



YABANCI DİLLER YÜKSEKOKULU



TÜRKİYE CUMHURİYETİNİN YÜZÜNCÜ YILI
TÜRKİYE CUMHURİYETİNİN YÜZÜNCÜ YILI

2. ULUSLARARASI DİL VE UYGULAMALI DİLBİLİM ÇALIŞMALARI KONFERANSI



ICOLALS 2024

DİL TUVALİ:

*Kültürel Köprüleri Resmederek
Geleceği Şekillendirmek*



Gazi Üniversitesi
Yabancı Diller Yüksekokulu
Konferans Salonu, Gölbaşı Kampüsü

11-12 Ekim 2024

09:00 - 17:00



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**2. ULUSLARARASI DİL VE UYGULAMALI DİLBİLİM
ÇALIŞMALARI KONFERANSI (ICOLALS 2024)**

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GAZİ ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

ANKARA, TÜRKİYE

Gazi Üniversitesi Yayınları No:33

E-ISBN 978-975-507-346-0

AÇILIŞ KONUŞMASI

Sayın protokol üyeleri ve değerli katılımcılar hepinizi saygıyla selamlıyorum. Gazi Üniversitesi Yabancı Diller Yüksekokulu olarak 2. 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 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, Blackswan Publishing'e, Oxford Yayıncılık'a ve National Geographic Learning'e katkılarından ötürü çok teşekkür ediyoruz.

Konferansımızda bilgi ve tecrübelerini bizlerden esirgemeyen ana konuşmacılarımız Prof. Dr. Dinçay Köksal, Prof. Dr. Perihan Savaş ve Prof. Dr. Paşa Tevfik Cephe'ye 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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Integrating Sustainability in ELT through Teen-Generated VR Content

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Ela Ugurlu, Student, Turkey²

Beren Nisa Kutsal, Student, Turkey³

Abstract

This study explores the use of teen-generated virtual reality (VR) content in teaching sustainability through English Language Teaching (ELT). It highlights the role of digital collaboration among teenagers to address sustainable development goals (SDGs). Through examples from online communities such as the GlobalCoLab Network, iEARN USA, and GOLD, the presentation discusses the integration of SDGs #3 (Good Health and Well-being) and #4 (Quality Education) into ELT. Emphasizing project-based learning, this approach aims to develop students' digital and linguistic competencies while fostering global collaboration. The study offers actionable advice on engaging teens in virtual collaboration, creating video campaigns, and using VR tools to enhance learning about sustainability. Educators are invited to explore methods for empowering students and creating a collaborative global network for SDG awareness.

Keywords:

Sustainability, ELT, VR Content, Teen Engagement, SDGs, Project-Based Learning

1. Introduction

The primary objective of this study is to demonstrate how teen-generated video and VR content can be used in teaching sustainability through ELT. By focusing on developing community and virtual collaboration among teens, the study illustrates how students can contribute to achieving the Sustainable Development Goals (SDGs) as active members in global educational networks.

Examples of student-generated video content from educational communities such as the GlobalCoLab Network, iEARN USA, eTwinning, and GOLD are presented, with an emphasis on enhancing digital and linguistic skills within the frameworks of SDG #3 and SDG #4.

Project-based learning serves as a core methodology, where students engage in digital activities and interpersonal practices that support their holistic development. This study is designed for EFL teachers and mentors seeking practical ways to involve teens in SDG education through the use of video and VR content.

2. The Problem

As EFL educators, we work with many students, including young children and teens, and have always been passionate about engaging them in face-to-face settings. However, the challenge lies in mentoring

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teens virtually, especially when the goal is to educate an international audience about SDGs in English as a foreign language.

Volunteer students had run a pre-research on significant educational challenges related to achieving SDG #4, which revealed various barriers. While we cannot address all of them at an economic or environmental level, we can mitigate them through student-led action. Our goal was to educate students about quality, equity, and sustainability in education using English as a foreign language. Each initiative we present aligned with specific SDG.

Figure 1

Educational Challenges aligned with SDGs and teen initiatives as a solution.

SDG	Education Challenge	Teen Initiative
SDG#4	Lack of Access to Quality Education	Integrate VR into ESD
SDG#16	Lack of Cultural Competency	Host Cultural Virtual Meetings
SDG#3	Mental Health Concerns	Video Campaigns
SDG#4	Standardized Testing	Create Personalized VR Resources
SDG#10	Inadequate Teacher Training	Engage Mentors and UN Experts
SDG#8	School Funding Concerns	Apply for Funds
SDG#17	Student Engagement	Educational Podcasts
SDG#17	Lack of Parental Involvement	International UN Days

3. Methods

The methods of virtual collaboration were chosen based on the students' age, digital, and linguistic readiness. We applied live interviews, observations and surveys to evaluate students' needs throughout the project. Their feedback was critical for assessing the stages of the collaboration process.

3.1. Multidisciplinary Approach

We ran regular virtual meetings of the Turkish Teens for Peace Education Hub as a part of the Global Co Lab Network USA. The virtual collaborations reflected a multi-disciplinary approach, integrating subjects such as foreign languages and STEAM within the framework of Education for Sustainable Development (ESD). These cross-curriculum applications were embedded into the annual themes of ESD. The video content created by teens required digital readiness, cultural awareness with respect to diversity, innovation and learning to learn.

4. Teen Perspectives

The leading students of this study, Ela Ugurlu and Beren Nisa Kutsal, are first-year International Baccalaureate (IB) students at Ari Private Anatolian High School. They are also ambassadors for the Turkish Teens for Peace Education Hub within the Global Co Lab Network USA. They initiated creating a virtual space for the video content produced by the teens as a solution to engaging more teens in solving educational challenges worldwide.

The idea of creating a virtual collaboration space occurred to Beren Nisa Kutsal while studying for exams in middle school. Though it is challenging to change the education systems of multiple countries, it is still possible to make learning journeys easier and less stressful for students. The collaborative team developed an app to manage the social-emotional well-being of teens through virtual problem-solving.

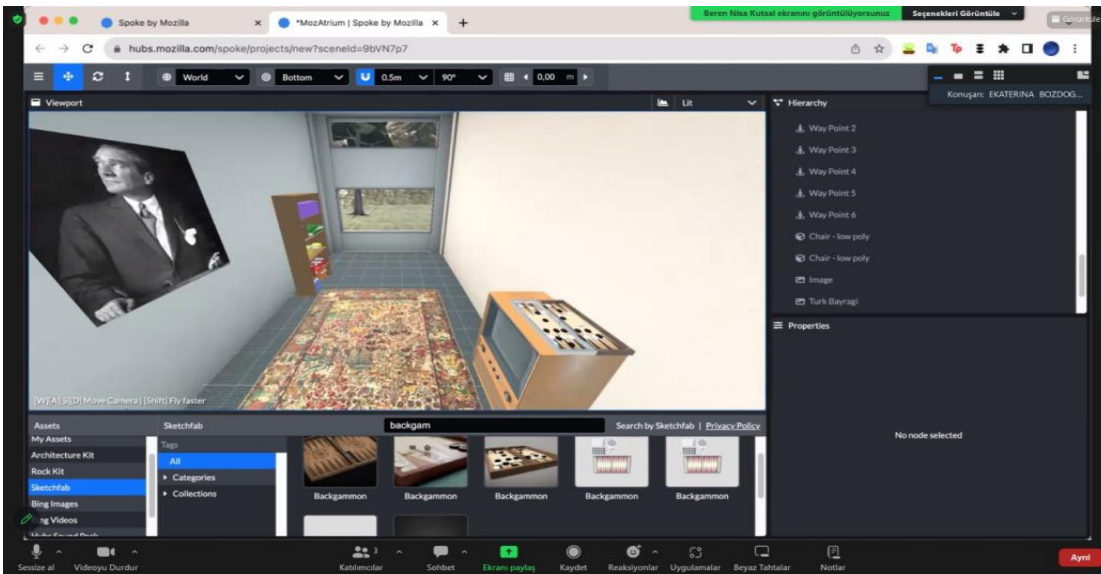
As the project evolved more teens joined the Global Co Lab Network USA and our team by completing a VR questionnaire to assess how they felt and then engaged in challenges that they solved in teams. This virtual space allowed teens to create digital content aligned with the SDGs, enhancing their awareness and engagement.

The examples of teen-generated content include project video outcomes in line with the SDGs:

- SDG #13: Climate Action – “Take a Shot!” Video Campaign
- SDG #12: Responsible Production – “Let’s Go Local!” Video Campaign
- SDG #3: Mental Health – “Earthquake” Video Campaign
- SDG #4: Quality Education – Educational Podcasts

Figure 2

Virtual Working Space created by Turkish Teens for Peace Education Hub.



5. Actionable Advice

This section provides practical approaches, methods, and applications to ensure quality education and address the needs of various educational institutions.

5.1. Engaging Students with Sustainable Learning Tools

Teachers can move beyond traditional visual aids and engage students through interactive tools. However, when students enter the classroom, traditional methods might no longer inspire them. Teachers need to find ways to actively engage their students, encouraging them to develop "sustainable" skills of life-long learning. We have listed some of them:

- **Throw the Ball to the Students:** Transition from a teacher-centered classroom to one where students actively engage. Empower teens to become mentors to themselves.
- **Do Not Judge; Listen:** Acknowledge the diverse goals of learners. Each student's voice, regardless of gender or background, should be heard.
- **Give Choice and Time to Create:** Embrace project-based learning and let students create their own solutions. Let them take ownership of their learning process.

The following examples from the recent project outcomes illustrate how interactive VR -based content was used to teach sustainability through ELT.

Figure 3

Project Outcomes as QR Codes.

TATV Staff Picks Award	The 'KIND' Campaign	Social Media Campaigns
		

6. Conclusion

6.1. Sustainability

The future of education is promising, but several challenges must be addressed to ensure that all students have access to quality education. The "BEE" (Believe, Engage, Educate) app is a unique initiative, created by teens for teens. It engages students from various countries and allows them to create collaborative content on VR platforms, thus promoting global SDG awareness. The development of the BEE app and digital spaces will continue, evolving based on continuous needs assessments of teens. By involving teens in leadership roles and continuing their educational journeys through webinars, we hope to foster future change-makers.

The goal is to educate teens on the importance of quality, equity, and sustainability in education, focusing on their well-being. This study would not have been possible without the support of our partners, including the Global Co Lab Network, Turkish-American TV, and, of course, the parents who contributed to this project.

Through continuous analysis of the target group's needs, the app and digital spaces will evolve. The primary goal is to educate teens about the importance of quality, equity, and sustainability in education, grounded in their well-being.

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Arapçaya Giren Kelimeler ve Arapçalaştırma Yöntemleri (Fa'lele Kalıbı Örneği)

الكلمات الدخيلة على اللغة العربية وأساليب تعريبها (باب فعلة أنموذجًا)

Hayrullah ÇETİNKAYA¹

Özet

İnsanlık tarihi boyunca toplumlar, kendilerinden farklı coğrafi ortamlarda yaşayan, farklı toplumlardan veya komşu kavimlerden kendi fillerinde olmayan kelimeler öğrenmişler ve bu öğrendikleri kelimeleri dil yapılarına uydurarak kullanmışlardır. Bu kelimeler, Türkçede alıntı, alıntı kelime veya ödünç kelime kavramlarıyla kullanılmaktadır. Arapçada bu tür kelimeler için kullanılan iki kavram öne çıkmaktadır. Bunlar: Daḥîl/دخيل ve ta'rib/تعريب kavramlarıdır. Daḥîl, Arapçaya girmiş bir kelimenin aslına ve yapısına dokunmadan Arapça harflerle yazılarak Arapçada kullanılmasıdır. Ta'rib ise, Arapçada olmayan bir kelimenin Arapça dil yapısına uydurularak kullanılır hale getirilmesidir. Bu işlem sırasında yabancı kelimeye harf ekleme, kelimeden harf eksiltme, hareke/sesli harf ekleme veya hareketlerin/sesli harflerin yerlerini değiştirme eylemleri yapılabilir. Böylece yabancı kelime Arap dil yapısına uygun hale getirilerek seslendirilmesi ve kullanılması kolaylaştırılır. Bu şekilde kelimelerin fiilleri de türetilerek kullanılmaktadır. Bu tür kelimelerin fiillerinin genellikle fa'lele/فعلة kalıbında türetildiği görülmektedir. Örneğin İngilizce asphalt, Türkçede asphalt olarak kullanılan kelime Arapçaya da أسفلت şeklinde girmiş ve hem mazi/geçmiş zaman asfaltladı/سفلت, hem muzari/geniş zaman asfaltlar, asfaltlamaktadır/يسفلت hem de mastar olarak asfaltlamak anlamında سفلنة şeklinde türetilmiş olup kullanılmaktadır. Bu çalışmada özellikle modern anlamda batıdan Arapçaya girmiş ve fiili de türetilmiş yabancı kelimelerin Arapçada kullanım örneklerine yer verilmiştir. Bu çalışmanın, Arapça çevreleri ve Arapça öğrencileri açısından faydalı olacağı düşünülmektedir.

Anahtar Kelimeler: Arap Dili, Arapçalaştırma, Yabancı Kelime, Ödünç Kelime, Ta'rib

Words in Arabic and Arabicization Methods (Fa'lele Pattern Example)

الكلمات الدخيلة على اللغة العربية وأساليب تعريبها (باب فعلة أنموذجًا)

Abstract

Throughout human history, societies have learned words from different societies or neighboring tribes living in geographical environments different from their own, and have used these words by adapting them to their language structures. These words are used in Turkish with the concepts of quotation, quoted word or borrowed word. In Arabic, two concepts used for such words stand out. These are: Daḥîl/دخيل and ta'rib/تعريب. Daḥîl is the use of a word that has entered Arabic by writing it in Arabic letters without touching its original and structure. Ta'rib, on the other hand, is the adaptation of a word that does not exist in Arabic to the Arabic language structure. During this process, it is possible to add letters to the foreign word, subtract letters from the word, add letters/vowels, or change the positions of letters/vowels. Thus, the foreign word is made suitable for the Arabic language structure, making it easier to vocalize and use. The verbs of words are also derived and used in this way. It is seen that the verbs of such words are usually derived in the form of fa'lele/فعلة. For example, the word used as asphalt in English and asfalt in Turkish has entered Arabic as أسفلت and has been derived and used both in the present/past tense asphalted/سفلت, in the present/past tense asphaltting/يسفلت and in the infinitive form سفلنة in the sense of to asphalt. In this study, especially in the modern sense, it has entered Arabic from the west.

Key Words: Arabic Language, Arabicization, Foreign Word, Borrowed Word, Ta'rib

Giriş

Ta'rib/تعريب Arapların kullanmadığı bir ismi Arapların kendi dil yapılarına göre söylemesi, ifade etmesidir (İbn Manzûr, 1999: (9), s. 115). Ta'rib, terim anlamıyla Arapçada olmayan bir kelimenin Arapça dil yapısına uydurularak kullanılmasıdır ('Umar, 2008: s. 1477).

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Daḥîl/دخيل bir şeyin içine giren, karışan anlamlarına gelmektedir (İbn Manzûr, 1999: (4), s. 308). Daḥîl, terim anlamıyla Arapça olmayan bir kelimenin yapısında herhangi bir değişiklik olmadan Arapçaya girmesi ve Arapçada kullanılmasıdır ('Umar, 2008: s. 729). Daḥîle örnek olarak klasik/كلاسيك kelimesini verebiliriz (Sukiman, 2021: s. 99).

Yabancı dillerden alınan ve kullanılan kelimelere ödünç kelimeler denilmektedir. Kişi, sosyal grup ve meslek dilleri arasında veya aynı dil ailesi içinde görülen alıntı türüne ödünç söz denir (Karaağaç, 2022, s. 103).

Bir dilden söz almak, bütünüyle özümsemeye *ödünçlemek* de denmektedir (Türkçe Sözlük, s. 1837). *Ödünç alma* veya *ödünçleme* kelimeleri için *alıntı* kelimesi de kullanılmaktadır. “Alıntı bir dile çeşitli etkiler, özellikle kültür etkileri dolayısıyla başka bir dilden ses, söz, ek veya kural alınması olayıdır (Karaağaç, 2022, s. 99).

Özellikle günümüz dünyasında toplumların birbirlerine yakınlaştığı bir ortamda diller arasında söz alışverişi kaçınılmazdır. Bu tür kelimeler kullanılacak olan dilin yapısına uydurularak kullanılması söz konusudur. Ses yapısı ve anlam örgüsü farklı olan dillerde alınarak alındığı dilin ses ve anlam yapısına uydurularak kullanılan kelimelere melez söz denir (Karaağaç, 2022, s. 103).

Arapçaya girmiş kelimelerin Arapça dil yapısına uydurularak kullanılması durumu genellikle fa'lele /فعللة/ kalıbı kullanılarak yapılmaktadır. Fa'lele kalıbının temel özelliği ise kelimenin bütün harflerinin aslı yani kök harf olmalarıdır (Gündüzöz vd., 2012, s. 165).

Günümüzde yabancı dillerden Arapçaya geçen kelimelerin fiil hâline dönüştürülmesinde de sıklıkla fa'lele kalıbı kullanılmaktadır. Telfeze/ تلفز fiili *televizyon yayını yapmak* anlamında bu kalıpta türetilmiş bir fiildir (Gündüzöz, vd., 2012, s. 165).

Fa'lele /فعللة/ kalıbında bulunan fiiller genellikle geçişli/müteaddîdir. Bu kalıp yeni kelimelerin türetilmesinde sıklıkla başvurulmuş bir kalıptır. (Gündüzöz, vd., 2012, s. 165).

Arapçada fiillerin kök harf sayısı genelde üç tanedir. Bu üç harfe harf veya harfler eklenerek oluşturulan yeni fiillere mezid fiiller denir. Harf eklenmeden kök olarak öylece kullanılan fiillere ise mücerred fiiller denir (Asutay, 2020, s.39-40). Fa'lele /فعللة/ kalıbı da mezid mücerred bir kalıptır diğer bir ifadeyle kök harflerine başka bir harf eklenmemiş bir kalıptır.

