeye altyazıda yer verilmemesi” gibi çok sayıda tutarsızlık olduğunu ortaya çıkarmıştır. Film sahnelerinin hızla değişmesi nedeniyle altyazıda “zaman” ve “karakter sınırlaması” gibi kıstaslar mevcuttur. Hataların bu kıstaslardan ve dil içi otomatik çeviri programından kaynaklanabileceği düşünülmektedir. Yukarıda tespit edilen hatalar nedeniyle, hedef dilde film izleme eyleminin daha çok duyduğunu anlama becerilerini geliştirmeye katkı sağladığı, konuşma becerilerinde ise; öğrencinin, dublajda duyduğunu sözlü olarak tekrar edebileceği ve bu sayede hedef dilde telaffuzunu geliştirebileceği düşünülmektedir. Söz konusu çizgi film altyazılarının tespit edilen hatalar nedeniyle, hedef dilde okuduğunu anlama ve yazma becerilerinin geliştirilmesine katkı sağlamadığı görülmüştür. Dolayısıyla, hedef dilde tercih edilen çizgi filmin altyazısız izlenmesi yerinde bir karar olacaktır. Anahtar Sözcükler: Çizgi Film, Dublaj, Altyazı, Duyduğunu Anlama Becerisi

Exploring the Signature Dynamics of L3 Learners’ Motivation: Insights From A Longitudinal Study of Two Low-Proficiency Undergraduates in the UK

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Underpinned by complex dynamics systems theory (CDST), this qualitative multiple case study traced the motivational dynamics of two low- proficiency Spanish major undergraduates to conceptualise third language (L3) motivation as a dynamic, idiosyncratic and context-sensitive construct. By dint of cutting-edge retrodictive qualitative modelling (RQM), data were collected from the participants’ narrative accounts elicited from retrospective interviews about their past two-year L3 learning history and real-time journals compiled over the eight-week study. The research examined the learner archetypes of these L3 learners and how they construct and rationalise their motivational trajectories of Spanish learning across time (past, present and future) and space such as at university and home. By exploring how the components of their motivation systems interact with each other in a dynamic and nonlinear way, the study also distilled the signature dynamics of their L3 motivation. In this regard, the study probed the factors that affected such motivational dynamics. Findings demonstrated that the participants’ motivation fluctuated dynamically throughout the learning process. Moreover, two low-proficiency learner archetypes were identified to reveal the intricacies of motivation, with one of which show an original dynamic learner archetype, adding new possibilities to the existing literature. The study also unearths effective ways to boost the motivation

of L3 low-proficiency learners, by uncovering the multi-dimensional factors that affected their motivational dynamics. Hence, it presents pivotal implications for L3 and languages other than English (LOTE) educational practitioners and researchers. Keywords: L3 motivational dynamics, low-proficiency, retrodictive qualitative modelling, multiple case study.

Be the Voice of Girls! A different approach to teaching English

Fatma Dodurka & Carl Holtman

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Be the Voice of Girls, ! A different approach to teaching of English. This is the true story of a dream that comes true by RELO, Turkey. Just a few days ago, we started Be the Voice of Girls 2 supported by RELO. Here is how it actually started: Having finished her graduate studies in MATESL at Simmons College, USA, Ms Dodurka returns home to teach English. When she becomes a mom, she and her husband decide to raise their children multilingual. Their only daughter grows up as a bilingual of English and Turkish and starts learning Russian. Along the way, they discover the art talents of their child. As parents, they try to create opportunities where they can connect art and languages for their daughter. While doing this, they discover a whole new world of methods which can be used. Long story short, they start enjoying English through arts so Ms. Dodurka starts making an impact in the region thanks to her way of teaching English. In the meantime, she meets Carl Holtman with whom she will start doing joint projects. When Fatma and Carl see the call for proposals by the US Embassy, they think that it is time to go for Be the Voice of Girls. They dream of teaching English through arts where you can also build confidence and grow ambassadors of cultures. Imagine a program where you learn English with lots of opportunities to empower yourself and grow as a Global citizen of the world. To hear more about our story and help us show this miracle of Applied Linguistic and how we want to scale it up, let us be there with you as founders of Be the Voice of Girls, Turkey!

The Opinions of University Students and Instructors at Preparatory School on Learning English in Hybrid Education

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Hybrid education, which is the combination of face-to-face and online education, has been widely provided as an alternative for most of the university students owing to COVID 19 pandemic in the world. The aim of this study was to determine the opinions of university students and instructors at the preparatory school on learning English in hybrid system. In consideration of the purposes in this qualitative study, the focus group interviews with the university students and individual interviews with the instructors were administered after the expert opinions were taken and the pilot study was carried out. In total, there were voluntary 60 students in four groups to conduct the face-to-face focus group interviews. In addition, online interviews were held with six instructors by using Zoom as well as face-to-face interview done with one instructor. Each interview was recorded by kind permission of the participants for transcription. During the interviews, the participants responded four semi-structured questions based on advantages and disadvantages of learning English in hybrid education, their suggestions concerning the improvement of language learning in this system, and their metaphors for hybrid learning. The content analysis revealed that thanks to the hybrid education, both the students and the instructors gained considerable advantage from staying at home and attending the lessons online two days a week as it was more time-saving and less tiring. Moreover, along with their comments on the appropriateness of face-to-face lessons to practise speaking skill, they believed in online part of hybrid education, the students could complete the reading activities in the course book on their own, so it was more practical to improve the reading skill. Besides the benefits, this current research also reflected the drawbacks of hybrid learning procedures such as lack of technological equipment and technical problems about Internet connection. Additionally, not only majority of the students but also most of the instructors highlighted the difficulty in interaction during online lessons due to the online platform. What is more, they emphasized some challenges that they faced while they were developing writing skill.

Using Museums as a Tool for Language Teaching

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Museums have settings that can provide cultural contexts necessary for language input as well as objects and concepts to lead learners to production in the language they are learning. Being an important part of daily community life, museums are both real and virtual places where informal learning can happen through different ways of communication, as well as spaces where students with different styles of learning can feel more comfortable. Most importantly, learning activities in museum settings can offer brand-new and inventive opportunities for a language teacher to create lessons and practice material for multiple purposes, even without making students feel they are in a learning process. In this study, the ways museum education can be utilized for language learning will be discussed in the context of adult learners. What museums can offer to language learners will also be analyzed so that hands-on learning and real-life situations can be simulated more effectively. Finally, some models of museum education activities at different levels will be suggested and explained. The aim of this study is to bring a unique perspective for the instructors about museums as potential useful tools for language teaching, as well as to make the most of museum spaces as alternatives to the contexts that course books or in-class materials may offer.