Dil bilgisi kitaplarında Arapçada mezid fiiller için birçok anlam ifade edilse de fiillerin anlamları için yine de sözlüğe bakmak gerekir (Asutay, 2020, s. 39-40).

Arapçada bir kelimenin herhangi bir fiil kalıbında kullanılması demek o kelimenin geçmiş, şimdiki/geniş zaman ve mastarlarının üretildiği ve kullanıldığı anlamına gelmektedir.

Arapçada yabancı bir dilden alınmış kelimelerin arapçalaştırılması yani Ta'ribi konusunda farklı kalıplar kullanılsa da en çok kullanılan kalıp fa'lele/فعللة kalıbıdır.

Arapçada yabancı bir dilden alınmış kelimelerin uzun bir geçmişi vardır. Ancak bu çalışmada bu konuya girilmemiş, modern anlamda batı dillerinden Arapçaya girmiş ve fiili de türetilmiş yeni sayılabilecek yabancı kelime ve kavramların Arapçada kullanım örneklerine yer verilmiştir. Arapçaya girmiş ve fiili de türetilmiş kelimeler sadece bu makalede yer alanlar değildir elbette. Makalenin içerik boyutu açısından sadece birkaç örnekle yetinilmiştir. Bu çalışmada APA 7 yazım kuralları dikkate alınmıştır. Transkripsiyon bağlamında İsnad 2 Atıf Sistemi kullanılmıştır.

Çalışmanın Amacı

Bu çalışmanın amacı Arapçaya girmiş ve fiili de türetilmiş kelimeler, bu kelimelerin türetilmesi yöntemi ve örnek kullanım cümlelerine yer vererek Arapça ile ilgilenen çevreleri Arapçada özellikle fa'lele/فعللة kalıbı kullanılarak yapılan arapçalaştırma konusunda bilgilendirmektir. Bu çalışmada Arapçadaki Arapçaya girmiş ve fiili de türetilmiş kelimeler ile ilgili olarak Arapça kaynaklar ve medya taramaları yapılmıştır.

Çalışmanın Yöntemi

Bu çalışmada Arapçaya girmiş ve fiili de türetilmiş ilgili olarak tarama modeli ve içerik analizi ile birlikte teorik bir çalışma yapılmıştır.

İlgili Araştırmalar

'Alî As'ad Waţfa (2019) *el-'Arabiyye ve İşkâliyyetu't-Ta'rib fi'l-'Âlemi'l-'Arabî*, adıyla kaleme aldığı eseri ta'rib/تعريب konusunda detaylı bir çalışma durumundandır. Bir kelime veya bir ifadeyi arapçalaştırmanın tarihçesinden başlayarak bunun Arapça için avantaj ve dezavantajlarına değinmektedir. Eserin sadece ta'rib/تعريب konusuna eğilmesi ayrıca dikkat çekici bulunmuştur. Eserde bu alanda yapılması gerekenler konusunda görüş ve önerilere yer vermiştir.

Said Hassan Ahmed Algorn'un (2009) *Arabization and Derivation in Quadrilateral Verbal Nouns* adıyla hazırladığı yüksek lisans tezi alanla ilgili olarak yapılmış en önemli çalışmalar arasında yer almaktadır. Bu çalışmada Algorn Arapçaya geçmiş yabancı kelimelerin hangi dilden Arapçaya geçtikleri ve bu kelimelerin Arapçalaştırılma yöntemlerine değinmiş, Arapçada kullanımlarına örnekler vermiştir. Hazırlanan çalışmada Algorn'un bu çalışmasından yararlanılmıştır.

Musa Yıldız, Nurettin Ceviz ve Soner Gündüzöz editörlüğünde ve Soner Gündüzöz, Hacı Yılmaz, Tahirhan Aydın ve Ömer Acar tarafından hazırlanan (2012) *İlahiyat Fakülteleri İçin Arapçaya Giriş Birinci Kitap ve İkinci Kitap* olmak üzere iki cilt halinde yayınlanan eser Arapça dilbilgisi konusunda modern örneklerle donatılmış bir çalışmadır. Kitabın Arapçada fiil kökleri, fiil türetilimleri

ve kalıpları konusunda yeterli düzeyde bilgilendirmede bulunması önemlidir. Bu çalışmada da ilgili eserden yararlanılmıştır.

M. Mücahit Asutay tarafından hazırlanan *Kavram Atlası Arapça 1* adlı eser ziyâdeli/mezid fiiller, özellikleri ve kullanım örnekleri vermesi açısından önemli bir çalışmadır. Klasik Arapça gramer öğretim yöntemleriyle modern öğretim yöntemlerini birleştirerek hazırlandığı anlaşılan eser Arapça alanında araştırma yapanlar için önemli başvuru kaynaklarından biridir.

Balkanlaştırma diğer bir ifadeyle bir ülkeyi daha küçük ve birbirine düşman küçük ülkelere bölme eyleminin tarihçesi, bunun orta doğuya yansıtılması süreci ve orta doğuda bu amaçla oluşturulan kaos ortamı ile bu durumdan olumsuz etkilenen ülkeler konusunda

Mursî Muşrî'nin (2019) *Balkana eş-Şark el-Awsat el-İstirâticiyye el-Emrîkiyye-Sıhyûniyye fi 's-Seytara 'alâ el-Mıntıka* adıyla yaptığı çalışma önemli görülmüştür. Bu çalışmada Muşrî'nin Türkiye'nin izlediği politikayla orta doğuda planlanan ülke parçalama eyleminin ve eylemlerinin dışında kaldığına vurgu yapması dikkat çekici bulunmuştur.

Rezzan Ayhan Türkbay'ın (2016) *The Conception Of Balkanization Within The East-West Axis* başlığı ile yaptığı çalışmada Balkanlaştırma'nın etimolojik yapısı, oryantalizm ile bağlantısı ve balkanlardaki güncel durum konularında bilgiler vermiştir.

Selvâ Huseyn Hasan Rızk'ın (2021), *el-Etmete ez-Zekiyye ve 'l-Ķarârât el-İdâriyye* adıyla hazırlanmış olduğu çalışmasında otomasyon, idari yapının otomasyonu, e-devlet ve otomasyon konusunda alınmış kararlar konusunda detaylı bilgiler vermiştir. Bu bağlamda otomasyon konusunda yapılması gerekenler yaraları konularında da önerilerde bulunmuştur: modern dijital iletişim ağlarının sağlanması, öncelikle hangi alanların otomasyonun gerçekleştirileceğinin belirlenmesi, çalışanların yeni teknoloji ve kullanımı konularında eğitilmesi gibi. Rızk'ın yaptığı çalışmada otomasyon sistemi sayesinde yolsuzlukların önüne geçilebileceğini ifade etmesi dikkat çekici bulunmuştur.

İmâm eş-Şâfi Muhammed Hamûdî ve Eşref Sâlih Muhammed Seyyid'in *el-Ķarâsina fi 'l-Bahri 'l-Mutavassıt Hilâle 'Aşrı 'l-Hurûbi 's-Şalîbyyîn* başlıklı çalışmaları korsanlık, tarihçesi, yaygınlaşması ve yaygınlaşma amacı; korsanların hangi milletlerden oluştuğu, korsanların işledikleri suçlar ve korsanlarla mücadele ve korsanlığı engelleme konularında bilgiler vermesi açısından önemli bir çalışmadır.

Korsanlık ve deniz korsanlığı ile mücadele yöntemleri konusunda yapılan bir diğer çalışma Meysâ Saîd Mûsâ Beydûn'nun (2018) *el-İhtîşâş bi MukâfaĶa Cerîme el-Ķarâsina el-Bahriyye* adlı çalışmasıdır. Beydûn bu çalışmasında korsanlık suçları konusunu uluslararası kanun, Bileşmiş Milletler antlaşmaları ve yerel yasalara göre almıştır. Deniz korsanlığının yayılma nedenleri,

korsanlık suçlarının etkileri ve korsanlıkla mücadele konusunda uzmanlaşmanın gerekliliği konularını işlemiştir.

Korsanlık konusunda yapılan bir diğer çalışma Buşrâ Huseyn el-Hamdânî'nin (2014) *el-Karşana el-Elektirûniyye Esliha el-Harb el-Hadîse* adlı eseridir. el-Hamdânî bu eserinde elektronik korsanlık yöntemleri, korsanların tuzağına düşme şekilleri ve korunma yöntemleri konularını ele almaktadır. Elektronik korsanlığı elektronik savaş olarak da niteleyen yazar bu çalışmasında bu savaşın sosyal iletişim ağlarının tamamında olabileceğine dikkat çekmesi açısından önemlidir. 2014 yılında yayınlanan eserin içeriği güncelliğini korumaktadır.

Arapçaya Giren Kelimeler ve Arapçalaştırma Yöntemleri

Balkana/بلقنة

Balkana kelimesi İngilizce ifadesiyle *Balkanization* Balkanlaştırmak anlamındadır. Balkanlaştırmak, bir ülkeyi birbirine düşman küçük devletlere/devletçiklere bölmektir. Balkana kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları بلقنة-بلقن-يُبلقن şeklinde fa'lele/فعللة kalıbında türetilmiştir (Ba'albaki, 1993, s. 84).

Balkanlaştırma/بلقنة siyaset biliminde biraz eski bir kavramdır. Batılı ülkeler tarafından Osmanlı İmparatorluğu parçalanırken ortaya çıkmış bir kavramdır. Balkanlaştırma, bir bölgeyi ya da bir ülkeyi etnik veya coğrafi olarak daha küçük bölgelere veya devletlere bölmektir (Kalaycı, H. ve Kour, Y. 2023, s. 72). Diğer bir ifadeyle balkanlaştırma/بلقنة kelimesi çokuluslu bir devletin daha küçük ve etnik açıdan homojen devletçiklere bölünmesidir. Parçalanmış devlet veya bölge anlamında da kullanılmaktadır (Türkbay, 2016, s. 358).

Balkanlaştırma/بلقنة kelimesi birinci dünya savaşından sonra balkanların başına geldiği gibi bir ülkeyi birbirine düşman küçük devletlere bölmektir (Muşrî, 2019, s. 139). Buradan da anlaşılacağı gibi balkanlaştırma kavramı içerik olarak bir ülkeyi parçalamak ve küçük devlet veya devletçiklere bölmek ile sonuçlanan bir olay değildir. Zirâ bu oluşturulan küçük devlet veya devletçiklerin en önemli özelliği birbirlerine dost olmamaları, hatta birbirlerine düşman olmalarıdır. Bu nedenle bölünmüşlük de aralarındaki düşmanlık da son bulmamakta ve devam etmektedir.

Balkanlaştırma kavramı günümüzde artık etnik, dînî, mezhep farklılıkları dolayısıyla birbirine hasım, dost olmayan ve birlikte yaşama imkânları kalmamış halk kesimlerinin yaşadığı bir ülkenin parçalanması, küçük devletçiklere ve bölgelere bölünmesi anlamlarında kullanılmaktadır. Bu bağlamda Lübnan'ın merkezî yönetime bağlı olmayacak şekilde değişik gruplara, partilere ve gruplara ayrılıp kanlı iç savaşa neden olma durumları da lübnanlaştırma anlamında lebnene/لبننة kelimesi türetilmiştir (Erş: <https://www.almaany.com/ar/dict/ar-ar/بلقنة/>).

أتمتة/Etmete

Etmete kelimesi İngilizce ifadesiyle *automation* otomasyon kelimesinin arapçalaştırılmış şeklidir. Otomasyon kelimesi Türk dil kurumu sözlüğünde *özişler* olarak Türkçeleştirilen bu kelime (Akalin, vd., 2011, s. 1823), insan mudâhalesi olmadan bilgisayar ve bilgisayar destekli programlar yardımıyla bir işi en kısa sürede ve en az hata ile çözmeye ve gerçekleştirme (Rızk, 2021, s. 651), bir işin mekanik veya elektrikli araçlarla yapılması, gerçekleştirilmesidir. Etmete kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları - أتمت - أتمتة - أتمتة şeklinde fa'lele/فعللة kalıbında türetilmiştir (Ba'albaki, 1993, s. 76).

Etmete kelimesi sınav kağıtlarının optik olarak okunması, çoktan seçmeli-test sınavları anlamında da kullanılmaktadır:

وافق مجلس الوزراء على مقترح وزارة التربية بتطبيق نهج الامتحانات المؤتمتة للشهادة الثانوية
(<https://www.alanba.com.kw/1222350>. 31.01.2024)

Bakanlar kurulu Milli Eğitim Bakanlığının önerisi üzerine lise mezuniyet sınavlarının çoktan seçmeli olarak yapılmasını onaylamıştır.

تصحيح أوراق الإجابة بدقة عالية. تُنتج أنظمة التصحيح المؤتمتة
(https://www.aqlantech.com/2024/02/automation-paper-pdf.html#google_vignette 07.02.2024)

Optik okuma sistemi cevap kağıtlarının çok dikkatli bir şekilde okunmasını sağlamaktadır.

فبركة/Febreke

Febreke kelimesi İngilizcede *fabrication* kelimesiyle ifade edilmekte olup yapmak, üretmek gibi anlamlara gelmektedir (Ba'albaki, 1993, s.332). Türkçe sözlükte fabrikasyon olarak ifade edilen bu kelime fabrikada yapılarak tüketime hazır duruma getirilen (madde) (Akalin, vd., 2011, s. 845) anlamında kullanılmıştır.

Febreke kelimesi Arapçada daha çok olayı çarpıtma, algı saptırması, asparagas haber yapma anlamlarında kullanılmaktadır. Febreke kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları فبرك - فبركة - فبرك - فبركة şeklinde fa'lele/فعللة kalıbında türetilmiştir. فبرك الإشاعات ضد أعدائه *Düşmanlarına karşı dedikodular üretti.* (<https://www.almaany.com/ar/dict/ar-ar/فبركة/>/?).

إن الصحافة تحولت من السلطة الرابعة إلى وسيلة لتزيف الواقع وتضليل الوعي وفبركة الأحداث والوقائع وفق ما تمليه عليها قوى المال والأعمال والسياسة (Kîrât, 2017, s. 1).

Medya dördüncü güç olmaktan çıkmış para, iş ve politika gücünün isteğine göre gerçeği çarpıtma, yanlış algı oluşturma yoluyla olayları ve gerçekleri çarpıtma aracına dönüşmüştür.

Karsana/قرصنة

Karsana kelimesinin aslının İtalyanca *corsaro* olduğu ifade edilmektedir. Karsana kelimesi Türkçede *korsan*, *korsanlık* kelimeleriyle kullanılmaktadır. Korsan kelimesinin anlamı ise gemilere saldıran deniz haydudu, deniz hırsız; başkalarının hakkını zor kullanarak alan kimse; izinsiz olarak çoğaltılan (kitap, kaset vb.); izinsiz olarak yapılan miting. Korsanlık ise bir hakkı izinsiz olarak kullanma (Akalin, vd., 2011, s. 1484). Karsana/قرصنة kelimesi Arapça bir kelime değildir ve deniz hırsız anlamına gelmektedir. Korsanlar gemiye el koyarlar sonra da kaçırdıkları (Hamûdî ve Seyyid, 2018, s. 73). Korsanlıktan amaç, gemileri, içindeki malları ve insanları gasp ederek kazanç sağlamaktır (Beydûn, 2018, s. 353).

Karsana kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları – يقرصن – يقرصن – قرصنة şeklinde fa'lele/فعللة kalıbında türetilmiştir (<https://www.almaany.com/ar/dict/ar-ar/قرصنة/>/?).

Karsana/قرصنة kelimesinin karşılığı olarak İngilizcede *piracy* kelimesi kullanılmaktadır (Ba'albaki, 1993, s.692). Korsanlık, bir hakkı izinsiz olarak kullanmak (İşler ve Özay, 2011, s. 714) demektir ve sadece deniz alanında değil elektronik alanda da kullanılan bir kelimedir. Bu anlamda *hacker* kelimesiyle eş anlamlı olarak kullanılmaktadır (Hamdânî, 2014, s. 13).

.القرصنة انتحال مؤلفات الآخرين أو اختراعاتهم أو أفكارهم أو استخدامها من غير ترخيص (Ba'albaki, 1993, s.692).

Korsanlık başkalarının eserlerini, icatlarını ve düşüncelerini intihal etmek veya kendilerinden izin almadan kullanmaktır.

Seflete/سفلة

Seflete kelimesi asfalt, asfaltlamak (İşler ve Özay, (2011, s. 81) anlamlarında İngilizce *asphalt* kelimesinin karşılığı olarak kullanılmaktadır. Türkçe sözlükte ana maddesi katran olan ve yolların kaplamasında kullanılan karışım (Akalin, vd., 2011, s. 163) olarak tanımlanmıştır.

Seflete kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları سفلة - يسفلة - سفلة şeklinde fa'lele/فعللة kalıbında türetilmiştir (Ba'albaki, 1993, s. 67).

كابالن إس تي إيه هي مركبة قتالية مدرعة ... يمكنها الحركة بسرعة فائقة على مختلف الطرق الوحلة/الوعرة أو حتى

المسفلة والمرصوفة (Milli Savunma Bakanlığı. 2022, s.13).

Kaplan STA, zırhlı bir savaş aracıdır... Değişik engebeli, hatta asfaltlanmış yollarda çok hızlı hareket edebilir

Bestere/بسترة

Bestere kelimesi süt, meyve suyu ve benzeri ürünlerin pastörize edilmesi, mikroplardan arındırılması işlemidir (Akalin, vd., 2011, s. 1897). İngilizce *pasteurization* kelimesinin Bestere kelimesinin karşılığı olarak Arapçada bestere kelimesi kullanılmaktadır. Bestere kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları بسترة – يبستر – بستر şeklinde fa'lele/فعللة kalıbında türetilmiştir (<https://www.almaany.com/ar/dict/ar-ar/بسترة/>).

"تعقيم الحليب وغيره تعقيمًا جزئيًا بحرارة تقتل المتعضيات المؤذية من غير أن تُحدث في المادة المبسترة تغييرًا كيميائيًا

جوهريًا". (Ba'albaki, 1993, s.663).

Pastörize edilmiş malzemede temel bir kimyasal değişikliğe neden olmadan, zararlı organizmaları öldüren bir ısı kullanılarak süt ve benzeri şeylerin kısmî olarak dezenfekte edilmesidir

Deblece/دبلجة

Deblece kelimesinin aslı Fransızca *doublage* kelimesi olup Türkçede dublaj olarak kullanılmakta ve seslendirme, yabancı dildeki filmlerin başka bir dile çevrilmesi (Akalin, vd., 2011, s. 721) anlamlarında kullanılmaktadır. Deblece kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları دبلجة – يدبلج – دبلج şeklinde fa'lele/فعللة kalıbında türetilmiştir (<https://www.almaany.com/ar/dict/ar-ar/دبلجة/>).

الدبلجة جعل حركات شفاههم تتطابق مع حركات شفاه ممثلي الفيلم (Zendal, 2021, s. 488).

Dublaj: (seslendirenlerin) dudak hareketlerinin film oyuncularının dudak hareketleriyle aynı anda olması, senkronizasyonudur.

Sanfara/صنفرة

Sanfara kelimesinin aslı farsça sunpâre olan zımpara kelimesi çok sert alümin billurları kapsayan ve aşındırıcı olarak kullanılan doğal kaya. Zımparalamak zımpara kağıdı sürerek bir şeyin yüzeyindeki pürüzleri gidermek (Akalin, vd., 2011, s. 2655), zımparalamak (2011, İşler ve Özay, sayfa 1219) anlamlarına gelmektedir. Sanfara kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları صنفرة – يصنفر – صنفر şeklinde fa'lele/فعللة kalıbında türetilmiştir. Kelimenin aslının Türkçe olduğu da ifade edilmiştir. (<https://www.almaany.com/ar/dict/ar-ar/صنفرة/>). صنفر الخشب: حكه بالصنفرة

Tahtayı zımparaladı: zımparayla ovaladı.

Emreke/أمركة

Emreke kelimesi İngilizce *Americanization* kelimesinin karşılığı olarak Amerikalılaştırmak/Amerikanlaştırmak anlamlarında kullanılmaktadır. Emreke kelimesinin

fiil olarak hem mâzi, hem muzârî hem de mastar yapıları أمرک – يؤمرک – أمرکة şeklinde fa'lele/فعللة kalıbında türetilmiştir (Ba'albaki, 1993, s.43).

واشطن تبدأ أمرکة 11 ألف لاجئ صومالي

Washington 11 bin Somalili sığınmacıyı Amerikanlaştırmaya çalışmaya başlıyor (Algorn, 2009, s. 48).

Fermele/فرملة

Fermele kelimesinin aslı Fransızca aslı frein kelimesi olup Fren, fren yapmak (İşler ve Özay, 2011, sayfa 433), bir makinenin, herhangi bir taşıtın hızını kesmeye veya onu durdurmaya yarayan mekanizma (Akalin, vd., 2011, s. 891) anlamlarına gelmektedir. İngilizce karşılığı *braking* olan Fermele kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları فرمل – يفرمل – فرملة şeklinde fa'lele/فعللة kalıbında türetilmiştir (Ba'albaki, 1993, s.124.).

فرمل السائق السيارة. (https://www.almaany.com/ar/dict/ar-ar/فرملة/)

Sürücü arabayı fren yaparak durdurdu.

Telfeze/تلفزة

Telfeze kelimesi fiili *televizyon yayını yapmak* anlamında (Gündüzöz, vd., 2012, s. 165) kullanılmaktadır. Telfeze kelimesinin fiil olarak hem mâzi, hem muzârî hem de mastar yapıları تلفز – تلفزة şeklinde fa'lele/فعللة kalıbında türetilmiştir.

تلفز الحفل: نقله على شاشة التلفاز أو التليفزيون (https://www.almaany.com/ar/dict/ar-ar/تلفزة/).

Partiyi telfeze etti: partiyi televizyon ekranında/televizyonda yayınladı.

Sonuç

Arapçaya girmiş yabancı kelimeler genelde fa'lele/فعللة kalıbında arapçalaştırılmaktadır. Bunu nedeni belki de Arapçaya girmiş bu kelimelerin kök harflerine dokunmadan en iyi şekilde bu kalıpta arapçalaştırılabileceği olmasıdır. Zira bu kalıbın temel özelliği bütün harflerinin kök harf olmasıdır.

Araştırma sırasında Arapçaya girmiş ve fa'lele/فعللة kalıbında kullanılan kelimelerin daha çok mastarlarının kullanıldığı görülmüştür. Bu kelimelerin fiillerin mazi, muzari şekillerinin kullanımları yok denecek kadar azdır.

Araştırma sırasında Arapçaya girmiş ve fa'lele/فعللة kalıbında kullanılan kelimelerin birçok sözlükte yer almadığı görülmüştür. Bu bağlamda güncel olmaya dikkat eden ve özen gösteren basılı veya interaktif sözlük kaynakları kullanılmaya çalışılmıştır. Bu anlamda İngilizce –Arapça sözlüklerin

içerik açısından daha geniş olduğu söylenebilir. Bu çalışmanın Arapça öğrenimi gören çevrelere katkıda bulunması beklenmektedir.

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Metaphor Comprehension through Register Variation in Young Adults as a Second Language in South Asia

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Abstract

Metaphor is a figurative language, a rhetorical effect of figurative speech that directly refers to one thing by mentioning another, from a source domain to the target domain, and an ontological correspondence of *tenor* and *vehicle*. The study investigated how young engineering adults comprehend metaphorical meanings through English registers, fostering different communication purposes. The data were collected from ‘in group communication’ of the B. Tech engineering students’ and the 10 B. Tech engineering students’ semester-final answer scripts at the IIT Kharagpur, India, who have a mutual course titled *English for Communication*, and the 10 B. Sc engineering students’ (boys and girls) semester-final projects from the BUET, Bangladesh, who have a mutual course titled *Developing English Language Skills*. The qualitative research was conducted using their ‘in group communication’ and answer scripts, which included a digital ethnographic analysis of cross-cultural diversity and an emic observation of their English usage patterns and the complex language choices of young engineering adults in their academic writing and social interaction (e.g., conflict, celebration, social gathering, etc.). As evident from the Indian dataset, register shift and jargon were marked by considerable use of slang and ‘in-group’ terminology in their group communication expressing metaphorical senses from a source domain to the target domain, and the students possessed well-developed metaphoric knowledge, especially category knowledge and knowledge of class inclusion, and were capable of transgressing this to understand metaphors through register variation. On the contrary, the results from the Bangladeshi dataset noticed ‘no register shift’ inferring metaphorical senses to their academic writing. Furthermore, the study contributes to employing multimodal methodological considerations and approaches in inclusive instructional practices in English learning dynamics.

Keywords: Metaphor comprehension, English registers, social interaction, academic writing, register shift, English errors and error analysis.

1. Introduction

Register refers to a wide range of style variations for a specific purpose among diverse demographics and cultural contexts (Halliday, 1985). Linguistic registers strengthen different communication purposes, such as academic and social interactions (e.g., conflict, celebration, social gathering, etc.). Five linguistic registers, or styles in which English is used, were identified by American linguist Martin Joos (1967) by a formality spectrum of intimate, casual, consultative, formal, and frozen. Halliday and Hasan (Halliday, 1985; Hasan, 2009) mentioned that variations in register relate to the context of the situation and culture according to use. Each register shapes distinct linguistic choices influenced by demographics and cultural norms, educational backgrounds, and communication goals.

Being the global lingua franca, English plays a vital role in academic and social communication, particularly in multilingual and multicultural settings. Regional, cultural, and institutional factors influence the diversity of language use patterns. Register variation with specific contexts, affect communication patterns among young engineering adults in the ESL context.

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The various registers of English received by young adults, particularly B. Tech engineering students at IIT Kharagpur employ extensive linguistic styles and communication patterns in online and offline contexts. Moreover, language use patterns are significantly influenced by culture and the social solidarity of IIT culture.

2. Background

The terms tenor and vehicle were used by English educator Ivor Armstrong Richards (1893-1979) in his seminal publication of *The Philosophy of Rhetoric* (1936). *Tenor* refers to the subject of a metaphor while *vehicle* refers to the means used to convey the metaphoric sense. Examples are stated below.

1. Intelligence (tenor) is a skyscraper (vehicle),
2. Autumn leaves (tenor) are old photographs (vehicle).

After Richards, the American philosopher John Rogers Searle developed a pragmatic view of metaphor (how it works). He describes the metaphoric sense of an utterance aligned with its pragmatic roles (1979).

Metaphors We Live By (1980) by George Lakoff and Mark Johnson paved the Conceptual metaphor theory as the way of the cognitive turn and the mechanisms behind metaphor comprehension. It proposes the source domains are more physical typically than the abstract targets as in *Love is a journey* metaphor. *Correspondence is mapping*; mapping from one domain, the *source domain*, onto the other, the *target domain*. Mappings are at the superordinate level. In the *love is a journey* mapping,

1. A love relationship corresponds to a vehicle.
2. A vehicle is a superordinate category.
3. A superordinate category includes some basic level categories such as car, train, boat and plane.

In his seminal work *The Conduit of Metaphor*, Michael J. Reddy showed that the locus of metaphor is thought, not language. He defines metaphor as not a figure of speech, but a mode of thought, defined by a systematic mapping from a source to a target domain (Reddy, 1993).

The two research questions are posed to reach the goals of the study such as (1) how do factors behind linguistic choices shape the academic and social interactions in the language use patterns of young engineering adults at IIT Kharagpur, India and BUET, Bangladesh? And (2) how do young engineering adults use metaphors in different English registers, and how does this foster different communication purposes such as academic and social interactions?

3. Research Methodology

3.1. Participants

The data were collected from the B. Tech engineering students through unstructured interviews, digital ethnographic and emic observation of 'in group communication', online writings on social media platforms, WhatsApp communication, etc., and the data numbers are comparable to their mid- and end-semester answer scripts at the Indian Institute of Technology (IIT) Kharagpur, India. These qualitative data from their academic answer scripts and peer group observation were collected from a wide range of engineering students from the diverse departments who have a mutual course titled *English for Communication*, and they were from various mother tongues, geographic locations, and schooling systems to ensure a thorough examination of language learning dynamics. Compared to the Indian dataset, the Bangladeshi data were collected from the 10 B. Sc engineering students' (boys and girls) semester-final projects of BUET, Bangladesh, who have a mutual course titled *Developing English Language Skills*. The qualitative study employed an ethnographic research design to explore cross-cultural diversity, linguistic choices, and English usage patterns alongside an emic observation of the complex language choices of young engineering adults in their academic writing and social interaction, and specifically, the research aimed to understand participants' English usage patterns within diverse communication contexts.

3.2. Instruments

The qualitative method adopted in this study was designed to explore participants' language choices, experiences, and perceptions regarding errors in English registers on the basis of real-life language use patterns in both academic and social interactions, capturing authentic instances of linguistic choices and errors. Data collection involved digital ethnographic and emic observation of participants' responses to document recurring themes and patterns in their language use. The language usage patterns in academic and social interactions, both online and offline, to capture real-life instances of interaction, were associated with the emic observation of the responses. The recurring themes and patterns were identified by the participants' language use, usage of 'in-group jargon,' usage of style variation. The percentile rate of register shift was shown in the paper through quantitative analysis. The contents of the data were tested to extract relevant information associated with linguistic choices and language use patterns. Before data collection, informed consent was obtained from all participants. By using de-identified data throughout analysis and reporting, confidentiality and anonymity were ensured. Ethical guidelines were strictly followed throughout the study. Member checking was conducted to validate the interpretations and accuracy of the data analysis.

3.3. Procedures

During the tenure of one year (two semesters) of teaching assistantship duty with the B.Tech. Engineering students who were enrolled in the course titled *English for Communication*, the emic observation was made continuously with their 'in group communication', particularly for the academic and social interactions. The data from the English registers were collected through individual communication, WhatsApp writings, and writings in the social media of the responses compared with the same amount of data collected from their mid- and end-semester answer scripts to measure their language acquisition and proficiency development in the process of English learning.

4. Data and Results

4.1. Findings from the Register Variation and Shift

In the findings, Intimate, casual and formal registers are identified according to the spectrum of formalities and presented as their percentile rates.

Table-1

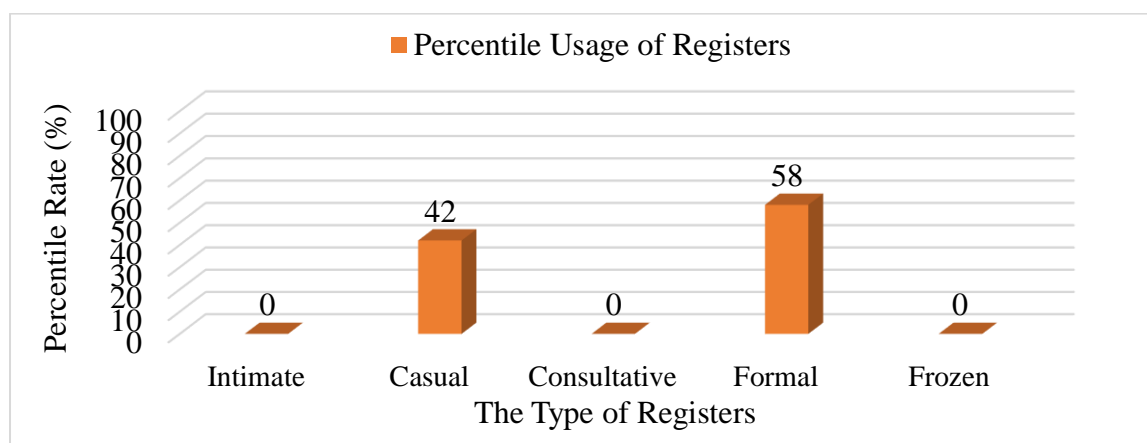
The percentile usage of registers under various categories (from the answer scripts of the IIT KGP)

Category	Type of Registers	Total Usage of Registers Counted	Percentile Usage of Registers (%)
1	Intimate	00	00
2	Casual	23	42
3	Consultative	00	00
4	Formal	32	58
5	Frozen	00	00
Total		55	100

Data analyzed from the IIT KGP (table 1) showed the formal registers had the highest rate at 32 out of 55 sentence data, and the casual rate was 23 out of 55 data. Those rates represent a register shift, and the shift is from formal to casual. Intimate, consultative and frozen registers were not identified in these results.

Figure-1

The percentile usage of registers



The table-1 is followed by the figure-1 and represents the percentile rates of the registers, as the highest percentile rate was in the formal spectrum of the register at 58% and the casual rate was 42%. There was a deviation in the usage of registers in the academic answer scripts of the students of IIT KGP interfered by their 'in group language usage patterns' in the terms of casual registers.

Table-2

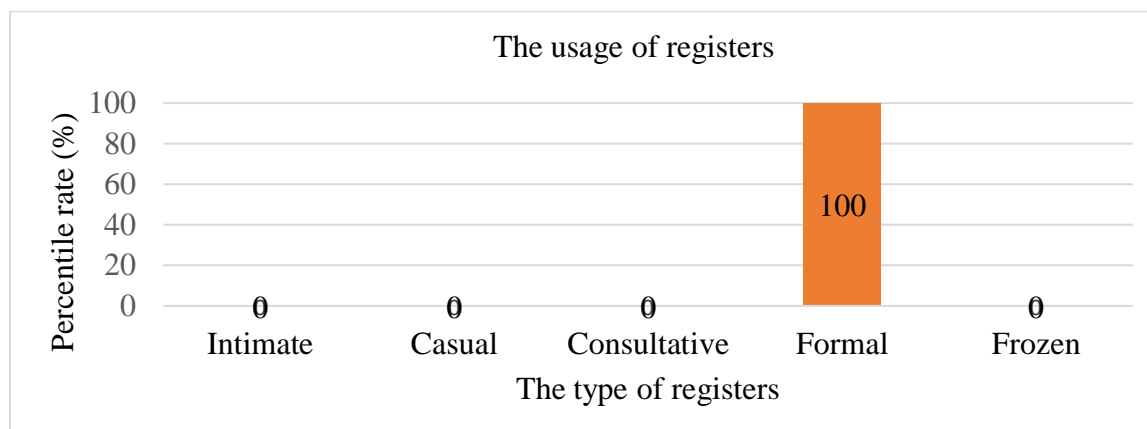
The percentile usage of registers counted from the data of the BUET, Bangladesh

Category	Type of Registers	Total Usage of Registers Counted	Percentile Usage of Registers (%)
1	Intimate	0	0
2	Casual	0	0
3	Consultative	0	0
4	Formal	55	100
5	Frozen	0	0
Total		55	100

Data analyzed from the BUET; Bangladesh (table 2) showed the formal registers had the highest rate at 55 out of 55 sentence data. This rate represents no register shift. Casual, intimate, consultative and frozen registers were not identified in this result.

Figure-2

The percentile usage of registers



Results noticed that the register was formal, and no shifting was identified in the Bangladeshi dataset and results. This made the present study very interesting and pointed towards the metalinguistic factors from mother tongue, bi/multilingual interferences, social media, and eco-centric techno-cultural awareness affecting the register change in one country but not in the other. The Tabe-2 followed by the figure-2, are the representations of the results of BUET, Bangladesh dataset and no register shift is identified. The register is formal and the percentile rate is 100%.