Enhancing language and applied linguistics studies via standardized and accredited assessment

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Assessment literacy is a discipline on its own and not every language teacher has to have full competence in that. However, regardless of the required exit level of any given language program, an assessment system is a must to assure objectives are met and the program is functioning effectively. Using in-house assessment tools requires that the teaching staff be trained for the fair and valid creation, administration, and grading of the test, which brings extra workload and unproductive use of teachers' time and energy ending up with burn-out and frequent turnover cases. This, being one of the most prominent benefits of external standardized assessment, is followed by many others. In this presentation, we aim at defining those benefits, how applicable and related they are to our contexts. We also aim at clarifying in the audience's mind who we are, what we do, why we are there, how we

can cooperate and obviously to what extent language and applied linguistics processes can be enhanced by means of the adoption of standardized and accredited assessment.

Translation or Transcreation? The Case of Fictional San Lorenzo Language

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Vonnegut's *Cat's Cradle* is famous for the San Lorenzo Republic and its fictional Bokonon culture. The protagonist, American John happens to visit this island country to write a biography on a scientist and ends up becoming the Bokonist Jonah through an acculturation process. Vonnegut exposes the readers to the San Lorenzo culture through the San Lorenzo language and its newly coined words. Specifically, Vonnegut spoils some English rhymes and coins the San Lorenzo versions in his book. At the beginning pages, readers are lucky enough to have the English versions as a reference, yet San Lorenzo serves as a natural language as the readers get to know the San Lorenzo culture. This study conducts a comparative analysis of the transferences of the newly coined words of San Lorenzo language into Turkish, aiming to answer the question of what concept (translation or transcreation) suits better for the transference of the words that do not exist in any other languages. The findings of the study have depicted that translators have adopted different translation approaches while transferring the rhymes in San Lorenzo language. Namely; Fişek has preferred to keep the San Lorenzo effect as in the source text through copying or naturalizing the coined words with the percentages of 67, 1% and 10, 5% whereas Göktaş and Eriş have created their own San Lorenzo languages reconstructing the rhymes in Turkish culture, and appealed to the target culture leaving hints for the readers to decode, with the rates of 55, 3% and 46, 1 %. To this end, this study suggests a fresh perspective for literary translation courses with a model lesson plan on the translation criticism of the Vonnegut's fictional San Lorenzo language.

Assessing the Pragmatics of Professionally Interpreted English-Mandarin Chinese Courtroom Discourses in Remote Settings

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Australia is a common law country. In Australia, judicial cases rely on oral evidence. When one party in the courtroom does not speak a mainstream language, an interpreter is required to bridge language

barriers. Accuracy of interpreting is paramount to a just outcome. Today court interpreters face many challenges in their attempt to accurately interpret from source to target language. One prevailing challenge is to attain a pragmatic equivalence. In the adversarial courtroom, the manner of speech is often used strategically to achieve a particular illocutionary point with varying degrees of force. The manner of speech is defined as stylistic features in the speech (e.g. fillers and hedges, false starts, backtracking), discourse markers (e.g. well, now, you know, see, I mean, I put it to you), intonation, register, tone, and non-verbal cues. Regardless of its significance, the discursive practices have revealed the disregard of stylistic features and markers in face-to-face settings, as evidenced by omission, mistranslation, and moderation of the illocutionary force in the interpreted utterances. However, little is known about the rendition of the manner of speech by professional interpreters in non-European languages in remote settings. This experimental study investigates the rendition of the manner of speech in the cross-examination in courts on remote conditions. 50 certified professional interpreters were invited to interpret remotely. Modes of interpreting and the condition of video and audio interpreting were compared. The experimental data were transcribed and analysed in a multimodal approach. A pre-experiment questionnaire was designed to acquire demographic data and knowledge about the manner of speech. A post-experiment questionnaire was devised to understand interpreting strategies and professional decisions related to the rendition of the manner of speech. Findings suggest that the rendition of manner of speech may have implications for the accuracy of interpreted discourse.

Technology Literacy of Turkish EFL Students

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The increasing significance of the use of educational technologies in English language teaching has made it essential to understand and know the literacies related to technology such as digital and information literacies. Understanding and knowing the literacy levels of English as a foreign language (EFL) students in terms of various literacies related to technology can help EFL teachers and instructors to know how they can integrate technology into their English language classes, improve the way they use technology in their English language classes, and contribute to their students' English language learning more effectively. One of such important literacies related to technology is technology literacy, and the aim of this ongoing study is to find out the technology literacy levels of

Turkish EFL students. The findings of this ongoing study can reveal how effectively Turkish EFL students use technology in their English language learning.

Foreign Language Lecturers' Thoughts on Online and Hybrid Teaching and Assessment Practices

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Covid19 pandemic has triggered an abrupt shift to remote teaching across the globe, which is termed as emergency remote teaching (ERT) in the literature (Ferri, Grifoni & Guzzo, 2020). The post-pandemic period has not remained unaffected, either. Most educational institutions have kept the online mode along with face to face education. Within this context, this descriptive study examines the thoughts of foreign language instructors who work at Gazi University College of Foreign Languages on teaching and assessment practices applied during the fully remote teaching (2020-2021 academic semesters) and hybrid teaching (2021-2022 academic semesters) periods. The participants were asked to assess the practices of materials and curriculum development, testing and assessment and professional development and research units of Gazi University College of Foreign Languages. The findings are presented based on a comparison of findings from fully remote and hybrid teaching periods. Implications for development and better practices are discussed.

The Effect of Model United Nations As an Experiential Learning Practice on Students' Motivation and Teachers' Teaching Skills

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The aim of this study is to investigate the effects of Model United Nations (MUN) conferences on students' motivation and teachers' teaching skills. The research was conducted on the students who attended at least one MUN conference and on the teachers who trained and observed their students during the conferences. A total of 10 students (from Turkey, the USA, Colombia, Bulgaria, and Germany) and 5 teachers (from Turkey) were included in this study by using purposeful sampling and snowball sampling. The study was conducted through structured interviews between May 31 and

June 10 via Google Forms. According to the results of the study, the motivation of the students who attended MUN conferences and their teachers' teaching skills, as well as several other skills, increased positively and noticeably.

Refugee Education for No Lost Generation: A Systematic Literature Review

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The aim of the present study was to conduct a systematic literature review which focused on research studies conducted in the field of refugee education. In order to identify the main issues, research trends and overall picture of refugee education studies, 22 studies published in the field were reviewed and analysed in terms of focal research points, methodology used and challenges and suggestions for improvement in the field of refugee education. The analysis revealed that studies that defined conceptualizations, worldviews and perceptions shaping educational experiences of stakeholders in the field prevailed. While many of the reviewed studies were conducted in or about higher education, the least represented educational level was primary education. The review also showed that many studies were qualitatively oriented, case study method being the most utilized one. This suggests that more large-scale and longitudinal studies as well as other studies that use qualitative methods such as ethnographies and narratives are needed in the field in order to provide greater insight into refugee education.