Table-3

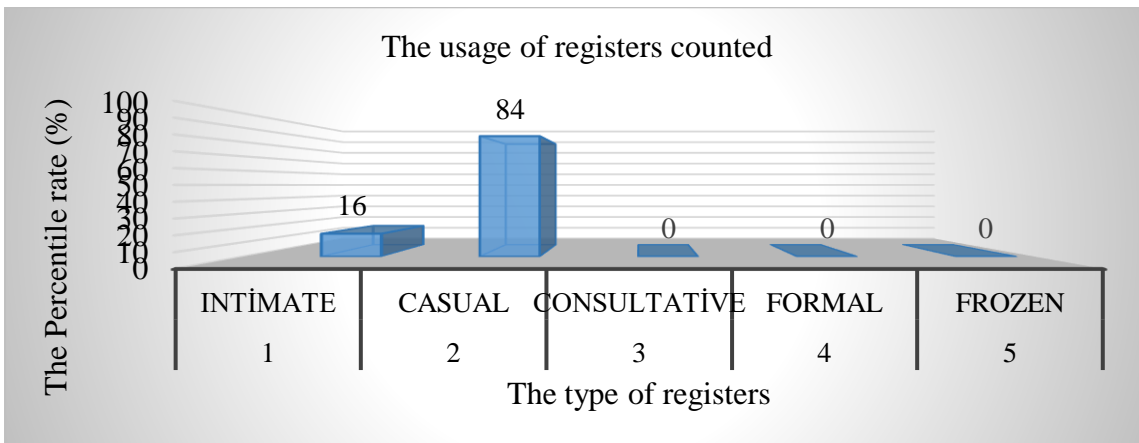
The percentile usage of registers under various categories (the registers used by the IIT KGP students' community):

Category	Type of Registers	Register Counted	Percentile Usage of Registers
1	Intimate	09	16
2	Casual	46	84
3	Consultative	00	00
4	Formal	00	00
5	Frozen	00	00
Total		55	100

In table 3, the results showed the casual registers had the highest rate at 46 out of 55 sentence data, and the intimate rate was 09 out of 55 data. Those rates represent a register shift, and the shift was from intimate to casual. Formal, consultative and frozen registers were not identified in these results.

Figure-3

The percentile usage of registers



In table 3, followed by figure 3, casual and intimate registers are identified according to the spectrum of formalities and presented as their percentile rates as 84% and 16%. No formal register is identified in the dataset from the 'in group communication' of the IIT KGP students' community; predominantly, register shift and jargon were marked by considerable use of slang, code-mixing, pragmatic errors, and 'in-group' terminology in their group communication expressing metaphorical senses from a source domain to the target domain mapping the metaphoric meaning.

The data and results showed that the shifting of registers profoundly caused the excessive use of metaphors, and comprehending metaphors unified them to community interest and community expression.

4.2. Metaphor Mapping and Comprehension

Human language is a symbol and a symbolic means of communication that facilitates the clever and pervasive use of language by different interlocutors for the purpose of interpersonal communication. It ranges from their daily conventional communication to non-conventional use of language. It may provide a coherent and intelligible conception of identity and hidden similarities between two ideas. A conceptual metaphor is often defined as *understanding one domain of experience (that is typically abstract) in terms of another (that is typically concrete)* (Kovecses, 2017). This definition conveys the essence of conceptual metaphor in two aspects: as a process and a product. *The cognitive process of understanding a domain is the process aspect of metaphor, while the resulting conceptual pattern is the product aspect* (Kovecses, 2017). A conceptual metaphor is a systematic set of correspondences between two domains of experience, understanding one domain in terms of another.

The essence of metaphor is understanding and experiencing one kind of thing in terms of another. Our conceptual system is largely metaphorical (Lakoff, 1992). There are some novel extensions of conventional metaphors and their imaginative uses of mapping that are called ontological correspondence, as Lakoff (1992) shows in the examples, e.g., *life is struggle, states are location, a state is a person, anger is fire, and difficulties are impediments to motion, a purposeful life is a journey, etc.*

Table-4

Examples of Inferring metaphorical senses from the IIT KGP (examples 1-4 are from the ‘in-group communication’):

Serial No.	Examples	Source Domain	Target Domain	Mapping the Metaphoric Meaning (Pragmatic Roles)	Identified Slangs, Jargons, and Code-mixing	Register Identified
1	Lots of thirst from Rajasthan	Rajasthan	Lots of thirst	Desires (libido) of Rajasthani boys on Bengali girls	Lots of thirst	Intimate
2	We are not into child marriage	Rajasthan has a large cases of child marriages	Child marriage	rejection of values or norms associated with child marriage.	not into child marriage	Intimate
3	too much savagery in 1 line	too much savagery	in 1 line (indication the line, <i>we are not into child marriage</i>)	It metaphorically describes the intensity, harshness, or boldness of someone's words in 1 line.	too much savagery	Intimate
4	Bro I am tagging you	Bro	tagging	Linking someone to a role	Bro, tagging	Intimate

Examples of inferring metaphorical senses from the IIT KGP students' community in Table 4 are rooted on the ontological correspondence of our conceptual system; those are largely metaphorical, such as *Lots of thirst from Rajasthan, we are not into child marriage, too much savagery in 1 line, Bro I am tagging you*, etc. In table 4, the target domains share the aspects and the degrees of intensity through the application of a single source (Lots of thirst from Rajasthan).

Metaphorical senses are inferred here according to culture and context through register variation. According to the old customs of the Rajasthan state of India, child marriage is a popular and common phenomenon. *Ata saata* and *Tikadiya* are the old traditions of child marriage there. *Aata saata* is a child marriage system of Rajasthani culture where a family has a son or daughter to exchange with another family only when the other family pledges to give them a daughter or son to be married by equal exchange. And *Tikadiya* is a unique form of child marriage in Rajasthan, where three different families exchange their sons and daughters through negotiations. In the West Bengal state of India, child marriages are not encouraged and do not have that kind of child marriage system. Further, whenever a boy from the Rajasthani culture who is a B. Tech engineering student at IIT Kharagpur expresses his obsession to girls from the West Bengal state on their common social media platform, IIT KGP Confessions, a girl from the West Bengal state replies metaphorically, *we are not into child marriage*. In table 4, examples 1, 2, 3 and 4 represent the context and culture of the Rajasthani child marriage system.

4.3. Categorization Knowledge and Class Inclusion

The metaphoric use of language was considered for long to belong to the domain of poetry and literature, and the use of metaphors was considered non-conventional and not as being pervasive in everyday language use. For instance, in the metaphorical expression *Bangladesh Tigers*, a non-conventional use of the word a *Tiger*, which belongs to the category of animals, is made to represent the *Bangladesh Cricket Board*, who belongs to the category of human beings. The bold, brave, fearless, and aggressive nature of a tiger is mapped onto the *Bangladesh Tigers*. The qualities possessed by the *tiger* are attributed to a person, thereby taking the comparison out of the domain of the literal into the metaphoric. How people are able to make sense of the comparison between two obviously disparate concepts has encouraged researchers to explore the mechanisms behind metaphor comprehension in language learning and teaching. In this study their knowledge of categorization and class inclusion pertains to the features of comprehending metaphorical meaning according to S. Glucksberg and B. Keysar (1990), who have proposed a class-inclusion model of metaphor comprehension.

Table-5

Examples of categorization knowledge and class inclusion (examples 1-3 are from the in-group communication):

Serial No.	Data (Category Knowledge)	Metaphoric Meaning	Class Inclusion	In Group Jargons	Register Identified
1	lone bird	A girl, who is lonely	Bird, lonely	bird	Intimate
2	Maggu how much will you be mugging	Personifies excessive studiousness or cramming habits that conveys a mechanical or obsessive approach to studying	Personifies, obsessive approach to studying	Maggu, mugging	Intimate
	The professor is on a dose Bhy F ho gya	The high temperament of the professor has given me an F grade.	Personification of the professor's temperament	on a dose, F ho gya	Intimate

In table 5, *lone bird* indicates a girl who is lonely, *Maggu people* represents the students, that personifies excessive studiousness or cramming habits that conveys a mechanical or obsessive approach to studying, *the professor is on a dose Bhy F ho gya* represents the personification of a professor's temperament. These are the examples of categorization knowledge and class inclusion, and the IIT KGP students possessed well-developed knowledge on it. The study connects that metaphors have the ability to stimulate cognitive skills such as classifying, comparing, contrasting, creative thinking or synthesis, defining, dividing, evaluating, hypothesizing, identifying, ordering, predicting, rank order, reasoning, remembering etc. The results and findings of the study indicate that varied cognitive mechanisms were involved in understanding different types of metaphors. Menon (2016) mentioned that metaphorical comprehension occurs only if the literal interpretation fails (Grice, 1975).

4.4. Tenor and Vehicle of Inferring Metaphorical Senses

As parts of a metaphor, *tenor* and *vehicle* were used by Richards (1937). The term *tenor* refers to the subject of a metaphor, while *vehicle* refers to the means used to convey the metaphoric sense. *Tenor* is subject to which attributes are ascribed, and *the vehicle* is the object whose attributes are borrowed. Consider the metaphor: *This man is a volcano*. A human being is the tenant here, and a vehicle is an object or a non-human being.

Table-6

Examples of Inferring metaphorical senses from ‘tenor’ to ‘vehicle’ (the ‘in-group communication’ of the IIT KGP student’s community)

Examples	Tenor (Typically Physical)	Vehicle (Abstract Metaphoric)	Mapping the Metaphoric Meaning (Pragmatic Roles)	Identified Slangs, Jargons, and Code-mixing	Register Identified
Soham is a really machau	Soham	machau	The term <i>machau</i> is Indian slang that metaphorically means someone who is extraordinary, impressive, or exceptionally skilled. It is derived from a colloquial Hindi term and is not used in its literal sense.	machau	Intimate
Are you working greedy	Working	greedy	<i>greedy</i> indicates a student’s way of working is characterized by greed, going beyond a normal effort to pursue personal gain or success.	greedy	Intimate
KGP ka tempo hai	KGP tempo	ka high hai	The phrase uses <i>figurative language</i> to represent the collective spirit or motivation of the IIT Kharagpur community, rather than literally referring to a physical <i>tempo</i> being <i>high</i> . it is <i>idiomatic</i> and relies on cultural or contextual meaning to convey its point.		

Compared to Richards, the table 6 represents the examples as *Soham is a really machau*, *are you working greedy*, *KGP ka tempo high hai*, etc. Wolf and Gentner (1992) differentiated three classes of metaphor processing theories such as matching models, mapping models, and a combination of the two models as matching-then-mapping models. Mapping models (property attribution) postulate here

the creation of a higher-order category of the vehicle as a starting point and functions for the attribution of certain properties to the topic. *Soham* and *machau* metaphorically attributed to extraordinary, impressive, and exceptionally skilled.

5. Discussion and Conclusion

The argument in the study revolves around the significance of understanding linguistic registers and their role in comprehending metaphorical meaning among young adults, particularly B. Tech engineering students, for whom English is a second language, at the Indian Institute of Technology (IIT) Kharagpur. Findings suggest that although English language skills promote opportunities for individuals as well as for groups, they also manifest towards reinforcing embedded inequalities. Metaphors and comprehension through register variation constitute social solidarity and community integration in the IIT KGP campus community. It can provide a meagre contribution to the sustainable well-being of societies. In this study, metaphors, as figures of speech, are understood in young adults for various reasons through register variation in their daily conventional communication pertaining to the pragmatic view of metaphor. The study may contribute to researching more advanced levels of awareness to analyse the reasons why a given metaphor comprehends its figurative meaning considering its pragmatic view. Besides, the study offers practical insights for educators and policymakers to develop inclusive language policies and reform the English curriculum, considering spelling, grammar, and punctuation errors and error analysis. The study communicates shaping one's linguistic repertoire and mental lexicon through English register variation, navigating diverse mother tongues, Hindi, and English (the three-language formula of India), and constructing language identity in a multilingual setting. Furthermore, the findings and results of this study show that young engineering adults do possess category knowledge and are capable of transgressing this knowledge to make sense of metaphors when presented in both academic and social communication. Qualitative data and thematic analysis provide evidence for the fact that the students possess knowledge of schema and can use it to successfully understand the metaphoric use of language. The use of metaphors may facilitate the development of associative language competency, fluency, and metaphoric intelligence, which will consequently pay off in an advanced language learning experience.

Acknowledgements

This research was done as part of my PhD research degree program in linguistics (cognition and language teaching) at the Department of Humanities and Social Sciences, Indian Institute of Technology (IIT) Kharagpur, India. I would like to extend my sincere thanks to the study participants from IIT Kharagpur for their generosity in sharing their lives in language with me and warm greetings to my friends and PhD scholar colleagues, who inspired me a lot.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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One pressing challenge in English language education is effectively integrating multimedia resources to enhance learning and teaching. Video and audio content are powerful tools for engaging students and providing authentic language experiences. However, their lack of accessibility and the language barrier can limit their utility. To this end, this article evaluates Rask.ai, an advanced AI-assisted website for translating video and audio content to minimize language barriers in language education contexts. The website harnesses advanced AI technology to render high-quality translations, making multimedia content accessible to a broader global audience. The evaluation follows Topal's (2022) recommendations, encompassing a general description, technical features, pedagogical benefits, and challenges associated with the platform. In that regard, the article aims to provide insights into the potential of Rask.AI to transform multimedia accessibility in education, promoting a more inclusive and engaging learning environment.

Keywords: AI-driven translation, audio translation, educational technology, multimedia accessibility, video translation

Una herramienta de inteligencia artificial de vanguardia para la traducción multimedia: Rask.AI en foco <https://www.rask.ai>

Resumen

Uno de los retos más acuciantes en la enseñanza del inglés es la integración eficaz de recursos multimedia para mejorar el aprendizaje y la enseñanza. Los contenidos de vídeo y audio son herramientas poderosas para atraer a los estudiantes y proporcionarles experiencias lingüísticas auténticas. Sin embargo, su falta de accesibilidad y la barrera del idioma pueden limitar su utilidad. Con este fin, este artículo evalúa Rask.ai, un sitio web avanzado asistido por IA para traducir contenido de video y audio para minimizar las barreras del idioma en contextos de educación de idiomas. El sitio web aprovecha tecnología avanzada de inteligencia artificial para ofrecer traducciones de alta calidad, haciendo que el contenido multimedia sea accesible a una audiencia global más amplia. La evaluación sigue las recomendaciones de Topal (2022), que abarca una descripción general, características técnicas, beneficios pedagógicos y desafíos asociados con la plataforma. En ese sentido, el artículo pretende proporcionar información sobre el potencial de Rask.AI para transformar la accesibilidad multimedia en la educación, promoviendo un entorno de aprendizaje más inclusivo y atractivo.

Palabras Clave: Accesibilidad multimedia, traducción basada en IA, traducción de audio, tecnología educativa, traducción de vídeo

1. Introduction

Technology has played a crucial role in innovation in the constantly changing realm of language education (Zheng, 2024), allowing learners to engage with various materials engagingly and accessibly (Kohnke, 2023). One such technology is Rask.AI, a web-based platform that allows for audio and video translation and voice-cloning in over 130 languages. While many translation tools and educational technologies have made considerable contributions, there is still a gap in how video localization tools like Rask.AI might be effectively implemented into language education

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contexts. Reviewing Rask.AI serves, therefore, a dual purpose: to evaluate its technical capabilities and educational possibilities and investigate how it can meet particular requirements in language instruction.

Despite the abundance of language learning technologies available, there is a lack of research on video translation tools created for content creators and educators. Much of the current research on language instruction technologies focuses on text-to-speech platforms or conversational AI interfaces (Kumar et al., 2023; Lai & Lee, 2024). This evaluation closes the divide by exploring the consequences of video adaptation for language education, an under-researched area. Specifically, Rask.AI's capacity to preserve the original tone and style in different languages offers fresh possibilities for involving students with actual, authentic content, which could foster listening comprehension and cultural immersion – critical factors in language acquisition (Hummel, 2021; Krashen, 1982).

Furthermore, with the increasing globalization of education, there is an emerging requirement for resources to assist educators and learners in multilingual classrooms. Rask.AI's emphasis on instant translation and transcription meets the need to make information available across different languages and encourages inclusivity and adaptability in language teaching. Evaluating Rask.AI's technical and educational aspects not only addresses this knowledge gap about video-based translation technologies but also demonstrates the platform's capability to enhance teaching and learning settings. To this end, this review aims to understand Rask.AI comprehensively and offer insights into its place in contemporary language education.

2. General Description

Rask.AI (<https://www.rask.ai/>) belongs to Brask Inc. – a U.S.-based global AI content company. The web tool allows automatic audio and video translation into 130+ languages. It comes in four pricing plans: creator (\$50 per month), creator pro (\$120 per month), business (\$600 per month), and enterprise (customizable from 2000 minutes per month). The first plan is for content creators to streamline their content generation processes, while the second addresses content creators and organizations expanding with AI-supported content localization and editing. The business plan is intended for teams frequently adapting and revising extensive audio and video material for different audiences. In contrast, the enterprise plan is directed at global businesses expanding their content creation efforts across various regions and platforms. Further information about pricing is presented in Figure 1.

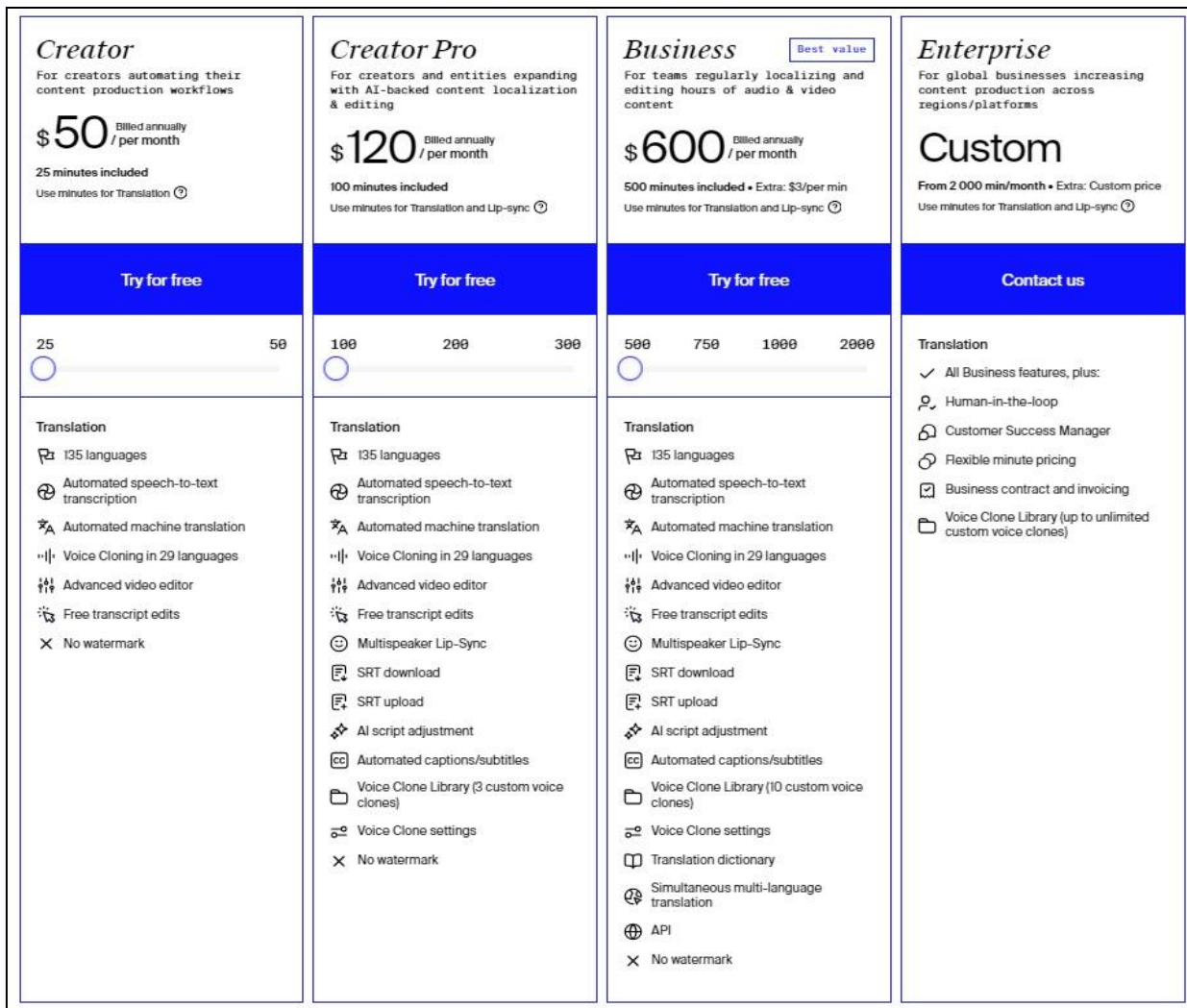


Figure 1. Pricing options

One of the main features is automated speech-to-text, translation, and voiceover, which enables users to create transcripts, translations, and voiceovers for their videos. Another feature is video cloning, allowing the copying of voices from original videos to translated versions. This feature is currently available when dubbing from any source language to 29 languages: English, Japanese, Chinese, German, Hindi, French, Korean, Portuguese, Italian, Spanish, Indonesian, Dutch, Turkish, Filipino, Polish, Ukrainian, Swedish, Bulgarian, Romanian, Arabic, Czech, Greek, Finnish, Croatian, Malay, Slovak, Danish, Tamil, Russian.

Rask.AI also provides multiple speakers whose unique voices users can assign to speakers in the uploaded videos. The tool also permits users to download transcripts and translations in SRT format. An additional feature is AI rewriting, which adjusts speech pace by rewriting lengthy segments in the translation. Moreover, this AI tool facilitates multilingual projects by enabling users to translate videos into several languages with just one click. Users can achieve more precise translations or transcriptions by uploading SRT files. Furthermore, the Beta version allows for lip-synching of audio tracks in videos.

The web tool currently offers services with the following tools: transcribing YouTube videos with AI, video translator, transcribing video to text, adding subtitles to video, audio translator, podcast transcripts, text-to-speech online generator, converting audio to text, adding subtitles to MP4, adding SRT to MP4, and audio & video transcription.

Although Rask.AI was initially created to target markets with customized video content without the hustle and expense of hiring professional translators or voice actors, it might be exploited in manifold fields, including language education. Users can access the tool by creating an account with their email addresses. Once logged in, users upload videos to translate or dub from the source to the target language. They then decide on the video content output (e.g., translated video, original video, audio with voice only, transcription SRT, and translation SRT). Later, they can export their videos and distribute them through various social media platforms (e.g., Facebook, Instagram, YouTube, TikTok, Twitter, and Vimeo).

3. Technical Features

Rask.AI uses sophisticated AI algorithms to provide satisfactory audio and video content translations, warranting that users get fairly accurate translations that preserve the original context and significance. The platform also offers subtitling and dubbing options, allowing users to select their preferred format. The dubbing feature will enable users to automatically generate synchronized subtitles for their videos and access translated audio tracks. Rask.AI offers support for numerous languages, making it a flexible tool for people around the globe. This ability to work with multiple languages is crucial for schools and companies that work in multilingual settings. The platform is user-friendly, with a simple, easy-to-understand interface that enables users to upload, organize, and translate content effortlessly. Users can adjust the look of subtitles, such as changing the font size, color, and placement, to achieve the best visibility and blend well with the video. Rask.ai uses a cloud-based platform, meaning all translation and processing tasks are done online, which reduces the requirement for high-performance local hardware and allows access from any device with an internet connection.

However, numerous technical limitations can be cited here. First, AI translation systems may struggle with slang, idiomatic expressions, and context-specific phrases. If the translation is inaccurate, it could impact the quality of the educational content, causing confusion and potential misunderstandings, especially if students cannot confirm the translations easily. Second, as Rask.AI operates in the cloud, it relies on a steady internet connection for uploading, processing, and downloading translated content. This may pose challenges in educational environments with limited internet access or countries with constrained or slower connections. In addition, both educators and learners may require a certain amount of technical skill to utilize the tool effectively, especially when handling more intricate tasks such as modifying subtitles or overseeing large video files. Additionally, higher costs may limit its utilization to wealthier schools, depriving less affluent institutions of access to similar advanced translation resources and exacerbating the technology gap in education. Last, there may be worries about data security and privacy, especially when working with sensitive or confidential educational content since the tool handles videos and audio files using an online platform.

4. Pedagogical Opportunities and Drawbacks

Rask.AI can first be utilized for enhanced comprehension. The web tool might support students in comprehending and recalling information in multimedia content by offering translated subtitles and audio. Considering the positive impact of audiovisual input provided by videos with subtitles (Perez, 2022; Zhang & Zou, 2022), learners might benefit considerably from this feature. However, it must also be borne in mind that exploiting this feature might require advanced learner proficiency (Pannatier & Béntrancourt, 2024). In parallel, Rask.AI enables users to translate genuine audio and video resources into learners' mother tongues, allowing educators to present authentic content without language obstacles, which can be valuable for bilingual education, content-focused

teaching, and international classes. Previous research confirmed that audiovisual input can be used as authentic material (Muñoz et al., 2023; Siegel, 2019; Talaván & Lertola, 2022).

Rask.AI can further foster bilingual language exposure. Teachers can design lessons using dubbed and subtitled material that gradually decreases reliance on translations. This approach enables learners to initially comprehend the content in their language before transitioning their attention to the authentic target language material, thereby facilitating a gradual increase in language exposure. As indicated in previous studies, multilingual encounters in online videos might offer valuable pedagogical opportunities, such as enriched plurilingual multiliteracies (Shafirova & Araújo e Sá, 2024). Rask.AI possesses a useful capability to facilitate collaborative projects, particularly for students, which enables them to collaborate on tasks involving translation and content creation, such as translating presentations, videos, and multimedia content, thus fostering the use of language in practical, real-life scenarios. Earlier academic work demonstrated that online collaborative tasks might promote spoken and written output (González-Lloret, 2020; Talaván & Lertola, 2022).

Moreover, educators can promote cultural awareness and international comprehension by incorporating translated content from various languages, allowing students to interact with diverse viewpoints through different forms of media. This claim was supported in previous research (Feick & Knorr, 2021; Omar & Salih, 2023). Furthermore, teachers can utilize Rask.AI to produce customized resources for students with varying language skills, modify the language complexity in subtitles, or offer simplified English dubbed audio to personalize the content and cater to students at different proficiency levels, which can be particularly valuable in classrooms with mixed abilities or when supporting students requiring additional assistance (Soler Pardo, 2020; Zheng et al., 2022). Rask.ai also allows teachers to utilize various authentic multimedia resources from the internet, regardless of the language they are originally in. Educators can incorporate videos, podcasts, and other materials that may not be in English but still offer valuable educational content (Adeshina, 2024; Fauzy & Hosshan, 2024). By translating these resources, teachers can give students access to useful materials that may not have been available otherwise.

On the other hand, several pedagogical pitfalls can be cited here. First, the presence of translated videos and audio could cause students to depend too much on their first language instead of fully engaging with English. Limited exposure to actual English input might hinder students' advancement, especially in mastering more advanced language abilities like drawing inferences and comprehending non-verbal contextual cues. Second, Rask.AI is mainly centered on developing receptive skills such as listening and reading with the help of subtitles, but it does not involve students in productive skills like speaking and writing. While students can gain from exposure to translated media, the absence of active participation in language production, such as speaking practice or written responses, means that teachers must use additional materials to create a more well-rounded language curriculum. Third, the tool utilizes AI for translation; however, the quality and precision of translations can fluctuate, notably when dealing with idiomatic expressions, cultural references, or intricate grammar. Students may encounter inaccuracies or overly simplified text, which could impact their comprehension of the material or result in misunderstandings. Erroneous translations could perplex learners, particularly if they depend on translated content to elucidate unfamiliar language. Educators might have to vigilantly oversee translations or prompt students to verify the translations with alternative sources.

Similarly, the platform expands the availability of materials in different languages, but the translation process can sometimes remove the cultural depth and specific nuances. This can be especially problematic when teaching language and culture simultaneously, as students may not

fully grasp the cultural intricacies present in the original language. Educators who seek to teach language along with culture may discover that translated materials lack the richness needed for the development of cultural competence. Moreover, when utilizing translated materials, there is a risk of promoting passive learning, where students absorb information instead of actively participating in interactive tasks. Without simultaneous interactive activities such as discussions or projects, students may only passively receive information, limiting their active engagement and hindering deep learning and language acquisition.

5. Conclusion

The study evaluated Rask.AI, a cutting-edge technological tool that can be used in various fields, including language education. The review revealed multiple technical features, including AI-powered translation, subtitling and dubbing, multilingual support, customizable subtitling, a cloud-based platform, and a user-friendly interface. However, technical limitations included inaccuracies with complex linguistic structures, internet dependency, requirement for technical literacies, higher costs, and data security/privacy. Results also indicated potential pedagogical opportunities, including enhanced comprehension, authentic materials, bilingual language exposure, online collaborative projects, cultural awareness, customization for differentiated learning, and access to global resources. Nevertheless, several pitfalls were also cited, including over-reliance on native language, primary focus on receptive skills, translation inaccuracies, loss of cultural nuances, and risk of passive learning. Overall, it must be noted that Rask.AI is a novel localization technology that will evolve through the years. Therefore, the technical and pedagogical concerns raised here might be eliminated as this tool is improved. To conclude, Rask.AI is a promising video localization technology from which educators and learners can significantly benefit.

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Appendix 1: Product at a Glance

Title	Rask.AI
Developer	Brask Inc.
Website	https://www.rask.ai/
Product Type	Intelligent content localization via web interface and API
Operating Systems	Windows & Mac computers, mobile devices (iOS & Android) through web browsers (Chrome, Firefox, Safari, or Edge)
Registration	https://app.rask.ai/ via email
Hardware Requirements	Desktop computer, mobile devices, and stable internet connection
Price (Annual Billing)	Free trial (up to one minute) Creator (\$50 per month, 25 minutes) Creator Pro (\$120 per month, 100 minutes) Business (\$600 per month, 500 minutes) Enterprise (customizable from 2000 minutes per month)

Using Emotional Intelligence through Short-Animated Movies in Language Classrooms: A Demonstration

İbrahim Halil Topal¹

Abstract

Emotions play a vital role in the intricate web of human experience, connecting our experiences, behaviors, and interpersonal connections (Lazarus, 2006). They are the lenses through which we view the world and, consequently, how the world views us. Emotional intelligence (EQ) comes into play in this chaotic environment, acting as a compass that guides learners through the ups and downs of life's emotional waters. Since learners navigate a world of academic rigors, social interaction, and personal development, EQ might be a powerful tool that helps them learn how to manage, control, and use their emotions in the classroom (Packard, 2021). In this context, movies might be leveraged since they come in various genres, offering a kaleidoscope of emotional stimulation (Bradberry & Greaves, 2009). To this end, this workshop primarily intends to raise the audience's awareness of EQ and demonstrate its implementation in language classrooms. For that purpose, it will initially describe the seven principles of EQ (Mayer et al., 2016). It will then explain Mayer et al.'s (2016) modified PUUM model for EQ analysis. The attendees will then be informed about the short animated movie titled "*The Boy, the Mole, the Fox, and the Horse*." Participants will later be grouped to analyze the given movie using the modified model. The group findings will then be shared, and conclusions will be drawn. Attendees will have hands-on experience on how to analyze movies in terms of EQ and therefore learn how to use it in actual teaching practice.

Keywords: cinematic analysis, emotional intelligence, movies, narrative, storytelling

1. Introduction

In the realm of emotional intelligence (EI), a unique narrative unfolds, one that not only captivates but also resonates deeply. This tale eschews the typical tropes of superheroes and adventures, instead delving into the realms of profound understanding and connection. The narrative is drawn from the pages of Charlie Mackesy's (2019) book, "*The Boy, the Mole, the Fox, and the Horse*," a work that communicates its message through the gentle and poetic medium of pictures.

Imagine this: A young boy, lost in his thoughts, suddenly finds himself by a river. He encounters a mole, followed closely by a fox and a horse. Together, they embark on a journey that traverses diverse landscapes, a journey that serves as a metaphor for friendship, empathy, and personal growth. As the audience and the main character delve deeper into the narrative, they uncover hidden depths of EI, equipping them with the tools to process emotions, understand empathy, and embrace vulnerability.

In Mackesy's words, "Sometimes, just getting up and carrying on is brave and magnificent" (Mackesy, 2019, p.40). With their unique blend of strengths and weaknesses, these characters embody the best of our human spirit, showing us the power of resilience and the beauty of our shared humanity. With each step they take and each experience they encounter, they reveal the profound force of EI and the timeless wisdom that resides within each of us.

Mackesy's (2019) book presents a very touching story that may not sleep calmly at night due to its emotionality. It urges one to examine and review one's personality by maturity or childhood. It features a youngster meeting a mole, a fox, and a horse and is also available as a film adaptation. The mixture of their interaction, where they joke about life's ups and downs, makes them the ultimate traveling

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buddy. This film is set against the background of serene and tropical landscapes. It has a thrilling soundtrack that suggests feelings of friendliness among people, staying authentic, and finding pleasure in showing the things of which people have always been ashamed. The heroes are gliding through woods, mountains, and floodplains. They recognize a real challenge in the battle and feel the true worth of courage, kindness, and true love.

EI is the ability to perceive, be aware of, and control one's emotions, as well as the ability to empathize and know and feel the feelings of others (Salovey & Mayer, 1990). It encompasses all these skills, such as self-awareness, the power to deal with societal realities, and the ability for good relationship maintenance. The agility of EI, in fact, helps us to overcome difficulties, sustain meaningful bonds with others, and achieve life happiness. Essentially, EI is a compass that is a key to navigating interpersonal connections, and what makes it an interesting element is that it gives us the ability to understand other people so we can empathize with them and comprehend them.

The article aims to delve into the transformative power of "*The Boy, the Mole, the Fox, and the Horse*," where EI is not just a concept but a lived experience. By exploring emotional perception, thought facilitation, understanding, and management, we embark on a journey of self-discovery, uncovering profound truths about the human experience. This journey invites us to appreciate the pivotal role of emotional comprehension and management in our quest for happiness and success. As we unravel the layers of this beautiful tale, it becomes as clear as the day that the lessons of our past give meaning to the present, offering readers a beacon of hope for self-discovery and compassion.

Uncovering EI in the short animated movie contributes to a better understanding of the characters and their underlying themes, thus inviting viewers to explore a more profound involvement with the narrative. This provides a window of opportunity for a deeper perception of the film and invokes contemplation and self-growth. The analysis not only focuses on how vibrant consciousness and empathy affect us but also empowers its audience to live by their vulnerability, resilience, and compassion, adding to a healthier and better society. Finally, uncovering the EI widescreen gives a lens for interpretation and a way to introspection.

2. Literature Review

2.1. Emotional Intelligence

Emotions are "a complex reaction pattern, involving experiential, behavioral, and physiological elements, by which an individual attempts to deal with a personally significant matter or event" (VanderBos, 2015, p.362). They are a natural part of life, ranging from the sweetest of joys to the darkest of sorrows, painting the canvas of our world in shades ranging from light to dark. Emotional intelligence (EI) comes into play in this chaotic environment, acting as a compass that guides students through the ups and downs of life's emotional waters. EI is a broad term that includes the capacity to identify, comprehend, regulate, and leverage one's emotions and those of others (Bradberry & Greaves, 2006). This broad concept has been widely discussed and celebrated in different fields, but its importance in emotional regulation for students is particularly profound (Stein & Book, 2011).