A Metasynthesis Study on Pronunciation Research in Teaching Turkish as a Foreign Language

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Pronunciation refers to the production and perception of sounds in a particular language to achieve meaning in different contexts (Seidlhofer, 2001). It has constantly attracted the attention of practitioners as well as researchers. In the same vein, pronunciation research is getting an increased attention in the existing literature of Teaching Turkish as a Foreign Language (TTFL). Informed by Fajardo Dack et al. (2020), this metasynthesis study systematically explores the pronunciation research trends in TTFL and identifies future directions in the field. To this end, studies with a primary focus on pronunciation in TTFL were scanned and accessed via Dergi Park, Google Scholar, and Turkish Higher Education Council dissertations database. The research sample was formed with a total of 23 studies (16 articles, 6 dissertations, and one conference proceedings paper). The studies in

the sample were analyzed on the basis of their methodological characteristics using descriptive statistics (numbers, percentages). In addition, research goals and results sections were investigated via content analysis to reach common themes and patterns. The results demonstrated that the pronunciation studies were mainly qualitative and descriptive in nature and that a critically limited number of them had employed an experimental design. A common research theme was investigating learners' pronunciation errors with a focus on segmentals (i.e., vowels and consonants). Deeper analyses into the problematic sounds for learners revealed that <ı> /i/, <ü> /y/, <ö> /œ/, <ç> /f/ and <ğ> graphemes and sounds were frequently associated with pronunciation errors and difficulties.

Yabancılar için Arapça Öğretim Sürecinde Kuran-ı Kerim'deki Sözel Benzerliği Öğrenmenin Önemi: Arapça ile Türkçe Arasında Karşılaştırmalı Bir Çalışma

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أهمية دراسة التشابه اللفظي في آيات الذكر الحكيم أثناء اكتساب اللغة العربية لغير الناطقين بها دراسة مقارنة بين اللغة العربية والتركية

ملخص المداخلة: تسعى هذه الدراسة إلى بيان أهمية دراسة التشابه اللفظي في آيات الذكر الحكيم أثناء اكتساب اللغة العربية لغير الناطقين بها، وبيان أهمية وجود معجم صحيح يساعد الدارسين في فهم التشابه اللفظي لمعاني القرآن الكريم، وفهم أسباب التشابه والاختلاف في آيات الذكر الحكيم وبما يخدم عملية التواصل أثناء اكتساب اللغة العربية والتواصل بين اللغتين العربية والتركية والتنبؤ بالمشكلات التي تنشأ عن عدم فهم أسباب التشابه اللفظي لدي دراسي اللغة العربية لغير الناطقين بها. كما تسعى هذه الدراسة إلى مساعدة الدارسين إلى تجنب الوقوع في الأخطاء التي تنتج عن هذه الظاهرة أثناء فهم وتفسير آيات الذكر الحكيم. وقد توصلت الدراسة إلى أن متعلمي اللغة العربية لغير الناطقين بها قد لا ينجح في اكتشاف هذا التشابه اللفظي في آيات القرآن الكريم وقد يتوهم تشابهاً غير حقيقي كما هو الحال فيما يعرف "بالنظائر المخادعة" Faux-amis وهو تعبير فرنسي أصبح مصطلحاً مقبولاً في مجال تعليم اللغة العربية لغير الناطقين بها، يدل على وجود كلمات تبدو "متشابهة" بين اللغتين مثل اللغة العربية واللغة التركية، ولكنها في الحقيقة "مختلفة" في الاستعمال وتؤدي إلى أخطاء، ويحدث هذا في اللغات التي تنتمي إلى اللغات السامية. ومن أقسام التشابه اللفظي في القرآن الكريم كما يلي: 1- ما كان في موضع على نظم وفي آخر على عكسه. النَّصْرَى وَالصَّبِيْنَ (سورة البقرة 62) الصَّبِيْنَ وَالنَّصْرَى (سورة الحج 17) hıristiyanlar Sûratu'l- sâbiîler, Sûratu'l-Bakarah 62 sâbiîler hıristiyanlar ve (سورة الحج 17) Hacc 17 2- ما يشتهه بالزيادة والنقصان. وَلَكِنْ كَانُوا أَنفُسَهُمْ يَظْلِمُونَ (سورة البقرة 57) وَلَكِنْ أَنفُسَهُمْ يَظْلِمُونَ (سورة آل عمران 117) fakat asıl onlar, kendi kendilerine Sûratu'l-Bakarah 57 lakin kendi nefislerine zulmediyorlardı (117) zulmetmişlerdir Sûratu Âl-i İmrân 117 3- وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُزَكِّيهِمْ (سورة البقرة 129) وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ (سورة الجمعة 2) 4- ما اختلف في التعريف والتنكير. أَجْعَلْ هَذَا بَلَدًا ءَامِنًا (سورة البقرة 126) أَجْعَلْ هَذَا الْبَلَدَ ءَامِنًا (سورة إبراهيم 35) 5- ما اختلف في الأفراد والجمع لَنْ تَمَسَّنَا النَّارُ إِلَّا أَيَّامًا مَّعْدُودَةً (سورة البقرة 80) لَنْ تَمَسَّنَا النَّارُ إِلَّا أَيَّامًا مَّعْدُودَةً (سورة آل عمران 24)

**A Corpus Analysis of Lexical Combinations in an EAP Setting for
MS and Phd Engineering Students**

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The use of technical jargon in EAP settings offers a significant challenge in terms of lexicogrammatical aspects of English language as well as the efficient use of word combinations in the form of cluster and N-gram structures. Moreover, academic writing or “article writing” in EAP settings can be a source of further difficulty for novice graduate students who have not yet been exposed to structured lexical patterns (special jargon) as well as the most frequent lexical combinations (word structures) in their specific fields, which may create a sense of an “inefficient language user profile” on their parts. Thus, this contrastive corpus-based study investigates the most frequently-used specific terminology with one engineering field (mechanical engineering) and then compares it to larger framework through a general engineering reference corpus of one million words. In other words, the study will compare a small mechanical engineering article corpus (MecEnCorp) to the general engineering corpus (GenEngCorp) in order to find out various shared lexical properties of a specific engineering field against the larger one. We also aimed to find out the extent of mutual correspondence between the two corpora in terms of lexicogrammatical aspects of the defined field. The findings can provide useful insights for the future implementation of EAP classes in university settings in Turkey and elsewhere in the world with the hope that EAP-based technical vocabulary, the frequent collocates, frequent cluster pairs and various N-gram groups are sufficiently known and used by EAP writers. The obtained results will be discussed along with their pedagogical implications and the relevant suggestions/recommendations will be made regarding the successful implementation of future EAP classes in Turkish universities.