EI was initially proposed by Salovey and Mayer (1990) and later popularized by Goleman (1996) and other scholars. Salovey and Mayer (1990) defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). Their initial framework comprised appraisal and expression of emotion, regulation of emotion, and utilization of emotion. Mayer and Salovey (1997) revised their framework. They introduced the four-branch model to EI, also known as

the PUUM model: perceiving emotion, using emotion to facilitate thought, understanding, and managing emotions. Mayer et al. (2016, pp. 290-292) later presented seven principles of EI:

(1) Emotional intelligence is a mental ability, (2) Emotional intelligence is best measured as an ability, (3) Intelligent problem-solving does not correspond neatly to intelligent behavior, (4) A test's content—the problem-solving area involved—must be clearly specified as a precondition for the measurement of human mental abilities, (5) Valid tests have well-defined subject matter that draws out relevant human mental abilities, (6) Emotional intelligence is a broad intelligence, (7) Emotional intelligence is a member of the class of broad intelligences focused on hot information processing” (Mayer et al., 2016, pp. 290-292).

There have been some changes to the four-branch model (Figure 1) by Mayer et al. (2016). The first update was the inclusion of more problem-solving instances. The second update was the determination of mental abilities involved in EI. Third, EI was defined as a broad, dynamic intelligence that draws comparisons to personal and social intelligence. Fourth, EI might be classified among other emergent intelligences. The fifth update was that EI utilizes particular kinds of problem-solving techniques. With these revisions, the updated framework now includes four constructs: perceiving emotion, facilitating thought using emotion, understanding emotions, and managing emotions.

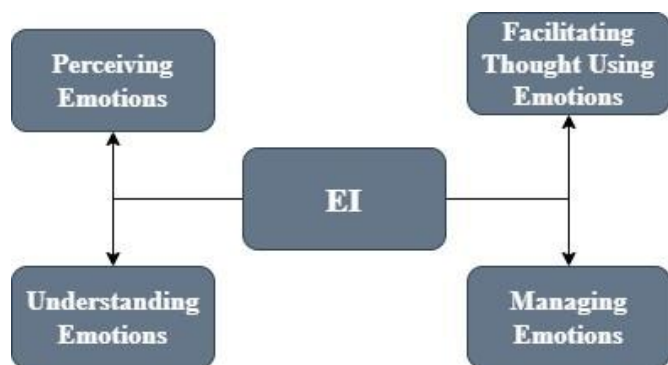


Figure 1. *The Four-Branch Model of EI*

Perceiving emotion encompasses identifying, perceiving, expressing, understanding, and discriminating emotions in oneself and others (Mayer et al., 2016). Facilitating thought using emotion includes generating emotions, prioritizing thoughts, leveraging mood swings, and selecting problems based on emotional states (Mayer et al., 2016). The third construct involves labeling emotions, recognizing cultural differences, affective forecasting, recognizing mood changes, understanding complex emotions, differentiating between moods and emotions, and determining the causes and effects of emotions (Mayer et al., 2016). The final construct, on the other hand, contains effective emotional management, monitoring emotional reactions, engaging with emotions, evaluating strategies for emotional responses, and staying open to opposite emotions (Mayer et al., 2016).

2.2. Movies as Cinematographic Sources of Emotions

Movies can instantly evoke various emotions in viewers (Bartsch, 2012). Visual and auditory components and cinematic storytelling are vital in bringing forth emotions (Platinga & Smith, 1999). Sometimes, the audience gets emotionally engaged with the characters in movies. They connect with their sufferings, successes, and life stories so much that they can feel happiness, sadness, anger, or fear, depending on what the character has gone through. Generally, movies contain conflicts, resolutions, and character development stories (Bordwell, 2006). The emotional ebb and flow of characters in the story's arcs elicits the same emotional response among the viewers, as the storytelling is similarly structured (Platinga, 2018).

Visual and auditory elements like cinematography, music, sound effects, and dialogue are very effective in the emotional storytelling of movies (Ramos, 2015). Similarly, an emotive soundtrack, eye-catching imagery, or a well-delivered line can heighten emotional impact and draw the viewers into the movie's universe (Juslin & Västfjäll, 2008). Additionally, movies explore major universal issues like love, loss, friendship, redemption, and resilience (Niemic & Wedding, 2013). Through such topics, movies can evoke emotional thoughts and connect with the audience personally. Moreover, movies can give the audience a more comprehensive understanding by providing diverse characters and situations (Smith, 2022)

When we see and judge the actions of various characters from different worlds, communities, and selves, we grow in understanding about others and emotional closeness to them. Thrilling movies can be a way to vent viewers' emotions so the person can have a cathartic experience while securely watching a movie without real danger (Bartsch, 2012). Furthermore, the emotional involvement with a movie's story can bring the audience relief, validation, or insight (Tan, 2013). Movies often mirror and comment on social and cultural matters of the present day, arousing feelings about actual situations and dilemmas (Rahman, 2013). Last but not least, movies can evoke empathy, anger, hope, or unity through political injustice, social values, or individual problems (Loseke, 2009).

Overall, movies serve as rich and multifaceted sources of emotions, capable of eliciting profound and lasting emotional responses in audiences. Through compelling storytelling, visual aesthetics, and thematic exploration, cinema offers a unique and immersive experience that resonates deeply with viewers' emotions and enriches their understanding of the human condition.

3. Method

3.1. Research Design

Document analysis (DA) is a research method that systematically identifies, analyzes, and interprets written, visual, or audio materials to understand their content, essence, and significance (Bowen, 2009; Corbin & Strauss, 2008). It concentrates on diverse materials, such as texts, images, videos, reports, letters, magazines, social media posts, and archival materials (Bowen, 2009). DA may vary across qualitative, quantitative, and mixed-methods research methodologies to cover various questions and objectives (Denzin, 1970). This study employed DA to identify, analyze, and interpret the instances of EQ components in a short animated movie (i.e., audiovisual material) titled *The Boy, the Mole, the Fox, and the Horse*.

3.2. Materials

3.2.1. The Film

An inspiring animated short film based on Charlie Mackesy's book "*The Boy, the Mole, the Fox, and the Horse*," directed by Rachel Portman, depicts the story of friendship, courage, and kindness through stunning animation and a touching narration. The film unfolds the journey of four unlikely friends: a boy, a wise mole, a careful fox, and a gentle horse, every character having unique virtues. While adventuring through a beautiful green area, they meet different difficulties. Although they face growing fears and a worsening situation, they make it through thanks to their friendship and resilience.

The film takes place in a beautiful setting, surrounded by towering trees, green fields, and silent rivers. The background symbolizes their respective inner journeys of growing self-acceptance and developing compassion. While conversing, they reveal what love is about, why tolerance is priceless, and the poignant nature of life's joys and sorrows. Filled with the most inspiring sayings, touching episodes, and picturesque sceneries, this film hilariously reminds us of the eternal saying "hope keeps going on"

and that “love is the answer to all our questions. The film highlights friendship and how trivial gestures of compassion may seem unimportant but still can alter the lives of a person giving and receiving the friendship.

3.2.2. The Cast of Characters

The Boy is the story’s protagonist. He is first presented as a lonely, homeless person. He is introspective, emotional, sensitive, and longs for love and purpose. Despite his weaknesses, the Boy shows the ability to be resolute and curious as he embarks on a self-exploration trip. In the film, he learns important lessons about friendship, kindness, and sensitivity.

The Mole comes in handy as a wise companion and nurturer. His words of wisdom and consolation are heard throughout the journey. Jolly and the lover of cakes, the Mole only with his character gives the story a good laugh and a warm feeling. He comes across as compassionate, kind, and sensitive to other characters’ sentiments. While he is physically the smallest of them all, the Mole’s profound knowledge and perception are a source of relief and assurance for the Boy whenever he is confused and afraid.

The Fox is a secretive and mysterious character who keeps his distance from the Boy and the Mole — he seems reluctant or apprehensive to be around them. In the beginning, the Fox denies believing anyone except himself. Still, when he finally decides to join the company, a sweet and emotional side appears on the outside surface. Through his journey, the Fox actively overcomes his fear of peacefully interacting with others, thereby developing new relationships. He exemplifies the idea of a person who overcomes barriers and eventually becomes part of a uniform family surrounded by love.

The Horse is a calm, astute, and reflective figure with expressive expressions through both verbal and non-verbal means. Even though the Horse is of great size and strength, it is essentially just a gentle animal that is delicate, compassionate, and strong. Through him, the other characters are immensely comforted and counseled, and their guidance and counsel are provided at all times of need. As a thoughtful character, the Horse symbolizes the importance of empathy, toughness, and love. He knows the human heart well because he profoundly understands people’s aspirations and vulnerabilities.

3.3. Data Collection and Analysis

Several criteria (Figure 2) were considered in the film selection. For one thing, films were selected as narrative art since they contain vivid emotional expression through audiovisual material (Ramos, 2015). Similarly, animated films include rich emotional content (Uhrig, 2019). Additionally, a film with a recent release date (2022) was chosen for currency, providing contemporary cultural relevance and reflecting psychological insights into societal trends (Powers, 2018). Moreover, a short film was preferred for straightforward analysis and viewers with short attention spans (Cutting, 2021).

Furthermore, the language of narration was chosen English for its worldwide usage and the availability of movies in English varieties (Arik & Arik, 2020; Rose et al., 2021). Following establishing criteria, the data were collected from *The Boy, the Mole, the Fox, and the Horse* movie script. The film’s srt file was downloaded from the internet (<https://my-subtitles.co/>). The file was then converted into a Word document.

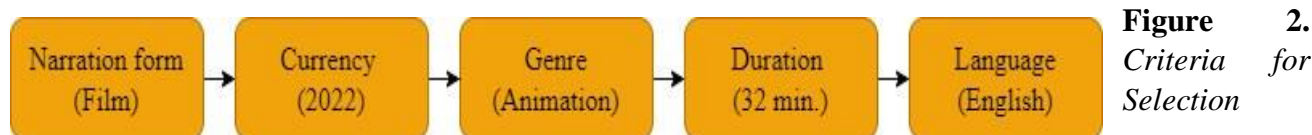


Figure 2. Criteria for Selection

DA includes skimming (superficial examination), reading (thorough examination), and interpretation (Bowen, 2009). The movie script was initially examined superficially, followed by a comprehensive

analysis and interpretation. Qualitative content analysis (Selvi, 2020) and thematic analysis (Braun & Clarke, 2006) were exploited in this iterative approach. Predefined themes (i.e., EQ components) were used in this process. The acquired data were then cross-checked for reliability with two fellow researchers holding doctoral degrees in English language teaching. The procedures for data analysis are summarized in Figure 3.

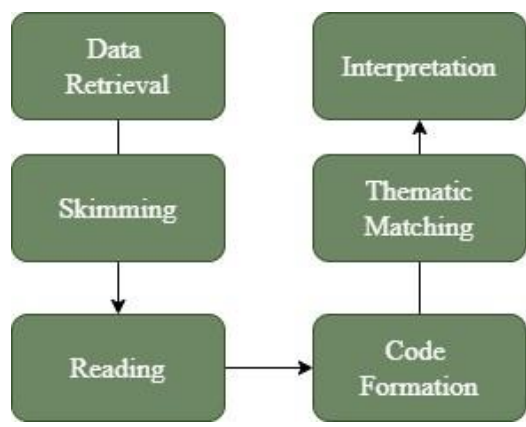


Figure 3. *The Procedures for Data Analysis*

4. Results

4.1. Perceiving Emotions

Perceiving emotions is the skill of accurately seeing and recognizing emotions in oneself, others, and surroundings. It involves subconscious emotional cues, including facial expression, body language, and tone of voice, among other nonverbal signals. Relevant extracts from the movie are presented in Table 1.

Table 1

Extracts about Perceiving Emotions

Extract	Time Interval	Dialogue
1	01:34-02:18	N/A
2	02:19-02:29	The Mole: What are you doing here?
		The Boy: I'm lost. The Mole: Oh, dear. Well, that's no good.
3	15:03-15:12	The Boy: Have you been here a while?
		The Horse: It feels that way.
		The Boy: Are you lost? The Horse: No.

In Extract 1, the movie's introductory scene depicts the Boy's intense loneliness and displacement in a sprawling space inhabited by unfamiliar beings. By omitting speech, the audience can feel the Boy's emotions only through the reflection of his facial expressions and body movements, which illustrate

his powerlessness and sadness. The scene establishes the story's mood touchingly and invites viewers to share the character's emotional path.

In Extract 2, the Mole asks the other about the Boy's presence, and the response reveals that the Boy is lost. The Mole's empathetic response indicates his understanding of the situation and emotional attachment to the Boy. This dialogue depicts the characters' extraordinary ability to recognize and acknowledge emotions, especially the feeling of being lost, giving the reader a sense of their strong emotional bond.

In Extract 3, the Boy expresses his curiosity to the Horse about how long it has been staying in the same area, indicating an awareness of time and a genuine interest in the Horse's circumstances. The Horse acknowledges that it has been present there for some time, which may imply a sense of being trapped or stranded. The Boy asks if the Horse has gone missing, displaying worry and compassion for the Horse's welfare. The Horse clearly stated that it is not lost, implying that it is familiar with its surroundings and has been in the area for some time.

4.2. Facilitating Thought Using Emotions

Facilitating thought using emotion is the ability to leverage emotions to stimulate cognitive functions like problem-solving, creativity, and critical thinking. This process utilizes emotional data to empower critical thinking and intellectual functions. Relevant extracts from the movie are presented in Table 2.

Table 2

Extracts about Facilitating Thought Using Emotions

Extract	Time Interval	Dialogue
1	03:03-03:16	The Boy: It is a lovely tree. And it did look a bit like a cake. The Mole: So-- Yes. Well, no cake. And you're lost.
2	03:22-03:37	The Mole: An old mole once told me, "When you're lost, follow the river, and it will take you home." The Boy: But I can't see a river. The Mole: Perhaps you could see one from that branch.
3	04:24-04:52	The Mole: What do you want to be when you grow up? The Boy: Kind. The Mole: Nothing beats kindness. It sits quietly beyond all things.
4	06:26-06:41	The Boy: Do you have a favorite saying? The Mole: Yes. The Boy: What is it? The Mole: If at first you don't succeed, have some cake. The Boy: I see. Does it work? The Mole: Every time.

5	20:31-:20:49	<p>The Fox: To be honest... I often feel I've got nothing interesting to say.</p> <p>The Horse: Being honest is always interesting.</p>
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In Extract 1, the Mole and the Boy engage in a dialogue regarding their environment. The Boy mentions a tree that they initially thought was a cake. This leads to a brief exchange about the landscape, and the Mole confesses to being lost. Although the conversation is cheerful, it encourages reflection on their surroundings and the circumstances in which they are.

In Extract 2, the Mole advises finding one's way when lost. The Mole suggests following a river to find the way home and even provides a solution to the Boy who cannot see a river. The Mole acts as a mentor and encourages the Boy to consider alternative perspectives. The story teaches the importance of emotional support and problem-solving guidance in navigating difficult situations.

In Extract 3, the Mole initiates a discussion about future aspirations, prompting the Boy to reflect deeply on the importance of kindness. The response, "*Nothing beats kindness. It sits quietly beyond all things,*" reflects a sentiment about the depth and significance of kindness. This exchange prompts the audience to ponder the values and qualities they wish to embody, highlighting the profound role of kindness in personal growth and relationships. Overall, the dialogue encourages the audience to reflect deeply on character development's emotional and moral dimensions.

In Extract 4, the Boy initiates a conversation about the Mole's favorite saying, indicating an interest in the Mole's beliefs or values. The Mole shares their favorite saying, "*If at first you don't succeed, have some cake,*" suggesting a lighthearted approach to overcoming challenges and managing setbacks. The Boy's response, "*I see. Does it work?*" prompts further reflection and discussion about the effectiveness of the saying. The Mole's affirmation, "*Every time,*" indicates their belief in the saying's ability to provide comfort or solace in difficult situations, thereby facilitating thought about resilience, perseverance, and the role of humor in managing emotions. Overall, this exchange highlights the importance of finding humor and positivity in adversity to cope and move forward.

In Extract 5, the Fox shares its inadequacy about not having anything interesting to say, expressing vulnerability and insecurity. The Horse responds with encouragement and wisdom, suggesting that honesty is always interesting. This offers the Fox a new perspective on their perceived lack of interesting things to say, promoting self-reflection and acceptance. Overall, this exchange highlights the characters' empathy, acceptance, and encouragement towards each other and their ability to facilitate thought and encourage emotional growth through interactions.

4.3. Understanding Emotions

Understanding emotions deals with the ability to understand one's mood and that of others and interpret these emotions, displayed in the ability to correlate emotions with their origins and the ability to empathize, understand others, and articulate people's various emotions proficiently. Relevant extracts from the movie are presented in Table 3.

Table 3*Extracts about Understanding Emotions*

Extract	Time Interval	Dialogue
1	03:42-03:54	The Boy: I'm so sorry.
		The Mole: Oh, no. I'm sorry.
		The Boy: Are you okay?
		The Mole: Completely my fault.
		The Boy: I'm really sorry.
		The Mole: Well, no. Thank you. I was feeling a bit warm, actually.
2	05:00-05:05	The Mole: So much beauty we need to look after.
		The Boy: Yes. So much.
3	08:07-08:25	The Mole: What do you dream about?
		The Boy: Home.
		The Mole: What's that like?
		The Boy: I don't know. I'm... not sure.
		The Mole: Hmm.
		The Boy: But I know I need one.
4	13:44-13:58	The Boy: The Fox is back. Do you think he's coming with us?
		The Mole: I do hope so.
		The Boy: Maybe he's lost too.
		The Mole: Well, I think everyone feels a bit lost sometimes. I know I do.
5	17:20-17:34	The Mole: Look at that. I am so small.
		The Boy: Yes, but you make a huge difference.

In Extract 1, the characters' expressions of apologies and concern for each other's well-being after an accidental collision. Their immediate reactions of apologizing and checking on each other's safety demonstrate their understanding and empathy toward each other's emotions. Additionally, the Mole's response, "*Well, no. Thank you. I was feeling a bit warm actually,*" reflects an understanding of the situation and a willingness to alleviate any discomfort caused by the accident. This dialogue highlights the characters' capacity to recognize and respond to each other's emotions with empathy and consideration.