Bilişsel Dilbilimi Açısından Metonimi: Türkçe ve Japonca Dilleri Açısından

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Bu çalışmada bilişsel dilbilim açısından metoniminin anlamı ve tanımları, unsurları, metafor ile olan farkları üzerinde durulmaktadır. Ayrıca hangi amaçlar için kullanıldığına kısaca değinilmekte ve daha

sonra türleri tanıtılmaktadır. Son olarak, kimi örnekler üzerinden Japonca ve Türkçe dilleri metonimik yapılanma bakımından karşılaştırılmaktadır.

Meta Analiz, Metodolojisi ve Örnek Uygulaması

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Birçok bilim dalında, geçmiş çalışmalar ile var olan çalışmalar karşılaştırılmakta, aynı konuda yapılmış çalışmaların sonuçları sentezlenmektedir. Aynı konuda farklı zamanlarda, farklı araştırmacılar tarafından yapılan çalışmaların sonuçlarının sentezlenmesi için istatistiksel yöntemler son yıllarda daha sık kullanılmaya başlanmış ve bu konuda yeni yöntemler geliştirilmiştir. Meta analiz birçok küçük bireysel çalışma sonuçlarını, bir ya da birden fazla istatistiksel yöntem kullanarak birleştiren ve daha fazla bilgi veren bir analiz tekniğidir. Küçük örneklerde yapılan çalışmaları birleştirerek, parametrelerin kestiriminin gücünü artırır. Meta analiz sayesinde, benzer çalışmalarda ortaya çıkan tutarsızlıklar saptanabilir. Bu çalışmada meta analizin ne olduğu, avantaj ve dezavantajları açıklanacak, uygulama aşamalarından bahsedilecek, meta analiz örnekleri verilecek ve bir uygulama yapılacaktır.

Analysis of the Boosters in Results and Discussion Parts of Gazi University and Metu MA ELT Theses Written in 2017-2019

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One of the most important skills in academy is writing. The written texts aim for effective communication between readers and writers because the main purpose is to be understood and interact with the reader. That's why; developing effective writing skill carries great importance for maintaining sufficient communication in writing. Because of its global status, English is a very dominant language in academy. Writers who are not native speakers of English may constantly negotiate with the language in order to communicate meaning and ideas to their colleagues (Carrió-Pastor&Skorczyńska, 2020). Therefore, discourse markers can be used for achieving a successful writing and boosters are one of the markers that are used to increase the value of the arguments for the readers. Although the metadiscourse markers such as hedges or boosters have been studied before, there are not many types of research addressing the issue of boosters in terms of comparing two universities in Turkey. That's why; it is important to analyze the boosters in MA ELT theses from Gazi University and METU. Therefore, this research mainly focused on the analysis of the boosters

in results and discussion parts of Gazi University and METU MA ELT theses written in 2017-2019. It was concluded that boosters were used more in MA ELT theses from Gazi University than METU. In MA ELT theses from METU, 148 boosters were used whereas in MA ELT theses from Gazi University, 152 boosters were used. Epistemic lexical verbs were the group of words most frequently employed by both universities.

Online Reading Strategies in a Second Language: Gender and Grade Level Differences among English Language Teaching Students

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Technology has brought great changes to our reading habits and the traditional notion of “reading literacy” has been expanded in the meaning encompassing knowledge of “digital reading” as well. Factors such as the prevalent use of the internet with mobile devices, abundant opportunities for second language reading, and easy access to digital sources have resulted increased number of ESL/efl students reading online materials, which called for new reading strategies for online reading such as locating, analyzing, synthesizing and evaluating. Identification of these strategies depending on different independent variables would deepen our understanding of how learners construct meaning and achieve their reading goals in a second language in an online environment. Therefore, this research aimed to explore online reading strategies of language teacher candidates in relation to their gender and grade levels. 151 participants (prep, first year, second year and third year students) studying at English Language Teaching program participated to study. All participants were asked to fill in the “Second Language Online Reading Strategy Inventory” developed and validated by Li, 2020. Statistical analysis showed significant differences among different levels of study in “synthesizing, evaluating, communicating” strategies. The analysis also revealed significant difference in “saving” strategy among male and female participants, showing female participants tend to save more digital reading sources than their male peers do.

The Relationship between Self-Efficacy, Self Regulation in Vocabulary and Receptive Vocabulary Size of Turkish EFL Learners

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This study investigated the relationship between receptive vocabulary knowledge, self-efficacy in English and self-regulation in vocabulary of Turkish EFL learners. More specifically, the study aimed to investigate the effect of self-efficacy level of Turkish EFL learners and their self-regulating capacity in vocabulary on their receptive vocabulary knowledge. Descriptive statistics were conducted for finding the receptive vocabulary knowledge, self-efficacy level and self-regulating capacity of the participants. There was not a gender difference in receptive vocabulary knowledge, but it was identified in self-efficacy levels. There were also correlations between the subscales of the self-efficacy, self-regulation in vocabulary and receptive vocabulary knowledge. The subscales of self-efficacy and self-regulation in vocabulary predicted some part of receptive vocabulary knowledge.

Arapça Sayıların Başlangıç Aşamasında Etkili Yöntemlerle Öğretilmesi

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Arapça Sayıların Başlangıç Aşamasında Etkili Yöntemlerle Öğretilmesi Arapçada sayılar konusunun bu dildeki en karmaşık konulardan biri olduğu söylenebilir. Sayılar konusu, çeşitli kuralların varlığı nedeniyle öğrenciler açısından ileri aşamalarda bile en çok sıkıntı oluşturan konulardan biridir. Bu yüzden Arapçada sayılar öğretilirken daha başlangıç aşamalarında çeşitli sorunlarla karşılaşabilmektedir. Başlangıç aşamasında sayılar (1-10) öğretilirken hem günler hem sıra sayıları hem de saatlerin sayılarla bağlantılı konular olduğu ve ondan sonraki aşamalarda bu konuların da bu bağlantı kurularak öğretilmesi gerektiği düşünüldüğünde konunun daha başlangıç aşamasında büyük önem taşıdığı görülür. Bu durum yukarıda sözü edilen ve yine ileri aşamalarda öğretileceği söylenen diğer sayılar konusunda da göz önünde bulundurulabilir. Ancak sayıların başlangıç aşamasında ilgili her türlü kural yazdırılarak öğretilmemesi ve sadece birden ona kadar öğretilmesi gerektiği düşünülmektedir. 11 ve 12'nin ise saatlerin öğretilmesi derslere bırakılabileceği değerlendirilmektedir. Arapçada sayılar, öğretilmesi ve öğrenilmesi güç denebilecek konulardandır. Bu yüzden başlangıç aşamasında sayılar öğretilmeye başladığında bu durum göz önünde bulundurularak karmaşık denebilecek ve birçok kuralın söz konusu olduğu bir konuya giriş yapılacağı

unutulmamalıdır. Çünkü Arapçada sayılar, daha başlangıç aşamasında öğretilen 1'den 10'a kadar olan sayılar bağlamında bile dişil, eril, çoğul, tekil gibi özellikleriyle dikkat çekmektedir. Buna bağlı olarak sayılar öğretilirken çeşitli oyunlar ve yöntemlere başvurulabileceği gibi basit ve sadece sayılara odaklanmış müzik ve şarkılar da kullanılabilir. Aynı şekilde öğretmen de sayıları belli bir ritimle seslendirebileceği gibi öğrencilerden de bu ritme uymaları istenebilir. Bu arada çeşitli şekil ve renkler de kullanılabilir. Ancak Arapçada başlangıç aşamasında sayılar öğretilen zaman öğrencilere konuyla ilgili karmaşık kurallar yazdırmamaya özen gösterilerek sayıların son sesleri olan son harekelerine vurgu yapmamaya da dikkat edilir.

Arapça Öğretmenlerinin Yaratıcı Drama Yöntemine İlişkin Görüşleri

Doç. Dr. Senem CEYLAN

Son yıllarda yapılandırmacı yaklaşıma dayalı öğretim anlayışının uygulanmaya başlamasıyla birlikte öğrenen merkezli yöntemler yaygınlık kazanmaya başlamıştır. Özellikle eğitim fakültelerinde drama programlarda yer almış ve öğretmen adaylarının drama yöntemiyle ilgili bilgi ve becerilerinin gelişimine ağırlık verilmiştir. Ancak öğretmen yetiştiren kurumlardan biri olan İlahiyat Fakültelerinde drama yönteminin programda yer almasıyla ilgili herhangi bir girişim olmadığı görülmektedir. Bu durumun İlahiyat Fakültesinde öğrenim gören öğrencilerin dramaya ilişkin bir bakış açısının oluşmamasının nedeni olduğu gibi uygulama süreçleri açısından Arapça dersinde yeterli ve etkin düzeyde drama yönteminin uygulanabilirliğine engel teşkil etmiştir. Bu çalışmada İzmir örneğinde İmam Hatip Liselerinde görev alan Arapça öğretmenlerinin dramayla ilgili bakış açıları incelenmiştir. Drama yöntemiyle ilgili bilgi ve tutumları analiz edilmiş ve Arapça derslerinde kullanma düzeyleri araştırılmıştır. Özellikle İlahiyat Fakültesi çıkışlı Arapça öğretmenlerinin drama yöntemiyle ilgili bilgi ve tutumlarının yeterli düzeye ulaşmadığı ve uygulama süreçlerinde bazı sorunlar olduğu dikkati çekmektedir. Bu nedenle söz konusu öğretmenlerin drama ile ilgili farkındalık düzeylerinin yükseltilmesine öncelik verilmelidir. Bu çerçevede öğretmenlerin drama yöntemine ilişkin problemleri konusunda çözüm önerileri sunulacaktır.

Arapça Öğrenen Türk Öğrencilerin Arapça Harfleri Doğru Seslendirmelerine Yönelik Yöntem Önerisi

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Dil insanlar arasındaki iletişim araçlarının en temeli ve en önemlisidir. Dil ile iletişim kurma sırasında, anlatma ve anlamada seslerin göstergeleri yerli yerinde değilse anlaşma sağlamanın zor olacağı herkesin kabul edeceği bir husustur. Doğru anlatma ve doğru anlamamanın temelini doğru telaffuz oluşturmaktadır. Farklı dil ailelerine mensup olan Arapça ve Türkçede bazı farklı sesler bulunmaktadır. Özellikle Türkçede var olmayan ve boğaz harfleri olarak bilinen sesler bulunmaktadır. Arapça öğrenen Türk öğrenciler bu seslerin telaffuzunda zorlanmakta ve bu sesleri Türkçede var olan en yakın seslerle telaffuz etme yoluna gitmektedirler. Bu durum bazen anlam değişikliklerine de neden olabilmektedir. Böylece söylenen söz, amaçlanan göstergeyi ifade etmekten uzak kalmaktadır. Dil öğrenim sürecinde amaç: dinleme, konuşma, okuma ve yazma olan temel dil becerilerinin kazanılmasıdır. Bu becerilerin kazanılması sürecinde yapılacak olan telaffuz hatalarının dil becerilerinin tamamını etkilemesi söz konusudur. Hatalı dinleme hatalı konuşmaya ve hatalı yazmaya neden olabilecektir. Telaffuz hataları söylenenin anlaşılmasının yeterli oluşuyla görmezden gelinebilir. Ancak bu durum Arapça öğreticileri açısından göz ardı edilmemesi gereken önemli bir konudur. Bu çalışmada Arapça harflerin ve seslerinin doğru öğretilmesine yönelik olarak tarama modeli ve içerik analizi ile birlikte teorik bir çalışma yapılmıştır. Son zamanlarda yabancı dil öğretim sürecinde elde edilen deneyim ve tecrübelerle göre kayda değer düzeyde denilebilecek yeni yöntem ve teknikler geliştirilmektedir. Bu çalışmanın amacı, kolaydan zora doğru olacak şekilde önce ana dil Türkçe ile hedef dil Arapça arasındaki ortak sesler, sonra yakın sesler son olarak da uzak seslerin doğru telaffuzunun öğretilmesinde bir yöntem önerisinde bulunmaktadır. Bu çalışmanın Arapça öğrenen ve daha sonra Arapça öğretmeni olacak olan Türk öğrencilerin Arapça sesleri doğru telaffuz etmelerine yardımcı olacağı ve destek vereceği düşünülmektedir. Anahtar Kelimeler: Arap Dili, Ses, Mahreç, Gösterge, Telaffuz.