In Extract 2, the Mole and the Boy recognize the attractiveness of their environment and express a shared desire to take care of it. They both agree that the beauty they see arouses certain emotions, and their short interaction conveys a sense of respect and obligation toward protecting the natural beauty they encounter. In general, this exchange demonstrates that the characters can acknowledge and react to the emotions evoked by their surroundings.

In Extract 3, the Mole asks the Boy about their dreams, indicating an interest in understanding their aspirations and emotional needs. The Boy responds by expressing a longing for home, suggesting a deep emotional need for belonging and security. The Boy’s uncertainty about what home is like reflects a sense of vulnerability and longing for something they have yet to comprehend fully. Overall, this exchange highlights the characters’ capacity to recognize and respond to each other’s emotions with empathy and understanding.

In Extract 4, the Boy expresses curiosity and empathy toward the Fox, speculating whether it will join them. This indicates an awareness of the Fox’s potential emotions and a desire for companionship. The Mole responds with empathy and understanding, hoping the Fox will join them. It demonstrates the Mole’s recognition of the Fox's potential feelings of being lost and their own experience of feeling lost at times. Overall, this exchange illustrates the characters’ capacity to recognize and empathize with the emotions of others and their willingness to offer companionship and support to those experiencing similar feelings.

In Extract 5, the Mole feels a sense of wonder or unimportance and says, “*Look at that. I am so small.*” This implies a moment of self-examination or modesty, where the Mole contemplates its small size compared to something bigger or more magnificent. The Boy reassures and appreciates the Mole, acknowledging their small size but emphasizing its significant impact by saying, “*You make a huge difference.*” This interaction displays the Boy’s empathetic nature and ability to recognize and validate the Mole’s emotions while highlighting the Mole’s importance and value, regardless of its small stature. In general, the conversation showcases the characters’ capacity to understand and relate to each other emotionally. They demonstrate their ability to provide encouragement and comfort to one another during introspection and sensitivity.

4.4. Managing Emotions

Emotional regulation refers to managing one’s emotions, including controlling one’s feelings and influencing the emotions of others. It involves the techniques that help deal with stress, control urges, stay positive, and develop emotional toughness. Relevant extracts from the movie are presented in Table 4.

Table 4

Extracts about Managing Emotions

Extract	Time	Dialogue
		The Mole: Lemon drizzle. This is quite a hill.
		The Boy: Is this better?
1	05:30-05:43	The Mole: Well, I don’t want to be too much trouble.
		The Boy: It’s okay.
		The Mole: Well, thank you.

2	05:57-06:03	The Boy: What's that over there? The Mole: It's the wild. Don't fear it.
3	07:21-07:39	The Boy: Is there something there? It's getting dark. The Mole: Shall we... The Boy: Good idea. The Mole: We can set off properly tomorrow.
4	09:41-09:55	The Boy: What was that? The Mole: I'm not sure. The Boy: Do you think someone's hurt? The Mole: Maybe. The Boy: Should we go and check? The Mole: Good idea. I'll stay in here to keep you warm.
5	10:10-10:31	The Boy: It's the Fox. He's trapped. The Mole: Oh, dear. The Boy: Please, be careful. The Mole: I am not afraid. I am not afraid. I am not afraid.

In Extract 1, the Mole expresses discomfort about the hill by mentioning, “*Lemon drizzle. This is quite a hill.*” The Boy, in response, not only reassures the Mole with, “*It's okay,*” but also expresses deep gratitude with, “*Well, thank you.*” This demonstrates an attempt to alleviate the Mole’s concerns and manage their emotions by reassuring them that their presence is not inconvenient. Overall, this exchange illustrates empathy and consideration between the characters as they navigate their emotions and interactions and hints at the depth of their relationship.

In Extract 2, the Boy expresses curiosity and possibly apprehension about something in the distance by asking, “*What's that over there?*” The Mole responds with reassurance and encouragement, advising, “*It's the wild. Don't fear it,*” indicating an attempt to manage the Boy’s emotions by reassuring them that what they see is not something to fear but rather something to approach confidently. Overall, this exchange demonstrates the Mole’s supportive and calming presence as they guide the Boy through their emotions and perceptions of the world around them.

In Extract 3, the Boy expresses concern about the approaching darkness. In his role as a guide, the Mole responds with a suggestion to take action, saying, “*Shall we...*,” demonstrating an attempt to manage the Boy’s emotions by proposing a course of action to address the situation. Feeling reassured by the Mole’s guidance, the Boy agrees with the idea, indicating a willingness to follow the Mole’s lead. Finally, the Mole further manages emotions by suggesting they set off properly tomorrow, potentially alleviating the Boy’s anxiety or discomfort about traveling in the dark. Overall, this exchange demonstrates empathy and consideration between the characters as they navigate their emotions and plan their actions accordingly.

In Extract 4, the Boy expresses concern about a potential sound or situation. With a hint of uncertainty in his voice, the Mole responds, saying, "I'm not sure." This demonstrates an attempt to manage their emotions by acknowledging their uncertainty and refraining from jumping to conclusions. The Boy further manages emotions by suggesting they go and check if someone is hurt, indicating a willingness to take action to address the potential problem. The Mole then offers to stay behind to keep the Boy warm, potentially alleviating any anxiety or discomfort the Boy may feel about investigating the situation alone. Overall, this exchange illustrates empathy and consideration between the characters as they navigate their emotions and plan their actions accordingly.

In Extract 5, the Boy identifies the trapped Fox and expresses concern for its well-being. In a display of remarkable bravery, the Mole responds to the situation with resolve, stating, "I am not afraid." This bold assertion demonstrates his EI and determination to help the Fox despite any potential fear or discomfort. Overall, this exchange illustrates the characters' capacity to recognize and respond to emotions and manage their own emotions to offer support and assistance to others in need.

5. Conclusion

The Boy, the Mole, the Fox, and the Horse is a film that magnificently illustrates EI via its exciting story and well-developed characters. Through viewers' association with the characters, they witness first-hand how empathy, understanding, and determination lead to overcoming difficulties and developing meaningful relationships. The movie shows scenes that trigger various feelings, from loneliness to joy, fear to courage, and, therefore, serves as an inspiring movie about the value of EI in confronting life's complexities. It emphasizes the healing and transformative powers of friendship and the ability of humans to handle emotions and grow through any hardship. The movie not only amuses but also inspires one, which makes one continue reflecting on one's emotions for a long time after the movie finishes.

The study demonstrated that EI might be explored through movies, especially short-animated ones. It also indicated the potential of movies in teaching EI. Given the significance of EI in interpersonal relationships, professional success, and overall well-being (Fernández-Berrocal & Extremera, 2016; Ruvalcaba-Romero et al., 2017; Urquijo et al., 2019) and the convenience of movies containing elements (e.g., image, soundtrack, characters) for EI (Canini et al., 2012), this study is expected to contribute to the literature in theoretical and practical terms. Theoretically, it presented a model to adopt in examining EI in movies. Practically, it analyzed a short animated movie and provided some extracts displaying instances of EI elements. However, more research is needed to explore this crucial subject across diverse contexts. For one thing, EI might be investigated across various movie genres to determine which genres are more conducive to EI. Also, EI may be explored in different educational contexts by investigating the views of learners and teachers on the effectiveness of movies in teaching EI skills.

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Mind Matters: Empowering English Teachers with Mental Health Training

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Abstract

Teachers are important individuals who shape societies and must cope with many professional challenges. English teachers, in particular, face additional stress factors compared to other disciplines due to the nature of their subject. This paper suggests that teachers should receive mental health training during their university education and professional development to manage the challenges they encounter. This training would benefit both themselves and their students. To determine the content of such training, it is recommended that a situation analysis and needs assessment be conducted, and it is emphasized that collaboration of various stakeholders is necessary in the process.

Keywords: English teachers, mental health, training

"Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power."

Lao Tzu

Introduction

Mental health is an essential, yet often underestimated, aspect of our overall well-being. Imagine someone who wakes up every day with a heavy sense of anxiety or stress. Even though they have a great potential to succeed, they may find it challenging to get out of bed and manage even simple tasks, work, or relationships as they feel drained during the day. If not attended, stressors may severely affect their whole life over time.

As one of the most commonly encountered constructs in psychology, the World Health Organization (WHO) (2017) describes *mental health* as an essential component of overall well-being, and it explains that mental health enables individuals to cope with stress, realize their potential, and contribute to society. Mental health is not only the absence of mental disorders, but it exists on a continuum and is influenced by various individual, social, and structural factors. Determinants such as emotional skills, genetics, and social conditions like poverty and violence could play a crucial role in mental health outcomes; however, there are some protective factors, such as supportive communities and positive social interactions, which can help mitigate risks.

Like the WHO (2017), Bhugra et al. (2013) describe mental health as how people feel balanced, function well, and stay connected with their surroundings. Mental health depends on meeting basic needs like safety, food, support from others, and freedom from stress or harm. People with good mental health can build strong relationships, adapt to changes, handle emotions, and participate actively in daily life. Mental health gives people a sense of self-worth, control, and understanding of themselves and the world. Many things, including physical health, social connections, and personal experiences, could shape it. Being mentally healthy means understanding and managing your emotions, showing empathy, and learning from challenges. Mental health is about feeling at peace with yourself, managing ups and downs in life, and maintaining good relationships. However, some negative experiences, such as difficult living conditions, feeling isolated, or facing discrimination, can harm mental health (Bhugra et al., 2013).

Mental health is undoubtedly important for everyone and deserves the same attention and care as physical health. However, it is even more important for individuals whose profession involves working with and for people, such as teachers. Teaching holds a unique place among all professions because teachers are key individuals who shape societies by helping people learn and grow. Although what teachers do is highly rewarding, teaching is challenging, requiring teachers to face numerous stressors and difficulties in their daily practice. The challenging conditions they must face in the profession impact teachers mentally, physically, and emotionally (Lomas et al., 2017; Taylor et al., 2021). These challenges include interaction with people (such as students, parents, administration, or colleagues), time constraints, the pressure of standardized testing, working with students who have discipline or motivation issues, being overworked and underpaid, the inherent difficulties of the profession, curriculum changes, inspections, unmet expectations and such (Hidajat et al., 2023; Lomas et al., 2017; Taylor et al., 2021; Wagner, 2024). Due to these stress factors, each day, an increasing number of teachers are reaching the point of leaving the profession (Madigan & Kim, 2021). These challenges often leave teachers feeling burned out and unable to perform their jobs effectively, which significantly impacts their students' academic success negatively. Teachers may struggle to cope with these stress factors and feel lost, especially when there are no administrative support mechanisms or policies for teachers.

All of the above is true for any teacher, regardless of their subject. Nevertheless, the situation becomes even more challenging for English teachers as they deal with an abstract and dynamic concept like a language. English teachers hold a particularly demanding role considering the global significance and status of the English language and the changing profile of language learners. There are no universal standard qualifications for English teachers, and they must master and constantly update themselves on various teaching methods and approaches in language teaching. Moreover, native English-speaking teachers are often more sought after, leaving non-native teachers with lower status in comparison. Given the nature of what they teach, English teachers should be more engaging and effective in planning than many other subject teachers. They should also be sensitive to (cultural) differences, and different learner profiles with various language proficiency levels and motives to learn the language (Borg, 2006). Considering all these, it could be beneficial for English teachers to receive mental health training and develop the ability to cope healthily with the difficulties of their profession. This training should begin early as early as pre-service education and continue in in-service education.

One of the most important prerequisites for having a successful career and finding a good job in many parts of the world is graduating with a bachelor's degree after receiving a good education. Although there are some differences in practices between countries, many students generally begin university at the age of 17 or 18. They must choose a career at this age, which could be considered very young. Deciding on a profession is not an easy job for young adults. Moreover, during their undergraduate years, their lives change in various ways: they step out of their comfort zones, face new responsibilities, or confront different challenges, both academically and non-academically, which may all cause them to feel under stress and pressure. The stress they experience during the process can sometimes shift from being productive to becoming destructive, as Lipson et al. (2022) attract attention. The transition to college represents a critical period of mental health vulnerability, and 75% of lifetime mental health issues emerge by age 24. In addition to choosing their career, during their college lives, students may face further stressors, including but not limited to family issues, financial problems, the difficulty of courses, future career expectations, loneliness, past traumas, or social isolation as they could be away from their families and previous support systems. All of these may cause university students to feel depressed or anxious, and in some cases, students may bear some physical and psychological consequences such as non-suicidal self-injuries, eating or sleep disorders, or substance use; in some cases, they may even tend to drop out of school (Albers, 2023; Lipson et al., 2022). Therefore, it is

important for undergraduate students to receive mental health training during university education for their overall mental health and well-being. Especially for English teacher candidates, who might experience similar negative effects as undergraduate students, this training should be extended from pre-service education into in-service education since the mental well-being of these teacher candidates will ultimately impact their academic and professional performance and their relationships with future students.

In the book *Human Resources and Training in Mental Health*, the WHO (2005) emphasizes the importance of an effective and sustainable human resources approach in delivering mental health services. Based on the information the WHO (2005) provides, it is possible to make some inferences about the mental health training for teacher candidates and teachers. In this regard, a situation analysis and needs assessment should be conducted first for any mental health training, which is intended for teacher candidates and teachers, to take place. The target group and setting characteristics should also be identified before any decisions can be made regarding implementing the training accordingly. Following the situation analysis and needs assessment, the extent of mental health training topics could be decided specifically and given the studies in the current literature, the training program could further be supported with some more general topics, such as a broad overview of mental illnesses or disorders, depression, anxiety, stress, resilience, well-being, mindfulness, burnout, empathy, and so on. As important as the decision process, the implementation process should be organized carefully, as well. In the implementation process, instead of traditional lecture-based training, as the WHO (2005) suggests, the focus should be on accessible and cost-effective training programs that are goal-oriented and resource-specific. These programs should center on pre-service and in-service English teachers and incorporate problem-focused and active learning methods to ensure engagement and practical application. In addition, these training programs could be merged explicitly and implicitly into the education of English teachers. In other words, participants could receive direct mental health training, or mental health topics could be integrated as subcomponents of other activities within the broader teacher education process.

Lipson et al. (2022) note that the mental health services provided at universities are, unfortunately, insufficient relative to the number of students. Effective mental health promotion requires reducing risks, building resilience, fostering supportive environments, encouraging cross-sector collaborations, ensuring accessible community-based care, prioritizing basic needs like sleep and nutrition, maintaining social connections, promoting participation in organizations, raising awareness of available resources, and seeking professional support when needed (Alberts, 2023; Lipson et al., 2023). Ideally, every student and institution should have access to adequate services and possibilities, but this may not be achievable given the current conditions. Plus, time and resources for any integration of mental health training into pre and in-service English teacher education programs could be limited, or there could be a lack of awareness about the importance of such training among teacher educators and administrators. This is why, as already stated, mental health training could be integrated into existing curricula given the circumstances, and the government could allocate more funds for teacher education programs for training purposes. Additionally, workshops, meetings, or campaigns could be organized to raise awareness among students, teacher educators, administrators, and policymakers. On the top of all, it is important that teacher educators, policymakers, and mental health professionals should all collaborate in the mental health training of teachers.

Conclusion

It should always be remembered that when teachers are informed about mental health and have some mental health skills, they can help their personal well-being and deal successfully with stressors in the profession. They can also contribute positively to their students' mental health and academic

achievements. Therefore, it is important that teachers' basic knowledge and understanding of mental health should be improved, and teachers should be equipped with the ability to apply their knowledge in their profession (Nalipay et al., 2024). Teachers with basic understanding of mental health are better equipped to build a supportive classroom environment and respond to student needs. Providing mental health training for teachers enables them to excel in their profession while promoting a more positive and effective learning environment.

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Pre-Service Teachers' Beliefs and Practices about Grammar Teaching:

A CASE STUDY AT A STATE UNIVERSITY

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Abstract

Beliefs play a critical role in teaching and learning process. Therefore, it is important to investigate beliefs to provide insights into the creation of better teaching and learning environments. From this perspective, the purpose of this research was to discover the teacher candidates' beliefs about grammar teaching in relation to their GPA scores. The present study was conducted at state university in Turkey. Second-grade students from the ELT department participated in this research. A quantitative research design was followed in this study to allow for the generalization of the results to the broader context. The research data were collected via a questionnaire, and the collected data were analyzed via SPSS 21 (Statistical Package for the Social Sciences). Descriptive statistics and ANOVA tests were used for each item in the questionnaire to analyze the research data. The participant students were categorized into high, medium, and poor groups based on their GPA scores, and their responses to the items were compared. Results showed that the participant students showed a tendency for explicit, teacher-led grammar instruction, often viewed as separate from reading and writing skills. Although grammar teaching was favored for older learners, there were doubts about its direct relation to fluency. Additionally, there was a preference for traditional grammar-focused instruction among the participant students; however, grammar teaching for young learners was not favored. Students with higher GPA scores did not indicate a statistically significant difference in their views regarding the role of teachers in error correction.

Keywords: Grammar teaching, beliefs, pre-service teachers, case study

INTRODUCTION

Beliefs play a significant role in language learning and teaching (Fives & Buehl, 2008; Rios, 1996). Every language learner has different views on language learning (Pawlak, 202). Similarly, every language teacher has different views about language learning and teaching as well. Some teachers give more importance to accuracy whereas others focus on fluency in the foreign language learning process (Erdali, 2016). Therefore, they individually bring different theories and approaches to their classes, and they employ different techniques and strategies to teach the target language. As Richards and Rodgers (2001: 27) mentions, "different philosophies at the level of approach may be reflected in the use of different kinds of activities and in different uses for particular activity type" which means teachers' practices in their classrooms are different because they are the supporters of different approaches for teaching foreign language. Accordingly, the reason why teachers favor different approaches and techniques is because they hold different beliefs about language learning and teaching. Similarly, Borg (2003) proposes that beliefs play a very significant role in people's thinking, decisions and personality. In that sense, teachers' beliefs provide researchers with some clues about teachers' assumptions and perceptions related to teaching and learning, and types of instruction they use to teach (Kagan, 1992). In addition to this, teachers' beliefs and perceptions have an impact on their instructional decisions in grammar teaching, too (Altunbaşak, 2010). Some favor explicit/direct

grammar teaching while others prefer implicit/indirect grammar teaching. Although much has been argued and studied in the area of teachers' beliefs about grammar teaching, the area is worth studying since not much research has been conducted with teacher candidates. Understanding the beliefs of teacher candidates can provide valuable insights into how future educators may approach grammar instruction, shaping their pedagogical strategies and ultimately influencing student outcomes. In addition, by examining their perspectives on grammar instruction, we can identify potential gaps in knowledge and areas for professional development that could enhance their effectiveness in the classroom. For those reasons, this study tries to explore teacher candidates' beliefs about grammar teaching. With this respect, this study attempts to find answers to the following research questions:

1. Do the candidate teachers with different GPA scores differ from each other in terms of their attributions to the role of grammar, presenting grammar, use of practice and error correction?
2. Is there a relation between candidate teachers' beliefs about error correction and their GPA scores?