Bringing Narratives to Life: Digital Storytelling in Foreign Language Classrooms

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“We tell ourselves stories in order to live.” Joan Didion Evidence suggests that human beings have been telling stories for thousands of years, with the earliest in the form of cave drawings found in Lascaux and Chavaux, France (National Geographic Society, 2020). Also referred to as narratives and tales, stories are fictional or nonfictional series of interconnected events or experiences described in sketches, scripted or spoken forms for a variety of purposes including but not limited to entertainment, information, and education. Stories are, by all means, not solely accounts of what happened, but more about the construction of meaning, preservation of culture, and delivery of moral values. In this sense, “If you wish to influence an individual or a group to embrace a particular value in their daily lives, tell them a compelling story” (Simmons, 2011, p. 22). The art of storytelling has assumed a new shape in congruence with technological advancements, now called digital storytelling (DS) referring to the creation of stories through such digital artifacts as images, audios, and texts by way of digital platforms (Robin & McNeil, 2019). DS has acquired functional significance with the provision of the P21 Framework for 21st Century Learning (Partnership for 21st Century Skills, 2007), which requires learners of this age to be equipped with learning (i.e., critical thinking, creativity, collaboration, and communication), literacy (i.e., information, media, and technology), and life skills (i.e., flexibility, leadership, initiative, productivity, and social skills) to promote such interdisciplinary themes as global awareness. More precisely, learners might actively be involved in today’s world and develop and harness 21st-century skills to tackle global issues by creating digital stories. Given the manifold benefits that might be reaped from DS including but not limited to meaningful learner engagement (Castañeda, 2013) and self-construction of meaning (Jonassen, Peck, & Wilson, 1999), this workshop intends to present practitioners with the steps of DS creation and gain them hands-on experience by conducting a small-scale, guided demonstration of conceiving digital stories about four global issues (i.e., migration, climate change, food waste, and pollution) highlighted on the UN’s website (<https://www.un.org/en/global-issues>). To this end, concise background information about DS is initially provided. The steps of creating digital stories are subsequently explained. The workshop attendees are next divided into four following an opinion poll conducted electronically. The group members are then provided with the necessary materials prepared in advance for time-saving purposes. They are last asked to collaborate on DS creation by sharing the tasks with the group members. Ultimately, the workshop aims to raise awareness about DS and produce four digital stories created by the attendees on four global issues as an end product. As the

author Robin Moore once said: “Inside each of us is a natural-born storyteller, waiting to be released.” Accordingly, it is hoped that the attendees will have a productive, constructive, and practical experience wherein they reveal their undiscovered storytelling talents and reflect on their prospective teaching practices.

**Pre-service English Language Teachers’ Readiness to Integrate
Artificial Intelligence in Language Learning**

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Thanks to the Fourth Industrial Revolution (Industry 4.0), smart technologies are ubiquitous and fundamental shifts are taking place in all spheres of daily life. Among these technologies, Artificial Intelligence (AI) undoubtedly has the greatest influence with its role in making life easier over the last decade. With its enormous potential to increase autonomous learning and motivation, AI has recently found its way into the educational terrain, especially in language learning. Although AI is used for practicing speaking, writing, pronunciation, translation, and so forth in language education, recent research shows that teachers and English as foreign language (EFL) learners do not effectively use AI tools for educational purposes. AI in language classrooms is still intimidating the teachers. Then, it is important to understand the underlying reasons for the limited use of AI in language classrooms. Accordingly, this survey research examines the current AI practices of pre-service English language teachers while studying the language and their readiness to integrate AI in foreign language classrooms. The descriptive findings show that the pre-service English language teachers use various AI tools while learning language. Though they have positive attitudes toward integrating AI tools into language classrooms, they have some concerns and limited readiness to use AI in language classrooms. The study findings significantly contribute to the growing AI-supported language learning literature and provide implications for language educators and teachers on the effective integration of AI tools in language classrooms.

Arapça Yaratıcı Yazma Atölyesi: Benim Nesnem, Bizim Nesnemiz

ورشة الكتابة الإبداعية باللغة العربية أثنائي، أشياءنا

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Üniversitelerin Arapça bölümlerinde okuyan 1,2,3 ve 4. Sınıf lisans öğrencilerine yöneliktir. Atölye süresi 50+50 dakika olmak üzere 2 ders saatidir. Atölye katılım şartı temel düzeyde Arapça yazma becerisi olmak ve daha önce yaratıcı drama yaşantısı olmamaktır. Katılım min. 12 max. 20 lisans öğrencisi ile sınırlıdır. Bu atölyede, yaratıcı dramanın temel aşamaları olan ısınma, canlandırma ve değerlendirme aşamaları takip edilerek yaratıcı drama etkinlikleriyle Arapça yazılı bir ürün ortaya koymak hedeflenmektedir. Atölyenin temel hedefi, Arapça öğrencilerinin, özellikle öğretmen adayı olan Arapça öğrencilerinin yaratıcı drama ile kurgulanmış bir Arapça dersi deneyimi kazanmalarınıdır.

İstanbul Yabancılar için Türkçe B1 Ders Kitabı 4. Ünite'deki Görsel-Metin Uyumunun İncelenmesi

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Türkiye'nin coğrafi konumu ve her alanda göstermiş olduğu gelişimle birlikte Türkçenin önemi her geçen gün artmaktadır. Bu önemle birlikte yabancı dil olarak Türkçe öğrenmek isteyenlerin sayısında yükseliş gözlemlenmektedir. Türkçeyi yabancı dil olarak öğrenmek isteyenler Türkçe Öğretim Merkezlerine (TÖMER) başvurarak belirlenen öğretim ilke ve yöntemleri ile Türkçeyi öğrenmektedirler. Bu öğretim esnasında bazı kitap ve yayımlar kullanılmaktadır. Bu yayın ve kitaplardan bir tanesi olan İstanbul Yabancılar İçin Türkçe B1 Ders Kitabı'dır. Türkçenin doğru ve hızlı öğretilmesi için bu kitapların görsel içerik bakımından zengin olması gerekmektedir. Görsellerin de ilgili metni çağrıştırması ve öğrencinin metin ile ilgili çıkarımlar yapmasını sağlaması önem arz etmektedir. Bu çalışmada Türkçenin öneminden, gelişiminden, Türkçenin yabancı dil olarak öğrenilme ihtiyacının artış nedeninden ve doğurduğu sonuçlardan bahsedilmiştir. Ardından İstanbul Yabancılar İçin Türkçe B1 Ders Kitabı 4. Ünitesindeki görsel-metin uyumu incelenmiş olup metindeki görsel öğelerden ve görsel düzenden, Eğitim Hayatı ünitesinin metin – görsel düzeninden bahsedilmiştir. Bu incelemede bazı görsellerin metin ile uyumlu ve görsellerin metinlere oranlara daha küçük olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Yabancılar Türkçe öğretimi, İstanbul ders kitabı, görsel – metin uyumu

Oral Corrective Feedback on Grammatical Errors: An Analysis of Learner Beliefs, Teacher Beliefs, and Classroom Practices

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The increasing importance of language teaching raising questions about teacher practices and their effectiveness. Although teachers are expected to act under the influence of their personal beliefs while performing their profession, a study conducted by Bařtürkmen, Loewen, and Ellis (2004) showed that there are differences between teachers' practices and beliefs. One of the most controversial issues in language teaching is error correction which can be made in oral and written forms. Oral Corrective Feedback (OCF) is preferred for grammatical errors made by students during the lessons. There are six different types of OCF, and teachers' beliefs about which one is more comprehensible or more effective for the students has been investigated many times. In addition, students' beliefs about the OCF given to them for error correction in the classroom is also important in terms of whether these feedbacks are effective in error correction, and for this reason, it also has been the subject of research. This study is important because it analyzes and compares both teacher beliefs and practices; and student beliefs together with the uptake rate and type of each feedback. For this study, the opinions and practices of students in five different classes that receive English education at the beginner level (A1) in a preparatory program and the opinions of five instructors who teach English in these classes were examined. The video recordings of five lessons taught by the instructors with their classes were analyzed, and then the instructors and students were asked to fill in a survey to measure their beliefs about OCF. The video-recordings and the answers given in the surveys were examined and compared with the content analysis method, and the relationship between these two was revealed. According to the results of the research, the types of OCF that the instructors found most useful for their students were recast and metalinguistic feedback, and the most frequently used ones were recast and elicitation. Thus, it is possible to talk about partial match between the beliefs and practices of instructors. Student beliefs analysis showed that students found recast and elicitation more helpful to them with their grammar errors. However, elicitation and explicit correction were the types of OCF with the highest uptake rate and this result shows partial match between student beliefs and uptake rate.

Interactive Metadiscourse in L1 and L2 English: Evidence from Editorials

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This study aims to investigate the use of interactive metadiscourse markers in first language (L1) and second language (L2) English editorials. It also identifies how L1 and L2 editorials differ in the use of these markers. To this end, the study utilises Hyland's (2019) model of interactive metadiscourse to analyse—based on a mixed-method approach—80 editorials collected from two highly-reputed newspapers: The Guardian and The Jordan Times, distributed evenly. The data were analysed both quantitatively, using SPSS to identify significant differences (if any) between the two sets of editorials, and qualitatively to enrich our understanding of the use of interactive metadiscourse in editorials. The analysis revealed that there is no significant difference in the use of interactive metadiscourse markers between the two corpora. However, there is a slight variation in the use of individual interactive markers such as frame markers and evidentials. The findings are discussed in the light of theories of metadiscourse and previous literature. The study provides implications for L2 learning and teaching in terms of how interaction in written discourse is achieved in the L2.

Arapça Öğretiminin Kavramsal Çerçevesi

Doç. Dr. Yusuf CEYLAN

Eğitim bilimciler eğitim ve öğretimle ilgili kavram ve terminoloji belirsizliği- karmaşası konusunu bir problem alanı olarak görmektedirler. Sadece günlük dilde değil aynı zamanda bilimsel literatürde dahi kavram kargaşası yaşandığına dikkat çekmektedirler ve eğitimle ilgili temel kavramların anlamının açık seçik bir biçimde ortaya konulmasının öncelikle ele alınması gerektiğini vurgulamaktadırlar. Çünkü kavramlar, iletişimin temeli olduğu gibi bilimsel anlamda düşünme ve bilgi üretmenin temel taşlarıdır. Aynı zamanda kavramlar, eğitimcilerin eğitim ve öğretime dair bakış açıları ile uygulama süreçlerine doğrudan yön veren bir işleve sahiptirler. Bu bakımdan, Arapça öğretiminde de eğitimle ilgili temel kavramların anlamlandırılma ve tanımlanma biçimlerinin incelenmesi, kavramsal çerçeve ile uygulama süreçlerinin ilişkisinin ortaya çıkarılması bakımından değerlidir. Bu çalışmada, Arapça öğretiminde kullanılan eğitimle ilgili temel kavramların ele alınış biçimi ve analiz edilme yaklaşımları değerlendirilecektir. Özellikle de İlahiyat Fakülteleri ile ilgili

Arapça öğretimi üzerine yazılan makaleler kapsamında bir değerlendirme yapılacaktır. Son yıllarda İlahiyat Fakültelerinde de yapılan Arapça öğretimine dair makaleler içerik analizi yöntemiyle irdelenecektir. Bu bağlamda eğitim, öğretim ve öğrenme gibi kavramların analiz edilme yaklaşımları ve öğretim süreçleriyle kurulan bağlantı değerlendirilecektir. Ayrıca Arapça öğretiminde yapılan kavramsal tartışmalarda güncel eğitim felsefesi literatürünün ne kadar kullanıldığı sorusuna da cevap aranacaktır.

Arapça Öğretiminde İsnad Kavramı

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Yabancı dil olarak Arapça öğreniminde, özellikle isim cümlelerinin anlaşılmasında zorlanılan bir husus olarak, isnad kavramı karşımıza çıkmaktadır. Türkçede bildirme eki, başka dillerde yardımcı fiil olarak var olan ve iki ismi birbirine bağlayarak onların bir cümle olduğunu gösteren ek ya da sözcük, Arapçada bulunmamaktadır. Bu biçimsel bağın bulunmayışı, kendisine dayanılan (müsnedun ileyh) ile dayandırılan (müsned) arasındaki ilişki ve zihinsel bir dayanak olarak isnad adı altında, anlamsal bir bağ olduğunu var saymaya sebep olmuştur. Bu varsayım, fiil cümlelerini de kapsayacak şekilde ele alınsa da asıl anlaşılma güçlük çekilen kısmı isim cümlelerinde, özne ile yüklem arasındadır. Bu güçlük ise özellikle ana dilde var olan lafzî bir durumun, öğrenilen dilde olmayışında ortaya çıkmaktadır. Rasyonel bir esas üzere var olan isnad kavramı, Arapçanın hususiyetlerindedir. Nitekim öğrenilen dili kendi mantelitesi çerçevesinde anlamak, kabul etmek ve kullanmak gerekmektedir. Mübteda-haber kavramlarının müsned-müsnedun ileyh olarak açıklanması ve cümlelerin bu iki ana rüknü arasındaki hayalî bağın anlaşılması, Arapça-Türkçe arası çevirilerde sorun olabilmektedir. Zira bu bağ, hedef dil olarak Türkçede bütün kullanımlarda makul kabul edilmemekte hatta gereksiz görülebilmektedir. Bu da dilin bütünsel ve tutarlı bir şekilde açıklanmasını, öğretimini ve çevirisini sorunlu hâle getirebilmektedir. Standart dilde anlamlı bir cümle ancak isnad sayesinde mümkün olurken, konuşma dilinde bundan feragat edilmesi çelişki gibi durmaktadır. Çalışmanın temel problemi, söz konusu çelişkiyi ortaya çıkaran sebepleri ve çözüm yollarını ele almaktır. Hipotezi ise, kelimelerin kendi başlarına değil, içinde buldukları sistemin (dilsel sistemler) bir parçası olarak anlamlandırılması gerektiğidir. Zaten dil, bağlamdan bağımsız olamadığı için, kelimelerin de içinde buldukları bağlamlara binaen anlaşılması ve çevrilmesi gerekmektedir. Anahtar Kelimeler: Arapça, Öğretim, İsnad.

Atasözü Çevirisine Dair Bir Yöntem Önerisi Arapça Türkçe Çeviri Örneği

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Çeviri işleminin temel amacı, kaynak dil metnin anlam ve üslup özelliklerini olabildiğince korumaktır. Aynı şekilde çeviri, anadilin anlam ve üslup özelliklerini de korumalıdır. Bu nedenle iyi bir çeviri hem aslına sadık hem de mümkün olduğunca serbest olmalıdır. Ne var ki çeviride aşırı serbestlik, kaynak dil metnine sadık kalınmamasına ve hatta metnin çeviri metinden telif metne dönüşmesine yol açabilir. Diğer taraftan kaynak metne son derece sadık bir çeviri ise hedef dilin özelliklerini olması gerektiği gibi koruyamayacaktır. Atasözü çevirisi, çeviri bilim açısından en zor süreçlerden biri olarak karşımıza çıkmaktadır. Çünkü kesin yargıları, basit olayları anlatan cümlelerin bir dilden başka bir dile çevrilmesi, anlamın tıpatıp aktarılması güç değildir. Ancak, atasözü gibi kültür yoğunluklu kalıplaşmış öğeleri, bir dilden başka bir dile tam karşılığını bularak aktarmak son derece zor bir işlemdir. Eğer, bu tür öğeleri sözcüğü sözcüğüne çevirecek olursak, aktardığımız dile yabancı bir anlatım, o dilde anlamı olmayan bir söz dizisi ortaya çıkar. Çünkü atasözleri genellikle, tek tek sözcüklerin toplam anlamından ibaret olmayan dil birlikleridir. Bu yüzden atasözü çevirisinde sözcüklerin değil, kültürel anlamın temel alınması gerekir. Yani, kaynak dildeki atasözünün, kaynak dilin kültüründe nasıl anlaşıldığını tespit edip bu kültürel anlamın, hedef dildeki eşdeğerini bulmaya çalışmak gerekmektedir. Atasözündeki sözcüklerin eşdeğerlerini bularak çevirmek çoğu zaman hiçbir anlam ifade etmeyecek, hiçbir iletişimsel değeri olmayacaktır. Bu kriter, iki yönlü olarak işlemekte, hem anadilden kaynak dile hem de kaynak dilden anadile yapılan atasözü çevirilerinde göz önünde bulundurulması gerekmektedir. Örneğin, Arapçadaki “إنك تضرب في حديد بارد” atasözünü sözcüğü sözcüğüne Türkçeye çevirdiğimizde karşımıza “Sen soğuk bir demiri dövüyorsun” gibi bir ibare çıkacak ve hiçbir iletişimsel değeri olmayacaktır. Yukarıdaki Arapça atasözünün Türkçedeki kültürel eşdeğeri, “Sen havanda su dövüyorsun ” biçimindedir. Bu kez Türkçedeki atasözünü sözcüğü sözcüğüne Arapçaya aktardığımızda karşımıza “إنك تدقّ الماء في الهاون” şeklinde bir ibare çıkacak ve yine iletişimsel bir değeri olmayacaktır. Anahtar Sözcükler: Atasözü çevirisi, Yöntem, Kaynak dil, Anadil

Integrating Language Skills and Two Language Components in TEYL Contexts: A Lesson Designed for Very Young Learners

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Shin and Crandall (2014) maintain that in the scope of Teaching English to Young Learners, (hereinafter TEYL) language teachers should not merely count on starting early to increase learners' proficiency in the target language. Besides, they claim that being an effective TEYL teacher entails keeping abreast of all the latest approaches and methodology within the field and a sheer volume of knowledge of the characteristics of learners at the same time offsetting the two main components. This lesson created for four-year-old Very Young Learners (VYLs) within the theme of "Seasons" encapsulates four main skills in an integrated way, vocabulary and grammar with the main input of a story called "Seren's Seasons". While designing the lesson, it is acknowledged that reading, writing, and speaking are presented and practiced step by step taking into the general educational principle "from simple to complex" thereby encompassing mechanical, guided and free activities. Furthermore, the practice of sub-skills such as reading for the main idea and reading for specific information are considered. After the lesson, it is anticipated that learners will have been able to identify target vocabulary items and associate target vocabulary items for seasons with their images (sight-recognition). Besides, learners will have been able to produce spoken and written products as well as being able to use third-person singular (it) Simple Present Tense. In addition, this lesson plan includes read-aloud and shared reading as reading processes, a critical thinking activity, a game, and a song designed to encourage learners to actively practice target vocabulary items and the grammar pattern repeatedly while considering their characteristics. Finally, it is thought that this lesson plan structure could be adapted to other TEYL lessons with minor changes, which can corroborate its flexibility.

Key words: TEYL, Very Young Learners, Language Skills, Vocabulary, Grammar

Leveraging the wisdom of networks: Implications from Chinese international students' translanguaging practices on social media

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In this presentation, I will demonstrate insights based on preliminary analysis of my PhD project, which examines online translanguaging practices of Chinese university students who are sojourning in the UK. As international students, their relationship with English has shifted from that of foreign language learners to second language users. Yet, learning continues to take place in ways that are far removed from the language classroom through, among other things, translanguaging practices in networked interaction. By adopting literacy as social practice as the theoretical framework, this study reviews how Chinese international students take advantage of networking opportunities when they are studying in the UK and how they treat social events as language learning opportunities, especially regarding their translanguaging practices on social media. This study adopts a mixed-methods, a baseline survey is conducted first, then followed by a collection of posts & chat logs of WeChat, and techno-biographic interviews, to investigate how technology and social media have affected Chinese students' literacy practices online and study experience. How transitions over time vary and how language is learned and conducted in the informal digital context can affect students' language learning and study practices. For this presentation, I intend to share a preliminary analysis with the audience and discuss how my results could inform us about how the translanguaging practices of Chinese international students' innovative forms of "networked language learning" cross the boundaries of social and educational life.