METHODOLOGY

Participants and Setting

The subjects of this survey study are 48 candidate English teachers studying at a state university in Turkey. When they study at 4th grade, those candidate students are supposed to take Practicum course in order to practice teaching English at a school by using a predetermined syllabus, schedule and same materials (i.e. course book, worksheets, etc.). Also, the students are expected to prepare tests in order to evaluate their students. However, the way these candidate teachers' presentation of their lessons and their evaluation of the students' tests may differ. For that reason, in order to reveal the candidate teachers' general thoughts and practices about grammar teaching, the current research study tries to explore and represent their beliefs and actual practices about grammar teaching. The characteristics of the participants can be displayed as follow:

Table 1

Participant Distribution

<i>Class</i>	<i>Gender</i>	<i>GPA Scores</i>	<i>N</i>	<i>Group Total</i>
<i>A</i>	<i>Male</i>	<i>1-2</i>	<i>0</i>	<i>12</i>
		<i>2-3</i>	<i>3</i>	
		<i>3-4</i>	<i>0</i>	
	<i>Female</i>	<i>1-2</i>	<i>1</i>	
		<i>2-3</i>	<i>6</i>	
		<i>3-4</i>	<i>2</i>	
<i>B</i>	<i>Male</i>	<i>1-2</i>	<i>0</i>	<i>12</i>
		<i>2-3</i>	<i>3</i>	
		<i>3-4</i>	<i>0</i>	
	<i>Female</i>	<i>1-2</i>	<i>1</i>	
		<i>2-3</i>	<i>7</i>	
		<i>3-4</i>	<i>1</i>	

<i>C</i>	<i>Male</i>	1-2	0	
		2-3	3	
		3-4	0	
	<i>Female</i>	1-2	1	
		2-3	7	
		3-4	1	12
<i>D</i>	<i>Male</i>	1-2	0	
		2-3	2	
		3-4	1	
	<i>Female</i>	1-2	2	
		2-3	6	
		3-4	1	12
<i>Total</i>			48	

As is clearly seen from Table 1., a total of 48 candidate teachers participated in this study. In addition, the Table 1. shows that there are 12 participants from 4 classes. In Class A, there are 3 males whose GPA are between 2 and 3 whereas there are 9 females 1 of whose GPA score is 1 and 2, 6 of whose GPA are 2 and 3, and 2 of whose GPA are 3 and 4. On the other hand, in Class B, there are 3 males whose GPA are between 2 and 3 whereas there are 9 females 1 of whose GPA score is 1 and 2, 7 of whose GPA are 2 and 3, and 1 of whose GPA is 3 and 4. In Class C, there are 3 males whose GPA are between 2 and 3 whereas there are 9 females 1 of whose GPA score is 1 and 2, 7 of whose GPA are 2 and 3, and 1 of whose GPA is. 3 and 4. In Class D, there are 3 males 2 of whose GPA are between 2 and 3 and 1 of whose GPA is between 3 and 4 whereas there are 9 females 2 of whose GPA score is 1 and 2, 6 of whose GPA are 2 and 3, and 1 of whose GPA is 3 and 4.

Data Collection Tool

Questionnaires are usually used in the studies of teachers' beliefs and practices. (e.g. MacDonald et al., 2001). With the help of questionnaires, a researcher can obtain both quantitative and qualitative data. In this regard, the research data for this study were collected using a questionnaire designed to assess candidate teachers' beliefs about grammar instruction. The questionnaire (Borg & Burns, 2008) which contains 15 closed ended items requiring the participant teachers to respond to statements on a five scale was adopted by the researcher. The reliability analysis of the scale can be seen as follows:

Table 2

Reliability Statistics

Cronbach's Alpha	N of Items
.771	15

Data Collection Procedure and Analysis

As Balsley (1970) proposes, because of its controlled results, the quantitative survey methods provide more reliable data. For that reason, in order to collect the necessary data, the quantitative survey was thought to be more appropriate for this research. The data collected from the 48 participants were considered to be quantifiable and generalizable to the whole context. This study was conducted in the

academic year of 2018-2019 Spring Term. With the help of *Google Forms*, 48 participants were reached to collect the data.

48 of each response to the questionnaire were analyzed by employing The Statistical Package for the Social Sciences 21 (SPSS) for Windows. The collected data were computed and analyzed via descriptive statistics to sum up the candidate teachers' beliefs about grammar teaching. After analyzing the obtained responses to the questionnaire, it was found that there was a normal distribution among the GPA scores. For this reason, One-way ANOVA tests were calculated to display the comparison between the scores (Büyüköztürk, 2013). To achieve this, the participants were grouped according to their GPA scores. They were divided into three groups as low group (GPA = between 1 and 2), medium group (GPA= is 2 and 3) and high group (GPA= is 3 and 4). After administering the ANOVA test, it was found that considering the three groups, the participants showed a significant difference in the item 11: “*Correcting learners’ spoken grammatical errors in English is one of the teacher’s key roles*” In order to find out whether the participants’ GPAs have significant relation with their beliefs about item 11, a Correlation test was employed.

RESULTS

The aim of this study is to explore the candidate English teachers' beliefs about grammar teaching who are studying at a state university in Turkey, and whether GPA scores have an influence on their beliefs. The percentages reflecting the participants' views on grammar instruction are presented as follows:

Table 3.

Views on grammar instruction

Item	SA	A	UN	D	SD
	%	%	%	%	%
1	6.3	4.2	0	66.7	22.9
2	6.3	16.7	25	18.8	33.3
3	4.2	0	22.9	47.9	25
4	4.2	8.3	27.1	45.8	14.6
5	0	8.3	35.4	37.5	18.8
6	35.4	58.3	6.3	0	0
7	0	0	12.5	64.6	22.9
8	0	0	16.7	47.9	35.4
9	10.4	54.2	10.4	20.5	0
10	27.1	29.2	20.8	22.9	0
11	0	0	25	43.8	31.3
12	0	0	4.2	45.8	50

13	18.8	52.1	4.2	25	0
14	0	16.7	12.5	52.1	18.8
15	0	27.1	22.9	35.4	14.6

Table 2 reveals that a small number of the participants think that “*Teachers should present grammar to learners before expecting them to use it*” SA (6,3%) and A (4,2%). Similarly, a small number of the participants believe that “*Teachers who are aware of grammar rules can use the language more effectively than who are not*” SA (6,3%) and A (16,7%). As for item 3, a small percentage of the participants agree with the idea that “*Exercises that get learners to practice grammar structures help learners develop fluency in using grammar*” SA (4,2%). As for the item 4, again a small percentage of the participants favor the opinion that “*Teaching the rules of English grammar directly is more appropriate for older learners*” SA (4,2%) and A (8,3%). Similarly, a small number of the participants support the opinion that “*During lessons, a focus on grammar should come after communicative tasks, not before*” A (8,3%). On the other hand, a great percentage of the participants favor the idea that “*Grammar should be taught separately, not integrated with other skills such as reading and writing*” SA (35,4%) and A (58,3%). According to the results, none of the participants favor the item 7: “*In communicative approach to language teaching, grammar is not taught directly*” and the item 8: “*In learning grammar, repeated practice allows learners to use structures fluently.*” However, more than half of the participants agree with the idea that “*In teaching grammar, a teacher’s main role is to explain the rules*” SA (10,4%) and A (54,2%). Similarly, more than half of the participants believe that “*It is important for learners to know grammatical terminology*” SA (27,1%) and A (29,2%). On the other hand, none of the participants think that “*Correcting learners’ spoken grammatical errors in English is one of the teacher’s key roles*” and “*Grammar learning is more effective when learners work out the rules for themselves.*” However, a huge number of the participants agree with the idea that “*Indirect grammar teaching is more appropriate with younger than older learners*” SA (18,8%) and A (52,1%). On the other hand, a small percentage of the participants think that “*Formal grammar teaching does not help learners become more fluent*” A (16,7%). Similarly, as for the item 15, a small number of the participants believe that “*It is necessary to study the grammar of a second or foreign language in order to speak it fluently*” A (27,1%).

RQ1: Do the candidate teachers with different GPA scores differ from each other in terms of their attributions to the role of grammar, presenting grammar, use of practice and error correction?

Table 4

One Way Analysis of Variance of The Responses

		SS	Df	Mean Square	F	Sig.
item1	Between Groups	1.444	2	.722	.731	.487
	Within Groups	44.472	45	.988		
	Total	45.917	47			
item2	Between Groups	4.424	2	2.212	1.356	.268

	Within Groups	73.389	45	1.631		
	Total	77.813	47			
item3	Between Groups	3.840	2	1.920	2.358	.106
	Within Groups	36.639	45	.814		
	Total	40.479	47			
item4	Between Groups	.083	2	.042	.041	.960
	Within Groups	45.583	45	1.013		
	Total	45.667	47			
item5	Between Groups	2.194	2	1.097	1.432	.249
	Within Groups	34.472	45	.766		
	Total	36.667	47			
item6	Between Groups	.111	2	.056	.158	.854
	Within Groups	15.806	45	.351		
	Total	15.917	47			
item7	Between Groups	1.396	2	.698	2.082	.137
	Within Groups	15.083	45	.335		
	Total	16.479	47			
<hr/> (Continued) <hr/>						
item8	Between Groups	.340	2	.170	.333	.718
	Within Groups	22.972	45	.510		
	Total	23.313	47			
item9	Between Groups	.000	2	.000	.000	1.000
	Within Groups	46.000	45	1.022		
	Total	46.000	47			
item10	Between Groups	2.840	2	1.420	1.128	.333
	Within Groups	56.639	45	1.259		
	Total	59.479	47			
item11	Between Groups	4.090	2	2.045	4.050	.024
	Within Groups	22.722	45	.505		
	Total	26.813	47			
item12	Between Groups	.250	2	.125	.359	.700

	Within Groups	15.667	45	.348		
	Total	15.917	47			
item13	Between Groups	.340	2	.170	.145	.865
	Within Groups	52.639	45	1.170		
	Total	52.979	47			
item14	Between Groups	1.313	2	.656	.700	.502
	Within Groups	42.167	45	.937		
	Total	43.479	47			
item15	Between Groups	1.028	2	.514	.460	.634
	Within Groups	50.222	45	1.116		
	Total	51.250	47			

One-way ANOVA test was conducted to find out if there was a significant difference in scores for poor, middle and high groups. Table 2. reveals that only regarding the item 11: *Indirect grammar teaching is more appropriate with younger than older learners*, there is a difference among the groups (i.e. poor, middle, high), $F(2, 45) = 4.050$, $p < .05$. The resulting eta squared value is .99, which in Cohen's (1988, pp. 284-7) terms would be considered as a medium effect size. In other words, students' responses to item 11 show a significant difference in terms of their groups.

Table 5

Descriptive Statistics of Item 11

Groups	N	M	SD
Poor	6	4.83	.408
Medium	36	3.94	.754
High	6	4	.632

Post hoc analyses using the Bonferroni post hoc criterion for significance indicated that only the poor group is significantly different from the medium group. In other words, the mean score for poor group ($M = 4.83$, $SD = .408$) was significantly different from medium group ($M = 3.94$, $SD = .754$), $F(2, 45) = 4.050$, $p < .017$.

RQ2: Is there a relation between candidate teachers' beliefs about error correction and their GPA scores?

Table 6*Correlations*

		1	2
GPA	Pearson Correlation	-	
	Sig. (2-tailed)		
item11	Pearson Correlation	-.281	-
	Sig. (2-tailed)	.053	
	N	48	48

The relationship between GPA scores of the participants and their responses to item 11 was investigated using Pearson correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. It was found that there was a weak, negative correlation between the two variables, $r = -.28$, $n = 48$, $p < .0005$, with high levels of GPA associated with lower levels of the opinion that “*Correcting learners’ spoken grammatical errors in English is one of the teacher’s key roles.*” The effect accounts for only .078 of the total variance.

DISCUSSION and CONCLUSION

Beliefs have a major impact on language learning and teaching, as they influence every part of our lives. Both language learners and teachers determine which learning and teaching methods to use in the language learning process based on their beliefs. These may include material development and evaluation, testing, and teaching practices. In this regard, the purpose of this research was to explore the teacher candidates’ beliefs about grammar teaching. This study was conducted at state university in Turkey. The participants were all from ELT department all of whom were 2nd graders. The participant teachers’ attributions to the role of grammar, presenting grammar, use of practice and error correction were the focus of the study. A quantitative research design was used for this research to generalize the results for the whole context. The participant students’ views on the role of grammar, presenting grammar, use of practice and error correction were collected via a questionnaire which was developed by Borg and Burn’s (2008), and the collected data were analyzed via SPSS 21 (Statistical Package for the Social Sciences). To analyze the data, descriptive statistics and ANOVA tests were used for each item in the questionnaire. The students were clustered regarding their GPA scores. Those tests revealed that there was a significant difference among groups with a medium effect size for item 11, *Correcting learners’ spoken grammatical errors in English is one of the teacher’s key roles.* To put a finer point on it, the analysis showed that there were statistically significant differences in how each group, including high, medium, and low, responded to the statement regarding the teacher’s role in correcting spoken grammatical errors, which suggests that the groups held different views and attitudes about the importance of the role of teachers in correcting spoken grammatical errors. On the other hand, the moderate effect size suggests that the impact of being part of a group is noticeable but not strong enough to be considered a very large or decisive factor. Therefore, other factors may still

be influencing their views. With this respect, future research is necessary to discover the other factors which may influence candidate teachers' beliefs about the role of teachers in correcting of spoken grammatical errors. Results also showed that the participant students tended to teach grammar explicitly, and grammar instruction was often regarded as separate from reading and writing skills. Additionally, grammar teaching was highly regarded as suitable for older learners; however, its direct relation to fluency was still questioned. That is, there were still uncertainties among the participant students concerning the function of mastering grammar to enhance fluency. In addition, there was a tendency towards traditional grammar-focused instruction among the participant students; however, there was little preference for teaching grammar to young learners. Furthermore, having higher GPA scores did not show a statistically meaningful difference in their perspectives on the role of teachers in error correction.

As current research indicates, mastering grammar has always been a controversial issue among educators (Ellis, R. 2002). Some teachers and learners may assert that grammar is unnecessary for communication (Sakina, 2023), while others argue that it is a vital component in effective language learning and teaching (Ghafar & Sawalmeh, 2024; Zhang, 2023). With this respect, some involve grammar instruction in their lessons and put emphasis on studying grammar whereas others ignore or give less importance to grammar teaching. On the other hand, the way presenting and practicing grammar may show variations as well. Some language practitioners prefer to employ deductive or explicit teaching while others prefer to teach inductively or implicitly. However, it is evident that any method that does not take students' needs into account will not contribute to students' learning as expected. Therefore, it is essential for both pre-service teachers and in-service teachers that they remain open-minded and flexible in their approach to language skill development, as every individual has various needs. In other words, it is crucial to avoid having a fixed mindset in language learning and teaching, as some studies show that students recognize the significance of grammar in their learning process, advocating for a blend of explicit and implicit teaching strategies (Normawati & Nugrahaeni, 2024).

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APPENDICES

APPENDIX I

The Questionnaire (Borg & Burns, 2008)

1. Teachers should present grammar to learners before expecting them to use it.
 - a. Strongly Disagree
 - b. Disagree
 - c. Unsure
 - d. Agree
 - e. Strongly Agree
2. Learners who are aware of grammar rules can use the language more effectively than those who are not.
 - a. Strongly Disagree

- b. Disagree
 - c. Unsure
 - d. Agree
 - e. Strongly Agree
3. Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.
- a. Strongly Disagree
 - b. Disagree
 - c. Unsure
 - d. Agree
 - e. Strongly Agree
4. Teaching the rules of English grammar directly is more appropriate for older learners.
- a. Strongly Disagree
 - b. Disagree
 - c. Unsure
 - d. Agree
 - e. Strongly Agree
5. During lessons, a focus on grammar should come after communicative tasks, not before.
- a. Strongly Disagree
 - b. Disagree
 - c. Unsure
 - d. Agree
 - e. Strongly Agree
6. Grammar should be taught separately, not
- 7.
8. with other skills, such as reading and writing.
- a. Strongly Disagree
 - b. Disagree
 - c. Unsure
 - d. Agree
 - e. Strongly Agree
9. In a communicative approach to language teaching, grammar is not taught directly.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

10. In learning grammar, repeated practice allows learners to use structures fluently.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

11. In teaching grammar, a teacher's main role is to explain the rules.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

12. It is important for learners to know grammatical terminology.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

13. Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

14. Grammar learning is more effective when learners work out the rules for themselves.

- a. Strongly Disagree

- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

15. Indirect grammar teaching is more appropriate with younger than older learners.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

16. Formal grammar teaching does not help learners become more fluent.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

17. It is necessary to study the grammar of a second or foreign language in order to speak it fluently.

- a. Strongly Disagree
- b. Disagree
- c. Unsure
- d. Agree
- e. Strongly Agree

APPENDIX II

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
GPA	.074	48	.200*	.981	48	.630

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction