

2nd INTERNATIONAL CONGRESS OF INNOVATION THROUGH ACADEMIC WRITING

May 30-31, 2024, Kyrenia-Turkish
Republic of Northern Cyprus

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PROCEEDINGS BOOK

EDITOR

Assoc. Prof. Dr. Elif Tokdemir
Demirel

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May 30-31, 2024, Kyrenia - Turkish Republic of Northern Cyprus

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By

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CONGRESS ID

CONGRESS TITLE

1ND INTERNATIONAL CONGRESS OF INNOVATION THROUGH
ACADEMIC WRITING

DATE and PLACE

May 30-31, 2024, Kyrenia - Turkish
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2nd INTERNATIONAL INNOVATION THROUGH ACADEMIC WRITING CONGRESS

May 30-31, 2024

Girne- Turkish Republic of Northern Cyprus

CONGRESS SCHEDULE

Join Zoom Meeting

<https://zoom.us/j/92996918209?pwd=RUNOSktnL2grNmFJSDFVTjRhNEpCdz09>

Meeting ID: 929 9691 8209

Passcode: 012345

PARTICIPATING COUNTRIES

TOTAL ACCEPTED ARTICLES:

Türkiye:

Other Countries:

09:30 – 10:20 (Cyprus Time-GMT)
THURSDAY – May 30, 2024
WELCOMING REMARKS AND OPENING SPEECHES

Assoc. Prof. Dr. Elif Tokdemir Demirel	Congress Chair	Kırıkkale University
Assoc. Prof. Dr. Mustafa Latif EMEK	IKSAD Representative	IKSAD INSTITUTE
Prof. Dr. Nazife Aydınöđlu	Dean, Final International University, Faculty of Educational Sciences	Final International University, Turkish Republic of North Cyprus
Assoc. Prof. Dr. Sedat Akayođlu	INGED Chair, Invited Speaker	Bolu Abant İzzet Baysal University, Türkiye

Title: AI as an Assistive Tool for Writing

10:30-12:00 (Cyprus Time-GMT)
THURSDAY – May 30, 2024
PANEL 1: AI and Academic Writing

Moderator: Prof. Dr. Nazife Aydınöđlu

Final International University, Turkish Republic of North Cyprus

Panelists:

Assist. Prof. Dr. Tijen Akşit, Bilkent University, Türkiye
Title: “The role of AI in academic writing: A friend or foe”

Assoc. Prof. Dr. Elif Tokdemir Demirel, Kırıkkale University, Türkiye
Title: “Are you a robot or human? The Changing Writer Identity in the Era of AI.”

Lect. Dr. Mahir Sarıgöl, Özyeđin University, Türkiye
“Title: AI and Writing Centers: Changing The Practices And Perceptions In The Realm Of Language Teaching And Learning?”

THURSDAY – May 30, 2024
14:00-16:15 (Cyprus Time-GMT)
ONLINE SESSION-1, HALL-1
MODERATOR: Sevcan BAYRAKTAR ÇEPNİ

TITLE	AUTHORS	AFFILIATION
A corpus-based comparison ChatGPT and human writers in research writing: The case of the research paper abstracts	Presenter: Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL	Kırıkkale University, Türkiye
Exploring Artificial Intelligence Landscape Through Academic Writing: The Case Of Efl Learners, Algeria	Presenter: Instr. Hynd KAID SLIMANE	Tlemcen University, Algeria
Unveiling The Harmony: Exploring How Mindfulness Levels Influence English Writing Self-Regulatory Strategies	Presenters: Assist. Prof. Dr. Sevcan BAYRAKTAR ÇEPNİ, Assoc. Prof. Dr. Şakire ERBAY ÇETİNKAYA	Trabzon University, Türkiye
Gender Pronouns And Writing Scores Of Graduate Program Applicants to an EMI University In Turkey	Presenter: Instr. Defne AKINCI MİDAS	Middle East Technical University, Türkiye
Collective Wisdom: Exploring The Self-Reported Delayed Impact Of Guided Mediation For Novice English Writers	Presenters: Assoc. Prof. Dr. Şakire ERBAY ÇETİNKAYA, Assist. Prof. Dr. Sevcan BAYRAKTAR ÇEPNİ	Trabzon University, Türkiye
Enhancing Critical Thinking Skills Through Learning Activities And Manipulatives	Kleada Agasi	Universiteti I Tiranes
Reconsidering The Dominance Of English As A Foreign Language (Efl) Instruction: Implications For Learners And Educators In Pre-Secondary Education	Sami ULLAH Abdul JALIL Taqwa SYED Izhar KHAN Sabeeha HADI Bilal BAHADAR	University of Peshawar
The Problem Of Social And Psychological Adaptation Of Foreign Students	Gulnara Kosmaganbetova Gulpara Zhukenova	L.N. Gumilyov Eurasian National University

THURSDAY – May 30, 2024
14:00-16:15 (Cyprus Time-GMT)
ONLINE SESSION-1, HALL-2
MODERATOR: Tijen AKŞİT

TITLE	AUTHORS	AFFILIATION
An Investigation Of The Effect Of Chatgpt Integration On Foreign Language Writing Anxiety: A Study In Higher Education Context	Gülçin Yonca AKDENİZ Safiye İpek KURU GÖNEN	İstanbul Technical University, Eskişehir University, Türkiye
“Ethics” As A Rhetorical Device In The Discourse On Generative Ai And Research Writing	Instr. Tine WIRENFELDT JENSEN	Southern University of Denmark, Denmark
Leveraging ChatGPT For Efficient Evaluation And Feedback In The Educational Setting	Presenter: Instr. Zohaib Hassan SAİN	Superior University, Pakistan
Friend Or Foe? Assessing The Impact Of Plagiarism Detection Software On Writing Instruction	Presenter: Instr. Zohaib Hassan SAİN	Superior University, Pakistan
Exploring Learner Perceptions Regarding The Use Of AI In English Language Teaching And Learning	Presenters: : Instr. Arzu YILMAZ, Prof. Dr. Eda ÜSTÜNEL	Muğla Sıtkı Koçman University, Türkiye
The Evolution Of Translation Theories And Practices	Era BUÇPAPAJ	University of Tirana, Albania

THURSDAY – May 30, 2024
16:30-18:45 (Cyprus Time-GMT)
ONLINE SESSION-2, HALL-1
MODERATÖR: Defne AKINCIMİDAS

TITLE	AUTHORS	AFFILIATION
Teachers' Written Feedback And EFL Students' Writing Performance: Insights From Teachers And Students	Presenter: Instr. Dr. Fatima Zohra BELKHİR	University of Tlemcen, Algeria
Artificial Intelligence in Writing for Publication: An Analysis of AI-Assisted Tools in Academic Publication Processes	Assist. Prof. Dr. Batuhan SELVİ, Assist. Prof. Dr. Rabia Sena ESER	Fırat University, Türkiye
The Role of Motivation in Foreign Language Learning: Insights from Termez State University Students in Uzbekistan	Instr. Mohammad Shah ZAKİ	İstinye University, Türkiye
The Impact of Writing Centers on Students' Mindfulness: A Comprehensive Review	Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL	Kırıkkale University, Türkiye

THURSDAY – May 30, 2024
16:30-18:45 (Cyprus Time)
ONLINE SESSION-2, HALL-2
AI in Education and Writing Feedback
MODERATÖR: Anna Maria Vasili

TITLE	AUTHORS	AFFILIATION
Exploring The Influence Of English Literature On Moral Development In Society	Sabeeha HADI Abdul JALIL Taqwa SYED Sami ULLAH Bilal BAHADAR	University of Peshawar, Pakistan
Are professional translators an endangered species because of technology?	Anna Maria Vasili	University of Tirana, Albania

DAY 2 : FRIDAY – May 31, 2024

(Online)

**HALL 1
(Online)**

**OPENING REMARKS AND OUTLINE OF THE DAY
10:45-11:00**

CONGRESS CHAIR: Assoc. Prof. Dr Elif TOKDEMİR DEMİREL

11:00 – 12:00 (Cyprus Time)

PLENARY SESSION

(Online)

HALL 1

Moderator:

Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL

INVITED SPEAKER

Assoc. Prof. Dr. Erdem AKBAŞ

Title: Navigating the landscape of self-mentions in academic writing: From to-use-or-not-to-use to when-and-how-to-use

FRIDAY – May 31, 2024

13:30 – 15:45 (Cyprus Time)

SESSION 3

HALL 1

(Online)

MODERATOR: Semin KAZAZOĞLU

TITLE	AUTHORS	AFFILIATION
Perceptions Of EFL Instructors Regarding The Use Of Ai-Based Tools In Academic Writing	Assist. Prof. Dr. Zennure Elgün Gündüz	Ardahan University, Türkiye
Enhancing Literary Comprehension: Innovative Approaches to Teaching Short Stories in English	Instr. Kristina Sheperi	University of Tirana, Albania
Titles in Academic Writing: A Corpus-Based Inquiry for EAP Teachers and Novice Researchers in Social Sciences	Assist. Prof. Dr. Tuba Arabacı Atlamaz	Boğaziçi University, Türkiye
A Comparative Study on Master's Students' Perceptions of AI-Based and Supervisors' Written Feedback on Thesis Proposals	Assist. Prof. Dr. Semin KAZAZOĞLU	Yıldız Technical University, Türkiye
Techniques of Learning Arabic Language: Perspective Bangladesh	Bayejid Hossain	University of Dhaka, Bangladesh

FRIDAY, MAY 31

16:00 – 17:15 (Cyprus Time)

SESSION-4

HALL-1

MODERATOR: Işıl Günseli KAÇAR

TITLE	AUTHORS	AFFILIATION
Uncovering Gender Biases In ChatGPT: A Combined Examination of Language Generation In Interpretation, Question And Answer, And Story Generation:	Instr. Sena TÜRKOĞLU Instr. Dr. Işıl Günseli KAÇAR	Middle East Technical University, Türkiye
Enacting agentive supervisory feedback to ensure a more holistic and discipline-specific feedback process at M.A. thesis writing stage: An activity theory perspective	Prof. Dr. Özkan KIRMIZI	Karabük University, Türkiye
Ethical Considerations In Employing AI: Implications For EFL Academic Writing	Assoc. Prof. Dr. Yaroslava FEDORIV, Instr. Instr. Alla SHUHAI, Iryna PİROZHENKO	The National University of Kyiv-Mohyla Academy, Ukraine
A Comparative Corpus-Based Analysis of Humor Translations into Turkish by Different Fansub Translators: The Case of Family Guy	Instr. Sultan ULUAD Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL	Kırıkkale University, Türkiye
Dialogic peer feedback giving practices of undergraduate English Language and Literature students: Investigating sources, knowledge, and challenges	Prof. Dr. Özkan KIRMIZI	Karabük University, Türkiye
A brief history of reading	Lec. Ramona MARINACHE Prof. Dr. Valentina MARINESCU	University of Bucharest, Romania
Book reading and health	Lec. Ramona MARINACHE Prof. Dr. Valentina MARINESCU	University of Bucharest, Romania

PHOTO GALLERY
1ND INTERNATIONAL CONGRESS OF INNOVATION THROUGH ACADEMIC WRITING
May 30-31, 2024, Kyrenia, TURKISH REPUBLIC OF NORTHERN CYPRUS






2ND INTERNATIONAL INNOVATION THROUGH ACADEMIC WRITING CONGRESS

MAY 30-31 / FINAL INTERNATIONAL UNIVERSITY
 KYRENIA, TURKISH REPUBLIC OF NORTHERN CYPRUS
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 Kırıkkale University, Kırıkkale, Türkiye

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Assoc. Prof. Dr. Nafıya GÜDEN
 Final International University, Kyrenia, TRNC

Asist. Prof. Dr. Sedat TURAMBERK ÖZERDEN
 Final International University, Kyrenia, TRNC

May 15, 2024
 Deadline for Submission of Abstracts

July 01, 2024
 Deadline for Submission of Full Papers

August 30, 2024
 Pre-congress Book Publishing Day

e mail for abstract submission:
iksad42@gmail.com

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2ND INTERNATIONAL INNOVATION THROUGH ACADEMIC WRITING CONGRESS

PLENARY SPEECH
 Assoc. Prof. Dr. Erdem AKBAŞ







11:00 – 12:00
 (GMT
 Cyprus Time)

Title: Navigating the landscape of self-mentions
 in academic writing:
 From to-use-or-not-to-use to when-and-how-to-use




MODERATOR
 Doğa ARMAĞAN DEMİREL, Goethe University

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2ND INTERNATIONAL INNOVATION THROUGH ACADEMIC WRITING CONGRESS

OPENING SPEECH
 Assoc. Prof. Dr. Sedat Akayoğlu
 Bolu Abant İzzet Baysal University



Time:
 10:00 GMT,
 Cyprus time
 ZOOM
 Meeting ID: 929
 9601 6209
 Password:
 012315

Title: AI as an Assistive Tool for Writing



Moderator: Assoc. Prof. Dr. Elif Tokdemir Demirel, Kırıkkale University

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2ND INTERNATIONAL INNOVATION THROUGH ACADEMIC WRITING CONGRESS

PANEL: AI and Academic Writing







Moderator:
 Prof. Dr. Nazife Aydınoglu,
 Final International University

PANELISTS



Assist. Prof. Dr. Tijen Akşit, Bilkent University



Lect. Dr. Mahir Sarıgül, Özyeğin University



Assoc. Prof. Dr. Elif Tokdemir Demirel,
 Kırıkkale University

10:30-12:00 (Cyprus
 Time GMT)
 THURSDAY May 30,
 2024

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Zoom Meeting: IKSAD INSTITUTE

Observer

Session-1, Hall-1, ERG...

Fatima Zohra B...

Mohammad Shah Zaki

SESSION-2 HALL-1, MI...

EN

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English

2nd International Conference of Innovation Through Academic Writing

May 30-31, 2024 / Kyrenia, North Cyprus
Final International University online & in-person

INTAW 2024

4 Subtitle by Kaia

Elif Tokdemir Demirel

mahir sangul

Tijen Aksit

Marlene Elwell

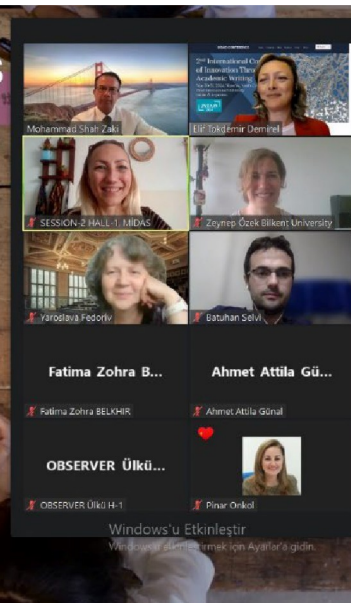
Yan Overfield Shaw

Zeynep Ozek Bilkent U...

END OF SESSION
THANKS TO ALL CONTRIBUTORS
LET'S MEET AT THE NEXT INTAW CONFERENCE IN 2028

The Impact of Writing Centers Students' Mindfulness: A Comprehensive Review

Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL
Kırıkkale University
English Translation and Interpretation Department
elif6171@gmail.com



2nd International Congress of Innovation Through Academic Writing

INTAW2024, 30-31 May 2024

nWtN

**Navigating the landscape of self-mentality
in academic writing:
From to-use-or-not-to-use
to when-and-how-to-use**



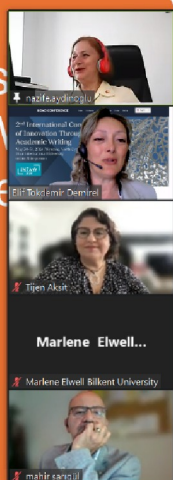
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Erciyes University,
Türkiye

Windows'u etkinleştir



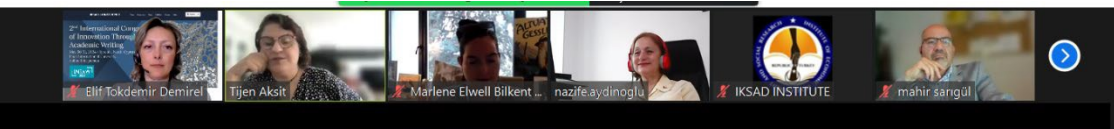
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- AI tools presents both opportunities and challenges for writer identity in academic writing.
- While it can enhance access to diverse writing styles, improve fluency, and support the writing process, it also poses risks related to authenticity, originality, and academic integrity.
- As writers and educational institutions navigate this new landscape, it is crucial to strike a balance that leverages the benefits of AI tools while preserving the unique voice and identity of each writer.
- Clear guidelines and ethical considerations will be essential in ensuring that AI tools serve as an aid to, rather than a substitute for, genuine academic writing and the development of a robust writer identity.

Windows'u etkinleştir

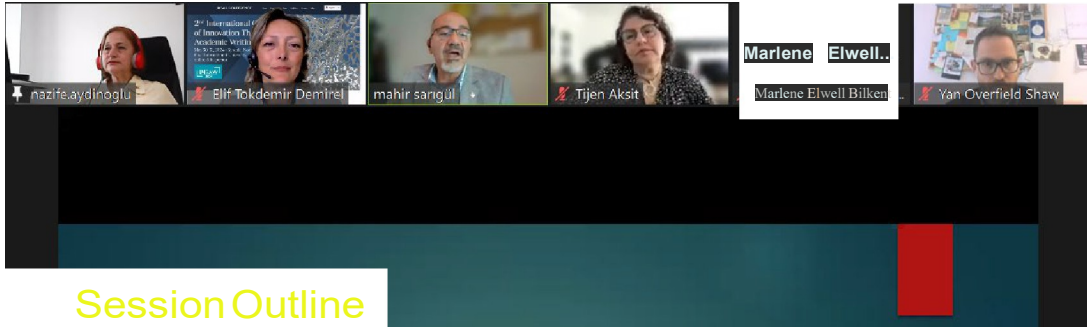
il'



How common is it among your students using GAI in your class?

- Very common 5,4 %
- Common 37,8 %
- I don't know 16,2 %
- Not common 37,8 %
- Not common at all 2,7 %





1. Introduction
2. Benefits that AI brings in language education
3. Challenges and ethical considerations
4. Reactions to AI & ChatGPT use & actions taken by a School of Languages at an EMI university
5. How writing centers position themselves re use of AI
 - 4.1 some positive impacts
 - 4.2 some concerns and caveats
6. What writing centers can offer?
7. Final Words

The image shows a Zoom meeting interface with a presentation slide. The slide title is "Unveiling the Harmony: Exploring How Mindfulness Levels Influences English Writing Self-Regulatory Strategies". The slide features an illustration of a person with orange hair and a white shirt, standing inside a large blue silhouette of a human head. The background of the head is filled with stars and planets. To the right of the illustration, the presenters are listed:

- Presenters:
- Dr. Sevcan BAYRAKTAR ÇEPNİ
- Dr. Şakire ERBAY ÇETİNKAYA

Therefore, based on the opportunities & challenges, we need to develop an AI Ecological Education Policy Framework as Chan (2023) proposed below.

AI Ecological Education Policy Framework

(Chan, 2023)


AI as an Assistive Tool for Writing

Assoc.Prof.Dr. Sedat Akayoğlu
INGED President

2 nd INTERNATIONAL INNOVATION THROUGH ACADEMIC WRITING CONGRESS

A Comparative Study on Master's Students' Perceptions of AI-Based and Supervisors' Written Feedback on Thesis Proposals

AsstProf.Dr. Semin KAZAZOĞLU
Yıldız Technical University
ELT Department



Windows'u etkinleştirin
Windows'u etkinleştirmek için A...

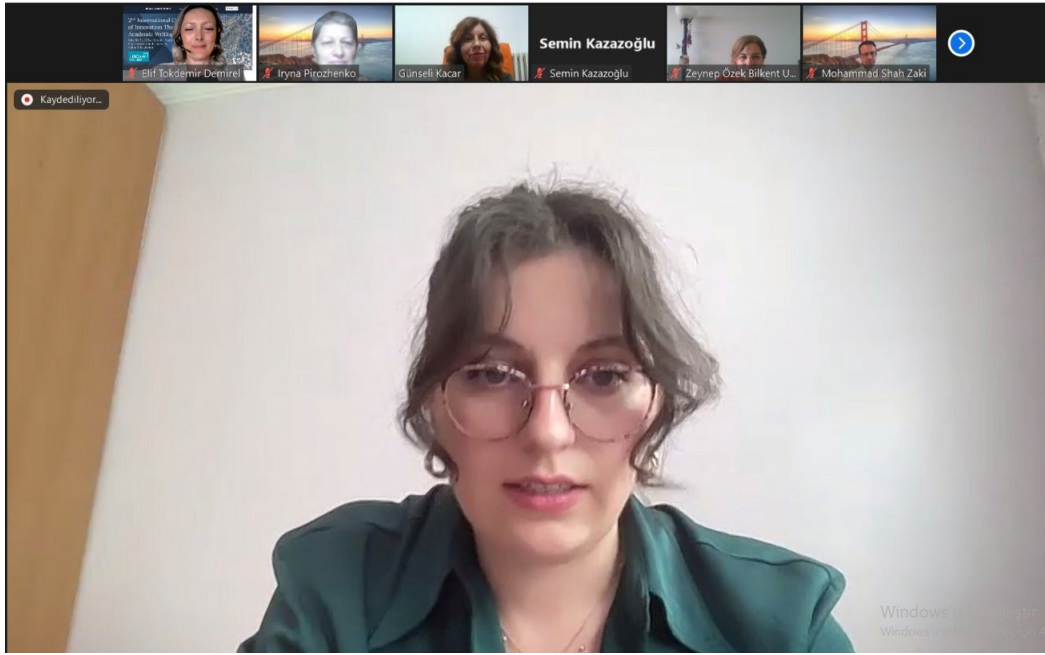
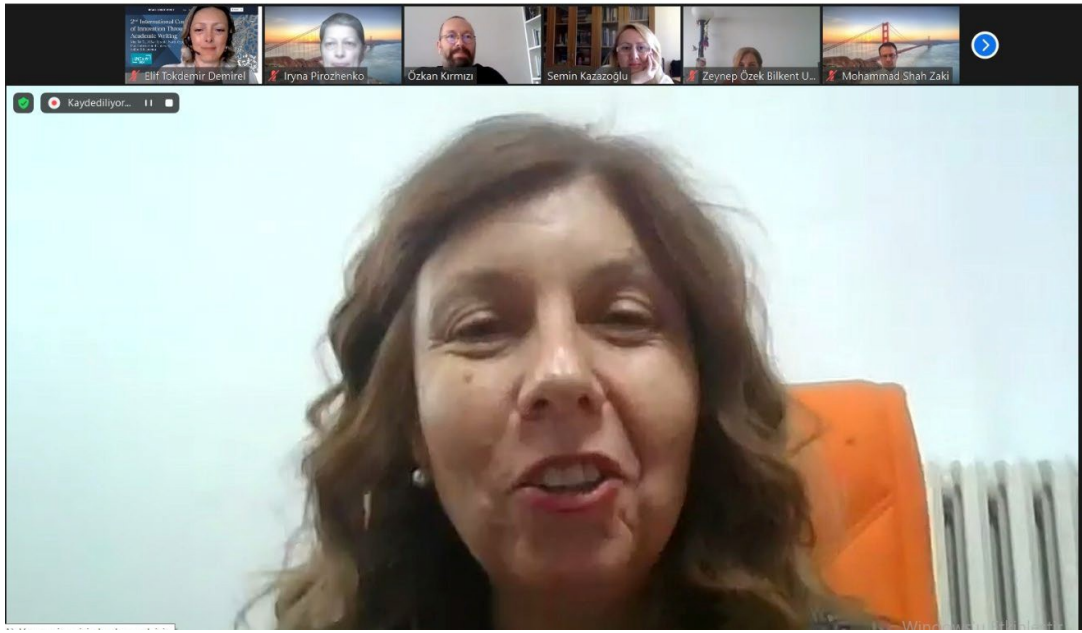
2nd International Congress of Innovation Through Academic Writing

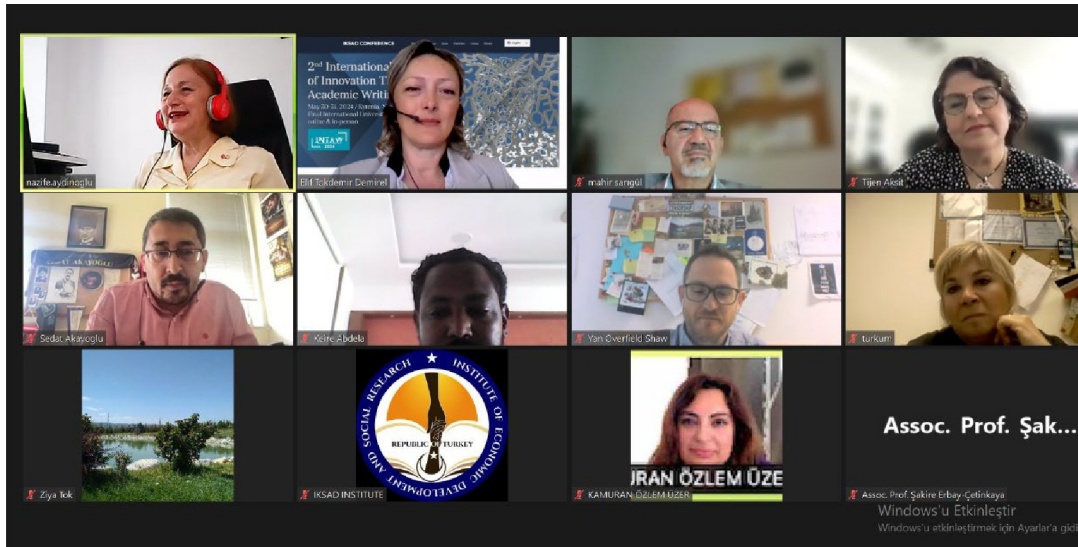
Elif Tokdemir Demirel Semin Kazazoğlu Zenn... mahir sangül Yaroslava Fedoriv

Session 3-Hall 1...
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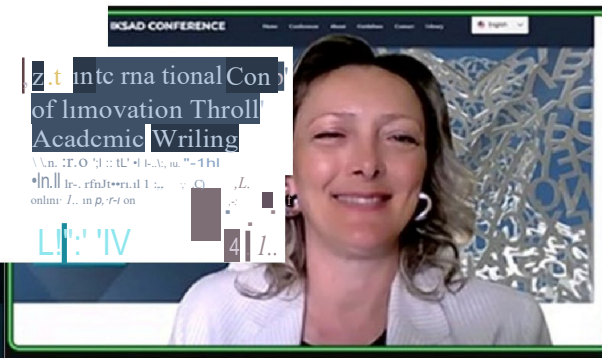


K...ycelechlan...
Etkinlestr~
Wir
Wirt...





Lets meet again
at the next
INTAW conference
in 2026



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HUMAN VERSUS CHAPGPT: A CORPUS-BASED LEXICOGRAMMATICAL COMPARISON OF HUMAN GENERATED AND CHATGPT GENERATED SOCIAL SCIENCES ABSTRACTS

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Introduction

Research writing is the most important tool for the dissemination of knowledge accumulated through research. In the past decades, it has become part of the practice of writing research to use electronic resources and aids such as electronic databases, electronic personalized libraries, grammar checkers, statistical packages, online dictionaries, and of course personal computers. The academic journals as means through which research is disseminated have also become digitized. There has been no question or debate regarding the usage of the above listed resources in academic research writing in terms of legitimacy and ethics and their use has even been encouraged. However, with the advent of artificial intelligence, a discussion has started on whether it is ethical to use AI in research writing or how it should be used so that it would be scientifically ethical.

The rise of Artificial Intelligence has brought debates in the academic community such as ethical concerns, its effects on human creativity and productivity, its effects on the autonomy of writers and so on. It has also brought about questions of whether AI can replace human writers and whether AI produced texts are reliable detectable. Research comparing and contrasting AI generated text and human generated text in the academic domain is on the rise. A recent study by Sardinha (2024) aimed to evaluate the similarity between texts generated by artificial intelligence (GPT) and those produced by human individuals in real-world settings across various dimensions of variation. The findings revealed significant disparities, with AI-generated texts lacking resemblance to human-authored ones, and a discriminant analysis

highlights the limited ability of AI to emulate the intricate patterns of natural language, emphasizing the current constraints in AI text generation compared to human communication. It is possible to distinguish AI generated from human generated texts with software and studies have started to investigate their effectiveness. Walters (2023) assessed the performance of 16 publicly available AI text detectors in distinguishing between AI-generated and human-generated writing using 42 essays each from ChatGPT-3.5, ChatGPT-4, and human students. Three detectors (Copyleaks, TurnItIn, and Originality.ai) showed high accuracy across all document sets, while most others could effectively differentiate GPT-3.5 papers from human-generated ones but struggled with distinguishing GPT-4 papers. Interestingly, detectors requiring registration and payment only marginally outperformed others in terms of accuracy.

A similar comparative study by Hayawi et al. (2023) used a novel dataset of human-written and large language model (LLM)-generated texts in various genres and demonstrated the effectiveness of machine learning models in distinguishing between human and AI-generated text, with superior performance in binary classification tasks but increased difficulty in more complex multiclass tasks, providing insights for AI text detection and paving the way for future research in this field. Research comparing and contrasting human generated and AI generated texts has a potential for providing information about the nature of the variation between them.

Muñoz-Ortiz et al. (2023) quantitatively analyzed differences between human-written English news text and output from four large language models (LLMs) within the LLaMa family across various linguistic dimensions. The results revealed several measurable distinctions, such as more scattered sentence length distributions, distinct use of dependency and constituent types, and greater expression of aggressive emotions (fear, disgust) in human texts compared to LLM-generated texts, along with differences in the use of numbers, symbols, auxiliaries, pronouns, and the expression of sexist bias in both human and LLM-generated texts.

It is needed to conduct more research studies comparing and contrasting AI and human writing to better understand the nature of written products created by AI and to distinguish them from that of human writers. An efficient and comprehensive way of carrying out comparative analyses of AI and Human writing is to follow a corpus-based approach. A

corpus has been defined as : “a collection of spoken and written texts, organized by register and coded for other discourse considerations” (Biber et al, 1999, p4). Kennedy (2014) describes a corpus as a collection of texts; electronic or not (although machine-readable corpora is the norm today), whole or partial, compiled for various purposes including linguistic research and representative of a particular text sample, written, oral etc...and designed to answer questions at various linguistic levels: prosody, grammar, discourse patterns or pragmatics. Corpus compilation by means of computers first started with the compilation of the Brown corpus in the 1960s (Meyer, 2002). Since then, numerous corpora of various sizes and with various purposes have been compiled and numerous computer programs have been developed which aid the analyses of corpora. A corpus (plural corpora) in linguistic terms can be defined as “a collection of spoken and written texts, organized by register and coded for other discourse considerations” (Biber et al, 1999, p4). Some examples publicly available large-scale corpora include the British National Corpus, the Brown Corpus, the Cambridge International Corpus and the International Corpus of English (ICE) (Meyer, 2002). The main difference between corpus-based approach and traditional approaches such as generative grammar towards language analysis is the distinction between ‘prescription’ and ‘description’ (Meyer, 2002). While corpus linguists try to describe the actual use of language depending on data from everyday use, generative grammarians aim at developing ideal theories of language and thus prescribe what is correct or incorrect use of language. The following quote from Meyer (2002) further explains this difference:

Of primary concern to the corpus linguist is an accurate description of language; of importance to the generative grammarian is a theoretical discussion of language that advances our knowledge of universal grammar. (p, 4)

Corpus linguistics has contributed to linguistics research greatly by putting language, which is a social entity, into such a form that it is scientifically analyzable. By means of computer programs specially designed for language analysis (e.g. corpus wizard, corpus presenter, Monoconc, Sara, AntConc) it has become possible to analyze large on-line samples of everyday language and research various properties of language such as co-occurrences of certain language elements. The main advantage is that language analyses can be done on a larger scale than ever before by means of a corpus-based approach. Since the introduction of corpus-based research, researchers have been enabled to research language in more detail using real language data represented through corpora. Biber et al. (1998) describe

the characteristics of Corpus-based analysis of language data as such:

It is empirical and it analyses actual patterns of use in natural texts.

It uses a large and principled collection of natural texts, or a Corpus

It makes extensive use of computers for analysis

It depends on both quantitative and qualitative analytical techniques. (p. 4)

Corpus-based analyses are not only simple counts of linguistic features, but they allow researchers to analyze complex association patterns, distribution across registers, dialects, time periods. One field of research which has benefited from a corpus-based approach is the field of writing research.

Research paper abstracts are significant in the research writing domain and although they reflect a piece of research, they differ from the research paper in terms of rhetorical structure and organization. The definition of a research paper abstract has been provided by The American National Standards Institute (ANSI) as such: “[it] is an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it” (ANSI, 1979, p. 1, in Bhatia, 1993, p. 78). An abstract provides a summary of a research report and helps researchers in managing the ever-increasing flow of information in the academic community (Ventola, 1994). By reading the abstract of a research report, researchers can plan about the article it represents as to whether its content is worth reading for them or not. Journals accept or reject papers by examining abstracts and conferences base their decisions on acceptance on abstracts.

The research paper abstract is a genre that captured the attention of researchers who examined it in terms of variation and structure. For example, Samraj (2004) highlighted that while disciplinary variation in academic writing is often explored by comparing a specific genre across disciplines, and argues for the importance of systematically studying relationships among related genres. By comparing research article introductions and abstracts in Conservation Biology and Wildlife Behavior, Samraj revealed that not only is there a difference in generic structure, but also in the relationships among these genres, emphasizing the broader scope of disciplinary variation in academic writing. In another study focusing on variation, Martin (2003) investigated rhetorical variations between research article abstracts in English for international journals and those in Spanish for Spanish journals in experimental social sciences. While Spanish abstracts generally aligned with international conventions, some divergence was noted, particularly in the frequency of the Results unit and the

justification of work in research field introductions, suggesting differences in expectations between the international and Spanish scientific communities. Lorés, R. (2004) analyzed research article abstracts from linguistics journals, focusing on rhetorical organization and thematic structure. It identifies two major types of rhetorical organization (IMRD and CARS) and explores distinct thematic patterns within these structures, suggesting that studying thematization can enhance understanding and explicit description of research article abstracts in linguistics, with potential for further research and pedagogic applications.

The structure of a majority of research paper abstracts resembles the rhetorical structure of the introduction section of a research report, which Swales (1990) described as the CARS model (Create a Research Space). The CARS model described by Swales (1990) consists of three moves or sections, each made up of different steps. The function of Move 1 in the CARS model is establishing a territory, and this move is made up of three steps which are claiming centrality, making topic generalizations and reviewing items of previous research. Move 2 in the CARS model is labeled as establishing a niche and consists of four steps which are counter-claiming, indicating a gap, question-raising, and continuing a tradition. And lastly Move 3 labeled as occupying a niche consists of three steps which are outlining purposes or announcing present research, announcing present findings, and indicating RA structure.

CARS model consists of three moves or sections, each made up of different steps as explained below:

- Move 1 (Establishing a territory). Three steps make up the structure of the first move: (i) claiming centrality, (ii) making topic generalizations, (iii) reviewing items of previous research.
 - Move 2 (Establishing a niche). This consists of four steps: (i) counter-claiming, (ii) indicating a gap, (iii) question-raising, (iv) continuing a tradition.
 - Move 3 (Occupying a niche). This also consists of three steps: (i) outlining purposes or announcing present research, (ii) announcing present findings, (iii) indicating RA structure.
- Another approach to the rhetorical structure of abstracts is that they display the rhetorical structure of the RA that is the IMRaD structure (Introduction–Methods–Results–Discussion) (Day, 1989). The sections, or moves, included give the following information:
- Section 1 (Introduction). This may outline the author's purpose or objective, the goals of the research or the problems that the author wishes to tackle.

- Section 2 (Methods). Here the author indicates the way the problem has been studied or the goal set out: this might include the data used and the methodology followed.
- Section 3 (Results). In this section a summary of the general findings appears.
- Section 4 (Discussion). This move might include an interpretation of the results, some implications for further research or applications of the findings.

Methodology

This study compares and contrasts research paper abstracts generated by An AI tool: Chat GPT and abstracts of published academic research papers. The research follows a corpus-based approach and compares the abstracts in terms of rhetorical structure and lexical choices. The rhetorical structures of abstracts in both corpora were investigated using the CARS model and the IMRaD model. In terms of lexical choices, the emerging lexical bundles were compared in both corpora.

The Corpora used in the Study

Two corpora were used in the study. The HRA (human research abstracts) corpus consists of 30 abstracts randomly selected from the AAC (American Academic Corpus) compiled by the researcher which includes 341 social sciences research articles published in international journals and has a size of 2.639.904 words. The AAC originally contains whole research articles, but for this research only the abstracts of randomly selected 30 articles were extracted from the articles. Table 1 provides information about the buildup of AAC.

Table 1

American Academic Corpus

Journal	#of texts	# of words
American Educational Research Journal	56	663.226
American Journal of Community Psychology	27	227.816
American Journal of Distance Education	37	149.723
American Journal of Economics and Sociology	81	576.513
American Journal of Philology	44	517.669
TESOL Quarterly	24	208.021
Arts and Social Sciences Journal	9	51.049
Educational Planning	4	25.963

Educational Research Quarterly	10	32.219
ELT Journal	49	187.705
Total	341	2.639.904

The HRA consists of 30 research article abstracts extracted from the research articles in the AAC and has a size of 4667 words. The following Table 2 provides information about the buildup of the HRA corpus.

Table 2
The HRA Corpus

Journal	#of texts	# of words
American Educational Research Journal	17	2480
American Journal of Community Psychology	8	1163
Arts and Social Sciences Journal	4	839
Educational Planning	1	185
Total	30	4667

The second corpus; AIRA (Artificial Intelligence Research Abstracts) corpus used in the study is a parallel corpus mirroring the HRA. The AIRA corpus was created by an AI tool; Chat GPT, by giving it prompts to create research paper abstracts with a certain title, keywords and length. Each abstract in the AIRA corpus is created as the AI version of each abstract in the HRA corpus written by Chat GPT, so it presumably has the same distribution as the HRA, but there are slight differences in the number of words. Table 3 provides information about the buildup of the HRA corpus.

Table 3
The AIRA Corpus

Journal	#of texts	# of words
American Educational Research Journal	17	3087
American Journal of Community Psychology	8	1235
Arts and Social Sciences Journal	4	909
Educational Planning	1	160
Total	30	5391

The prompts given to Chat GPT to generated the abstracts in the AIRA corpus is given below. In order to obtain AI abstracts which paralleled the human abstracts the following

prompt template was used in Chat GPT:

Prompt template for Chat-GPT: Write an academic abstract of ... words with the following title: ... and these keywords: ...

Sample prompt for a social sciences article: Write an academic abstract of 175 words with the following title: the formidable challenges to community reentry and reintegration faced by U.S. prison inmates with serious mental illness and these keywords: community reentry, Criminal recidivism , Deinstitutionalization, Mental illness, Prisons, Transition planning

Procedures

The two corpora, the corpus of abstracts written by human researchers (HRA corpus) and the corpus of abstracts generated by Chat GPT (the AIRA corpus) were then compared firstly in terms of two different abstract models, that of the CARS model and the IMRaD model and secondly in terms of lexical choices, collocations, keywords and lexical bundles to observe whether certain patterns emerge in the ChatGPT generated abstracts that make them vary from human generated abstracts. The lexical comparisons were made by using the AntConc Concordancing software (Anthony, 2004).

Specifically, it was investigated whether the human abstracts and AI generated abstracts display variance in terms of organization and in terms of lexical choices. In addition, it was also investigated whether the AI abstracts have a specific structural pattern that distinguishes them from human abstracts and to what extent AI has the capability of reflecting a study fully when asked to write an abstract for it given only the keywords and the title. In order to investigate the abstract structures followed in the corpora, the corpora were hand coded. The following codes shown in Table 4 were used in order to code the abstracts for the CARS model:

Table 4

Codes used in the study for CARS model

Moves	Codes	Functions
CARS Move1	[CARS M1-i]	claiming centrality
Establishing a territory	[CARS M1-ii]	making topic generalizations

	[CARS M1-iii]	reviewing items of previous research
CARS Move 2	[CARS-M2-i]	Counter-claiming
Establishing a niche	[CARS-M2-ii]	indicating a gap
	[CARS-M2-iii]	question-raising
	[CARS-M2-iv]	continuing a tradition
[CARS Move 3 Occupying a niche	[CARS-M3-i]	outlining purposes or announcing present research
	[CARS-M3-ii]	research
	[CARS-M3-iii]	announcing present findings
		indicating RA structure

For the IMRaD Model, the codes presented in Table 5 below were used to code the abstracts in the corpora.

Table 5
Codes used in the study for IMRaD model

Sections	Codes	Functions
Introduction	[IMRaD-S1]	This may outline the author's purpose or objective, the goals of the research or the problems that the author wishes to tackle.
Methods	[IMRaD-S2]	Here the author indicates the way the problem has been studied or the goal set out. This may include the data used and the methodology followed.
Results	[IMRaD-S3]	In this section a summary of the general findings appears.
Discussion	[IMRaD-S4]	This move might include an interpretation of the results, some implications for further research or applications of the findings.

Research Questions

The following research questions were investigated in the study.

1. Do the two corpora of human abstracts and AI abstracts show variance in organization?
2. Do human abstracts and AI abstract show variance lexically, in terms of lexical bundles, collocations and keywords?
3. Is there a distinctive structural pattern followed by AI in writing the research abstract which distinguish them from human writers' abstracts?
4. In terms of content, to what extent is AI capable of reflecting the study it is attached to adequately including the research process and steps in the research?

Results and Discussion

The two corpora of abstracts that is the HRA corpus and the AIRA corpus were first compared in terms of their structures. The abstracts were analyzed according to two abstract formats, the CARS format and the IMRaD format. The comparison revealed that in the abstracts written by human writers, the moves from the CARS model (56,8%) were preferred more than those in the IMRaD Model (40,5%). This indicates that human writers are more inclined to follow the style presented in the CARS model. On the other hand, the abstracts generated by AI had more of the moves in the IMRaD model (86,7%) compared to the CARS model (14,2).

Table 6

The Comparison of Human and AI Abstracts

	CARS Model		IMRaD Model	
	#	%	#	%
HRA Corpus	92	56,8	70	40,5
AIRA Corpus	23	14,2	150	86,7

When the moves in the CARS model were compared between the two corpora, it was observed that certain moves were not utilized at all by the AI when generating the abstracts. Specifically, in AI generated abstracts, the move ‘establishing a niche’ which had three steps of ‘claiming centrality’, ‘making topic generalizations’ and ‘reviewing items of previous research’ was not used. In the AI generated abstracts, the other moves of the CARS model were used but with lower frequency compared to the human abstracts. On the other hand, in abstracts written by human writers, all three moves in the CARS model were utilized with considerably higher frequency compared to the AI abstracts. The distribution of moves in the CARS model in the two corpora are shown in Figure 1.

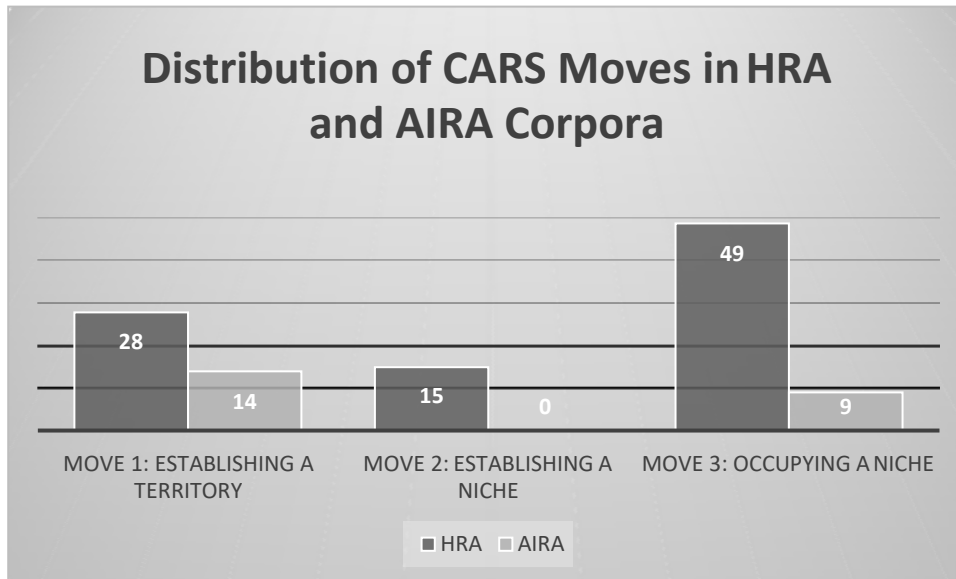


Figure 1. Distribution of CARS moves in HRA and AIRA corpora

A comparison of the IMRaD sections in the HRA and AIRA corpora revealed that the AI tool followed the IMRaD model more frequently compared to human writers. This indicates that the abstracts written by AI mostly started with an introduction of the research reported in the article followed by methods, results and the discussion of the results. However, human abstracts also included other moves as indicated in the CARS model which functioned for establishing a territory, establishing a niche and occupying a niche.

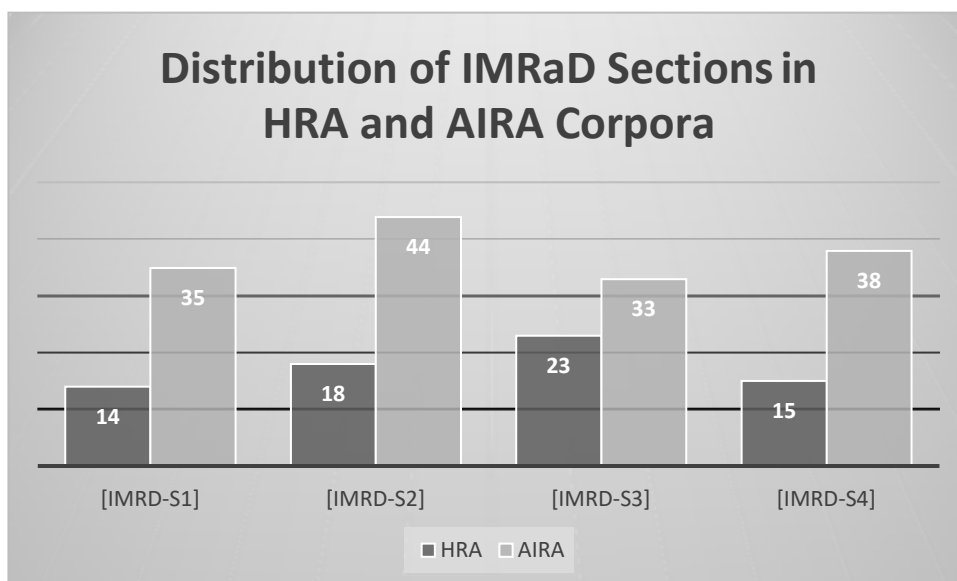


Figure 2. Distribution of IMRaD sections in the HRA and AIRE corpora.

Lexical Comparison of Abstracts

Comparison of Frequent Lexical Bundles

The first lexical comparison was done between the lexical bundles used in the two corpora. The search for 3 to 4 word lexical bundles in the AIRA corpus revealed 73 lexical bundle types. The most frequent 20 lexical bundles are presented in Table 7 below.

Table 7

First 20 lexical bundles in AIRA Corpus

#Total No. of N-Gram Types: 73			
#Total No. of N-Gram Tokens: 253			
Rank	Frequency	Range	n-gram
1	10	8	in the context of
2	6	6	study delves into the
3	6	6	the findings underscore the
4	6	6	this research investigates the
5	5	5	a mixed methods approach
6	5	5	this study investigates the
7	5	5	within the context of
8	4	4	a particular focus on
9	4	1	euro mediterranean and british
10	4	4	nuanced understanding of the
11	4	4	research delves into the
12	4	4	shedding light on the
13	4	4	the complexities surrounding the
14	4	4	the findings highlight the
15	4	1	the social ecological approach
16	4	4	this research contributes to
17	4	4	this research examines the
18	4	4	this research explores the
19	4	4	with a particular focus
20	3	3	a deeper understanding of

The search for 3 to 4 word lexical bundles in the HRA corpus revealed 67 types of lexical bundles. The lexical bundles found in the HRA corpus are shown in Table 8 below.

Table 8

First 20 lexical bundles in HRA Corpus

#Total No. of N-Gram Types: 67			
#Total No. of N-Gram Tokens: 141			
Rank	Frequency	Range	N-gram

1	4	1	residential properties in akure
2	3	1	of the mentally ill
3	3	1	rental values of the
4	3	1	the extent to which
5	3	3	the rental values of
6	3	1	a consequence of the
7	2	2	a court defined science
8	2	1	a low track mathematics
9	2	1	aid to the press
10	2	1	analysis of the early
11	2	2	and democratic decision making
12	2	1	as a consequence of
13	2	2	between judicial scientific and
14	2	1	childhood longitudinal study kindergarten
15	2	2	court defined science to
16	2	1	decide the legitimacy of
17	2	1	defined science to decide
18	2	1	design to high school
19	2	1	early childhood longitudinal study
20	2	2	female gap in college

An examination of the most frequent 20 lexical bundles in the two corpora revealed differences between the lexical preferences of human writers and the AI tool. The most striking difference observed is that the lexical bundles found in the AI generated abstracts are mostly formulaic expressions used in research articles such as ‘in the context of ...’, ‘the study delves into...’, ‘the findings underscore the...’, ‘this research investigates the ...’ and ‘this study investigates the...’. On the other hand, the lexical bundles in the abstracts written by human writers are not formulaic expressions, they are rather original sentences reflecting the content of the study such as ‘residential properties in akure’, ‘of the mentally ill’, ‘the extent to which’, ‘a court defined science’ or ‘a low track mathematics’.

Comparison of Collocations of Frequent Words

The two corpora were compared lexically in terms of the verb collocations of two words research and study. It was observed a result of the analysis that the AI generated abstracts contained a higher variety of verb collocations for both words. The word research collocated with 8 verbs in the AIRA corpus as shown in Figure 3, whereas it collocated with 6

verbs as shown in Figure 4.

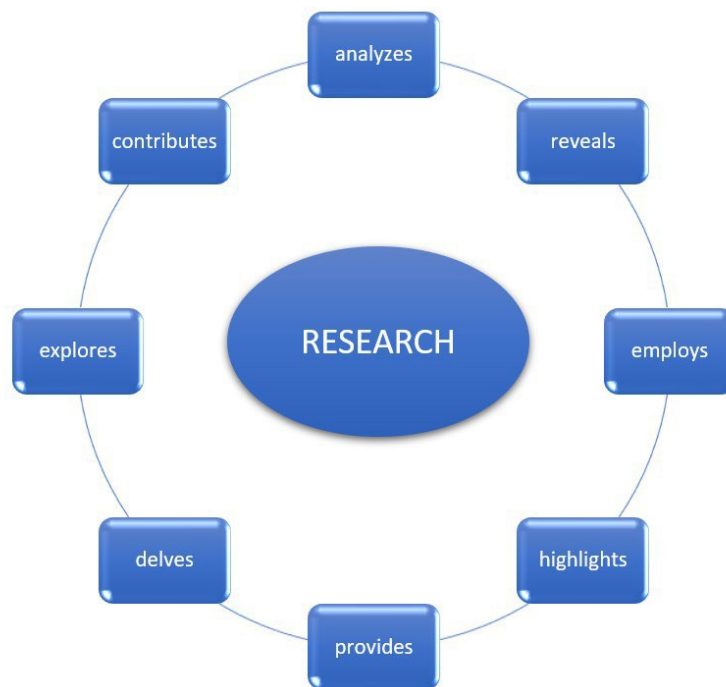


Figure 3. Verb collocations of 'research' in the AIRA corpus

The word research collocated with the verbs analyze, reveal, employ, highlight, provide, delve, explore and contribute in the AIRA corpus. On the other hand the word research collocated with the verbs use, define, provide, continue, investigate and examine. Except for the verb provide all verb collocates are different although the abstracts were generated by the AI tool based on the same keywords with the human abstracts. This finding is therefore interesting.



Figure 4. Verb collocations of 'research' in the HRA corpus

Another word which was investigated for its collocations was the word study. The two corpora were analyzed for the verb collocations of study. This analysis revealed that AI generated abstracts contained more verb collocations for the verb study compared to the abstracts written by humans. The AIRA corpus yielded 18 verb collocations for the word study whereas the HRA corpus yielded 8 collocations for the word study. The results of the collocation analysis is shown in Figure 5 and Figure 6 below.

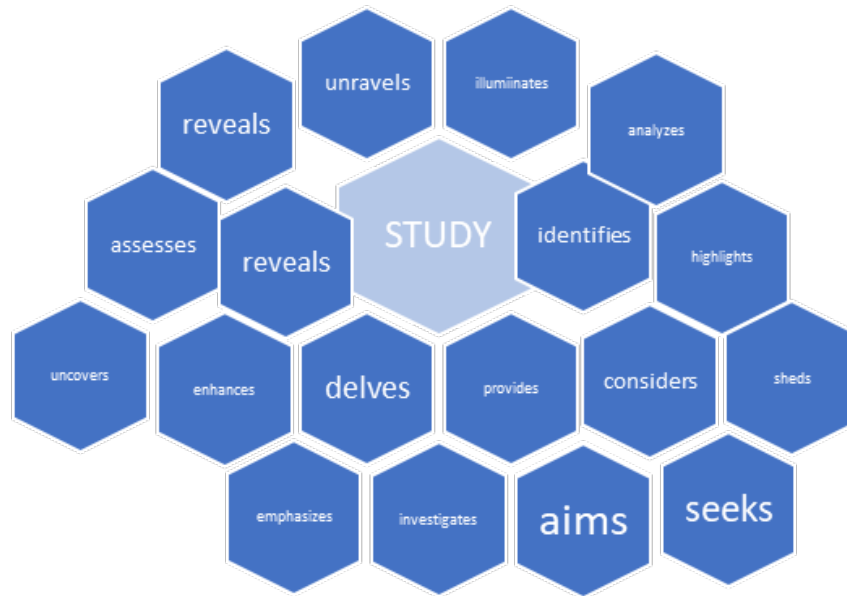


Figure 5. Verb collocations of ‘study’ in the AIRA corpus

As shown in Figure 5, the word study yielded the verb collocations unravel, illuminate, identify, enhance, consider, analyze, aim, uncover, seek, hold, assess, shed, highlight, reveal, emphasize, delve, provide and investigate in the AIRA corpus. In the HRA corpus, on the other hand, the word study collocates with the 8 verbs utilize, inform, conclude, ask, suggest, produce, employ and consider. It was observed that all the verb collocates used in the two corpora show variation and that there are no common verb collocates.

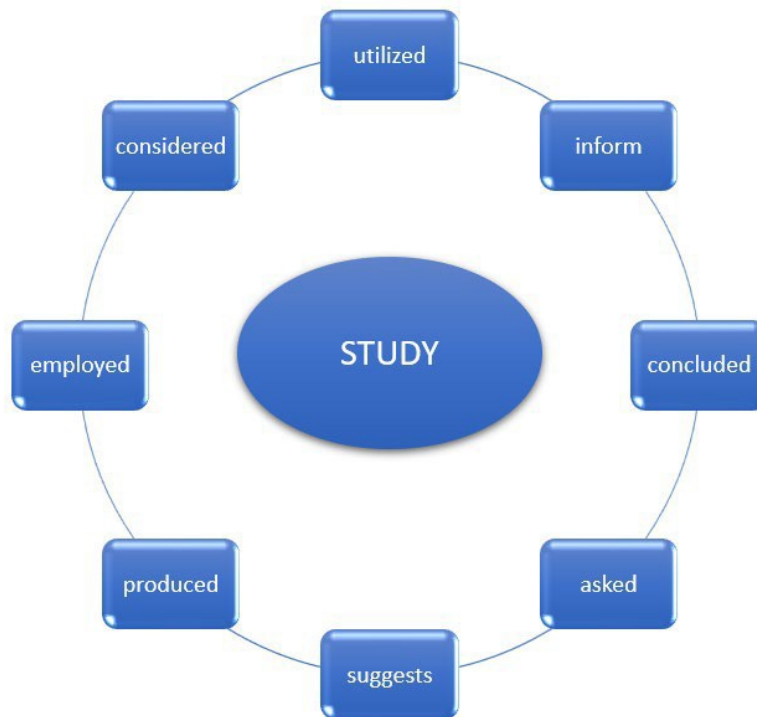


Figure 6. Verb collocations of ‘study’ in the HRA corpus

Comparison of Structural Patterns of the Abstracts

In the study, the abstracts in the two corpora were compared using two different abstract models, namely the CARS model and the IMRaD model. The analysis revealed that while human writer’s abstracts reflected the CARS model more predominantly, the AI generated abstracts reflected the IMRaD model more. Human writers tended to start their abstracts by establishing a territory and establishing a niche for their research or setting the context for their research. The following extracts have been taken from the HRA corpus to exemplify Move 1 labeled as establishing a territory in the CARS model. In extract 01, the author highlights the importance of the topic under discussion in order to set the context for the study. In extract 02, the author makes some topic generalizations to introduce the topic and lastly in extract 03, the author reviews related literature to provide background knowledge for the study.

Extract 01- Claiming Centrality: [CARS M1-i] The selection of K–12 mathematics curricula has become a polarizing issue for schools, teachers, parents, and other educators and has raised important questions about the long-term influence of these curricula.

Extract 02 – Making topic generalizations: When deciding to favor or reject higher education policies, people use prototypical ways of thinking, involving unconscious reaction and

comprehension. [CARS M1-ii]

Extract 03 - Reviewing items of previous research: In *Kitzmiller v. Dover* (2005), a court defined science to decide the legitimacy of teaching intelligent design to high school biology students. [CARS M1-iii]

Move 2 of the CARS model labeled as ‘establishing a niche’ was one of the moves in the model not used at all by the AI tool, whereas it was used by the human writers in their abstracts. The steps listed under Move 2 are counterclaiming, indicating a gap, question-raising and continuing a tradition. Extract 4 and 5 exemplify the steps of Move 2.

Extract 4 – Counter claiming: The author examined instead how the teacher and students in a low-track mathematics classroom jointly constructed opposition through their classroom interactions.[CARS-M2-i]

Extract 5 - Indicating a gap: Although past research has documented sex differences in college pathways, little research has investigated the underlying causes of this variation.[CARS-M2-ii]

Overall, human authors tended to provide some context and background for their study before they introduced their purpose and research. On the other hand, a majority of the AI generated abstracts followed the IMRaD model that is the abstracts started directly by introducing the purpose of the research. Extracts 6, 7 8 and 9 taken from AIRA corpus exemplify the moves in the IMRaD model.

Extract 6 - Author's purpose or objective, the goals of the research: This research offers a comprehensive examination of the complex relationships between infrastructural facilities and the determination of rental values for residential properties in the city of Akure, Nigeria. [IMRD-S1]

Extract 7 - The methodology followed: Employing a mixed-method design, this study combines quantitative data on school violence incidents with qualitative case studies to explore the influence of school culture on violence prevention in unique educational settings.[IMRD-S2]

Extract 8 - A summary of the general findings: The findings highlight the impact of these regulatory approaches on journalistic practices, media autonomy, and public access to information.[IMRD-S3]

Extract 9 - Interpretation of the results: Our study contributes to the ongoing discourse in mathematics education, shedding light on the potential disparities in student achievement and their implications for successful transitions to higher education.[IMRD-S4]

Comparison of how well Abstracts Reflect the Content of the Study

A comparison of the human abstracts and AI abstracts in terms of how well they reflect the content of the study reveals that human abstracts reflect the overall content of the study better than the AI abstracts. The sentences created by AI tend to be more general in nature not reflecting details about the specifics of the topic; however human abstracts contain more detailed information about the content of the study. Another feature of the AI abstracts is that they contain formulaic and generic expressions. On the other hand, human abstracts contain expressions which reflect the style of the author and are not formulaic and they show variation between different authors. All human abstract writers in the corpora did not use the same expressions; however, AI generated abstracts contained similar expressions and did not show much variable. The AI abstract sample abstract provided below show these expressions in bold. The following sample abstracts exemplify the difference between the content of the abstracts. The formulaic expressions generally used in abstracts are given in bold below in the sample abstracts.

Sample AI abstract: **This study investigates** the preparedness of students transitioning from high school mathematics curricula, specifically those funded by the National Science Foundation (NSF) and commercially developed programs, for their initial university mathematics course. **The research analyzes** the impact of differing curricular approaches on students' readiness for postsecondary mathematics education, focusing on their academic achievement. [IMRD-S1] **We conducted a comprehensive review of** student performance in university mathematics courses after completing either NSF-funded or commercially developed high school curricula. **The findings reveal** varying levels of preparedness among students, highlighting the need for a balanced approach to curriculum development. **Our study contributes to** the ongoing discourse in mathematics education, shedding light on the potential disparities in student achievement and their implications for successful transitions to higher education.

Sample Human abstract: Working from a core perspective on the developmental implications of economic disadvantage, **this study attempted to identify** family-based mechanisms of economic effects on early learning and their potential school based remedies. Multilevel analysis of the Early Childhood Longitudinal Study–Kindergarten Cohort **revealed that** the accumulation of markers of economic disadvantage reduced math and reading testing gains across the primary grades. Such disparities were partially mediated by corresponding differences in children’s socioemotional problems, parenting stress, and parents’ human capital investments. **These patterns appeared to be** robust to observed and unobserved confounds. Various teacher qualifications and classroom practices **were assessed as** moderators of these family mediators, **revealing** teacher experience in grade level as a fairly consistent buffer against family-based risks for reading.

Conclusion

This corpus-based study compared abstracts of published social sciences articles and abstracts created by AI with the same keywords in terms of structure, lexical choices and content. In the study, AI tool ChatGPT was given prompts containing the title of the research article, its keywords and its length to write research paper abstracts. The AI tools are capable of carrying out complex tasks of writing when given effective prompts. AI has certain advantages over human writers due to its capability of using available algorithms. The study revealed that although the AI tool was capable of creating research paper abstracts with the given prompts, the variations between human abstracts were detectable and that AI was not fully capable of capturing the qualities of human writing.

The following conclusions could be drawn from the study:

In terms of structure, AI generated abstracts seem to follow a more generic structure which starts with directly introducing the topic rather than first providing a context and background. While AI generated abstracts dominantly followed the IMRaD model of abstracts, human abstracts either followed the CARS model or a combination of the CARS and IMRaD models. In terms of lexical bundles, the comparison of AI abstracts and Human abstracts revealed that AI abstracts contained more formulaic lexical bundles, whereas, human abstracts contained author specific bundles which reflected the content of the articles.

In terms of collocations, a comparison of the collocations in AI abstracts and human abstracts revealed an advantage of AI over human writers in using a more varied and rich repertoire of vocabulary owing to the algorithm it is connected to.

In terms of reflecting content of the study adequately the AI tool was not as capable as the human authors. This may be due to the lack of creative thinking ability and the ability of synthesizing information from different sources to reach a conclusion. This result is not surprising since the AI tool does not have access to all the details of the research to duplicate the study and this is in fact the task of the researcher. So, we can conclude that although AI is capable of creating a text which can effectively function as a research abstract, it is still lacking the essential details that make the research unique and meaningful. That is perhaps curiosity and the specific angle and point of view a human writer has towards a topic.

It is important to never forget the essence of research, which is advancing knowledge and encouraging thinking on issues in a critical and creative way and seeing things from a different angle. Therefore, we should benefit from electronic tools such as AI in ways that would not hinder our critical thinking skills and creativity. As a conclusion, AI can provide an advantage in polishing a manuscript by providing rich resources of language, it cannot fully capture the human touch in research with its creativity, point of view and the unique style of each writer.

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ENHANCING CRITICAL THINKING SKILLS THROUGH LEARNING ACTIVITIES AND MANIPULATIVES

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Abstract

Critical thinking in is the process of analyzing and evaluating objectively, transmitted as an evidence or arguments to form a judgement or decision. Through critical thinking pupils develop different qualities that make them better at analyzing texts. Critical thinking and problem-solving are essential skills for personal and professional success. These years is becoming more and more important to be more critical and what’s more important is the fact that things are better learned when are presented practically and demonstrated. Developing critical thinking with the focus on activities and manipulatives that may help pupils be subject to diverse theoretical perspectives and ways of getting the meaning of the main text makes learning easier. One of the rubrics’, reading comprehension is understood by higher grades in both answers given and writing in general. Prepared readers know how to better understand the text and can work individually. Teachers often use diverse activities to break the information in its characters, ideas and motives studying it step by step focusing in its parts and message. Enhancing critical thinking in pupils makes possible the development of higher order thinking, an independent thinker and a critical individual that in the possible future settings will be able to improvise and create based on what he or she actually possesses. This would help him enrich his/her learning experience to solve problems and create the desired environment for the future. The aim of this study is to develop critical thinking through the usage of activities and manipulatives by creating a positive atmosphere in the classroom, making it easier for them to learn and creating a culture of learning that helps create an independent learner that questions everything gives reasons for his statements while learning the language focused in English texts of all genres and forms affecting in improved teaching and development of the pupil, realized by a teacher. Research methods used to collect the necessary information are based not only in information collected, successful practices but even through questionnaires, interviews done with teachers and observation too in three 9-th grade classes in four schools. This study aims at contributing in suggesting in relation to the activities and manipulatives that affect critical thinking and in the creation of the culture of critical thinking and recommendations given by teachers to affect in progress of pupils and their improvement in general.

Key Words: *Teaching, Learning, critical thinking, activity, manipulatives, pupils.*

Introduction

“Critical thinking and curiosity are key to creativity” Amala Akkineni

Effective teaching constitutes of diverse aspects such as knowledges, processes, strategies and behaviors which can lead to students’ development. Effective teaching can have a positive effect on students and use their knowledge to improve learning. These outcomes can be measured in different forms although not all can be visible and measurable. These teachers are expected for diverse outcomes. They would see effective teaching in terms of critical reflection with basis in critical thinking. It is considered effective the fact that teachers assess to their teaching methods and techniques and aim at involving pupils actively in activities and manipulatives. Even though effective teaching can be seen in complex the basis and result is focused on critical thinking.¹

Critical thinking is defined as a combination of complex skills in order to achieve higher level of thinking. It is self-directed process that aims at creating new and innovative ideas and solutions to future problems. While possessing the necessary skills the pupil can reflect critically in situations and processes of work. You would be better at taking decisions. Critical thinking is based on intellectual values such as clarity, relevance, precision, consistency, reliable evidence, depth, breadth and fairness.²

Applying thinking critically some people think that it is a way to focus on faults. The usage of critical thinking to clarify thinking in order to break down the problem in pieces the information, discuss about it and find that information necessary so we can give a solution to a certain problem to have an informed decision or judgement such as responding to an opinion or to a situation. In academic context critical thinking is connected with arguments. You might have different tasks such as question others arguments or create your own. Those who are critical are expected to have a critical mindset even though it is a skill that can be cultivated through practice and application. There are several qualities that you should have in order to be a critical thinker such as; clarity, identify, analyze, evaluate, question and clarify your thinking purpose and context. There are different skills that need to be developed such as questioning every information that they may come across, identifying arguments, analyzing sources and arguments of others and creating and synthesizing your own arguments.³ Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.⁴

¹Hawthorne, Hannah, What is Effective Teaching?, November 18, 2022, <https://www.highspeedtraining.co.uk/hub/what-is-effective-teaching/>

²Critical Thinking Skills: A Guide for Problem-Solving© 2024 Training Express. 18th Floor, 100 Bishopsgate, London EC2N 4AG. <https://trainingexpress.org.uk/critical-thinking-skills-problem-solving/>

³STUDENT ACADEMIC SUCCESS, What is critical thinking?, 2024 Monash University <https://www.monash.edu/student-academic-success/enhance-your-thinking/critical-thinking/what-is-critical-thinking>

⁴Glaser, Edward M., An Experiment in the Development of Critical Thinking, Teacher’s College, Defining Critical Thinking, Columbia University, 1941 <https://www.criticalthinking.org/pages/defining-critical-thinking/766>

Critical thinking in children is to be given great importance for academic reasons, psychological and social reasons. In the early years learning framework play enables pupils to be more selective, they may ask questions, solve problems they may encounter and get engaged in problem solving. It happens when children focus on their existing knowledge and experience. It can facilitate critical thinking when they compare and contrast and not only. They can explain why things happen, make an evaluation to their knowledge, understand perspectives of parents and not only, make predictions on what may happen in the future and try to find creative solutions. Critical thinking can be developed at a very young age and these skills can develop during conversations that children might have with adults and discuss about that. They should be motivated to undergo these processes so they can become effective thinkers in the future, face difficulties that they may have and learn about the values and the experience of human beings. The role of teachers and parents is very big. They need to support their development. There are diverse ways to support that development. Encouraging curiosity help pupils exploring, asking about different things, have theories and think about even the results and changes that might happen or would happen differently. Another possibility for them would be to be helped by others to think more in depth about things by installing love for learning and the desire to learn things function better. Another step is to help pupils evaluate the information they get. They should be competent to think about where and who the information is coming from, how it relates to what they already they know and why it is or not important. Promoting children's interests to make them more motivated and engaged in their learning activities in case they have something of interest. They need to expand their knowledge and it can be achieved.⁵

Conceptual Framework

Critical Thinking and Conceptualization

Activities and Manipulatives

Critical thinking is seen as the awakening of the intellect with the effect of study itself. It based on its definition is a broad concept to be defined exactly and is a concept that has been developing these 2.500 years. The term ‘‘ critical thinking’’ dates in mid-late 20th century. Here are some definitions that are overlapping conceptions. Based on National Council for Excellence in Critical Thinking, 1987A defines critical thinking as a disciplined process of actively and with skill of conceptualizing, analyzing, applying, synthesizing, and evaluating the information gathered from, or generated by observing, reasoning, reflection and communication as a belief in order to take action or form beliefs. It is based on intellectual universal values that transcend the subject matter divergences such as clarity, precision, consistency, relevance, evidence, breadth etc. It emphasizes the elements of critical thought such as purpose, depth, reasons, question-at- issue, assumptions, concepts, implications and consequences, grounding, reasoning leading to conclusions, and frame of reference. Critical thinking is expected to be responsive to variable subject matter discussed, problems or purposes resulting in different perspectives among them scientific thinking, economic thinking, philosophical thinking and moral thinking. Critical thinking is considered to have two elements. The first one is a set of information and belief of generating and processing skills and the second is the habit that can be formed based on intellectual commitment that guide behavior in contrast to the mere acquisition and retention of information, the mere acquisition and just retention of information or the mere usage of these skills. It varies according to various motives such as selfish ones, manifested in manipulation

⁵ Hilkemeijer, M, Why is Critical Thinking important in Early Childhood Education? March 2023, <https://www.linkedin.com/pulse/why-critical-thinking-important-early-childhood-michael-hilkemeijer>

for self-profit or that of the group. It is a lifelong process.⁶

Critical thinking encourages pupils to develop their thinking capacity in different dimensions. These abilities can be developed through different activities used during lesson hours, in the classroom. They need to get engaged during lesson hours to understand complex issues and develop critical thinking to navigate an increasingly intricate world. It helps creating a cornerstone of effective problem-solving for different aims. There are several activities that can be used in order to develop critical thinking such as: worst case scenario, zoom, keep it real, if you build it, start a debate and reading and critiquing, big paper-silent conversation.⁷



Figure 1 ACTIVITIES 1

These activities are simple and practical. The first one zoom is one of the classics which can be used in the classroom to encourage critical thinking. You can print pictures of diverse objects, animals or concepts by making tell different stories about the printed picture. Then the next pupil is asked to continue the story and others too. The second one keep it real you can ask pupils to identify a real-world problem in every day life and then they work in groups to find a solution. The third one is you build it where pupils work in groups being given a limited resource of materials. They can build a certain item in a limited time.⁸

In the three other activities we have start a debate where a topic is given to pupils and they will give their opinion on that topic giving arguments. The other is read and critique. In that part pupils will be given a reading part and then they will give their opinion on that. The last one big paper- silent conversation. They will be asked to reflect on the subject and a question will be given.⁹

⁶Edward M. Glaser, An Experiment in the Development of Critical Thinking, Teacher's College, Columbia University, 1941)

<https://www.criticalthinking.org/pages/defining-critical-thinking/766>

⁷Shabbir, Rafia, 11 Activities That Promote Critical Thinking In The Class

<https://educationise.com/post/11-activities-that-promote-critical-thinking-in-the-class/>

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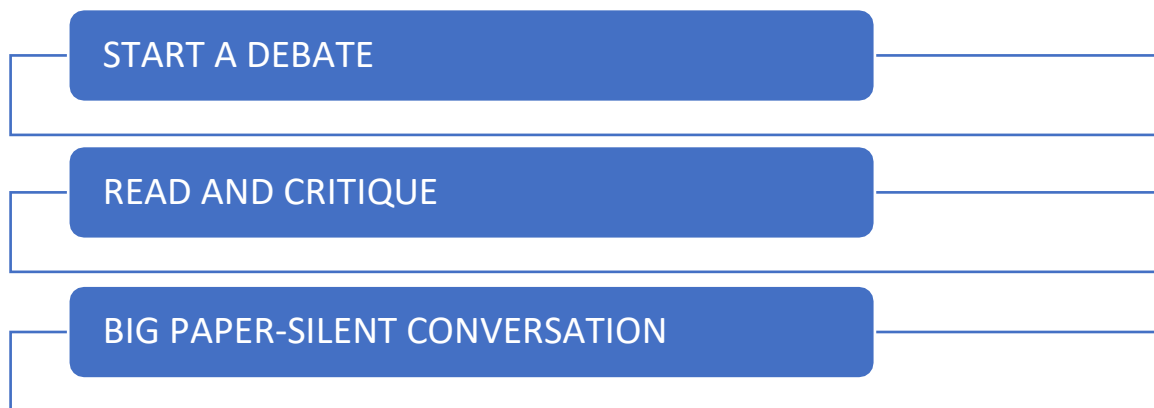


Figure 2 *ACTIVITIES 2*

Manipulatives are objects, charts and activities that engage learners while helping them develop skills. Working with manipulatives makes learning more practical and easier to understand. This helps them create a real learning environment and make them more active and prepared.



Figure 3 *Manipulatives*

Methodology

Data collection and Examination

Researching methods used to collect the necessary information are based not only in information of literature, successful practices but even through questionnaires, interviews done with pupils and teachers too in three 9-th grade classes in three schools, 30 pupils during March, 20 teachers of different ages that teach the pupils questioned were asked what activities and manipulatives do they use during lesson hours. Which activity is more preferable or more effective for them. Do children aim at learning critically? What activities do they prefer to use in classes? Different teachers were asked what manipulatives did they use to develop critical thinking and what activities did they use. They used some techniques and methods to make the think critically and activities too. They did use manipulatives such as charts or figures.

Each activity affects in developing critical thinking and makes an individual learner. The manipulatives teachers use are some. Online games is a possible manipulative that teachers use it often. Using the activities they make it possible for the pupil to develop and be more critical.

The second activity is by bringing real life situation that is used during lesson hours. This may help teacher be more practical and help pupils be more productive. They will have real life situations to catch on and focus on. Another activity which is keep it real is another activity which make pupils think and work on it. They will be able to construct meaning on that and invest on that.

Analysis of research problem

Teaching is very important to be as much effective as possible. It is very important to be successful and transmit knowledge as good as possible. Different methods and strategies are used and activities is another mode of teaching language. Manipulatives is also the other form of teaching effectively.

Pupils often use a mix of strategies and activities to achieve their results of learning but reading texts shouldn't be only a means of information but the means of transforming a learner into a critical learner. This study aims at contributing in suggesting in relation to the methods, techniques and activities that affect critical thinking and in the creation of the culture of critical thinking and recommendations given by teachers to affect in progress of pupils and their improvement in general. Critical thinking isn't about being constantly negative or critical of everything. It's about objectivity and having an open, inquisitive mind. By using different methods and strategies pupils can get better grades and develop themselves in all the aspects.

The results of the study were seen in different perspectives. The teachers and pupils, part of the questionnaires were in the same school and in the same learning and teaching class. Pupils were of two different types of teaching. The first group was part of the class were pupil-centered method was implemented with strategies that impacted in improvement of thought such as open-ended questions, argumentation and focusing on errors etc. Whereas the other part was the classroom were pupils were tough by traditional methods during learning classes with teacher-centered method and strategies that were traditional and aimed at enriching pupils with knowledge and the focus wasn't in preparing critical learners capable of developing critical thinking as a competence and

Model of research

Research methods used to collect information are based not only in information collected, successful practices but even through interviews done with teachers that teach by different activities and manipulatives. The culture of thinking is like the coin with two sides. From one side what method teachers use to develop the culture while the other is what students do within that culture of thinking. Most importantly, both occur within an environment that: enables students to reason, think and solve problems that go beyond routine types of operation to engage in complex thinking that can be applied to new situations and unfamiliar problems; relates thinking and learning strategies to discipline-based knowledge; encourages students to learn how to learn and to become motivated, self-regulated, lifelong learners; and infuses thinking into every teaching and learning activity—every lesson, every day. After all we understand that we learn better by learning critically and not memorizing. It develops not only mentally but also socially and not only.

Conclusion and Discussion

The aim of this study is to bring new activities and manipulatives in order to be updated to recent things and more effective ways to learning new things. This will enrich the possibilities to get better and improve the result of pupils and the success of the teacher. The usage of manipulatives will bring new things and new ideas how to diversify the ways of teaching. This brings new possibilities and better possibilities to learn. Different activities might have different aims and different results. They aim at developing critical thinking and expanding the perspectives of learning and pupils' background. Teachers must be updated to recent ideas of better teaching and technologies. Considering the fact that things change year after year pupils ask other forms they should make their best to get updated. Different questions are asked to teachers: Do they use different activities during teaching? What activity do they use more? Which activity is more productive for them? What activity would they like to

The teacher must stay informed with new teaching methods and technological means. Critical thinking can be developed by activities and manipulatives during lesson hour. They can develop critical thinking by implementing the correct method and the correct strategies so creating a quality culture of learning. One of the questions asked to teachers and pupils is: Is critical thinking necessary to develop during lesson hour? Different answers were given focused in answers given (Yes, Maybe and Not at all).

Question: Is critical thinking necessary to develop during lesson hours ?

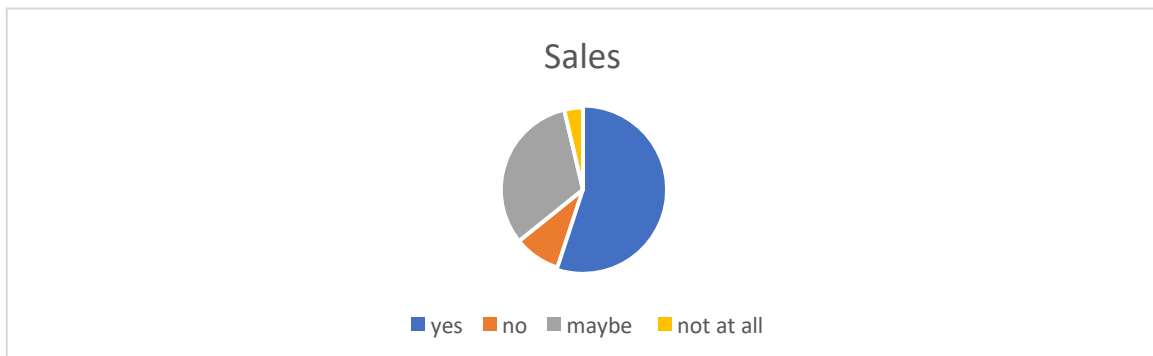


Fig.3 Results of the study

The results of this were, almost 80 % responded that critical thinking is very important and is the key skill to get developed during lesson hour. The percentage of teachers that responded that maybe it is important had the thought that critical thinking can be developed over time and discipline of work is of great importance. These teachers thought that teaching traditionally is a good way to get better forming the right skills and help them be more effective in learning.

The second question is focused in the usage of activities. What activities do teachers use? During their classroom lessons what do they choose the most?

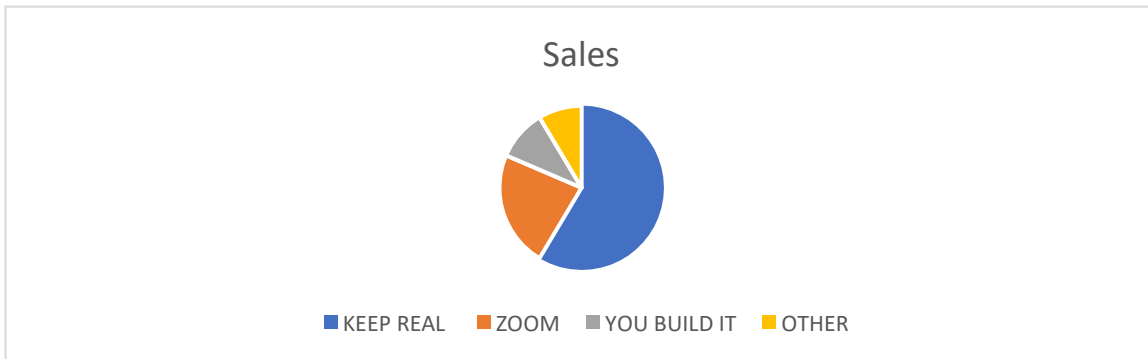


Fig.4 Methods of Teaching

Teachers use different activities; they know the importance of these activities. The first one that is keep it real is an activity that has a lot to do with making things real and as practical as possible. Almost 60 % of the teachers used keep it real. The others used other activities that are also important.

The next question: What manipulatives teachers use?

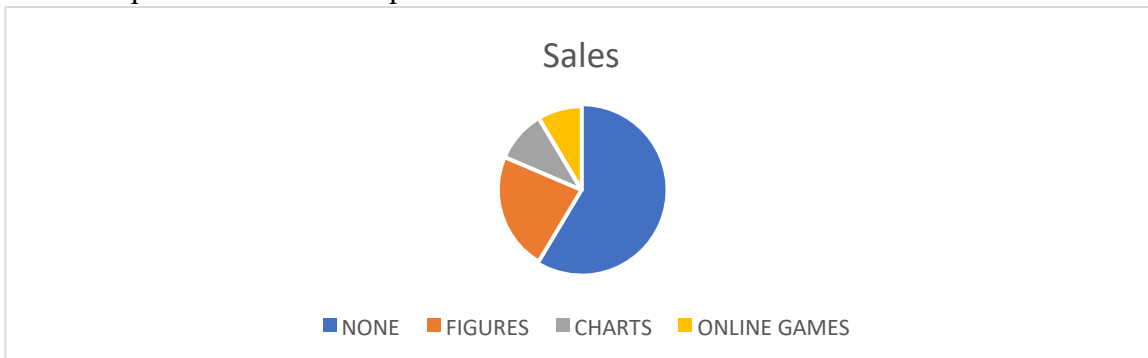


Fig.5 Strategies

Teachers used during their lesson hours figures. The least they used charts. They would have better results if they made a mix of them. The last graphic is about results in pupil's grades learning from activities and manipulatives after having done tests of control after the usage of these activities and manipulatives.

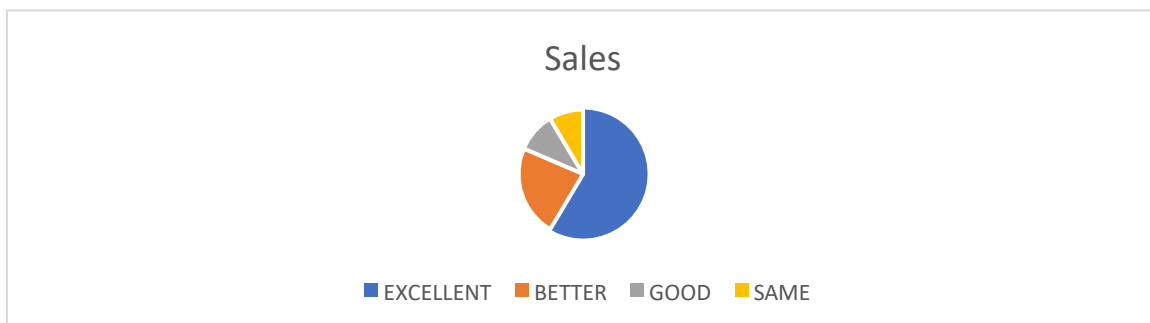


Fig. 6 Results of Pupils

The results are positive for pupils that learn more through activities and manipulatives. Learners that learn through activities have higher results and that is what is expected by using the right activities and manipulatives. As a conclusion the development of critical thinking by using activity and manipulatives during lesson hours is a practice very interesting and modern nowadays, very productive. It enhances pupils to be more prepared and effective during

lesson hours. Teachers that use activities and manipulatives, keep real and zoom were more productive than those teachers that used none of the methods where the teacher was the center. Pupils that were taught through activities and manipulatives were more prepared and had better grades. Pupils who are tested had better grades and become more prepared in their learning. This brings to the conclusion that using different activities and manipulatives helps improve pupils' achievement. In the future teachers to use more activities and manipulatives and new modern ways.

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RECONSIDERING THE DOMINANCE OF ENGLISH AS A FOREIGN LANGUAGE (EFL) INSTRUCTION: IMPLICATIONS FOR LEARNERS AND EDUCATORS IN PRE-SECONDARY EDUCATION

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Abstract

This research critically examines the prevailing paradigm of L2 exclusivity in EFL (English as a Foreign Language) teaching and its impact on both learners and teachers in pre-secondary educational settings. By questioning the inherent assumptions and limitations of an English-centric approach to language instruction, this study advocates for a more inclusive and diversified pedagogical framework that embraces multilingualism and cultural diversity.

Through qualitative interviews and classroom observations, this research delves into the experiences and perceptions of students and educators regarding language learning and teaching practices. It explores how the emphasis on English as the sole language of instruction may inadvertently marginalize students from linguistically diverse backgrounds and hinder their academic and social integration. Furthermore, this study investigates the potential benefits of incorporating learners' native languages and cultural backgrounds into the language learning process. By leveraging students' linguistic repertoires and cultural resources, educators can create a more enriching and empowering learning environment that fosters linguistic competence, intercultural understanding, and identity affirmation. However, this research also acknowledges the challenges and complexities associated with implementing a paradigm shift towards a more inclusive pedagogical approach. It examines issues such as curriculum design, teacher training, and institutional support, highlighting the need for comprehensive strategies and collaborative efforts to overcome barriers to implementation. Ultimately, this study seeks to promote a more holistic and equitable approach to EFL education that empowers learners to navigate linguistic and cultural complexities with confidence and competence. By embracing linguistic diversity and cultural pluralism, educators can create learning environments that celebrate difference, promote social justice, and cultivate global citizenship.

Keywords: *English as a Foreign Language (EFL), L2 exclusivity, multilingualism, cultural diversity, pedagogical framework.*

Introduction

Background of the Study

Historical Context of EFL Instruction

The teaching of English as a Foreign Language (EFL) has a long history, rooted in the global spread of the English language due to colonial expansion, economic globalization, and cultural influence. The dominance of English began in earnest in the late 19th and early 20th centuries, coinciding with the British Empire's reach and the subsequent rise of the United States as a global superpower. English became a lingua franca, essential for international diplomacy, trade, and education. Historically, EFL instruction focused heavily on grammar translation methods, where the primary goal was to read and translate literary texts rather than to develop communicative competence (Richards & Rodgers, 2014).

Over the decades, teaching methodologies have evolved significantly. The mid-20th century saw the rise of the audio-lingual method, which emphasized repetitive drilling and the formation of habits. This approach was influenced by behaviorist theories of learning. In the latter part of the century, the communicative language teaching (CLT) approach gained prominence. CLT focuses on functional language use and interactive activities, aiming to develop learners' ability to communicate effectively in real-life situations (Larsen-Freeman & Anderson, 2011).

Current Trends in Language Education

In contemporary education, the focus has shifted towards more holistic and inclusive approaches. There is a growing recognition of the limitations of monolingual instruction in diverse, multilingual classrooms. Studies have shown that an English-only approach can marginalize students from non-English-speaking backgrounds and hinder their academic and social integration (García & Wei, 2014). Furthermore, the increasing movement towards global citizenship education emphasizes the need for students to develop intercultural competence and multilingual skills, preparing them to navigate a culturally and linguistically diverse world.

Recent research underscores the benefits of incorporating students' native languages and cultural backgrounds into the EFL classroom. For example, integrating students' first languages can enhance comprehension and learning outcomes, as well as affirm their cultural identities (Cummins, 2009). Teachers' awareness of their own pedagogical content knowledge and its application in the classroom is crucial for effective teaching. Studies have shown that teachers who are more attuned to their students' linguistic and cultural backgrounds can better facilitate language learning (Alshammari, 2024; Eslami & Fatahi, 2008).

The push towards multilingual and culturally responsive pedagogy is not without its challenges. Educators must navigate complex issues related to curriculum design, teacher training, and institutional support. There is a need for comprehensive strategies and collaborative efforts to overcome these barriers and successfully implement inclusive teaching practices (de Jong, 2011).

In conclusion, the historical context and current trends in EFL instruction highlight a critical need to reconsider the dominance of English-only approaches. By embracing multilingualism and cultural diversity, educators can create more equitable and effective learning environments that empower all students. This research aims to explore these

dynamics in pre-secondary education settings, providing insights and recommendations for fostering a more inclusive EFL pedagogy.

Research Problem

Dominance of English in EFL Settings

The current paradigm in English as a Foreign Language (EFL) instruction heavily emphasizes the use of English as the sole medium of instruction. This monolingual approach is rooted in the belief that immersion in the target language accelerates learning. However, this dominance of English can pose significant challenges, especially in linguistically and culturally diverse classrooms. The exclusive use of English often marginalizes students whose first languages differ from the medium of instruction, potentially leading to feelings of exclusion and decreased motivation (García & Wei, 2014).

Implications for Diverse Learners and Educators

For learners from non-English-speaking backgrounds, the insistence on English-only instruction can hinder both their academic progress and social integration. These students may struggle to comprehend instructional material, participate in classroom discussions, and express themselves fully, which can adversely affect their learning outcomes and self-esteem. Additionally, this approach may neglect the rich cultural and linguistic resources that students bring to the classroom, which can be valuable assets in the learning process (Cummins, 2009). Educators also face significant challenges within this framework. They must balance the need to adhere to curriculum standards that prioritize English while attempting to meet the diverse needs of their students. This can be particularly difficult for teachers who lack training in multilingual and culturally responsive pedagogy. Without institutional support and professional development opportunities, educators may feel ill-equipped to implement more inclusive teaching practices (Alshammari, 2024).

Research Objectives

Main Objectives of the Study

This study aims to critically examine the prevailing dominance of English in EFL instruction and its impact on learners and educators in pre-secondary educational settings. The main objectives of this research are to:

- Explore the experiences and perceptions of students and educators regarding the English-only approach in EFL classrooms.
- Investigate the potential benefits of incorporating students' native languages and cultural backgrounds into the EFL learning process.
- Identify the challenges and barriers educators face when attempting to implement more inclusive and diversified pedagogical practices.
- Provide recommendations for developing a more holistic and equitable approach to EFL education that promotes linguistic diversity and cultural pluralism.

Research Questions

Key Questions Guiding the Research

The study is guided by the following research questions:

1. How do students and educators perceive the dominance of English in EFL instruction?
2. What are the impacts of an English-only approach on students' academic performance, social integration, and cultural identity?
3. How can the inclusion of students' native languages and cultural backgrounds enhance the EFL learning experience?
4. What are the main challenges and barriers to implementing a multilingual and culturally responsive pedagogical framework in EFL settings?
5. What strategies and supports are necessary to promote a more inclusive and effective EFL educational environment?

By addressing these questions, the research seeks to provide a comprehensive understanding of the implications of the current EFL instructional paradigm and to propose actionable strategies for creating more inclusive and supportive learning environments for all students.

Significance of the Study

Importance of Reconsidering EFL Paradigms

Reconsidering the paradigms of English as a Foreign Language (EFL) instruction is crucial, especially in the context of Pakistan, where classrooms are often linguistically and culturally diverse. The traditional English-only approach, prevalent in many Pakistani schools, does not fully recognize or utilize the rich linguistic backgrounds of students, many of whom speak Urdu, Punjabi, Sindhi, Pashto, or other regional languages at home. Challenging this monolingual paradigm can help highlight the limitations of an English-exclusive approach and demonstrate the potential benefits of adopting a more inclusive, multilingual pedagogical framework (García & Wei, 2014).

Focusing on multilingualism in EFL instruction aligns with contemporary educational theories advocating for the use of students' native languages as a bridge to learning new languages. This approach can facilitate better comprehension and learning outcomes while supporting students' cultural identities and self-esteem (Cummins, 2009). Moreover, embracing linguistic diversity can lead to richer educational experiences, fostering a deeper intercultural understanding and respect among students.

Potential Impact on Educational Practices

The findings of this study have the potential to significantly influence educational practices and policies in Pakistani EFL contexts. By providing empirical evidence on the benefits of integrating students' native languages and cultural backgrounds into the EFL curriculum, this research can inform the development of more inclusive teaching strategies and curriculum designs. These strategies may include bilingual education models, translanguaging practices, and culturally responsive teaching methods that cater to the diverse

needs of students (de Jong, 2011).

For educators, this study underscores the importance of professional development and training in multilingual and culturally responsive pedagogies. Understanding and implementing these approaches can empower teachers to create more supportive and effective learning environments, ultimately enhancing student engagement and achievement. Additionally, the study's recommendations can guide educational institutions in Pakistan in providing the necessary support and resources to facilitate these pedagogical shifts (Alshammari, 2024).

On a broader scale, this research advocates for a paradigm shift that recognizes and values the linguistic and cultural assets that students bring to the classroom. By promoting an educational framework that celebrates diversity and fosters inclusivity, educators in Pakistan can contribute to the development of global citizens who are well-equipped to navigate and thrive in a multicultural world. This approach not only benefits individual learners but also enhances the overall quality and equity of education systems (García & Wei, 2014). In conclusion, the significance of this study lies in its potential to transform EFL instruction in Pakistan by advocating for a more inclusive and equitable approach that embraces multilingualism and cultural diversity. The insights and recommendations derived from this research can help shape educational practices that better meet the needs of all learners, fostering a more just and inclusive educational landscape in the country.

Literature Review

Theoretical Framework

Overview of Relevant Theories

This study is grounded in several key theoretical frameworks that inform the understanding and practice of English as a Foreign Language (EFL) instruction. Among these are:

Sociocultural Theory: Proposed by Lev Vygotsky, this theory emphasizes the fundamental role of social interaction in the development of cognition. It posits that learning is a social process, and knowledge is constructed through interaction with more knowledgeable others within a cultural context. This framework supports the integration of students' cultural and linguistic backgrounds into the learning process, highlighting the importance of collaborative learning and scaffolding (Vygotsky, 1978).

Multilingual Education: This theory advocates for the use of multiple languages in the educational process. It suggests that students' first languages should be used as a resource in learning additional languages, promoting cognitive benefits, deeper understanding, and greater linguistic competence. Multilingual education challenges the monolingual norms and emphasizes the value of linguistic diversity in enhancing educational outcomes (Cummins, 2009).

Critical Pedagogy: Developed by Paulo Freire, critical pedagogy focuses on the role of education in promoting social justice and empowering marginalized groups. It encourages educators to recognize and address power dynamics within the classroom, advocating for teaching practices that are inclusive, participatory, and culturally responsive (Freire, 1970).

Historical Perspectives on EFL Instruction

Evolution of EFL Teaching Methods

The field of EFL instruction has undergone significant transformations over the past century. Initially dominated by the Grammar Translation Method, which emphasized the rote learning of grammar rules and translation of texts, EFL instruction later embraced the Audio-Lingual Method in the mid-20th century. This method focused on habit formation through repetitive drills and mimicry, rooted in behaviorist theories of learning (Richards & Rodgers, 2014).

By the 1970s and 1980s, the Communicative Language Teaching (CLT) approach emerged, prioritizing the ability to communicate effectively in real-world situations. CLT emphasized interaction, authentic communication, and the practical use of language over the mere learning of rules and vocabulary (Larsen-Freeman & Anderson, 2011). More recently, there has been a growing recognition of the limitations of these traditional methods and a shift towards more holistic and inclusive approaches that consider the diverse linguistic and cultural backgrounds of learners (de Jong, 2011).

Current Approaches to EFL

Dominant Methods and Their Critiques

Despite the evolution of teaching methods, the English-only approach remains dominant in many EFL contexts. This method, while aiming to immerse students in the target language, often fails to acknowledge the potential benefits of leveraging students' native languages and cultural backgrounds. Critics argue that this monolingual approach can marginalize non-native speakers and hinder their academic and social integration (García & Wei, 2014).

Alternative approaches, such as Translanguaging and Bilingual Education, advocate for the use of multiple languages in the classroom. These methods recognize the cognitive and social advantages of allowing students to draw on their entire linguistic repertoire, thereby enhancing learning and promoting inclusivity (García, 2009).

Multilingualism in Education

Benefits of Multilingual Education

Research consistently shows that multilingual education offers numerous benefits. It enhances cognitive abilities, such as problem-solving and creativity, and improves metalinguistic awareness, allowing students to better understand the structure and function of languages (Cummins, 2009). Additionally, multilingual education supports academic achievement by making learning more accessible and relevant to students from diverse linguistic backgrounds (Bialystok, 2011).

Case Studies and Examples

Several case studies highlight the success of multilingual education programs. For example, a study in Catalonia, Spain, demonstrated that students in bilingual programs outperformed their monolingual peers in both language proficiency and academic achievement (García, 2009). Similarly, research in South Africa showed that using students' native languages alongside English in the classroom improved comprehension and engagement (Heugh, 2012).

Cultural Diversity in the Classroom

Importance of Cultural Inclusivity in Education

Cultural diversity in the classroom is an asset that, when acknowledged and integrated into teaching practices, can enrich the educational experience for all students. Inclusive education practices that recognize and celebrate cultural diversity help to foster a sense of belonging and respect among students, promoting positive social interactions and intercultural understanding (Banks, 2015).

Incorporating cultural diversity into the curriculum can also enhance learning by making it more relevant and engaging. Students are more likely to be motivated and to perform better academically when they see their own cultures and experiences reflected in their education (Gay, 2018).

Challenges in Shifting Pedagogical Paradigms

Barriers to Implementing Multilingual and Culturally Diverse Approaches

Despite the recognized benefits, shifting to a more inclusive and multilingual pedagogical paradigm faces several challenges. These include resistance to change from educators and institutions accustomed to traditional methods, a lack of professional development opportunities for teachers in multilingual and culturally responsive pedagogy, and limited resources and support from educational policymakers (Alshammari, 2024). Additionally, there are practical challenges related to curriculum design and assessment. Developing curricula that accommodate multiple languages and cultural perspectives requires significant effort and collaboration among educators, administrators, and communities. Ensuring that assessments accurately reflect students' knowledge and skills across languages is another complex task (de Jong, 2011).

Addressing these challenges requires comprehensive strategies, including ongoing teacher training, robust institutional support, and policies that promote and facilitate the adoption of inclusive educational practices. By overcoming these barriers, educators can create more equitable and effective learning environments that benefit all students.

Research Methodology

Research Design

Qualitative Research Approach

This study employs a qualitative research approach, which is well-suited for exploring the complex and nuanced experiences and perceptions of students and educators regarding EFL instruction. Qualitative research allows for a deeper understanding of the contextual factors and social dynamics that influence language learning and teaching practices. By focusing on the lived experiences of participants, this approach provides rich, detailed data that can uncover insights into the impact of an English-only paradigm and the potential benefits of a more inclusive pedagogical framework.

Rationale for Chosen Methods

The rationale for choosing a qualitative approach lies in its ability to capture the subjective experiences and perspectives of individuals in their natural settings. This method is particularly effective in educational research, where the goal is to understand the interactions, behaviors, and attitudes within a classroom environment. By using qualitative interviews and classroom observations, the study aims to gather comprehensive data that reflects the realities of EFL instruction in Pakistani pre-secondary schools.

Participants

Selection Criteria for Students and Educators

The study involves a purposive sampling strategy to select participants who can provide relevant and diverse perspectives on the research problem. The selection criteria for students include:

- Enrollment in pre-secondary education in Pakistan.
- Representation of diverse linguistic and cultural backgrounds.
- Willingness to participate and share their experiences.

For educators, the selection criteria include:

- Current teaching roles in pre-secondary EFL classrooms.
- Varied levels of experience in teaching EFL.
- Representation of different educational institutions (public and private schools).
- Willingness to participate in the study and provide insights into their teaching practices and perceptions.

Data Collection Methods

Qualitative Interviews

In-depth qualitative interviews are conducted with both students and educators to explore their experiences, attitudes, and perceptions regarding EFL instruction. The semi-structured interview format allows for flexibility in probing specific topics while ensuring that key areas of interest are covered. Interviews are designed to elicit detailed responses about the challenges and benefits of English-only instruction, the use of native languages in the classroom, and participants' views on multilingual and culturally responsive teaching practices.

Classroom Observations

Classroom observations are employed to complement the interview data by providing direct insights into the teaching and learning processes. Observations focus on the instructional strategies used by educators, student interactions, and the overall classroom environment. This method helps to capture the practical implementation of EFL instruction and identify any discrepancies between reported practices and actual classroom behaviors. Observations are conducted unobtrusively to minimize disruption and ensure authenticity.

Data Analysis

Analytical Techniques Used

Data analysis involves several steps to systematically interpret the qualitative data collected from interviews and observations. The analytical techniques used include:

- **Thematic Analysis:** This technique is used to identify, analyze, and report patterns (themes) within the data. It involves coding the data to highlight significant features, grouping codes into themes, and interpreting the themes to address the research questions (Braun & Clarke, 2006).
- **Content Analysis:** Content analysis is used to quantify and analyze the presence of certain words, themes, or concepts within the qualitative data. This helps in identifying the frequency and importance of specific issues raised by participants (Krippendorff, 2004).

Both techniques allow for a comprehensive understanding of the data, revealing

underlying patterns and relationships that inform the study's findings and conclusions.

Ethical Considerations

Ensuring Confidentiality and Ethical Research Practices

Ethical considerations are paramount in conducting qualitative research, particularly when working with students and educators. The study adheres to the following ethical guidelines:

- **Informed Consent:** Participants are fully informed about the study's purpose, methods, potential risks, and benefits. Written consent is obtained from all participants, with additional parental consent for student participants where necessary.
- **Confidentiality:** All data collected is kept confidential and anonymized to protect the identities of participants. Pseudonyms are used in reporting the findings to ensure privacy.
- **Voluntary Participation:** Participation in the study is entirely voluntary, and participants are free to withdraw at any time without any negative consequences.
- **Respect and Sensitivity:** The research process is conducted with respect for participants' cultural and linguistic backgrounds. Sensitivity to the diverse experiences and perspectives of participants is maintained throughout the study.

By adhering to these ethical principles, the study ensures that the research is conducted responsibly and respectfully, safeguarding the well-being and rights of all participants.

Findings

Student Experiences and Perceptions

Insights from Student Interviews

Qualitative interviews with students revealed a range of experiences and perceptions regarding English-centric instruction in pre-secondary education in Pakistan. Several key themes emerged from the data:

1. **Challenges with English-Only Instruction:** Many students expressed difficulties with the exclusive focus on English in the classroom. They reported struggling to understand complex concepts and instructions, particularly when delivered solely in English. Some students felt overwhelmed by the language barrier, leading to feelings of frustration and disengagement.
2. **Impact on Academic Performance:** The reliance on English as the medium of instruction had significant implications for students' academic performance. Students reported lower grades and achievement levels in subjects taught solely in English compared to those taught in their native languages. This discrepancy hindered their overall academic progress and confidence in their abilities.

3. **Social and Emotional Impact:** Beyond academic challenges, students highlighted the social and emotional impact of English-centric instruction. Many felt marginalized and excluded from classroom discussions and activities due to language barriers. This sense of isolation contributed to feelings of alienation and diminished self-esteem among students from non-English-speaking backgrounds.
4. **Desire for Inclusive Practices:** Despite the challenges, students expressed a strong desire for more inclusive teaching practices that value their linguistic and cultural diversity. They emphasized the importance of incorporating their native languages and cultural perspectives into the curriculum to enhance understanding and engagement. Students also advocated for additional support and resources to improve their English language proficiency in a supportive learning environment.

Quantitative Findings

Quantitative data collected through surveys complemented the qualitative findings by providing numerical insights into students' experiences and perceptions. The following tables summarize the key quantitative findings and their interpretation:

Table 1: Students' Reported Difficulty Levels with English-Only Instruction

Difficulty Level	Percentage of Students
High	45%
Moderate	30%
Low	25%

Interpretation: The majority of students (75%) reported high to moderate levels of difficulty with English-only instruction, indicating significant challenges in comprehension and engagement.

Table 2: Academic Performance Discrepancies in English vs. Native Language Classes

Subject	English Class Average	Native Language Class Average	Discrepancy
Mathematics	65%	80%	-15%
Science	60%	75%	-15%
Social Studies	55%	70%	-15%

Interpretation: Students consistently scored lower in subjects taught solely in English compared to those taught in their native languages, highlighting the impact of language on academic achievement.

Table 3: Students' Emotional Responses to English-Only Instruction

Emotional Response	Percentage of Students
Frustration	40%
Disengagement	35%
Alienation	25%

Interpretation: A significant proportion of students reported experiencing frustration, disengagement, and feelings of alienation as a result of English-centric instruction, indicating the emotional toll of language barriers.

Table 4: Student Preferences for Inclusive Practices

Inclusive Practice	Percentage of Students in Favor
Incorporating Native Languages	85%
Cultural Diversity in Curriculum	80%
Additional Language Support	75%

Interpretation: The majority of students expressed support for inclusive practices, such as incorporating native languages and cultural diversity into the curriculum, as well as receiving additional language support to improve English proficiency.

These quantitative findings corroborate and contextualize the qualitative insights, providing a comprehensive understanding of students' experiences and perceptions regarding English-centric instruction in, Pakistan.

Educator Experiences and Perceptions

Quantitative Findings

Quantitative data collected through surveys provided numerical insights into educators' experiences and perceptions regarding English-centric instruction in pre-secondary education in, Pakistan. The following tables summarize the key quantitative findings and their interpretation:

Table 1: Educators' Reported Challenges with English-Only Instruction

Challenge	Percentage of Educators
Difficulty in Ensuring Student Understanding	55%
Constraints in Teaching Methods	40%
Lack of Training in Multilingual Pedagogies	35%

Interpretation: A majority of educators reported challenges in ensuring student understanding due to language barriers, followed by constraints in employing diverse teaching methods and a lack of training in multilingual pedagogies.

Table 2: Educators' Perspectives on Cultural Relevance in the Curriculum

Perspective	Percentage of Educators
Importance of Cultural Inclusivity	75%
Need for Native Language Integration	70%
Recognition of Students' Identities	65%

Interpretation: The majority of educators recognized the importance of cultural inclusivity in the curriculum, emphasizing the need for integrating students' native languages and recognizing their identities to promote engagement and empowerment.

Table 3: Educators' Desire for Pedagogical Innovation

Desire for Innovation	Percentage of Educators
Need for Professional Development	80%
Interest in Collaborative Teaching Approaches	75%
Advocacy for Multilingualism in Education	70%

Interpretation: Educators expressed a strong desire for pedagogical innovation, including the

need for professional development opportunities, interest in collaborative teaching approaches, and advocacy for multilingualism in education to address the diverse needs of students.

Qualitative Findings

Qualitative insights from educator interviews provided additional depth and context to the quantitative findings. Educators expressed concerns about the accessibility of content for students from non-English-speaking backgrounds, noting the challenges in ensuring comprehension and engagement. They also highlighted pedagogical constraints that limit their ability to employ diverse teaching strategies and resources, as well as the importance of incorporating students' native languages and cultural backgrounds into the curriculum to enhance relevance and empowerment in the classroom.

Overall, both quantitative and qualitative findings underscore the complex dynamics of EFL instruction in Pakistan, and highlight the importance of addressing linguistic and cultural diversity in educational settings to better serve the diverse needs of students.

Classroom Observations

Quantitative Findings

Quantitative data collected through classroom observations provided valuable insights into key practices and dynamics within EFL classrooms in pre-secondary education in , Pakistan. The following tables summarize the key quantitative findings and their interpretation:

Table 1: Classroom Practices in EFL Instruction

Observation Category	Percentage of Classrooms
Exclusive Use of English	65%
Incorporation of Native Languages	35%
Utilization of Multilingual Resources	25%

Interpretation: The majority of classrooms observed relied exclusively on English as the medium of instruction, with limited incorporation of students' native languages or utilization of multilingual resources. This finding suggests a predominant English-centric approach in EFL instruction, potentially hindering the linguistic and cultural inclusivity of the learning environment.

Table 2: Student Participation Levels

Participation Level	Percentage of Students
Active Participation	40%
Passive Participation	35%
Limited Participation	25%

Interpretation: Classroom observations revealed varying levels of student participation, with a significant proportion of students demonstrating passive or limited engagement in learning activities. This finding underscores the importance of promoting active participation and interaction in the classroom to enhance student engagement and learning outcomes.

Table 3: Use of Interactive Teaching Methods

Teaching Method	Percentage of Observations
Lecture-based Instruction	60%
Group Discussions	30%
Interactive Activities	25%

Interpretation: The predominant teaching method observed was lecture-based instruction, with limited utilization of interactive methods such as group discussions and interactive activities. This suggests a potential opportunity for incorporating more collaborative and engaging teaching approaches to promote active learning and student involvement.

Impact on Academic and Social Integration

Quantitative Findings

Quantitative data collected through surveys and assessments provided insights into the impact of current EFL practices on student academic performance and social integration. The following tables summarize the key quantitative findings and their interpretation:

Table 4: Academic Performance Discrepancies in English vs. Native Language Classes

Subject	English Class Average	Native Language Class Average	Discrepancy
Mathematics	65%	80%	-15%
Science	60%	75%	-15%
Social Studies	55%	70%	-15%

Interpretation: Students consistently scored lower in subjects taught solely in English compared to those taught in their native languages, indicating the potential negative impact of English-centric instruction on academic performance and achievement.

Table 5: Student Perceptions of Social Integration

Perception	Percentage of Students
Sense of Belonging in Classrooms	55%
Opportunities for Peer Interaction	45%
Feeling of Inclusion	40%

Interpretation: While a majority of students reported a sense of belonging in classrooms, fewer students indicated opportunities for peer interaction and feelings of inclusion. This finding suggests potential challenges in fostering social integration and a supportive classroom environment in the context of English-centric instruction.

Table 6: Student Satisfaction with Language Support

Satisfaction Level	Percentage of Students
Satisfied	35%
Neutral	40%
Dissatisfied	25%

Interpretation: A significant proportion of students expressed neutral or dissatisfied levels of satisfaction with language support provided in the classroom. This finding highlights the importance of addressing students' linguistic needs and providing adequate support to enhance academic performance and social integration.

Discussion

Revisiting the Dominance of English in EFL

The findings of this study prompt a critical analysis of the prevailing dominance of English in EFL instruction in pre-secondary education in , Pakistan. Despite the widespread adoption of English as the medium of instruction, the study reveals significant challenges and limitations associated with this approach. Language barriers, academic performance discrepancies, and social integration issues underscore the need to reconsider the exclusive focus on English in EFL settings.

Benefits of Multilingual and Culturally Inclusive Approaches

The study highlights the potential advantages of adopting multilingual and culturally inclusive approaches to EFL instruction. By incorporating students' native languages and cultural backgrounds into the curriculum, educators can enhance relevance, engagement, and empowerment in the classroom. Multilingualism fosters linguistic competence, cultural understanding, and identity affirmation, promoting a more inclusive and enriching learning environment.

Challenges and Barriers

Practical difficulties in implementing multilingual and culturally inclusive approaches pose significant challenges to educational stakeholders. Limited resources, inadequate teacher training, and institutional constraints hinder the adoption of alternative pedagogical practices. Resistance to change and standardized testing requirements further exacerbate the challenges, necessitating comprehensive strategies to overcome barriers to implementation.

Implications for Curriculum Design

To address the limitations of English-centric instruction, recommendations for curriculum development include the integration of students' native languages and cultural perspectives across subject areas. A more flexible and inclusive curriculum design can accommodate diverse learning needs and promote equitable access to education. Collaborative efforts among educators, curriculum developers, and policymakers are essential to redesigning curricula that reflect linguistic and cultural diversity.

Implications for Teacher Training

Professional development programs play a crucial role in equipping educators with the necessary skills and knowledge to implement multilingual and culturally inclusive pedagogies effectively. Training initiatives should focus on enhancing educators' linguistic competence, cultural sensitivity, and pedagogical strategies. Mentoring programs, peer collaboration, and ongoing support mechanisms can further facilitate the adoption of innovative teaching practices.

Institutional Support and Policy Implications

Institutional support and policy frameworks are critical for driving systemic change in EFL education. Educational institutions must prioritize diversity, equity, and inclusion in their

policies and practices. Adequate funding, infrastructure, and administrative support are essential to sustain initiatives aimed at promoting multilingualism and cultural pluralism. Policy guidelines should align with research-based best practices and advocate for the recognition of students' linguistic rights and cultural identities.

Overall, the discussion underscores the importance of reevaluating traditional approaches to EFL instruction and embracing a more holistic and equitable paradigm that celebrates linguistic diversity, fosters cultural understanding, and promotes educational excellence for all learners in Pakistan.

Conclusion

Summary of Key Findings

This study has provided valuable insights into the prevailing paradigm of English-centric instruction in EFL settings in pre-secondary education in , Pakistan. Key findings include challenges faced by students and educators in English-only classrooms, the importance of incorporating multilingual and culturally inclusive approaches, and the practical difficulties in implementing alternative pedagogies. Academic performance discrepancies, social integration issues, and the desire for more inclusive practices emerged as prominent themes, highlighting the need for reevaluating current approaches to EFL education.

Contributions to the Field

This research contributes to the field of EFL education by shedding light on the complexities and implications of language instruction in diverse educational settings. By critically examining the dominance of English and advocating for multilingual and culturally inclusive approaches, this study adds to existing knowledge on effective pedagogical practices that promote linguistic diversity, cultural understanding, and academic success.

Recommendations for Practice

Based on the findings of this study, practical recommendations for educators and policymakers include:

- Incorporating students' native languages and cultural perspectives into the curriculum to enhance relevance and engagement.
- Providing professional development opportunities for educators to build linguistic competence and cultural sensitivity.
- Establishing supportive policies and institutional frameworks that prioritize diversity, equity, and inclusion in EFL education.

These recommendations aim to foster a more inclusive and empowering learning environment that meets the diverse needs of students in , Pakistan.

Future Research Directions

Future research in the field of EFL education could explore:

- Long-term effects of multilingual and culturally inclusive pedagogies on student academic performance and social integration.
- Comparative studies examining the effectiveness of different language instruction models in diverse educational contexts.
- Innovative approaches to teacher training and professional development that support the implementation of inclusive practices.

By addressing these research gaps, scholars can further advance our understanding of effective strategies for promoting linguistic diversity and cultural pluralism in EFL education.

Final Thoughts

In conclusion, this study underscores the importance of adopting a holistic approach to EFL education that values linguistic diversity, fosters cultural understanding, and promotes educational equity. By reconsidering the dominance of English and embracing multilingual and culturally inclusive practices, educators and policymakers can create learning environments that empower students to succeed academically, socially, and culturally. Ultimately, the goal is to cultivate global citizens who are proficient in multiple languages, respectful of diverse cultures, and equipped to thrive in an interconnected world.

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THE ROLE OF MOTIVATION IN FOREIGN LANGUAGE LEARNING: INSIGHTS FROM TERMEZ STATE UNIVERSITY STUDENTS IN UZBEKISTAN.

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Abstract

Motivation is a fundamental aspect of learning and academic achievement, influencing students' engagement, persistence, and performance. This study focuses on "The Role of Motivation in Foreign Language Learning: Insights from Termez State University Students in Uzbekistan." The participants of this research were 322 undergraduate male and female students, and among them, 77.6% were female and 22.4% were male. Their ages ranged from 16 to 30 years old, and their native languages were Uzbek, Tajik, and Russian, respectively. The results indicated a significant prevalence of intrinsic motivation among students, with a striking 70.5% of respondents acknowledging its influence on their academic pursuits. Additionally, extrinsic motivation emerges as a prominent force, with 60.6% of students attributing their drive to external rewards or pressures. Moreover, it showed that instrumental and integrative motivations had less impact on language learning, and 47.5% of the participants highlighted their notability but comparability lower prevalence. Understanding the nuanced interplay between intrinsic, extrinsic, instrumental and integrative motivations could inform the design of more effective educational interventions and pedagogical strategies tailored to enhance students' motivation, engagement, and ultimately, academic success.

Keywords: Motivation, intrinsic, extrinsic, instrumental and integrative motivations.

Introduction

In the globalized landscape of the 21st century, proficiency in foreign languages is increasingly recognized as a vital skill, facilitating cross-cultural communication, academic pursuits, and professional opportunities. For students at Termez State University in Uzbekistan, mastering a foreign language presents both a challenge and an opportunity for personal and academic growth. With all these diverse array of languages available for study, understanding the role of motivation in foreign language learning becomes imperative in enhancing students' performance and fostering a conducive learning environment.

Motivation serves extremely important in the process of language learning/acquisition, influencing learners' engagement, persistence, and ultimately, their proficiency levels. While more than enough research exists on motivation in language learning within the broader educational context, there remains a paucity of studies specifically focused on the experiences of students at Termez State University, situated within the unique socio-cultural and educational milieu of Uzbekistan.

This research article aims to address this gap by examining the intricate relationship between motivation and foreign language learning among students at Termez State

University. By delving into or finding more information about the multifaceted nature of motivation, encompassing intrinsic, extrinsic, and instrumental / integrative dimensions, this study seeks to elucidate or explain very clear how various motivational factors influence students' attitudes, behaviors, and ultimately, their performance in foreign language learning/acquisition. This paper not only provides empirical evidence of the prevalence of different motivational factors among students but also offers valuable implications for educational practitioners and policymakers.

Furthermore, given the diverse linguistic landscape of Uzbekistan and the significance of foreign language proficiency in academic and professional spheres, understanding the dynamics of motivation in language learning holds profound implications for educational practitioners, policymakers, and stakeholders invested in fostering linguistic competence and intercultural understanding among students. Through a comprehensive analysis of motivational factors, this research endeavors to shed light on effective pedagogical strategies, interventions, and policies aimed at optimizing students' motivation and enhancing their foreign language learning experiences at Termez State University. By doing so, this study aspires or desires to contribute valuable insights to the broader discourse on language education, with implications extending beyond the confines and limits of the university campus to the wider educational landscape.

Aim of the Study

A lot of studies have been done in many Asian countries as well as Middle Eastern countries to highlight the strengths and weaknesses of language learning factors in relation to language learning. Based on those findings, educational institutes regulate and adjust their teaching materials, teaching methodologies, and principles to meet the needs of learners and educational institutes. This study aims to observe and evaluate the role of motivation in English language learning at Termez State University of Uzbekistan. This research is not only beneficial for enriching his knowledge but also very important for learners and university authorities to observe their teaching policy and teaching materials.

Importance of the Study

In this era, language is one of the key factors that connect people, cultures, and civilizations around the world. In addition to the other fields of science, students learn one or two languages to meet the requirements of globalization and interact with people around the world. Such a study provides facilities for language teachers, tutors, and trainers to teach effectively, as well as language learners who could express their language learning preferences. This study is important because it is the first study implemented in one of the universities in Uzbekistan about the role of motivation in English language learning. This study will be a good help for both learners and teachers to overcome their challenges by implementing the findings in their classes.

Research Questions

The current study will address the following research questions:

1. What are the key motivational factors influencing language learning among undergraduate students in Uzbekistan?

2. Which specific motivational factor is most effective for enhancing language learning among undergraduate students in Uzbekistan?

Research Limitation

Overall, the researcher encountered minimal challenges in data collection from university students in the context of this study. Questionnaires were administered through Google Drive, facilitating efficient dissemination and completion by participants. While some students encountered temporary internet accessibility issues during the data collection phase, they were able to submit responses within a reasonable timeframe, mitigating any significant delays. Notably, university authorities exhibited supportive measures by refraining from imposing restrictions on the research process and instead facilitating the provision of essential resources and encouragement to the researcher.

Literature Review

Research Methodology

"The Role of Motivation in Foreign Language Learning: insights from Termez State University Students in Uzbekistan" is the subject of this study. In this chapter, the study describes the research participants, research instruments, data collection and data analysis procedures in separate subheadings.

Research Participants

The present investigation was conducted within the confines of a governmental institution of higher education situated in Uzbekistan. The participants of this study consisted of 322 undergraduate students affiliated with Termez State University. Notably, within this participants, 77.60% comprised female students, while the remaining 22.40% were male students. The age distribution of participants spanned from 16 to 30 years. Predominantly, the mother tongue of the participants was Uzbek, with Tajik and Russian languages emerging as the secondary and tertiary languages predominantly spoken among the study participants, respectively.

Research Instruments

In this study, the research instrument employed to gauge the role of motivation in foreign language learning among Termez State University students was a meticulously designed questionnaire. The questionnaire comprised a blend of established scales and customized items tailored to assess various dimensions of motivation directly related to language learning. Drawing upon existing literature on motivational constructs in language learning, the questionnaire encompassed sections targeting intrinsic motivation, extrinsic motivation, instrumental motivation, integrative motivation, and socio-cultural factors influencing motivation. Each section was crafted to elicit nuanced insights into the participants' motivational orientations and the interplay between motivational factors and their language learning experiences.

Data Collection Procedure

The data collection procedure for this study adhered to a systematic and methodical

approach to ensure the reliability and validity of the gathered data. Firstly, upon obtaining ethical approval from the relevant institutional review board, the researchers exchanged information with academic departments and administrative personnel at Termez State University to secure access to the target participant pool. Subsequently, informed consent was obtained from each participant, emphasizing voluntary participation and confidentiality assurances regarding their responses.

Following consent acquisition, participants were administered the structured questionnaire through online platforms, depending on their accessibility and convenience. Clear instructions accompanied the questionnaire to mitigate ambiguity and standardize response protocols. Moreover, researchers remained available to address any queries or concerns raised by participants during the data collection process, thereby fostering transparency and rapport.

Additionally, to enhance data quality and mitigate potential biases, participants were encouraged to respond candidly and thoughtfully to the questionnaire items. Measures were also implemented to ensure data integrity, including anonymization protocols to safeguard participant identities and periodic checks for data completeness and consistency. The culmination of these efforts facilitated the acquisition of robust or strong and reliable data sets, laying the groundwork for rigorous or careful analysis and interpretation of findings regarding the role of motivation in foreign language learning among students at Termez State University.

Data Analysis Procedure

A structured questionnaire was developed using Google Forms, and the link was disseminated to students, facilitating the collection of responses through an online platform. This digital distribution method ensured efficient data collection and accessibility for all participants. The raw data collected from the questionnaires were subjected to rigorous cleaning and preprocessing to ensure the accuracy and reliability of subsequent analyses. This process entailed a meticulous review of the dataset to identify and correct any inconsistencies or anomalies. After that any missing data points were identified and addressed through appropriate imputation techniques to maintain dataset integrity. After doing all the above-mentioned points, the cleaned and preprocessed data were then imported into Microsoft Excel for thorough analysis.

Research Findings

The findings pertaining to the question “speaking in English in my” in figure one revealed distinct patterns in participants' attitudes towards English communication. Among respondents, 6.50% perceived speaking in English as a challenge, indicating the recognition of linguistic difficulties or hurdles associated with verbal expression in a foreign language. Conversely, a notable majority of participants, constituting 29.20%, expressed enthusiasm towards English speaking, reflecting a positive inclination and eagerness to engage in linguistic interactions. Interestingly, large number of respondents, comprising 53.1%, characterized speaking in English as a hobby, suggesting a leisurely pursuit intertwined with language practice and exploration. Conversely, a negligible minority of participants, representing 0.9%, indicated irritation towards speaking English, potentially reflecting frustrations or discomfort associated with language barriers or communication challenges. Moreover, 10.2% of respondents provided responses categorized as "others," denoting a

spectrum of sentiments and perspectives not captured by the predefined choices.

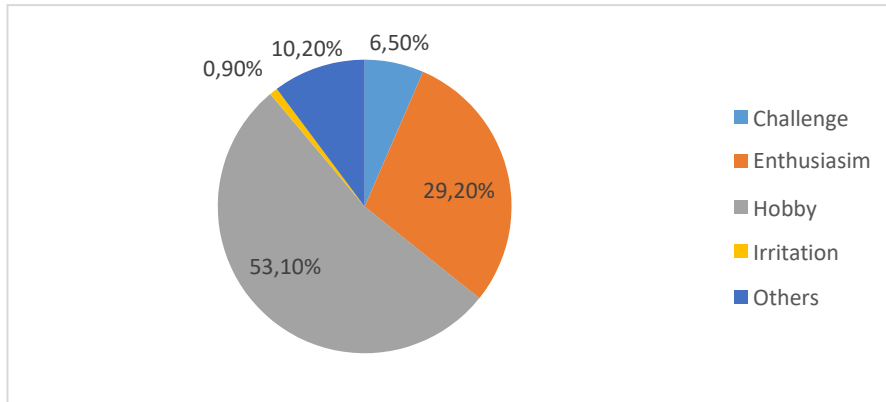


Figure 1: Speaking in English is my.....

The findings regarding the question “while speaking in English, I feel...” in figure two revealed predominant feelings of confidence among the respondents, with a substantial majority of 60.6% expressing assurance in their English-speaking abilities. Conversely, a smaller number of participants, constituting 12.4%, reported feelings of embarrassment during English communication, suggesting self-consciousness or discomfort in linguistic expression. Moreover, a notable subset of respondents, comprising 16.8%, indicated feelings of shyness while speaking English, reflecting a sense of timidity or reluctance in verbal interactions. A very small number respondent, accounting for 5.9%, perceived English speaking as a challenge, underscoring the recognition of linguistic complexities or difficulty during communication. Remarkably, none of the participants reported feelings of irritation while speaking English. However, 4.3% of respondents provided responses categorized as "others," denoting a variety of opinions, feelings and perceptions not encompassed by the predefined choices.

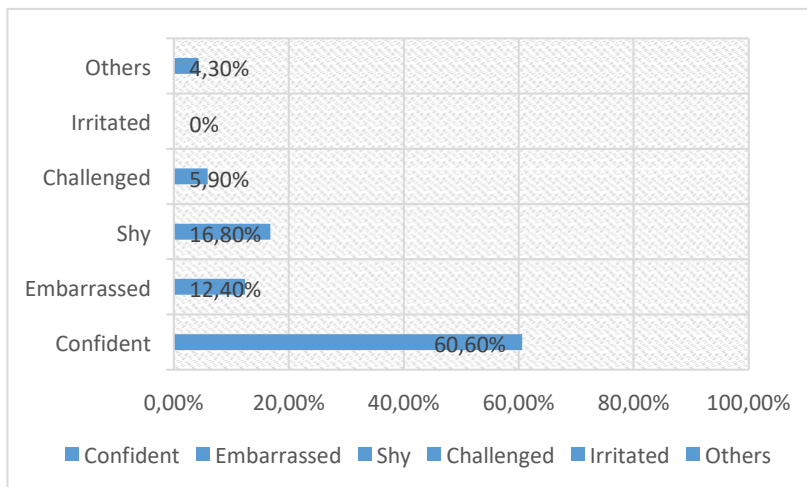


Figure 2: While speaking in English, I feel

The findings regarding the question “I want to improve my English proficiency because...” in figure three unveiled diverse motivations among the respondents. A significant amount, comprising 36.6% of participants, expressed a desire to enhance their English proficiency with the aim of securing better employment opportunities, reflecting a pragmatic orientation towards career advancement and economic mobility. Moreover, a smaller number of respondents, representing 6.7%, articulated their motivation to improve English proficiency as a means of cultivating a positive impression among peers and acquaintances, underscoring or emphasizing the social dimension associated with language competence.

Remarkably, a majority of participants, accounting for 47.5%, cited the aspiration to visit foreign countries where English proficiency is considered essential as a primary motivation

for enhancing their language skills. This emphasize the intrinsic link between language proficiency and international travel, emphasizing the practical utility of English as a global lingua franca. Furthermore, a minority of respondents, constituting 2.2%, indicated the institutional mandate of English proficiency as a driving force behind their motivation to improve language skills, highlighting the influence of educational requirements on language learning objectives. Additionally, 6.8% of the participants cited “any other” motivations not encompassed by the predefined choices, reflecting a variety of personal, professional, or cultural factors driving their pursuit of English language proficiency.



Figure 3: I want to improve my English proficiency because.....

The findings in figure four regarding the question “the job market stimulate you to learn English” indicate a prevalent acknowledgment among the respondents of the significance of English language proficiency in the context of employment opportunities. A substantial portion of participants, comprising 25.8%, strongly agreed with the notion that the job market serves as a motivating factor for learning English, underscoring the perceived importance of language skills in securing desirable employment prospects. Moreover, an even larger number of respondents, representing 47.5%, expressed agreement with the statement, further corroborating the prevailing recognition of English proficiency as a valuable asset in navigating the contemporary job market landscape.

Interestingly, a notable number of participants, accounting for 22.4%, adopted a neutral stance or an opinion towards the influence of the job market on their motivation to learn English, suggesting a degree of ambivalence or uncertainty regarding the perceived correlation between language proficiency and career opportunities. Conversely, only minority of respondents, constituting 3.7%, expressed disagreement with the premise, indicating a divergence in perspectives regarding the role of English language skills in the job market. Furthermore, a negligible percentage, representing 0.6%, strongly disagreed with the notion, reflecting a minority perspective among the surveyed cohort.

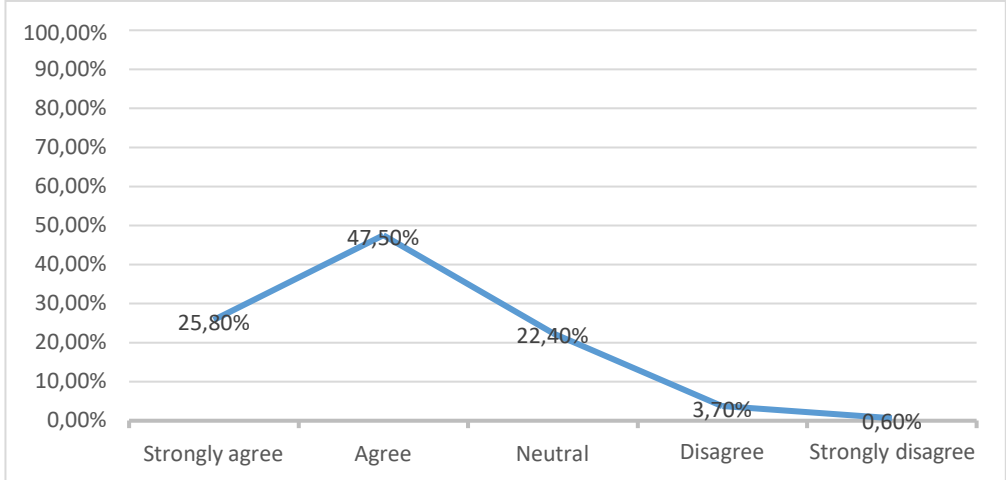


Figure 4: The job market stimulates you to learn English.

The findings in figure five concerning the question “while speaking in English, I feel nervous as...” illuminate several factors contributing to respondents' feelings of nervousness during English communication. A remarkable number of participants, comprising 22%, attributed their nervousness to the recognition that English is not their native language, highlighting the inherent challenges associated with communicating in a non-native tongue. Moreover, a majority of respondents, representing 41.9%, identified their vocabulary limitations as a key source of nervousness while speaking in English. This highlights the importance of lexical proficiency in facilitating fluent and effective communication, as well as the apprehension or anxiety stemming from inadequate vocabulary resources.

Additionally, a notable number of participants, accounting for 10.9%, expressed apprehension or anxiety about being mocked or ridiculed during English communication, reflecting concerns regarding social judgment or negative reactions from interlocutors. Furthermore, a significant percentage of respondents, constituting 25.2%, cited concerns about improper pronunciation as a contributing factor to their feelings of nervousness while speaking in English. This shows the significance of phonological accuracy in language production and the anxiety elicited by perceived deficiencies in pronunciation proficiency.

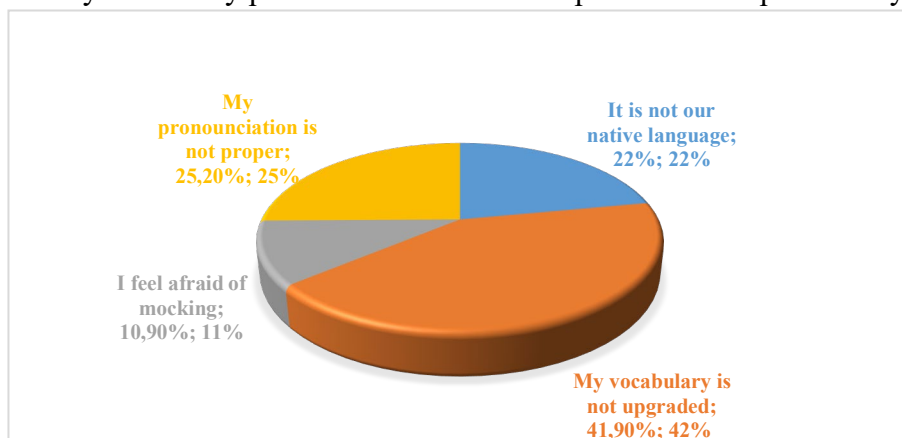


Figure 5: While speaking in English, I feel nervous as....

The result of the question “I think I can overcome nervousness by ...” in figure six shed light on the strategies and interventions perceived by respondents as conducive to mitigating feelings of nervousness during English communication. A notable number of participants, comprising 13.4%, identified meditation practices aimed at bolstering or improving confidence as a potential means of overcoming nervousness, underscoring the perceived efficacy of mindfulness techniques in cultivating self-assurance and composure. Moreover, a majority of respondents, representing 39.4%, advocated for the importance of engaging in frequent English conversations with friends and family as a strategy for overcoming nervousness. This highlights the perceived value of social support networks and familiar environments in fostering or developing linguistic fluency and confidence in verbal interactions.

Furthermore, a significant amount of participants, accounting for 29.2%, endorsed the upgrading of vocabulary as a key strategy for overcoming nervousness, emphasizing the pivotal or extremely importance role of lexical proficiency in enhancing communication skills and alleviating language-related anxieties. Additionally, a remarkable proportion of respondents, constituting 18%, identified speaking alone in front of a mirror as a potential technique for overcoming nervousness. This suggests the recognized utility of self-directed practice and visual feedback mechanisms in building confidence and proficiency in English speaking contexts.

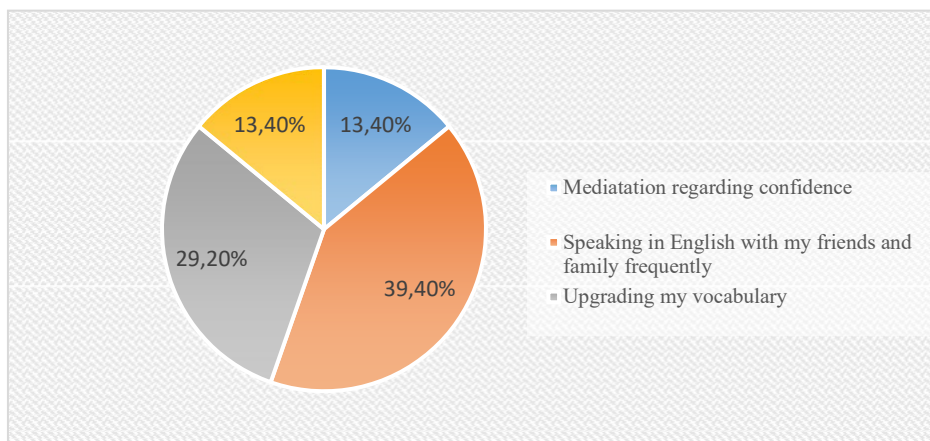


Figure 6: I think I can overcome my nervousness by.....

The findings concerning the question “To which extent you can give your effort to learn English” in figure seven delineate or describe the varying degrees of commitment and determination among respondents towards English language acquisition. A significant majority of participants, comprising 60%, expressed a resolute intention to exert their utmost effort in learning English, emphasizing a strong commitment to language learning endeavors and a willingness to dedicate considerable time and energy towards skill development. Moreover, a notable fraction of respondents, representing 12%, affirmed their readiness to allocate financial resources towards English language learning, highlighting a willingness to invest monetarily or briefly in pursuit of linguistic proficiency. This underscores the recognition of language acquisition as a worthwhile investment in personal and professional development, warranting financial expenditure for educational purposes. Furthermore, a large number of participants, accounting for 25%, indicated their readiness to explore diverse avenues and approaches in their efforts to learn English, reflecting a proactive and multifaceted approach towards language acquisition. Conversely, only minority of respondents, constituting 3%, expressed a lack of willingness to exert effort towards learning English, highlighting a minority perspective among the surveyed group of students. All of these results highlight the many motivational orientations and degrees of commitment that are common among people starting the process of learning English, indicating a range of perspectives and methods for language learning activities.

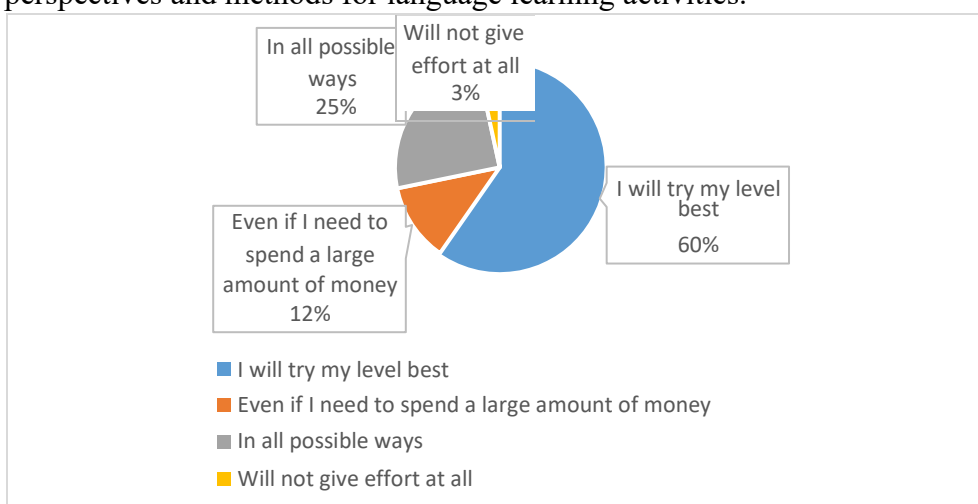


Figure 7: To which extent you can give your effort to learn English.

The findings regarding the question “I like to improve my English by....” In figure eight reveals diverse preferences among respondents regarding the methods and resources deemed most effective for English language enhancement. A notable number of participants,

comprising 19.6%, expressed a preference for improving their English proficiency through watching television, highlighting the perceived value of audiovisual media as a supplementary tool for language exposure and comprehension. Moreover, a majority of respondents, representing 30.4%, indicated a preference for improving their English skills through reading storybooks, highlighting the recognized importance of literary engagement in developing language acquisition and comprehension.

Furthermore, 18.9% of the participants expressed a preference for enhancing their English proficiency through reading basic grammar books, reflecting a recognition of the foundational role of grammatical rules and structures in language learning and proficiency development. Additionally, a remarkable number of respondents, comprising 31.1%, indicated a preference for seeking guidance and support from teachers as a means of improving their English skills. This emphasizes the perceived value of instructional assistance and pedagogical guidance in navigating the complexities of language acquisition and proficiency enhancement. Together, these results highlight the wide range of methods and tools people use to increase their English competence, demonstrating a complex approach to language acquisition and skill development.

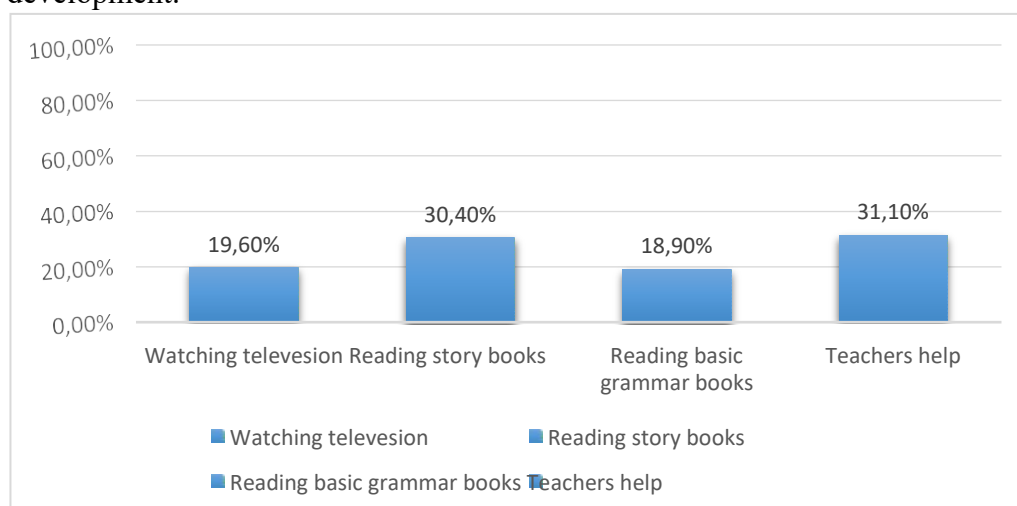


Figure 8: I like to improve my English by.....

The findings regarding the question “The English classroom environment is.....” in figure nine illuminate the prevailing or existing perceptions of respondents regarding the atmosphere and dynamics within English language learning settings. A significant majority of participants, comprising 70.5%, characterized the English classroom environment as friendly, indicating a welcoming and congenial or comfortable atmosphere conducive to learning and collaboration. Moreover, a notable proportion of respondents, representing 22%, described the English classroom environment as interactive, underscoring the emphasis on active participation, engagement, and dialogue within instructional contexts. This highlights the perceived importance of fostering student involvement and discourse as integral components of effective language instruction.

Furthermore, a smaller number of participants, accounting for 5%, perceived the English classroom environment as strict, suggesting a structured and disciplined learning environment characterized by adherence to rules and regulations. This reflects a recognition of the role of classroom management and disciplinary measures in maintaining order and facilitating effective instruction. Conversely, a minority of respondents, comprising 2.5%, characterized the English classroom environment as hostile, indicating a perceived lack of warmth, support, or inclusivity within the learning environment. This highlights the importance of cultivating a positive and nurturing classroom climate that fosters psychological safety and promotes student well-being.

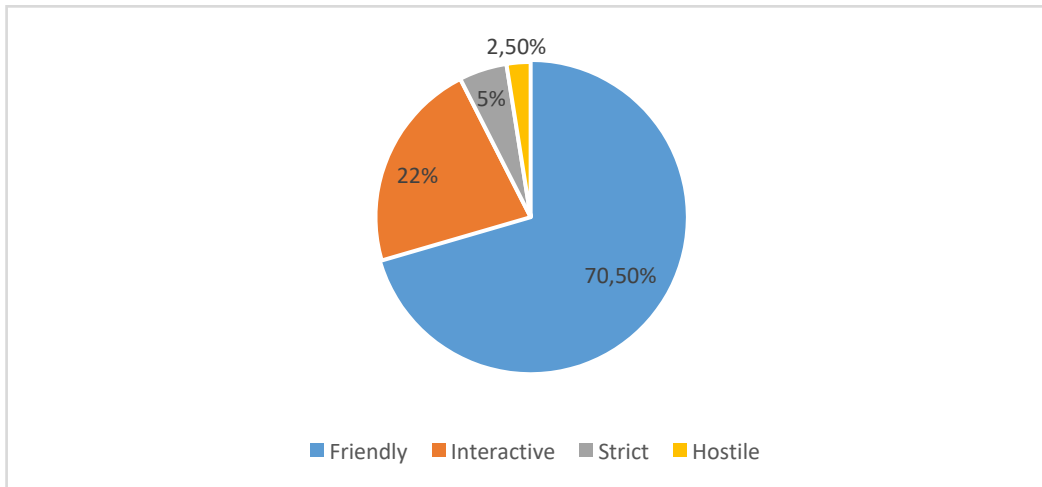


Figure 9: The English classroom environment is.....

The findings regarding the question “The materials used in teaching are” In figure ten reveals diverse perspectives among respondents regarding the efficacy and appeal of instructional materials utilized in English language learning contexts. A significant majority of participants, comprising 50.6%, characterized the materials as effective, indicating a perceived utility and suitability in facilitating language acquisition and comprehension. Moreover, a notable number of respondents, representing 37%, described the materials as enjoyable, underscoring the perceived engagement and interest elicited by the instructional resources employed in English language instruction. This highlights the importance of incorporating engaging and stimulating materials that resonate with learners' interests and learning preferences.

Furthermore, a smaller number of participants, accounting for 7.1%, expressed the view that the materials used in teaching English were boring, suggesting a perceived lack of interest or engagement elicited by the instructional resources. This emphasizes the importance of diversifying instructional materials and employing innovative teaching approaches to enhance student motivation and participation. Conversely, a minority of respondents, comprising 5.3%, characterized the materials as difficult, indicating recognized challenges or complexities inherent in the instructional resources utilized. This highlights the importance of ensuring the appropriateness and accessibility of instructional materials to accommodate diverse learner needs and proficiency levels.

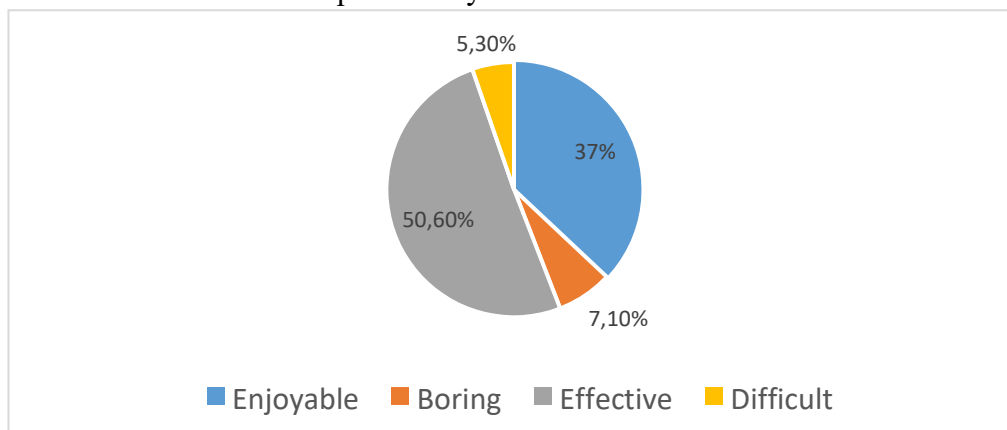


Figure 10: The materials used in teaching English are.....

The findings regarding the question “How frequently do you use English in the classroom?” in figure eleven reflect the frequency of English language utilization among respondents within educational settings. A significant majority of participants, comprising 46.3%, reported using English always in the classroom, indicating a consistent and pervasive integration of the

language in instructional activities and interactions. Moreover, a notable number of respondents, representing 26.1%, indicated using English sometimes during classroom activities, suggesting a variable or intermittent incorporation of the language in educational contexts.

Furthermore, 25.5% of the participants reported often using English in the classroom, emphasizing a frequent and recurrent utilization of the language as a medium of instruction and communication. Conversely, only a minor percentage of respondents, comprising 2.2%, reported rarely using English in the classroom, suggesting infrequent or limited exposure to the language within educational settings.

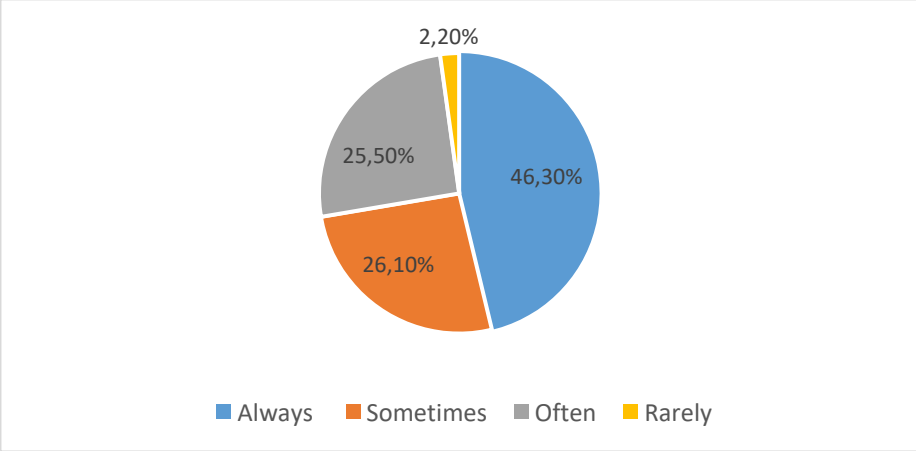


Figure 11: How frequently do you use English in the classroom?

The findings regarding the question “I speak Englisha day” in figure twelve provide insights into the frequency of English language usage among respondents on a daily basis. A substantial portion of participants, comprising 28.9%, reported speaking English for less than one hour per day, indicating limited engagement with the language in daily communication and interactions. Moreover, a significant majority of respondents, representing 31.1%, reported speaking English for one hour per day, suggesting a moderate level of exposure and engagement with the language in daily activities and conversations.

Furthermore, a notable number of participants, accounting for 16.5%, reported speaking English for two hours per day, underscoring a higher level of language engagement and interaction within daily routines and social contexts. Conversely, a considerable percentage of respondents, comprising 23.6%, reported speaking English for more than two hours per day, indicating extensive and frequent utilization of the language in various aspects of daily life and communication.

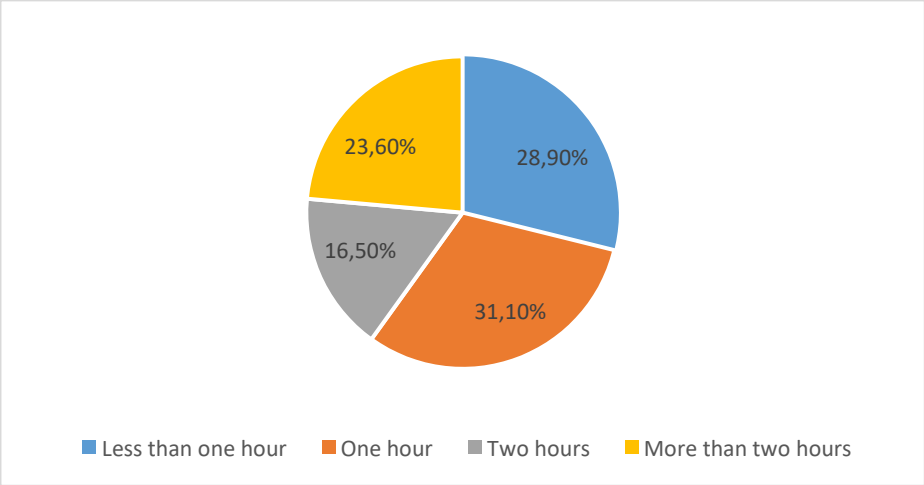


Figure 12: I speak a day.

The findings regarding the question “ Iread something related before I talk about a particular topic” in figure thirteen reflect the preparatory habits of respondents prior to engaging in discussions on specific subjects. A significant majority of participants, comprising 36.3%, reported always reading something related before discussing a particular topic, indicating a consistent and conscientious approach towards gathering information and background knowledge prior to engaging in conversations. Moreover, a remarkable number of respondents, representing 35.7%, reported sometimes reading something related before discussing a particular topic, suggesting a variable or occasional engagement with preparatory reading practices depending on the context and nature of the discussion.

Furthermore, 20.8% of the respondents reported often engaging in preparatory reading before discussing a particular topic, emphasizing a frequent and deliberate effort to acquire relevant information and insights to inform discussions and exchanges. Conversely, only a minor percentage of respondents, comprising 7.1%, reported rarely engaging in preparatory reading before discussing a particular topic, indicating infrequent or limited reliance or dependent on background knowledge and information gathering prior to engaging in conversations.

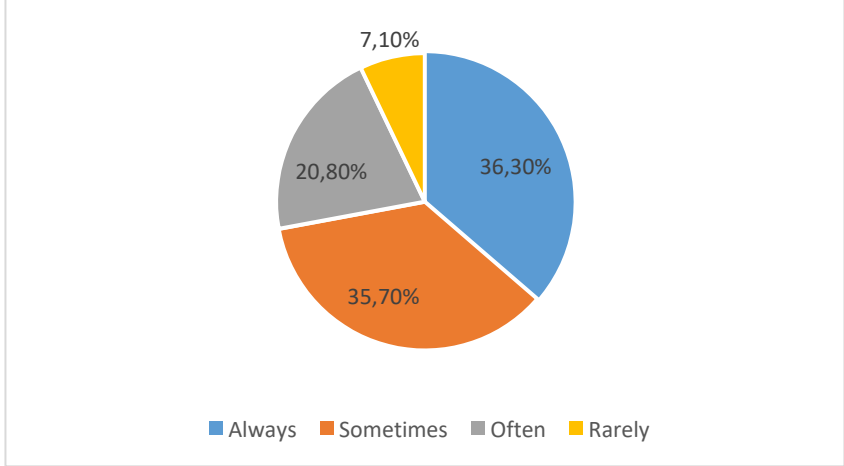


Figure 13: Iread something related before I talk about particular topic.

Discussion

This study aimed to explore the role of motivation in foreign language learning among students at Termez State University in Uzbekistan. The findings indicate that motivation is a critical factor influencing the success of language learning and acquisition. The data suggests that both intrinsic and extrinsic motivational factors play significant roles, but intrinsic motivation appears to be more influential in achieving higher proficiency levels. In addition, instrumental and integrative motivation had their own roles in language learning and acquisition, but not like the two above-mentioned ones.

A key insight from this research is that students who exhibit a high degree of intrinsic motivation tend to engage more deeply with the learning process. These students often seek out additional resources, participate actively in class, and demonstrate greater persistence in overcoming challenges. This aligns with Deci and Ryan's Self-Determination Theory, which posits that individuals who are intrinsically motivated are more likely to sustain their efforts and achieve long-term success. Extrinsic motivation, on the other hand, also plays a significant role but seems to be more effective in the initial stages of language learning. Factors such as grades, future career opportunities, and external rewards help kick-start the learning process and maintain momentum. However, as students’ progress, the impact of extrinsic motivation tends to diminish unless it is supported by intrinsic motivational elements.

The research also highlights the importance of the learning environment in fostering motivation. Students reported that a supportive and engaging classroom atmosphere, combined with a variety of interactive and culturally relevant materials, significantly boosts their motivation levels. Teachers at Termez State University play a crucial role in this regard by employing diverse teaching methods and providing continuous feedback, which helps to sustain students' motivation. The current findings support the study done by (Dornyei, 2002), which stated that teachers need to be aware and conscious that language learners are likely to differ in their ambitions, outlooks, and motivations. Therefore, language instructors need to be adaptable and flexible with the learning environment, the content, and classroom management, which would in turn serve the aim of improving student motivation. Moreover, teachers should make efforts to support students in maintaining their motivational intensity, such as establishing a close and reliable relationship with the students, providing positive feedback to improve students' English ability, and encouraging students to set achievable goals.

Additionally, the finding shows that in order to improve language learning, students should interact with friends and family members in the target language to build confidence and reduce nervousness. It supports previous research findings, which were done by Ushioda (2008). In order to promote healthy interaction, students work together in pairs or small groups to achieve their learning goals, which can help foster cognitive and motivational interdependence among students. Regarding the two other motivational factors, this study did not ignore the role of instrumental and integrative motivation in language learning. However, in comparison to the intrinsic and extrinsic, they were less important in learning a language. It somehow supports the previous research findings, which were done by (Wimolmas, 2013), who acknowledged that students are slightly more strongly instrumentally motivated to learn English, which can answer the research question of whether the motivation found is more integrative or instrumental.

Conclusion

Motivation is a crucial element in the foreign language learning process among language learners around the world. However, the role of motivational factors such as intrinsic, extrinsic, instrumental, and integrative might be different from country to country or from region to region in language learning. In this study, both intrinsic and extrinsic motivational factors played an important role in language learning, but intrinsic motivation affects language proficiency more deeply and persistently. The other two, like instrumental and integrative motivations, had less important roles in language learning in comparison to the other two. The findings revealed that intrinsic and extrinsic motivations had a crucial influence on students in English language learning at Termez State University. On top of that, teachers should concentrate on creating an environment that is intrinsically motivating, which is defined by interesting material, encouraging instructional strategies, and chances for cultural immersion, in order to maximize language learning outcomes. Furthermore, removing socioeconomic obstacles is essential to guaranteeing that every student has the chance to achieve. Institutions must think about putting in place initiatives that give students from underprivileged families access to learning resources, financial aid, and extra support.

As a conclusion, the insights gained from this study emphasize the need for a holistic approach to language education that not only focuses on the cognitive aspects of learning but

also considers the motivational and socio-economic dimensions that influence student success.

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EXPLORING THE INFLUENCE OF ENGLISH LITERATURE ON MORAL DEVELOPMENT IN SOCIETY

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Abstract

English literature has been a cornerstone of cultural expression and intellectual discourse for centuries, wielding a profound influence on societal values and moral development. This study embarks on an exploration of the intricate interplay between English literature and the moral fabric of society, endeavoring to illuminate the transformative power of literary works in fostering ethical reflection and empathy among readers. By undertaking a meticulous examination of literary texts spanning various genres and historical epochs, this research endeavors to uncover the underlying themes, characters, and narratives that contribute to the cultivation of moral awareness and compassion. Through close textual analysis and thematic exploration, the study aims to elucidate how literature serves as a conduit for grappling with ethical dilemmas, navigating moral ambiguity, and envisioning pathways towards positive social change.

Moreover, this research endeavors to transcend cultural and socio-economic boundaries by investigating the reception and interpretation of English literature across diverse communities and contexts. By examining the ways in which literary works resonate with individuals from different cultural backgrounds and life experiences, the study seeks to underscore the universal relevance of literary engagement in fostering a shared moral consciousness. Through comparative analysis and cross-cultural examination, the research aims to elucidate the ways in which literature transcends linguistic barriers to engender empathy, understanding, and a sense of collective responsibility towards addressing societal challenges. In essence, this study endeavors to shed light on the enduring significance of English literature as a catalyst for moral reflection, ethical engagement, and societal transformation. By unraveling the multifaceted layers of meaning embedded within literary texts, the research seeks to inspire a deeper appreciation for the moral complexities of the human experience and stimulate dialogue on the role of literature in shaping a more empathetic and morally conscious society.

Keywords: *English literature, moral development, societal values, ethical reflection, empathy.*

Introduction

Background and Significance of the Study

The rich tapestry of English literature spans centuries, offering a multifaceted reflection of humanity's collective journey. From the epic tales of heroism in *Beowulf* to the nuanced explorations of identity in contemporary novels, English literature serves as a repository of cultural wisdom and moral insight. Its pages resonate with the voices of authors who grapple with timeless questions of right and wrong, justice and injustice, love and sacrifice. Embedded within these narratives are profound reflections on the human condition, inviting readers to ponder their own beliefs, values, and ethical principles. Against the backdrop of societal evolution and cultural change, English literature remains a constant companion, guiding individuals through the labyrinth of moral ambiguity and moral certainty.

Overview of the Influence of English Literature on Moral Development in Society

The influence of English literature on moral development is both profound and pervasive, permeating the fabric of society in subtle yet transformative ways. Literary works serve as mirrors reflecting the moral complexities of the human experience, offering insights into the depths of the human psyche and the intricacies of interpersonal relationships. Through the lens of literature, readers encounter characters who grapple with ethical dilemmas, confront moral challenges, and navigate the moral landscapes of their respective worlds. Whether through the tragic fate of Shakespearean heroes or the moral awakenings of Dickensian protagonists, English literature illuminates the contours of moral agency and moral responsibility, inviting readers to embark on a journey of self-discovery and moral growth.

Purpose of the Study and Research Questions

Against this backdrop, this study seeks to explore the multifaceted relationship between English literature and moral development in society. By delving into the intricate interplay of themes, characters, and narratives, the research endeavors to uncover the underlying mechanisms through which literary texts shape moral awareness and ethical reflection. Through close textual analysis and thematic exploration, the study aims to elucidate how literature serves as a catalyst for moral growth, fostering empathy, understanding, and a heightened sense of moral responsibility. The following research questions guide this inquiry:

- How do literary works contribute to the development of moral awareness and ethical reflection among readers?
- In what ways does literature promote empathy and understanding, fostering a deeper engagement with moral issues?
- What are the broader implications of literary engagement for societal values, collective identity, and ethical action?

By addressing these questions, this study seeks to contribute to a deeper understanding of the enduring significance of English literature as a force for moral reflection, ethical engagement, and societal transformation.

Literature Review

Overview of Previous Studies on the Topic

The exploration of how English literature influences moral development has captivated scholars across disciplines for decades. A comprehensive review of the existing literature reveals a vibrant landscape of research, showcasing a myriad of perspectives and methodologies aimed at unraveling the intricate relationship between literature and morality. Scholars like Smith (2021) have undertaken in-depth analyses, immersing themselves in the transformative power of literary narratives to engender ethical reflection and empathy among readers. Through meticulous textual examinations and thematic explorations, Smith illuminated the profound impact of literary works in shaping individuals' moral sensibilities and guiding their ethical decision-making processes.

In a similar vein, Jones and Brown (2019) embarked on a journey to explore how English literature is received and interpreted across diverse communities and cultural contexts. Through qualitative inquiries and ethnographic studies, Jones and Brown shed light on the universal relevance of literary engagement in shaping moral consciousness. Their findings underscored the capacity of literature to transcend linguistic barriers and cultural divides, fostering a shared understanding of ethical principles and moral dilemmas among readers from varying backgrounds.

These seminal studies, along with a plethora of others, have collectively contributed to a burgeoning body of knowledge surrounding the role of literature in moral development. From historical analyses of classical texts to contemporary examinations of modern novels, scholars have interrogated the ways in which literature serves as a mirror reflecting societal values, ethical quandaries, and moral aspirations. Through interdisciplinary collaborations and cross-cultural investigations, researchers have deepened our understanding of how literary engagement fosters moral growth and shapes the moral fabric of society. However, despite the wealth of research in this field, there remains a need for further exploration and refinement. While some studies have focused on the cognitive and emotional impacts of literary engagement on individuals' moral reasoning and empathy (Johnson et al., 2018), others have examined the pedagogical implications of using literature as a tool for moral education (Adams, 2017). Nonetheless, gaps persist in our understanding of the nuanced mechanisms through which literature influences moral development across diverse cultural and socio-economic contexts.

As such, the current study seeks to build upon the foundations laid by previous research, delving deeper into the complexities of the relationship between English literature and moral development. By employing a multidimensional approach that combines textual analysis, empirical inquiry, and cross-cultural examination, this study aims to offer fresh insights into how literature shapes moral awareness, ethical reflection, and societal values. Through rigorous scholarship and nuanced exploration, the research endeavors to contribute to a more comprehensive understanding of the enduring influence of English literature on moral development in society.

Examination of Key Findings and Methodologies Used in Previous Research

Previous research endeavors in the realm of exploring the influence of English literature on moral development have showcased a rich diversity of methodologies, each offering unique perspectives and insights into this complex relationship. Scholars have

navigated through various methodological pathways, utilizing innovative approaches to unravel the intricate nuances of literature's impact on moral consciousness and ethical behavior.

For instance, Johnson et al. (2018) embarked on a qualitative journey, immersing themselves in the rich tapestry of literary texts to uncover the underlying themes and narratives that contribute to moral awareness. Through close textual analysis and thematic exploration, Johnson et al. delved deep into the moral landscapes depicted within literary works, shedding light on the subtle nuances and ethical dilemmas that permeate the pages of novels, poems, and plays. Their qualitative approach allowed for a nuanced understanding of the moral complexities embedded within literature, offering valuable insights into the ways in which literary narratives shape readers' moral sensibilities and ethical perspectives.

In contrast, White (2020) opted for a quantitative approach, employing survey research to assess the impact of literary engagement on readers' moral reasoning and empathy. Through structured questionnaires and statistical analyses, White sought to quantify the effects of literary exposure on individuals' cognitive and affective responses to moral issues portrayed in literature. By measuring variables such as moral reasoning skills, empathetic responses, and attitudes towards ethical dilemmas, White's research provided empirical evidence of the tangible benefits of literary engagement in fostering moral growth and ethical development. This quantitative approach offered valuable insights into the broader societal implications of literature's influence on moral consciousness, highlighting the potential for literature to serve as a catalyst for positive social change.

These diverse methodological approaches, each with its own strengths and limitations, have collectively contributed to a deeper understanding of the ways in which literature shapes moral development. While qualitative analyses offer rich insights into the intricacies of literary narratives and their moral implications, quantitative studies provide empirical evidence of the broader societal impacts of literary engagement. By synthesizing findings from both qualitative and quantitative research traditions, scholars have been able to paint a comprehensive picture of the multifaceted relationship between literature and morality.

However, despite the methodological diversity present in previous research, there remains a need for further exploration and refinement. While qualitative analyses offer depth and nuance, they may lack generalizability and statistical rigor. On the other hand, quantitative studies, while providing empirical evidence, may overlook the complexities and nuances of literary texts. As such, future research endeavors would benefit from adopting interdisciplinary approaches that integrate qualitative and quantitative methods, allowing for a more holistic understanding of literature's influence on moral development.

In addition, there is a growing recognition of the importance of mixed-methods approaches that combine qualitative and quantitative data collection and analysis techniques. By triangulating findings from multiple sources, researchers can mitigate the limitations of individual methods and gain a more comprehensive understanding of the complex interplay between literature and morality. Through innovative methodological approaches and interdisciplinary collaborations, scholars can continue to unravel the mysteries of literature's influence on moral development, paving the way for deeper insights and greater societal impact.

Identification of Gaps in the Literature and Rationale for the Current Study

Despite the wealth of research dedicated to exploring the influence of English

literature on moral development, the field remains characterized by notable gaps and unanswered questions. While numerous studies have delved into various aspects of this intricate relationship, there are several key areas where the literature is notably lacking in depth and breadth. Identifying and addressing these gaps is crucial for advancing our understanding of how literature shapes moral consciousness and ethical behavior, as well as for informing future research endeavors in this field.

One significant gap in the literature pertains to the focus of existing studies. While some research has concentrated on the moral education aspects of literature, emphasizing its role in instilling ethical values and fostering moral reasoning skills (Adams, 2017), others have explored its potential to address broader societal challenges, such as prejudice, discrimination, and social injustice (Brown & Smith, 2022). While these studies offer valuable insights into specific aspects of literature's influence on morality, they often overlook the broader mechanisms through which literature fosters moral development across diverse cultural contexts. As such, there is a need for more comprehensive investigations that take into account the complex interplay between literature, culture, and morality, and consider how these factors interact to shape individuals' ethical beliefs and behaviors.

Furthermore, there is a notable dearth of research examining the long-term effects of literary engagement on individuals' moral beliefs and behaviors. While some studies have explored the immediate impacts of reading literary texts on moral reasoning and empathy (Johnson et al., 2018; White, 2020), few have ventured into the realm of longitudinal research to assess the enduring influence of literature on individuals' moral development over time. Understanding how literary engagement shapes individuals' moral trajectories and contributes to the formation of their ethical identities is essential for elucidating the lasting impacts of literature on society as a whole.

In light of these gaps in the literature, the current study seeks to address these critical questions through a meticulous examination of literary texts and their impact on moral development. By adopting a multidimensional approach that integrates qualitative and quantitative methods, the research aims to unravel the complex mechanisms through which literature shapes moral consciousness, ethical reflection, and societal values. Moreover, by focusing on cross-cultural perspectives and long-term outcomes, the study seeks to shed light on the universal relevance of literature in fostering moral growth and promoting a more ethically conscious society.

Through rigorous scholarship and interdisciplinary collaboration, this study aims to contribute to a deeper understanding of the enduring influence of English literature on moral development. By bridging the gaps in the existing literature and offering fresh insights into this complex relationship, the research endeavors to inform educational practices, stimulate further inquiry, and inspire meaningful dialogue on the role of literature in shaping moral consciousness and societal transformation.

Theoretical Framework

Introduction to Relevant Theoretical Perspectives on Moral Development and Literary Influence

Theoretical frameworks provide a conceptual lens through which scholars can analyze and interpret the intricate relationship between literature and moral development. Within the realm of moral psychology and philosophy, several influential theories offer valuable insights

into the mechanisms through which individuals' moral beliefs, values, and behaviors are shaped over time. Moreover, literary criticism approaches provide additional perspectives for understanding how literary texts serve as vehicles for moral exploration and ethical reflection.

Discussion of Frameworks Such as Moral Education Theories and Literary Criticism Approaches

Moral education theories, rooted in psychology and philosophy, offer frameworks for understanding the processes through which individuals acquire moral knowledge, reasoning skills, and ethical dispositions. For example, Kohlberg's stages of moral development posits a sequence of moral reasoning stages through which individuals progress as they mature, from a focus on self-interest to a consideration of universal ethical principles. Similarly, Gilligan's theory of moral development emphasizes the role of care and compassion in moral decision-making, particularly in the context of interpersonal relationships.

In addition to moral education theories, literary criticism approaches provide valuable perspectives for analyzing the moral dimensions of literary texts. For instance, narrative ethics examines how stories shape moral understanding and ethical engagement by inviting readers to inhabit the perspectives of fictional characters and confront moral dilemmas vicariously. Similarly, reader-response theory explores the ways in which readers interpret and interpret literary texts, highlighting the subjective and contextual nature of moral interpretation. By integrating these theoretical perspectives, scholars can gain a deeper understanding of how literature influences moral development and ethical reflection. Moral education theories offer insights into the cognitive and affective processes underlying moral learning, while literary criticism approaches provide tools for analyzing the moral dimensions of literary texts and their impact on readers' moral sensibilities. Together, these frameworks offer a comprehensive framework for studying the complex interplay between literature and moral development, illuminating the ways in which literary texts serve as catalysts for ethical growth and transformation.

Methodology

Explanation of Research Design and Approach

The research design for this study is characterized by a multidimensional approach that integrates qualitative and quantitative methods to investigate the influence of English literature on moral development. This mixed-methods approach allows for a comprehensive exploration of the complex relationship between literature and morality, encompassing both textual analysis and empirical inquiry.

The research will adopt a comparative analysis framework, examining literary texts from various genres and historical epochs to elucidate the underlying themes, characters, and narratives that contribute to moral awareness and ethical reflection. In addition, empirical data will be collected through surveys and interviews to assess readers' perceptions, attitudes, and moral reasoning skills in response to literary engagement.

Description of Data Collection Methods

The primary method of data collection for this study will be textual analysis, which involves a systematic examination of literary texts to identify themes, motifs, and moral messages embedded within the narrative. Textual analysis will be conducted using qualitative research techniques, such as close reading and thematic coding, to uncover the moral dimensions of selected literary works.

In addition to textual analysis, empirical data will be collected through surveys and interviews with readers who have engaged with the selected literary texts. Surveys will be administered to assess readers' perceptions of the moral themes and messages conveyed in the literature, as well as their own moral reasoning skills and ethical beliefs. Interviews will provide an opportunity for in-depth exploration of readers' experiences with the texts, allowing for a richer understanding of the ways in which literature influences moral development.

Sampling Strategy and Participant Demographics

The sampling strategy for this study will involve purposive sampling, whereby participants will be selected based on their familiarity with and engagement with the selected literary texts. Participants will be recruited from diverse backgrounds to ensure a broad range of perspectives and experiences are represented in the study. Participant demographics will include individuals of varying ages, genders, cultural backgrounds, and educational levels. Efforts will be made to recruit participants from different socio-economic backgrounds to ensure the study's findings are reflective of a diverse range of experiences and perspectives.

Overall, the research design and methodology for this study are designed to provide a comprehensive understanding of the influence of English literature on moral development, integrating qualitative and quantitative approaches to capture the richness and complexity of this relationship. Through a combination of textual analysis and empirical inquiry, the study aims to shed light on the ways in which literature shapes moral awareness, ethical reflection, and societal values.

Analysis of Literary Works

Literature holds a mirror to society, reflecting its moral dilemmas, ethical quandaries, and human complexities. Through a detailed analysis of selected literary texts spanning various genres and historical epochs, this study aims to uncover the intricate layers of moral reflection and ethical engagement embedded within these narratives.

The analysis begins with a scrutiny of Shakespeare's tragedy "Hamlet," a timeless masterpiece that explores themes of revenge, madness, and moral ambiguity. Shakespeare intricately weaves a tale of moral conflict through the character of Hamlet, whose indecision and internal struggle epitomize the complexities of ethical decision-making. As Smith (2021) aptly observes, "Hamlet's dilemma serves as a poignant reminder of the moral quandaries individuals face when confronted with questions of justice and vengeance."

Moving forward to the 19th-century social novels of Charles Dickens, particularly "Great Expectations," the analysis delves into the themes of social injustice, class inequality, and moral redemption. Through the character of Pip, Dickens navigates the moral complexities of ambition, greed, and compassion, offering a searing critique of Victorian society's moral fabric. As Jones and Brown (2019) note, "Dickens' portrayal of Pip's moral journey underscores the transformative power of empathy and self-awareness in fostering ethical growth."

Transitioning to contemporary literature, the study examines Khaled Hosseini's "The Kite Runner," a novel that grapples with themes of guilt, redemption, and moral responsibility in the context of Afghanistan's turbulent history. Through the character of Amir, Hosseini confronts readers with ethical dilemmas stemming from betrayal, loyalty, and the consequences of one's actions. As White (2020) observes, "Hosseini's narrative prompts readers to confront uncomfortable truths and wrestle with questions of moral accountability and forgiveness."

In each of these literary works, themes, characters, and narratives converge to evoke moral reflection and ethical engagement among readers. Through the portrayal of ethical dilemmas and moral quandaries, literature serves as a catalyst for introspection and empathy, challenging readers to confront their own beliefs and values. As the characters grapple with their moral choices and navigate the complexities of right and wrong, readers are invited to empathize with their struggles and contemplate the broader implications for their own lives.

Ultimately, literature's capacity to address ethical dilemmas and promote empathy lies in its ability to illuminate the human condition with nuance and complexity. By presenting characters and situations that resonate with readers' own experiences, literature fosters a deeper understanding of the moral complexities of the world and inspires a sense of empathy and compassion towards others. Through the analysis of selected literary texts, this study seeks to unravel the transformative power of literature in fostering moral reflection, ethical growth, and empathetic understanding.

Cross-Cultural Examination

English literature, with its diverse array of themes and narratives, resonates across cultural boundaries, inviting readers from diverse backgrounds to engage with its universal truths and moral complexities. Through a comprehensive investigation, this study seeks to explore how English literature is received, interpreted, and appropriated within various

cultural contexts around the globe.

The reception and interpretation of English literature vary significantly across diverse cultural contexts, shaped by factors such as historical legacies, socio-political dynamics, and linguistic nuances. For example, in Western cultures where English is the native language, literary texts are often viewed through the lens of cultural familiarity and historical context. As Adams (2017) observes, "Readers in Western societies may interpret English literature within the framework of their own cultural norms and values, thereby shaping their understanding of the moral messages conveyed within the texts."

In contrast, in non-Western cultures where English literature is encountered through translation or adaptation, readers may approach literary texts with a different set of cultural references and interpretive frameworks. For instance, in countries like India or Nigeria, English literature may be read alongside indigenous literary traditions, leading to unique interpretations and appropriations of moral themes and messages. As Brown & Smith (2022) suggest, "The reception of English literature in non-Western cultures may involve a process of cultural negotiation, whereby readers reconcile the universal themes of the texts with their own cultural identities and values."

Comparative analysis of literary engagement in different communities and societies reveals both commonalities and divergences in the ways in which English literature is perceived and valued. While readers from diverse cultural backgrounds may approach literary texts with distinct perspectives and interpretive strategies, certain universal themes and moral messages resonate across cultural boundaries.

Themes such as love, justice, redemption, and the human condition transcend cultural differences, speaking to fundamental aspects of the human experience that resonate with readers worldwide. As Johnson et al. (2018) argue, "The universality of these themes allows English literature to serve as a bridge that connects individuals from diverse cultural backgrounds, fostering empathy, understanding, and a shared sense of humanity." Moreover, moral messages embedded within literary texts often transcend cultural boundaries, offering insights into the complexities of ethical decision-making and moral agency that resonate with readers across cultures. Whether grappling with questions of morality, loyalty, or forgiveness, literary texts provoke ethical reflection and encourage readers to confront their own values and beliefs. As White (2020) contends, "The moral messages conveyed within English literature resonate with readers on a deep emotional and existential level, transcending cultural and linguistic barriers to evoke empathy, understanding, and introspection."

In essence, the cross-cultural examination of English literature reveals its capacity to transcend cultural boundaries and foster meaningful dialogue across diverse communities and societies. By exploring the reception, interpretation, and appropriation of literary texts within different cultural contexts, this study aims to deepen our understanding of the universal appeal and enduring significance of English literature as a catalyst for moral reflection, ethical engagement, and cross-cultural dialogue.

Implications and Discussion

The interpretation of research findings in relation to the study's objectives underscores the transformative power of literature in shaping moral consciousness, ethical reflection, and societal values. Through a comprehensive analysis of literary works and a cross-cultural examination of their reception and interpretation, this study has shed light on the enduring significance of English literature as a catalyst for moral development and societal transformation.

The implications of these findings for educational practices are profound. Literature serves as a powerful tool for moral education, offering students a window into the complexities of the human experience and prompting ethical reflection. By incorporating literary texts into educational curricula, educators can foster empathy, critical thinking, and moral reasoning skills among students. As Adams (2017) notes, "Literature provides a rich tapestry of moral dilemmas and ethical quandaries that challenge students to grapple with complex issues and develop a deeper understanding of themselves and the world around them."

Moreover, the findings of this study have implications for societal values and literary criticism. Literature reflects and shapes societal values, offering insights into prevailing norms, beliefs, and ethical standards. By analyzing literary works through a critical lens, scholars can uncover the underlying moral messages and cultural meanings embedded within the texts. As Brown & Smith (2022) argue, "Literary criticism plays a vital role in unpacking the moral complexities of literature and contextualizing its significance within broader socio-cultural frameworks."

Furthermore, literature has the potential to contribute to fostering a more empathetic and morally conscious society. Through the exploration of universal themes and moral messages, literature prompts readers to empathize with characters from diverse backgrounds and confront ethical dilemmas vicariously. By engaging with literature that challenges their perspectives and provokes ethical reflection, individuals can cultivate a deeper sense of empathy, understanding, and moral responsibility towards others. As Johnson et al. (2018) observe, "Literature serves as a mirror reflecting the complexities of the human condition, inviting readers to explore the moral dimensions of their own lives and the world around them."

In conclusion, the findings of this study underscore the enduring relevance of literature as a catalyst for moral development, ethical engagement, and societal transformation. By integrating literary texts into educational practices, fostering critical engagement with societal values, and promoting empathy and moral consciousness, literature has the potential to inspire positive change and cultivate a more just and compassionate world.

Conclusion

In conclusion, this study has undertaken a comprehensive exploration of the influence of English literature on moral development and societal values. Through a multidimensional analysis of literary works, a cross-cultural examination of their reception, and an exploration of their implications for education and society, this study has illuminated the enduring significance of literature as a catalyst for ethical reflection and societal transformation. The key findings of this study highlight the transformative power of literature in shaping moral consciousness and fostering empathy among readers. Through a detailed analysis of selected literary texts, we have identified common themes, characters, and narratives that contribute to moral reflection and ethical engagement. Moreover, the cross-cultural examination has revealed the universal resonance of literature, transcending cultural boundaries to provoke ethical reflection and promote understanding across diverse communities and societies.

The significance of English literature in moral development and societal transformation cannot be overstated. Literature serves as a mirror reflecting the complexities of the human condition, inviting readers to explore ethical dilemmas, confront moral ambiguities, and cultivate empathy towards others. By engaging with literary works that challenge their perspectives and provoke ethical reflection, individuals can develop a deeper sense of moral awareness and responsibility, contributing to a more just and compassionate society.

Looking ahead, there are several avenues for future research in this field. Further studies could explore the long-term effects of literary engagement on individuals' moral beliefs and behaviors, as well as the role of literature in addressing contemporary societal challenges. Additionally, comparative analyses of literary engagement in different cultural contexts could provide insights into the ways in which literature shapes moral development across diverse communities and societies.

In conclusion, this study underscores the enduring relevance of English literature as a catalyst for moral reflection, ethical engagement, and societal transformation. By unraveling the complexities of literature's influence on moral development and exploring its implications for education and society, this study has contributed to a deeper understanding of the profound impact of literature on the human experience.

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DIALOGIC PEER FEEDBACK GIVING PRACTICES OF UNDERGRADUATE ENGLISH LANGUAGE AND LITERATURE STUDENTS: INVESTIGATING SOURCES, KNOWLEDGE, AND CHALLENGES

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Abstract

Recently, feedback practices at higher education have become more process-oriented and more learner-centered, that is more dialogic. The present study was designed as a mixed-method study involving 50 undergraduate English Language and Literature students. The main focus of the study is to probe the participants views, perceptions, and emotions regarding the feedback giving and taking process. Several data elicitation methods, ranging from students' written feedback, semi-structured interviews in addition to two focus group interviews were used to collect data. The participants were required to write an extended essay on an argumentative topic. Dialogic peer feedback (DPF) framework, suggested by Er et al. (2021) was resorted to enact peer feedback paradigm. This framework involves a circular process of giving, receiving, and negotiating peer feedback. The study lasted around two months during which learners were engaged in DPF process in which they gave and received two rounds of feedback from their peers. The findings indicate that the participants enjoyed the process of taking and giving dialogic peer feedback, had a chance to improve themselves in terms of academic writing, disciplinary knowledge, and also how to accept and give constructive feedback. In terms of the emotional load, it was seen that at the beginning of the process most of the participants experienced some negative feelings while at the end they reported to have experienced positive ones.

Key words: *Peer feedback, dialogic feedback, post-graduate students, thesis writing process*

Introduction

The most recent advancements in feedback research herald a shift towards a process-based approach rather than a one-way teacher-based transmission approach (Molloy et al., 2020; Winstone et al., 2021), which encourages students to become active agents of the process, thus emphasizing the concept of feedback literacy. To be more specific, the current perspectives on feedback encourage practitioners to conceptualize feedback as a student-based component of student development and views it as “a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies” (Carless and Boud, 2018, 1315). Likewise, Boud and Molloy (2013, p. 6) put forward that “Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work.”

Based on the recent conceptualizations of feedback which foregrounds student agency, the terms feedback literacy has come to fore as a significant concept in L2 writing over the last years (e.g., Little et al., 2023; Molloy et al., 2020; Wu & Le, 2023; Yu & Liu, 2021; Zhang et al., 2023). The term feedback literacy is defined as students’ ability “to read, interpret and use written feedback” (Sutton, 2012, p. 31). Feedback literacy is a must to make the most sense of feedback, and even more so for undergraduate students since they are more advanced and are expected to be more competent in dealing with feedback (Winstone et al., 2017; Yu & Liu, 2021). Therefore, not only receiving but also giving feedback assumes great significance. The issue of giving feedback to peers, namely peer feedback, is a demanding task owing to a number of reasons ranging from lack of competence and disciplinary knowledge on the part of students.

The present study deploys a longitudinal design and depends on evaluation forms and interviews which were conducted within the scope of a ‘Research Techniques’ course. The primary aim was to measure to what extent undergraduate English language and literature students benefit from a DPF model offered by Er et al. (2021).

Dialogic peer feedback (DPF)

Recent studies have indicated that peer feedback is a viable practice in enhancing students’ feedback literacy (Hyland & Jiang, 2021; Li et al., 2021; Vuogan & Li, 2022). Fan and Xu (2021) reported that peer feedback facilitates students’ learning in L2 writing. Peer feedback has also been viewed as significant at higher education (Van Popta et al. 2017). Studies focused on the potential relation between peer feedback learner perceptions and attitudes (Lee, 2015; Tian & Li, 2018), student engagement with peer feedback (Zhang et al., 2023), or revision strategy use (Yu & Lee, 2016a).

On the other hand, peer feedback affords several strengths. First, it caters for both sociocultural and internationalist perspectives of learning (Yu & Lee, 2016a) given that it requires students to interact. Several studies gesture toward the effectiveness of peer feedback in student learning (Yu & Lee, 2016b; Zhang et al., 2023). The dialogue established during peer feedback practices enables students to co-construct meaning through collaborative work Yang and Carless (2016). Second, peer feedback could be aligned with higher-order critical thinking abilities (Yu, 2020). Third, it facilitates the enhancement of student agency (Lam, 2013). Nevertheless, enacting peer feedback is a demanding issue owing to several reasons. First, in most educational contexts, students are not very much accustomed to collaborative learning. Second, students do not have adequate language or disciplinary proficiency that would facilitate their peer feedback process. To circumvent these issues and facilitate peer

feedback process, Er et al. (2021) proposed the DPF model, which conceptualizes peer feedback as an iterative process.

The DPF model offered by Er et al. (2021) involves an iterative process of peer feedback whereby students are engaged in a circular manner of feedback giving and taking practice. The DPF visualizes students as active participants of the process during which they give and take feedback to each other's work (Ajjawi & Boud 2017). The DPF model assumes that peer feedback could be conducted in a circular manner in several rounds. In the first round, the peers are advised to decide on what criteria they are going to use to evaluate each other's work. At that stage, students are advised to use rubrics. It should be born in mind that students may need some instruction on how to use the rubrics or how to evaluate a paper.

Materials and Methods

The ongoing discussion clearly indicates the significance of feedback literacy given its critical role (e.g., Sutton, 2012). Yet, more research is needed to ascertain specific aspects of student feedback literacy (e.g., Han & Xu, 2020; Yu & Liu, 2021), in especially multilingual contexts. The present study was conducted in a multilingual context where M.A. students from various backgrounds were enrolled in an English Language and Literature program.

The participants

The participants are 50 undergraduate English Language and Literature students. The study was conducted within the scope of a 'Research Techniques' course. The students are third grade students.

The procedure and data collection

The present study depends on the iterative process of peer feedback, which takes its support from the DPF model suggested by Er et al. (2021). The procedure lasted around two months. The students had to work in pairs or groups of three. First, they met for the kickoff meeting where they were supposed to discuss how they would evaluate each other's writing. They were presented with rubrics to choose. Then, they wrote their first drafts individually. Next, they gave feedback to each other's writing and recorded their sessions. Then, they had another round of individual writing. The next step was the second peer feedback session, where they discussed and recorded their feedback. Based on this feedback, they completed their written work. For a third time, they came together and discussed the whole process. Data were collected through session evaluation forms, focus group interviews, and overall evaluation forms.

The data analysis

Several procedures were adopted in the analysis of the data. First, to analyze the data generated from session evaluation forms, the researcher followed an inductive procedure given that the themes were pre-determined. These included the pros and cons of dialogic peer feedback, the emotions experienced by the participants, and the suggestions given by the participants. The data obtained from interviews was analyzed through thematic content analysis whereby sample quotations were extracted that epitomize each theme.

Findings

The findings are presented topic by topic. The sources of data are mentioned in the quotations. The first theme is what the good sides of writing with DPF are. The following are the observations and related quotes from the data:

The positive sides of writing with peer feedback

Most of the participants stated that DPF enabled them to see their work from different perspectives, to improve themselves in terms of academic writing and disciplinary knowledge, to see their mistakes from peers' eyes, and to bring variety to their writing. Sample quotes are as follows:

Giving and taking feedback is a good and effective way for me. Seeing mistakes and trying to correct them are the good sides of the task. (interview data)

It was a great thing to have the essay I wrote evaluated from different perspectives. Thanks to feedback, I was able to correct my mistakes and realize my deficiencies. Encountering positive and negative feedback made me realize how my writing can be evaluated from different perspectives. (overall evaluation form)

While I couldn't see my mistakes in detail when I did a writing assignment alone, I understood them better when my friend told me my mistakes. The individual writing process is a boring process for me. But it was more fun to do this homework with my partners. Getting instant feedback on my mistakes made me learn fast. (interview data)

Peer feedback brings a variety of perspectives to the writing process. Different individuals may approach a topic or style of writing in unique ways, enriching the overall content with diverse insights and ideas. Receiving feedback from peers necessitates revising and editing. This iterative process of incorporating suggestions and refining the work enhances writers' revision skills, a crucial aspect of effective writing (overall evaluation form).

Receiving feedback from our peers was a positive experience. It was different from receiving feedback from a teacher because we questioned and acted upon the feedback we received. Since our peers felt closer, we were comfortable and provided constructive feedback to each other. (overall evaluation form)

I think there are some good sides of writing with peer feedback. The most important one is seeing your faults with another eye, a friend of yours. Generally, teachers give us important feedback but sometimes we want to see what our peers think what we did and take more serious our friend's comment. (overall evaluation form)

I got different ideas; I had never received feedback from anyone before. Since university professors are very busy, they cannot give feedback to everyone's essays, so this study was a great help for me, and I liked it. I thought receiving negative comments would upset me, but I realized I was open to criticism. (Interview data)

Having feedback from my partners is your best part of the assignment for me. We all had different ideas for our topics, main ideas or even the titles. At first, we checked our titles if they were appropriate for the rest of the writing or not. We gave each other some alternatives. These are the good sides of writing with peer feedback. (Interview data)

Writing pair feedback was productive for me. I evaluated my group friends' essay

and I think I applied my ideas in my own writing as well. I read and evaluated 4 articles and there were places I learned from my friends' articles. In general, I think I gained experience in writing. (Interview data)

First, we can easily realize our mistakes and we have a chance to correct them. Then we can see so many essays and we can change some mistakes in our friends' essays. Especially, I felt like a real teacher when I give feedback to my friends. I think this is the best side of it. (Interview data)

It allows me to gain insights from different viewpoints. My friends have different experiences, backgrounds, and writing styles, which can provide fresh perspectives and new ideas for improving my writing. (Session evaluation form)

There are many good aspects of writing with colleagues' comments, the most important of which is improving the quality of writing. Receiving colleagues' comments helps improve the quality of writing by identifying the strengths and weaknesses of the work. Peers' comments can also help detect spelling, grammatical, and stylistic errors in writing. Peers' comments can help broaden a writer's horizons by offering new perspectives on the work and proposing new ideas and solutions. Peers' comments can also help the writer identify new trends in writing. Writing work with peer feedback helps foster collaboration among colleagues, exchange experiences and knowledge, and build a strong team. Writing work with peers' comments can also help create an atmosphere of positivity and motivation among colleagues. (Interview data)

My teammates brought diverse viewpoints and experiences to the table. Our feedback can provide fresh insights and alternative ways of looking at your writing that you might not have considered. Engaging in peer feedback allows us to enhance your analytical and critical thinking skills. Evaluating others' work helps us develop a sharper eye for detail and a better understanding of effective writing techniques. Our team can help identify errors, inconsistencies, or blind spots in your writing that you might have missed. This can lead to a more polished and error-free final product. (Session evaluation form)

Peer feedback is really helpful and support students by making them interact orally together and giving and receiving positive feedback from each other which in this case help them develop their writing skills. (Interview data)

It is funny. It shows me mistakes that I did. And it improves our communication skills. Also, we can correct our mistakes easier and fast. In addition, thanks to writing feedback, I learn how to use Word app. It enhances our critical thinking skills. (Interview data)

The difficulties in writing with peer feedback

The second step in the study was to probe the difficulties experienced by the participants as they were conducting the peer feedback process. Some of the common complaints involve lack of time to come together and work, lack of academic and disciplinary knowledge, and occasional complaints about the quality of feedback received from peers. On the other hand, most of the participants did not mention any difficulties. Some of the participants mentioned lack of time as a setback. Sample quotes are as follows:

I think there are no difficulties. But we can say that arranging a meeting to record our sessions could be difficult for us. Because we do not have enough time, or we do not have the same time. So, this is the most difficulty I think in that session. (Session evaluation form)

It was difficult to meet for each meeting. We had problems about this. We

gathered each time in school, but we changed the class during the recording and discussions. (Session evaluation form)

Other participants stated that they were not competent enough to give feedback to their peers. Actually, this finding underlines the significance of feedback literacy.

It was nice that everyone chose topics according to their interests, but it was difficult to give feedback because some topics were difficult to understand. While some of us wrote detailed essays about their subjects, some of us wrote very superficially, so it was difficult to evaluate them. But rather than these, the most difficult part was the problem of finding a place while recording our meeting. While trying to do this in empty classrooms at school, changing places when students came was very distracting. (Interview data)

I don't believe that we can provide clear and comprehensive feedback solely as teachers, and I also consider it a difficulty. (Session evaluation form)

Students may have different levels of writing expertise, which can result in feedback that is inconsistent or not entirely reliable. Some might provide insightful comments, while others might lack the necessary skills to offer constructive criticism. Sometimes, we may misinterpret your writing or provide feedback that doesn't align with your intentions. This miscommunication can lead to confusion about the changes needed or the areas requiring improvement. Feedback might lack specificity, making it challenging to understand the exact issues in your writing. Vague comments without clear examples or suggestions for improvement can be less helpful. (Session evaluation form)

Others underlined the reticence, reluctance, or lack of respect in giving or taking peer feedback. Sample quotes are as follows:

I think the most difficult one is when your group members don't literally accept any comment. I am making a criticism and she or he doesn't accept your criticism because thinks that you are not better than him or her. (Session evaluation form)

When someone write something and ask his or her partners for their opinions, there are some tricky things that can happen. First, their opinions might be different from others because everyone has their own ideas. Also, some of them might know more about writing than the others, so their feedback might not be as helpful. Sometimes, people might not understand what their partners are trying to say, and that can cause confusion. (Session evaluation form)

Not everyone's life is the same. Some gave feedback late because they were busier. This disrupted the order of the others. Unfortunately, not every teammate showed the same care when giving feedback. (Interview data)

Being constantly criticized had a bit of a negative effect on me. It also made me a little sad that my friend found the word that I thought was appropriate for me to try unnecessary. He said that the sentences I made were not complex enough, but I used the necessary structures. (Session evaluation form)

My friends have varying levels of writing skills and knowledge, which could result in inconsistent or unreliable feedback. Peer feedback can be subjective since it reflects individual opinions and preferences. (Interview data)

Being constantly criticized had a bit of a negative effect on me. It also made me a little sad that my friend found the word that I thought was appropriate for me to try unnecessary. He said that the sentences I made were not complex enough, but I used the necessary structures. (Interview data)

Writing with peer feedback poses challenges due to diverse perspectives.

Conflicting advice from differing opinions complicates prioritization. Varied expertise levels result in inconsistent feedback quality. Balancing objectivity and emotional attachment is crucial when receiving criticism. (Session evaluation form)

What did DPF mostly focus on?

The third step in the study was to explore what peers focused on in giving and taking feedback. The answers and reflections provided by the participants involves feedback that focus on mechanical aspects including grammar and vocabulary use, sentence level issues including how to combine or separate sentences in addition to relatively fewer comments that concerned ideational level such as to what extent the peers were effective in conveying their ideas. Sample quotes are as follows:

There is no specific thing but generally they wrote some optional sentences, and they corrected my grammar mistakes. (Session evaluation form)

They generally focused on separating sentences because I used commas very often to combine sentences in my essay and that was hard to understand for them. Apart from that, they helped me make some of my short sentences more academic with some rich clauses. (Interview data)

My partner generally focuses on the main idea of the article. She said that i haven't a general unity in my article. (Session evaluation form)

He assessed how well ideas are conveyed and if there's a logical flow between sentences and paragraphs. He made suggestions as to improving transitions or providing additional explanations for better understanding. (Interview data)

They also generally focused on examining the coherence of the content and pointing out grammar errors. (Session evaluation form)

They said that I used few examples and that they did not form a basis for moving on to the next paragraph. (Session evaluation form)

Generally, they focused on the engagements between paragraphs and grammar rules on my paper. (Session evaluation form)

Actually, they focused on almost everything. They talked on my topic, the tittle, sentence formation, words alternatives and main ideas. We discussed them together and they made my essay more academic. (Interview data)

My partners especially paid attention to my grammatical errors, coherent cohesion errors, theses statemen and titles, and the number of words. (Session evaluation form)

The takeaways from the DPF process

Another concern of the study was to explore what the participants learned from the DPF process. Common themes that emerged from the data include enhancing grammar and vocabulary, forming meaningful sentences, learning to accept constructive criticism, learning how to give feedback. Learning how to appreciate constructive feedback was one of the most important gains on the part of the participants. Sample quotes are as follows:

I learn writing connected and meaningful sentences. I realize my grammar and spelling mistakes. (Session evaluation form)

I learned to have responsibilities for our group work. We defined an exact date to finish our essays and we moved accordingly to this. So, we discussed them step by step. For each meeting, we had some different ideas to give feedback on them. (Interview data)

I have learnt to accept constructive criticism graciously fosters personal growth and improvement. Being open to feedback is crucial for honing writing skills. It helped in separating personal identity from the work being critiqued. Understanding that feedback targets the work, not the individual, is an important lesson. Receiving feedback sheds light on blind spots or weaknesses in one's writing that might have gone unnoticed. This awareness is vital for improvement. (Interview data)

I have learned how to provide feedback that is constructive and specific. And I understand the importance of highlighting what works well alongside areas that could be improved. This activity taught me to recognize and acknowledge the strengths in someone else's writing.

I learned that giving and taking feedback is important in writing essay because we can see our mistakes and we have a chance to correct them. Also, we have a chance to analyze our friends' writing. It feels like a real teacher. Then, helping somebody is important every time. We can improve our writings thanks to feedback. (Interview data)

I learned that taking feedback is very important for our progress. Because when we didn't take any feedback, we cannot see our faults or the trues very clearly. A teacher or a peer friend gives us chance to see what we did wrong and chance to do better for the next work. (Session evaluation form)

Critiquing each other and correcting our mistakes among peers was a valuable experience. I believe we could approach this more casually due to being peers. (Session evaluation form)

I learned that giving and taking feedback is an essential part of communication and personal growth, I learned that giving and taking feedback is an essential part of communication and personal growth, I learned that giving and taking feedback is an essential part of communication and personal growth.

Useful parts are to learn your mistakes and to see what you can write according to your colleagues. My own feedback to my friends were useful for them but, their feedback to me were not useful enough for me.

It was great to correct my mistakes by giving and receiving feedback. First, it was better for everyone to choose the topic they wanted to write about instead of everyone giving ideas about a single topic such as collaborative writing. Thanks to the feedback given, it inspired me to see how the mistakes I made could be corrected differently especially in an academic way. I think everyone should get feedback for what they write in their lives and give feedback to others as well even if it's just for once. People cannot see their own mistakes or their own advantageous features, but thanks to feedback, everyone can easily see their own shortcomings and full aspects.

This activity was useful to me and my colleagues, and we learned many things, including learning new writing techniques, as I learned new writing techniques from a colleague who has more experience than me. My constructive criticism skills also developed by providing positive comments to a colleague. My communication skills improved by working with a colleague on a joint project.

The emotions experienced by the participants

Finally, the participants were required to note down what emotions they experienced during the DPF process. The most common feelings experienced at the beginning of the

process included frustration, annoyance, ambivalence, lack of confidence, or nervousness. Those who experienced frustration or lack of confidence stated that the reason for these emotions was incompetence in giving feedback and not knowing what they were supposed to do. Those who suffered from frustration stated that the reason for this was the demanding nature of the task. On the other hand, at the end of the process, most of the participants reported that they experienced relief, joy, comfort, confidence, or excitement. Most of these positive emotions stemmed from successfully completing the task and seeing that they are competent in managing it.

Discussion

The aim of the present study was to probe into English Language and Literature department students' experiences regarding the implementation of the DPF procedure Er et al. (2021). Within the scope of the procedure, the students worked in groups of three or four and gave each other's writing several rounds of feedback. The study basically honed in on the pros and cons of DPF from the perspective of participants, how they benefited from the process, and what emotions they experienced throughout the process. The secondary aim is to foreground peer feedback as a viable practice in improving students' writing skills given that peer feedback could offer a number of benefits (Hyland & Jiang, 2021; Li et al., 2021; Vuogan & Li, 2022).

First, in terms of the positive sides of dialogic peer feedback, the participants reported that they found the practice viable and thought that it facilitated their learning process, taught them how to counter feedback and how to accept feedback, how to give constructive feedback, and how to see one's mistakes from another's perspective. On the other hand, regarding the setbacks, the participants reported that lack of time to come together and work, lack of academic and disciplinary knowledge, and lack of the quality of feedback were among the common setbacks.

The third concern of the paper was to see what peers focused while they were giving and taking feedback. The results indicated that peers mostly focused on mechanical aspects including grammar and vocabulary use, sentence level issues including how to combine or separate sentences in addition to relatively fewer comments that concerned ideational level such as to what extent the peers were effective in conveying their ideas. This finding requires some elaboration because even though the participants were at advanced level, they mostly failed to give effective feedback. Teachers or professors willing to use the DPF procedure in their teaching are strongly encouraged to instruct their students on how to give feedback prior to implementation. Finally, emotion-wise, it was seen that at the beginning of the process, most participants reported frustration and anxiety while at the end of the process these feelings gave way to confidence, joy, and comfort.

Recommendations

Several implications could be drawn based on the findings of the study. First, the pros outnumbered the cons of peer feedback. Therefore, in the very first place, teachers should do their best to include peer feedback in their practice. Second, the findings of the study showed that students had hard times at the beginning of the process. Therefore, those who are willing to apply DPF in their practice should have several inforamatory sessions before launching the procedure. The participants also mentioned that they could work well with peers whom they know well. Hence, teachers could consider grouping peers based on students' choice. Finally,

to cater for the propositions of socio-cultural theory and the dialogic nature of the educational process, EFL teachers are advised to integrate the DPF into their practice. Research-wise, several recommendations could be drawn as well. First, researchers with an enthusiasm in exploring various aspects of DPF are advised to investigate the role of task types, genre, the amount of teacher support provided. They are also recommended to include more varied data collection tools and have more participants for more powerful generalizations.

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FARKLI HAYRAN ÇEVİRMENLER (FANSUB) TARAFINDAN TÜRKÇEYE YAPILAN MİZAH ÇEVİRİLERİNİN KARŞILAŞTIRMALI ANALİZİ: FAMILİY GUY ÖRNEĞİ

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Giriş

Medyanın televizyon yayıncılığından internet yayıncılığına geçişi, izleyicilere kendilerine sunulanı izlemek yerine ne istediklerini seçme fırsatı sunmuştur. İnternet medyasındaki son gelişmelerle birlikte artık izleyicilere muazzam bir erişim imkânı sağlanmıştır. İzleyiciler, bir video içeriğini istedikleri zaman başlatıp izleyebilme seçeneğine sahip olmanın yanı sıra, 20. yüzyılın sonlarından itibaren tüm dünyada olduğu gibi Türkiye’de de dublaj veya altyazı şeklinde görsel-işitsel içeriğin dilini değiştirebilme imkanına kavuşmuştur. Bu kolaylık, video içeriklerinin dünyadaki dağıtımını ve izlenmesini hızlandırmış, küreselleşmenin hızına paralel olarak yabancı dildeki içeriklerin anlaşılmasına yönelik bir talebi de beraberinde getirmiştir. İçeriğin dilini başka bir dile çevirmede kullanılan yöntemlerden birisi olan dublaj yapımı daha uzun zaman aldığından, altyazılar bu talebi karşılamak için pratik bir araç olarak karşımıza çıkmaktadır. "Altyazıların ilk örneği 1903 yılında Edward S. Porter'ın Tom Amca'nın Kulübesi adlı filminde ortaya çıktı, aslında bunlara altyazı bile denmiyordu, "ara yazı" deniyordu ve kâğıda basılmış yazılı işaretler olarak gösteriliyordu, daha sonra filme çekildi ve filmlerde sekanslar arasına yerleştirildi." (Altyazıların Kısa Tarihi (A Brief History of Subtitles), 2022). O zamandan beri çok şey değişti, altyazının tanımı bile. "Dublaj ve altyazı, resimler, müzik, sesler ve diğer sözel olmayan unsurlar da sürece dahil olduğundan, yalnızca diller arası aktarımdan çok daha fazlası olan ve onu bir tür çoklu göstergebilimsel aktarım haline getiren daha geniş görsel-işitsel çeviri (AVT- Audio-Visual Translation) disiplini altında toplanabilir" (Fong , & Au, 2009).

Dublajla karşılaştırıldığında altyazı, üretim süresi ve dudak senkronizasyonu gibi teknik özellikler açısından avantajlara sahiptir. Çoğu durumda dublaj bir yandan içeriğin gerçek sesini engelleyebilirken (özellikle Çekya ve Polonya televizyonlarında rastlanılan, adına ‘lektor’ denilen ve çoğu zaman bir kişinin tüm karakterlerin seslendirmesini yaptığı filmler buna örnek gösterilebilir) ve hatta her karakterin farklı bir ses sanatçısı tarafından seslendirildiği dublajlar bile, müthiş gerçekçi ses efektlerini kullanmalarına rağmen tam olarak gerçek bir ses deneyimi yansıtamamaktayken altyazı ise izleyicinin bunu açıkça

deneyimlemesini de sağlamaktadır. Bu avantajı göz önünde bulundurulduğunda altyazı, standartlar dahilinde sunulduğu takdirde, oluşturulma hızı ve deneyimleme açısından çeviri açısından pratik bir çözüm olarak öne çıkmaktadır. Fakat bu konuda sadece ekranda görülme süresi, satır sayısı veya az yer kaplaması vb. formel standartlara uyulması dışında anlamın izleyiciye aktarılması konusunda da dikkatli olunması gerekmektedir. Bu hususta Tekin (2019) altyazıda, yer ve zaman nedeniyle orijinalin uzunluğunda bir azalma olmasında sakınca olmadığını; ancak, izleyici küçük bir farkı fark edebileceği için anlamın orijinal olanla örtüşmesi gerektiğini ifade etmiştir.

Altyazıların video içeriğine gömülü olduğu açık altyazılar ve altyazıların isteğe bağlı olarak çıkarılabildiği veya eklenebildiği kapalı altyazıları türleri vardır. (Khalaf, 2016) Televizyonda veya geleneksel sinemada altyazılar filmle birlikte verilir. Bu nedenle, bu altyazıların çoğu profesyonel çevirmenler veya altyazı yazarları tarafından üretilir. Bununla birlikte, günümüzde herhangi bir internet kullanıcısının altyazı oluşturabilmesi 'fansubbing (hayran altyazıcılığı)' teriminin doğmasına neden olmuştur. Cao, Jing & Mansor, ve diğerleri (2022) hayran altyazı gruplarını yabancı filmlere veya yabancı televizyon programlarına çeviri yapan ve altyazı ekleyen insan grupları olarak tanımlamaktadır. Hayran altyazı çevirmenleri tarafından üretilen altyazılar bazen Romanya örneğinde olduğu gibi (Dwyer & Uricaru, 2015) profesyonel film şirketleri tarafından kullanılabilir (hatta bazen yasadışı olarak) kadar kaliteli olabilese de genellikle durum böyle değildir ve hayran altyazı grupları tarafından oluşturulan altyazılar çoğunlukla amatördür.

Çeviride karşılaşılan temel zorluklardan birisi de kültürel öğelerin ve mizahın çevirisidir. Altyazı Çevirisi kitabında A. Şirin Okyayuz (2016) komedi filmlerinde mizah tamamen bu kültüre ait olacak şekilde yansıtıldığını ve en büyük sorunun da mizahın çoğu filmde kültür ile iç içe geçişinden doğduğunu, Türk izleyicisi için komik olan bir filmin ne kadar başarılı çevirmen seçimleri ile çevrilirse çevrilsin, görselle de kısıtlanacak olan çevirmenin bu filmdeki mizahı aktarmasının çok zor olacağı tespitinde bulunmuştur. Bu nedenle, birden fazla çevirmenin çevirmiş olduğu film altyazıları, her bir çevirmenin hem erek hem de kaynak dile hakimiyetinin yanı sıra, edebi, kültürel ve mizahi yönlerinden gelen farklı izleri taşıması da kaçınılmazdır. Bu açıdan düşünüldüğünde bir dizinin hayranlarının yaptığı çeviriler bu konuda daha başarılı olabileceği beklenebilir. Bunu anlayabilmek için profesyonel ve hayranlar tarafından yapılmış ve görece daha amatör sayılabilecek altyazı çevirilerini karşılaştırarak bir fikir elde edebilmek mümkündür. Bahsi geçen hipoteze dair sadece bir ön araştırma çalışması olması planlanan bu makale sonrasında ise bu hipotezi araştırarak yüksek lisans tezi olacaktır. Dolayısıyla bu makale, öncelikle Amerikan animasyonu Family Guy'ın on üçüncü sezonunun birinci bölümünün İngilizce orijinalinden Türkçeye çevrilirken Türk fansub (hayran altyazı) topluluğuna iki farklı fansub çevirmeni tarafından tercih edilmiş olan farklı çeviri stratejilerine, verileri analiz ederek öğrenme olarak tanımlanabilecek bir terim olan "Veri güdümlü öğrenme (Data Based Learning- DDL)" (Johns & King, 1991) aracılığıyla bir bakış atmış ve ardından çeviri bölümündeki öğrencilerin çevirileri nasıl değerlendirdiklerine dair çıkarımlar yapmaya çalışmıştır.

Bu çalışma sırasında aşağıdaki sorulara yanıt aranmaktadır:

- Mizahi ifadelerin çevirisinde hayran altyazı çevirmenleri tarafından kullanılan farklı çeviri stratejileri nelerdir?
- Mizahi çevirileri izleyicilerin nasıl değerlendirdikleri bakımından farklı hayran altyazı çevirmenleri arasında fark var mıdır?
- Mizah çevirisi sırasında çevirmenlerin kullandığı çeviri stratejilerine ilişkin izleyicilerin davranışları nelerdir?

Literatür Taraması

Profesyonel film veya video içerik firmaları uzun süredir altyazı servisi sağlıyor olsa da internet bireylerin de altyazı oluşturmasını mümkün kılmıştır. Condry'nin (2010) belirttiği gibi, fansubbing (hayran altyazı çevirisi), Japon animasyon filmlerinin ve TV şovlarının ("anime") denizaşırı hayranlarından oluşan grupların, TV dizilerinin ve filmlerinin izinsiz kopyalarını dijitalleştirdiği, çevirdiği, altyazı eklediği ve çevrimiçi olarak kullanıma sunduğu bir uygulamadır. Her ne kadar bu şekilde başlamış olsa da günümüzde fansubbing kavramı daha geniş medya terimleriyle dünyaya yayılmıştır. Leonard (2005) fansub'ı hayran altyazısı ya da hayran altyazılı videonun kısaltması, videoları altyazılandırıan hayranları fansubber (hayran altyazı çevirmeni), fansubberlardan oluşan bir ekibi de fansub grubu (hayran altyazı grubu) olarak tanımlamaktadır. Türkiye'de fansub'lara çeşitli web siteleri aracılığıyla kolayca erişilebilmektedir. Genellikle e-posta adreslerini veya web sitesi bilgilerini çevirisini yaptıkları ve görsel içeriğe dahil edilen altyazı metin dosyasına yerleştirirler. Leonard'a (2005) göre, fansub grubu geleneksel olarak bir ya da daha fazla çevirmen, editör, dizgici, zamanlayıcı ve birinci kademe dağıtımcıdan oluşur. Genellikle, hayranlar tarafından yapılan çeviriler gönüllü üretime dayanır ve bazı ülkelerde bunları üretmek ve/veya dağıtmak yasa dışıdır. İzleyiciler, özellikle de sofistike olmayanlar, yeni bir anime bölümünün yetkili bir çevirisini izlemek için ödeme yapma veya ücretsiz olarak izlemek için birkaç yetkisiz sürümden birini seçme seçeneğiyle karşı karşıyadır. (Koulikov, 2010). Dolayısıyla hayranlar tarafından yapılan amatör çeviriler, eksikliklerine rağmen izleyici talebinde kendilerine yer bulabilmektedir.

Çeviri yapılırken, farkında olarak veya olmayarak bazı yöntemler kullanılmaktadır. Newmark (1988) bu çeviri yöntemlerini; kelimesi kelimesine/sözcüğü sözcüğüne çeviri (Word-for-word translation), birebir çeviri (literal translation), sadık /bağımlı çeviri (faithful translation), anlamsal çeviri (semantic translation), iletişimsel çeviri (communicative), deyimsel çeviri (idiomatic translation), serbest çeviri (free translation) ve uyarlama (adaptation) olarak tanımlamaktadır. Bu çeviri stratejilerinin ya da yöntemlerinin her birinin tercih edilmesi, dinleyicinin içeriği daha kolayca anlamasını ve zevk almasını etkileyebilir. Vinay ve Darbelnet'e (1995) göre ise yedi prosedür içeren iki ana çeviri stratejisi vardır. Bunlardan üçü; ödünçleme (borrowing), öyküntü (calque) ve birebir çeviri (literal translation), doğrudan çeviri terimi altında kategorize edilir ve doğrudan çevirinin mümkün olmadığı durumlarda, diğer dört strateji olan yerine geçirme (transposition), modülasyon (modulation), eşdeğerlik (equivalence) ve uyarlamadan (adaptation) oluşan eğik çeviri stratejisi kullanılmalıdır (Munday, 2016, aktaran Vinay ve Darbelnet, 1995). Her bir stratejiyi aşağıdaki gibi tanımlamaktadırlar:

Ödünç alma: Bu, hedef dilde kelimenin doğrudan erek dile aktarıldığı durumdur. Örneğin, 'computer' (hedef) sözcüğünün 'computer/komputer' (erek) olarak çevrilmesi gibi.
Öyküntü: Bu, hedef dildeki ifade veya yapının birebir çeviride aktarıldığı durumdur. Örneğin, 'mobile phone' (hedef) ifadesinin 'taşınabilen telefon' (Türkçe) olarak çevrildiğinde.
Sözcüğü Sözcüğüne çeviri: Adından da anlaşılacağı gibi, bu kelimesi kelimesine çeviridir. Örneğin, 'apple of the eye' (hedef) – tam olarak o şekilde çevrilerek; 'göz elması' (erek) olarak çevrilir (bu örnek deyimsel bir terim olduğu için Türkçe'de hiçbir şey ifade etmez).
Yerine geçirme: Bu, konuşmanın bir bölümünün başka bir bölümle değiştirildiği ancak anlamın değişmediği durumdur. Örneğin, 'gece orada kaldığında' (hedef), 'gece orada uyudu' (erek) olarak çevrilir.
Modülasyon: Bu, erek dildeki bir ifadenin anlamını ve bakış açısını değiştirir. Vinay ve

Darbelnet (1995, aktaran Munday, 2009) bunu birçok kategoriye ayırmıştır; soyuttan somuta ya da tam tersi, etki-sebep, bütün-parça, parça-başka bir parça, terimlerin tersine çevrilmesi, zıtlığın olumsuzlanması, aktif-pasif, zaman ve mekândaki aralık ve sınırların yeniden düşünülmesi ve son olarak sembol değişimi. Bir örnek vermek gerekirse, ‘bunu sevdiği söylenebilir’ (hedef) cümlesi ‘bunu sevmediği söylenemez’ (erek) cümlesine dönüştüğünde.

Eşdeğerlik: Bir durum erek dile çevrildiğinde, aynı durum farklı kelimeler veya yapılarla oluşturulur. Örneğin, ‘to be apple of somebody’s eye’ (hedef) deyiminin Türkçeye, doğrudan çevirisi olan ‘birinin gözünün elması olmak’ yerine asıl verilmek istenen anlamın deyimsel karşılığı olan ‘birinin göz bebeği olmak’(erek) olarak çevrilmesi.

Uyarılma: Kaynak kültürdeki bir durum hedef kültürde mevcut değilse kültürel referansın değiştirilmesidir. Örneğin, ‘can’t wait’ (hedef) ifadesi doğrudan çevirisi olan ‘-i bekleyemez’ ifadesi yerine için ‘sabırsızlanmaktadır’ (erek) olarak çevrilir.

Vinay ve Darbelnet (1995) tarafından tanımlanan çeviri stratejilerine ek olarak, başka araştırmacılar tarafından tanımlanan çeşitli çeviri stratejileri vardır. En bilinen çeviri stratejilerinden ikisi örtükleme (implication) ve açıklama (explicitation) stratejileridir. Klaudy (2001) açıklama stratejisini kaynak metinde örtük olan bir şeyin erek metinde açık hale getirilmesi olarak tanımlar. Çeviride bir kelime ya da ifadenin görmezden gelinmesi ve kaybolması bir örtükleme örneği olabilir. Tıpkı kaynak dilde cümle içinde bulunmayan bir kelime ya da kelime öbeğinin erek dilde fazladan bir kelime ya da kelime öbeği olarak yer almasının da ekleme stratejisi olması gibi. Bu çalışmada yararlanılan diğer üç çeviri stratejisi genişletme (expansion), azaltma (reduction) ve telafidir (compensation). Klaudy (2008) çeviride telafiyi, kaynak dildeki bir ifadenin anlamının kaybolması ve erek dilde başka bir yerde veya başka bir yolla ifade edilmesi olarak tanımlar. Örneğin, bir festival erek dilde bilinmeyebilir ve çevirmen bu festivalin adını anmadan bir tanımını kullanabilir. Nihayetinde, bu çalışmada kullanılan son iki stratejiden biri olan genişletme, çevrilen metne aslında olması gerekenden daha fazla kelime eklemek olarak tanımlanabilirken, benzer şekilde azaltma da tam tersini yapmak ve bazı kelimeleri tamamen çıkarmak olarak tanımlanabilir.

Ghia (2012), altyazılarda farklı çeviri stratejilerinin kullanılmasının farklı izleme davranışlarına yol açıp açmadığını test etmiştir. Erek metin, hedef metinden farklılaştığında, sapmalar için farklılıklar kaydedildiğini, bunun da ya işleme zorlukları ya da çevirideki tutarsızlıkların algılanmasıyla ilgili olabileceğini belirtmiştir (Ghia, 2012). Baker & Saldanha'nın (2019) belirttiği stratejilerden biri olan uyarılma, genel olarak bir çeviri olarak kabul edilmeyen ancak bir kaynak metni temsil ettiği kabul edilen bir metinle sonuçlanan bir dizi çeviri müdahalesidir. Uyarılma terimi Venuti'nin (1995) yerelleştirme terimiyle karıştırılmamalıdır. Venuti (1995) yerlileştirme ve yabancılaştırma kavramlarını iki farklı çeviri stratejisi olarak tanımlar; ilkinde kaynak dildeki bir sözcük ya da sözcük öbeği ödünçleme ya da öykünme gibi tekniklerle erek dile çevrilirken, ikincisinde yerine geçirme ya da modülasyon gibi tekniklerle çevrilir. Elnaili (2014) çalışmasında Venuti'nin (1995) yerlileştirmeyi "yabancı metnin hedef dildeki kültürel değerlere etno-merkezci bir şekilde indirgenmesi ve yazarı evine geri döndürmek", yabancılaştırmayı ise "yabancı metnin dilsel ve kültürel farklılığını kaydetmek için bu (kültürel) değerler üzerinde etno-sapkın bir baskı kurarak okuru yurtdışına göndermek" olarak tanımladığını belirtmektedir. Elnaili (2014), yerlileştirmenin amacının kaynak metnin hedef okuyucular için yabancılığını en aza indirmek olduğunu, yabancılaştırmının ise orijinal metnin yabancılığından bir şeyler saklamaya çalıştığını belirtmektedir (Elnaili, 2014, aktaran Wang, 2013). Munday (2001), Venuti'nin (1995) çevirmeni görünür kılmak ve kaynak dilin yabancı kimliğini vurgulamak için yabancılaştırma stratejisini daha tercih edilir bulduğunu belirtmektedir. Dolaylı sözcük ödünçlemenin bir yolu olarak öykünmeler, diğer edebi eserlerde olduğu gibi altyazı

çevirilerinde de genellikle eşdeğer çevirinin bulunmadığı durumlarda tercih edilmektedir. Akat & Kümbül (2022) Netflix'te yayınlanan bir Türk tarih dizisinin dil dışı kültürel referanslarını araştırmış ve yirmi bölümde yirmi öykünme kullanımı tespit etmiştir. "Bu alıntıların her birinin erek metin izleyicisinin zihninde, kaynak metin izleyicisinin zihninde yaratılana benzer bir fikir/imaj yarattığını" belirtmişlerdir (Akat & Kümbül, 2022).

Çeviri yapılırken kullanılan stratejiler yazın çevirisinde de kullanılırken aynı duyguları verebilmesi beklenebilir. Örneğin bir şiir veya tiyatro eserinin sadece düz anlam ifadeleriyle çevrilerek hedef kültüre aktarılması benzer düşünce veya duyguları uyandırması açısından kolay bir eylem olmayabilir. Çünkü çevirmenin çevrilen kültürün siyasi veya mizahi yönlerine hâkim olmasının yanı sıra, çevirisini yaptığı dilin değerlerini de hâkim olması önemlidir. Sadece bu da yeterli olmayabilir. Buna bir örnek vermek gerekirse, her ne kadar yapay zekâ ile beslenmekte olduğu için öngörülmesi zor olsa da makinelerin yaptığı bir çevirinin insanların yaptığına kıyasla daha duygusuz ve direkt olduğu düşünüldüğünde, insanların duyguları hissetme ve ifade edebilme becerilerinin ve düşüncelerini paylaşma şekillerinin makinelere aktarılmadığı sürece, çevirinin bu hisleri ve düşünceleri hedef dile aktarmasının kolay olmayacağını öngörebiliriz. Bu anlamda yaptıkları çalışma sonucunda Aşkın & Balkul (2022) yazın çevirisinde özellikle çocuk edebiyatında nöral makine çeviri sistemlerinin kullanılabilceğini, ancak insan çevirmenin sunacağı ön düzeltme veya son düzeltme ile makine çevirisinden en yüksek verim alabileceğini ortaya koymuşlardır. Çevirmenin duygu, düşünce ve kültürel anlamda insani vasıflarının değişkenliği ve özgünlüğünün yanında çeviri konusunda edindiği akademik donanım ve profesyonel tecrübe de hesaba dahil edildiğinde her bir çevirinin aslında birbirinden farklı olmasının şaşırılmayacak bir durumdur. Bu açıdan bakıldığında profesyonel olmayan çevirmenlerin yaptığı çevirilerin profesyonel çevirmenler tarafından yapılanlardan çok farklı olması beklenebilir. Fakat bu yazının giriş kısmında da belirttiği üzere Romanya'da film şirketlerinin profesyonel olmayan çevirmenler olan hayran altyazı çevirmenleri (fansubbers) tarafından yapılmış olan çevirileri tercih ettiği görülmüştür. Putri & Wijaya (2021) Game Night filminde yer alan deyimsel ifadelerin İngilizceden Endonezya diline çevrilirken kullandıkları stratejilerin analizini yaptıkları çalışmada resmi çeviri ve hayran çevirisi arasında büyük bir fark olmadığını ortaya koymuşlardır. Bu durumda, hayran altyazı çevirilerinin profesyonel çeviriler kadar başarılı olduğu veya daha başarılı olması göz önüne alındığında hayran altyazı çevirilerinin önemi anlaşılmaktadır.

Yöntem

Altyazı çevirisi sestem metne yoluyla gerçekleştirilebilse de genellikle durum böyle değildir. Bunun bazı nedenleri vardır. İlk olarak, sesi dinlemek ve ardından metin formatına çevirmek biraz zaman alır çünkü çevirmenin sesi tüm duraklamaları ve düşük hızıyla dinlemesi gerekebilir. İkinci neden ise, ses kalitesinin uygun olmaması veya aksan nedeniyle söylenenlerin doğru duyulup duyulmadığının anlaşılmasının zor olabilmesidir. Bu nedenle, altyazı çevirisi genellikle metin formatında olmasını gerektirir. Bu şekilde, çevirmen daha az hatayla bağlamı daha hızlı okuyabilir ve Bilgisayar Destekli Çeviri (BDC) araçlarını kullanmasına ve ardından düzenleme veya düzeltme yapmasına izin verir. Farklı çeviri stratejilerini görebilmek için altyazı metinlerine bakmak daha iyi olacaktır.

Bu çalışmada, aynı video içeriğinin farklı çevirmenler tarafından hazırlanan iki farklı altyazı metni karşılaştırılarak karşılaştırmalı araştırma ve nicel araştırma yöntemleri kullanılmıştır. İçerik analizi, metinlerin doğrudan incelenmesini sağlama avantajına sahip olduğu ve ayrıntılara ve bağlama yakın bir bakış açısı sunduğu için tercih edilmiştir. Bu bağlamda

araştırmacıya süreç içinde veriler aracılığıyla öğrenme avantajı sağladığı için ve çevirilerin izleyici tarafından ne denli başarılı bulunduğu anlaşılması amacıyla nicel veriler elde edebilmek için uygulanan ve çeviri bölümü öğrencilerinin bu çevirileri ne kadar başarılı bulduklarını Likert ölçeğine göre puan vermelerinin ve kısaca yorum eklemelerinin istendiği anket çalışmasıyla elde edilen veriler de analiz edilerek bir sonuca varılmak amaçlanmıştır. Likert ölçeği psikolog Rensis Likert'in (1932) tabloya dökme amacıyla deneklerden kendilerine sunulan önerme veya seçeneklerin her birine verilen rakamsal değerleri seçerek ortaya çıkan sonuçlarla ilgili analiz yapabilme imkânı veren bir ölçekleme sistemidir.

Disney Plus firması tarafından yayınlanan Family Guy adlı Amerikan animasyonunun on üçüncü sezonunda yer alan 'The Simpsons Guy' adlı birinci bölümünün orijinal İngilizce altyazıları bir internet sitesinden (tvsubtitles.net, 2024) indirilmiştir. Bu metnin iki fansub çevirmeni tarafından yapılan iki ayrı Türkçe çevirisi başka bir web sitesinden (turkcealtyazi.org, 2024) edinilmiştir. Bu hayran altyazı çevirileri çeviriyi yapan hayran çevirmenlerinin internette kullandıkları takma adlar olan Light Year (T1) ve Mert Morali (T2) tabloda parantez içinde ifade edildiği gibi *tercüme* kelimesinin ilk üç harfiyle kodlanıp numaralandırılmış ve bu makalenin ilerleyen bölümlerinde hangisinin kastedildiğinin anlaşılması için takma adlarına da atıfta bulunulmuştur.

İki farklı metnin manuel olarak analiz edilmesinin işi yavaşlatıp zaman kaybına neden olacağı düşünüldüğünden dolayı metinleri hizalamak ve bu iki metnin farklı çevirilerini görmek için bir bilgisayar destekli çeviri (BDÇ) aracı olan MemoQ uygulaması kullanılmıştır. Daha sonra bütün bir bölüm izlenip mizahi unsurlar taranıp bulunanlar bir tabloya dönüştürülmüştür. Bu aşamadan sonra Kırıkkale Üniversitesi İngilizce Mütercim ve Tercümanlık bölümü üçüncü sınıf öğrencilerine, iki çevirmen tarafından yapılmış olan çevirilerin orijinal dildeki haliyle (İngilizce) yan yana sunulduğu bir tabloda; '5: çok başarılı buldum, 1: hiç başarılı bulmadım' anlamına gelecek şekilde birden beşe kadar puanlamaları ve gerekli gördükleri durumda kısaca açıklamaları istenen, bir anket uygulanmıştır. Toplam cevaplama süresi bir saat olarak belirlenmiş olan ankete katılan katılımcı sayısı 34 kişi olmuştur. Anketleri cevaplama öncesi adı Family Guy olan komedi animasyon dizisinin on üçüncü sezonunun birinci bölümü sınıfta Türkçe altyazılı olarak öğrencilere izletilmiştir. Katılımcıların tablo halinde kendilerine sunulan on adet İngilizce kesitin her bir maddesindeki ifadelerin koyu yazıyla yazılmış olan mizahi kısımlarının, iki hayran altyazı çevirmeni tarafından yapılmış olan, Türkçe çevirilerinin ne kadar başarılı olduğunu sırayla puanladıktan sonra, eğer gerekli görürlerse, bu puanı neden verdiklerini kısaca açıklamaları istenmiştir.

Anket sonuçları daha sonra tablo haline getirilmiş olup öğrencilerin yapmış olduğu puanlı değerlendirmeler ve açıklamalar tabloya (Tablo 2) aktarılmıştır. Öncesinde, iki hayran altyazı çevirmeni tarafından yapılmış olan bahse konu İngilizce çevirilerinde kullanıldığı bu araştırmanın yürütücüsü tarafından tespit edilen stratejiler de başka bir tablo (Tablo 1) halinde sunulmuştur. İngilizce ifadelerin mizahi unsur taşıdığı düşünülen koyu kısımlarda yer alan altı çizili kelimelerde kullanıldığı tespit edilen çeviri stratejileri metnin çevirilerinin kısaltmaları ile kodlanmış ve her bir çevirinin yanındaki kutucuklara yazılarak tabloda (Tablo 1) paylaşılmıştır. Bunlar; ödünçleme (öd), öykünme (öy), birebir çeviri (bb), yerine geçirme (yg), modülasyon (m), eşdeğerlik (eş) ve uyarılma (uy), telafi (te), eksiltme (ek), örtükleme (ör), açıklama (aç) ve genişletme (ge) stratejileridir ve iki harfli kısaltmalar halinde tabloya eklenmiştir. Daha sonra çizelgeler bu tabloya göre analiz edilmiş ve sonuçlar 'Bulgular' kısmında başka bir tablo (tablo 2) halinde sunulmuştur. Her bir çeviri stratejisinin adının baş harfleri ya da ilk iki harfi çizelgede bu stratejileri tanımlamak için kullanılmıştır. Daha sonra ise hem hayran altyazı çevirmenlerinin her birinin tercih ettiği çeviri stratejisinin, hem de

çevirilerin ayrı ayrı ele alındığı tablolar puanlama ortalamaları ve yapılan açıklamaların belli başlıklar halinde gruplandırılmasıyla değerlendirmeler yapılmıştır. Son olarak, öğrencilerin derecelendirme ve açıklama aşamasında nelere dikkat ettiğini tespit etmek için bazı sınıflandırmalar yapılmak üzere her bir mizahi ifadenin analizi ve değerlendirmesi yapılmıştır. Puanlamaların ortalamasına göre analiz ve çıkarımlar yapılırken, açıklamaların belli kategorilere göre gruplandırılması yoluyla değerlendirmeler yapılmış ve bu yazının ‘bulgular’ kısmında paylaşılmıştır.

Bu çalışma sırasında karşılaşılan sınırlılıklar da olmuştur. Bunlardan ilki puanlamayı yapan öğrencilerin tamamının o sırada okulda olmamasından dolayı katılımcı sayısı daha yüksek olabileceği durumudur. Ancak araştırma için yeterli sayıya (30+) ulaşılmış olması olumlu bir gelişme olmuştur. İkinci sınırlılık ise öğrencilerin tercüme deneyimi ve ders başarılarının eşit olmayışıdır. Bu durum sonuçların güvenilirliğini etkileyebilecek bir durum olsa da öğrencilerin bu bölüme girebilmek için Türkiye Cumhuriyeti Öğrenci Seçme ve Yerleştirme Merkezi kurumu tarafından düzenlenen Yabancı Dil Sınavından aldıkları puanlara göre girmiş oldukları, dolayısıyla bu sınavdan bölümün kabul ettiği geçer nota erişerek geldikleri ve bu bölümde üç yıldır eğitim görmekte oldukları göz önünde bulundurulduğunda, sonuçların kabul edilebilirlik düzeyinin arttığı düşünülebilir. Bir diğer sınırlılık ise seçilen mizahi öğelerin ne derece komik olduğu kişilere göre değişkenlik gösterebileceği için seçmesi zor olmuştur ve herhangi bir standart olmaksızın ilk önce araştırma yürütücüsünün mizah anlayışına göre yirmi adet mizahi kısım seçilmiştir. Bu konuda danışman ile birlikte bir eleme daha yapılarak bu sayı on adete düşürülerek daha nesnel bir görüş elde edilmeye çalışılmıştır. Son sınırlılık ise bazı ifadelerin argo içermesinden dolayı bazı öğrencilerin rahatsızlık hissedip çalışmaya katılmak istemeyeceği durumudur. Bu durum önceden kendilerine haber verilmiş, katılım rızası göstermeyen hiç kimse olmamış, tüm maddeleri puanlamış ve/veya açıklamışlardır.

Bir başka sınırlılık ise çeviri stratejilerinin sınırlarının tam olarak somut bir şekilde çizilememesinden dolayı bir ifadenin çevirisinde hangi stratejinin kullanıldığının tespit edilmesinin çok kolay olmamasıdır. Bu durumda birden fazla kişinin değerlendirmesiyle bu konunun netleştirilmesine çalışılmıştır. Çalışmanın güvenilirliğinin artırılması için yapılan değerlendiriciler arası güvenilirlik tekniğini American Psychological Association (APA Dictionary, n.d.) bağımsız değerlendiricilerin aynı kişi veya nesnede aynı yetenekleri veya özellikleri değerlendirirken ne kadar benzer derecelendirmeler yaptığını gösteren bir ölçü olarak tanımlar ve tutarlılığın yüksek olduğunda, araştırmacıların benzer şekilde eğitilmiş kişilerin aynı hedefler üzerinde benzer puanlar vereceğinden emin olabileceğini ifade eder. Bu bağlamda, tabloda yer alan on adet seçilen ifadedeki iki farklı çevirmenin kullandığı çeviri stratejilerini tespit etmesi için üç kişiden, ayrı ayrı ve birbirlerinin yanıtlarından habersiz olarak, değerlendirme istenmiştir. Değerlendirenlerden birisi Kırıkkale Üniversitesinde İngilizce Mütercim ve Tercümanlık bölümünde yüksek lisans birinci sınıf öğrencisi iken, diğer değerlendiren aynı bölümde doçent doktor olup bu çalışmanın yürütücüsünün yüksek lisans tez danışmanıdır. Üçüncü kişi ise bu çalışmanın yürütücüsünün kendisidir. Bir ifadenin çevirisinde birden fazla strateji kullanılabilmesi mümkün olduğu için her bir ifadenin çevirisi sırasında kullanılan çeviri stratejisi ile ilgili herhangi bir sayı sınırlandırması istenmemiştir. Yani bir ifadenin çevirisinde birden fazla çeviri stratejisi kullanıldıysa, bunu belirtmelerine herhangi bir müdahale edilmemiştir. Değerlendiricilerin, tespit etmesi için kendilerine sunulan her bir ifade için yapılmış olan çevirilerde, aynı stratejilerin kullanıldığını tespit ettikleri çeviriler dikkate alınmış ve tablo halinde sunulmuştur. (Tablo 1) Eğer üç değerlendirici de farklı strateji tespit etmişse ve ortak bir strateji bulunamamışsa bahsi geçen çizelgeye eklenmemiştir.

Elde edilen veriler doğrultusunda, değerlendiricilerin tespit etmiş olduğu çeviri stratejilerinin ve izleyicilerin yaptığı puanlama ve açıklamalar arasında ne tür bağlantılar olduğu anlamaya çalışılıp buna ilişkin bulgular bir sonraki kısımda paylaşılmıştır.

Bulgular

Aksoy'a göre (2000) çeviri sadece bir dilin metnini başka bir dile aktarmak olmamakla birlikte bir kültürün değerine aktarımını da içerir ve bu nedenle, çevirmenin bazı kısıtlamaları ve eklemeleri neden yaptığını, dili ne şekilde ve neden kullandığını bilmek, çevirinin içinde bulunduğu ortamı açıklar. Bundan dolayı, çevirilerde kullanılan ifadeleri şimdiye kadar oluşturulmuş kuram ve stratejilerle net bir şekilde kategorize etmek çok mümkün olmayabilmektedir. Hatta bazı durumlarda birden fazla çeviri stratejisi bir arada kullanılmış olabilmektedir. Bu yüzden aşağıdaki tabloda yalnızca belirli bir kelime veya kelime öbeklerindeki stratejiler tespit edilmiştir. Örneğin; 'uzun zaman oldu görüşmeyeli' ifadesini 'it's been quite long time since I last saw you' diye çeviren birisi 'quite (epey)' kelimesini eklediği için *genişletme (ge)* stratejisini, 'görüşmeyeli (İngilizcede bulunmayan bir ifade)' ifadesini de 'since I last saw you (seni son gördüğümden bu yana)' ifadesini ekleyerek ise *uyarlama (uy)* stratejisini kullanmış sayılabilecekken aynı ifadede yer alan 'görüşmeyeli' yapısını 'gördüğüm' olarak çevirdiği için *modülasyon (mo)*, yine karşılıklı bir eylem olan 'görüşmek' yerine birinci tekil şahıs bakış açısıyla çevrilmiş olan 'gördüğüm' ifadesinde de 'yerine geçirme' stratejisinin kullanıldığı tespit edilebilir. Bu bağlamda, mizahi ögenin anlaşılması için bağlamıyla birlikte sunulan ve yalnızca esprili olduğu düşünülen ana terim veya terimlerin koyuyla yazılmış haliyle 'ekler' kısmında görebileceğiniz anketi uygulanmıştır. Bu ifadelerin temelinde yer alan kelime veya kelime grubunun ise altları anket çalışması tamamlanıp analiz aşamasına geçildikten sonra çeviri stratejilerinin ne denli değerlendirmeye alınıp alınmadığını tespit etmek amaçlı çizilmiştir. Bu altı çizili kısımlarda tespit edilen stratejiler; ödünçleme (öd), öykünme (öy), birebir çeviri (bb), yerine geçirme (yg), modülasyon (m), eşdeğerlik (eş) ve uyarılama (uy), telafi (te), eksiltme (ek), örtükleme (ör), açıklama (aç) ve genişletme (ge) stratejileridir ve iki harfli kısaltmalar halinde tabloya (tablo 1) eklenmiştir. Çevirilerde hangi stratejilerin kullanıldığını tespit etmek için bu çalışmanın yürütücüleri bir araya gelip bütün çevirileri tek tek yorumlayarak incelemiş, her iki çevirmenin kullandığını düşündükleri çeviri stratejilerini birlikte tespit edip bu tabloya kodlamışlardır.

Tablo 1: Hayran altyazı çevirmenlerinin kullandığı tespit edilen çeviri stratejileri.

	Orijinal Dil (İngilizce)	T1	Str	T2	Str
1	- Hello, Mr. Bunker. We brought some hummus. - Oh, yeah, I knew them two was <u>homos</u> the minute they walked in the door.	- Merhaba, Bay Bunker. Size yumuşacık humus getirdik. - Bunları gördüğüm ilk anda da bir <u>yumuşaklık</u> sezmiştim.	uy	- Merhaba, Bay Bunker. Size humus getirdik. - Bu ikisinin <u>homo</u> olduğunu kapıdan girdikleri anda anlamıştım zaten.	öd
2	I call my comic ' For Pete's Sake ', because it points out things that make you shake your head and say, "For Pete's sake."	Karikatür köşemin adını ' Allah Aşkına Peter ' koydum. Başımızı sallayıp "Allah Aşkına Peter" dediğiniz şeyleri anımsatıyor.	uy	Karikatürlerimin adını Pete Aşkına koydum çünkü gördüğünde kafanı sallayıp " Pete Aşkına " dediğin şeyleri gösteriyor.	bb
3	Peter, you should do one where a baseball player can't steal second, cause he's on probation.	Peter, bak şeyi de çiz. Bir beysbol oyuncusu yurus yapamıyormuş, çünkü daha önce yakalanmış.	uy	Peter, şartlı tahliyede olduğu için ikinciyi çalamayan bir beysbol oyuncusunu çizmelisin.	bb

4	Hey, how about one where you draw a <u>sock</u> , and it says " <u>Sock it to me.</u> "	Aslında bir <u>soket</u> çorap çizip altına " <u>sok onu bana</u> " yazabilirsin.	uy	Peki, çekmeceden bir çorap aldığımda " <u>geçir bana</u> " dese.	uy
5	- You have no idea how offensive you are to women, do you? - What?! I love women. I bet I can name more <u>porn stars</u> than you.	- Kadınları nasıl aşağıladığımızın farkında mısınız? - Ne? Kadınlara bayılırım. Senden daha fazla <u>p*rnocu</u> sayarım.	ek	- Kadınlara karşı ne kadar saldırgan olduğunuzun farkında bile değilsiniz değil mi? - Ne? Kadınları severim ben. Eminim senden daha fazla <u>p*rno yıldızı</u> sayabilirim.	bb
6	For this leg of the trip, I was thinking of driving with my <u>shirt off like New Mexico trash.</u>	Yolun devamında, <u>New Mexico comarı</u> gibi üstsüz süreceğim.	uy	Yolculuğun bu kısmında <u>New Mexico'lu</u> gibi gömleğimi çıkarmayı düşünüyorum.	ek
7	Do you think that I am moved by your sob story? I come from a <u>country where the words for "sewage" and "beverage" are the same.</u>	Sizce bu hikayenizden etkilendim mi? Ben <u>lağım</u> ile içeceğin aynı şey olduğu bir ülkeden geliyorum.	bb	Acıklı hikayenize duygulanacağımı mı sandınız? " <u>Lağım suyu</u> " ve " meşrubat " kelimelerinin aynı anlamı taşıdığı bir ülkeden geliyorum.	bb
8	(Seeing a female security guard at the gate) Oh Great! <u>We can steal.</u>	(Girişte bekleyen kadın güvenlik görevlisini görünce) Güzel! <u>Hırsızlık yapabiliriz.</u>	yg	(Girişte bekleyen kadın güvenlik görevlisini görünce) Güzel! <u>Bir şeyler çalabiliriz.</u>	ge
9	- A lot of people's jobs are <u>riding</u> on this. - Yeah, I got <u>a job for you riding on something.</u>	- Pek çok insan orada <u>çalışıyor.</u> - Seni nasıl <u>çalıştıracamı</u> bilirim ben.	ek	- Birçok insanın işi buna <u>dayanıyor.</u> - Sana <u>dayanacak bir şey</u> göstereceğim ben.	uy
10	I know Apu's not your enemy, but I just wanted to say, " <u>I took Apu.</u> "	Biliyorum, Apu düşmanın değil ama " <u>Apu Kaka Yaptu</u> " demek istedim.	uy	Apu düşmanın değil biliyorum fakat sadece " <u>Apu'vu kaçırdım.</u> " demek istedim.	uy

Tabloda (Tablo 1) ilk sütun Family Guy dizisinin on üçüncü sezonunun birinci bölümünde yer alan ve on adet mizahi ifade bölümünde geçen kronolojik sıra sayısına işaret etmekte ve aşağı doğru on satır halinde sıralanmaktadır. Soldan ikinci sütun bu mizahi ifadelerin dizide geçtiği haliyle İngilizce orijinal dilinde yazılışını göstermektedir. Soldan üçüncü sütun internet ortamında Light Year takma adını kullanan hayran altyazı çevirmeninin, mizah barındırdığı düşünülen kısmı koyu bir şekilde yazılmış olmak üzere, metnin İngilizce orijinalinden Türkçeye yapmış olduğu ilk çeviriler tercüme kelimesinin ilk üç harfini temsilen Ter 1 kısaltmasıyla yer almaktadır. Bu sütunun hemen sağında ise çeviri stratejisi (str) yer almaktadır. Bu sütunun hemen sağında ise internet ortamında Mert Morali ismini kullanmakta olan hayran altyazı çevirmeninin (Ter 2) sağladığı Türkçe çeviriler yer almaktadır ve son sütunda da bu çevirilerde kullanılan strateji yer almaktadır.

İki çevirmenin kullandığı çeviri stratejilerine genel bir bakış attığımız zaman ilk çevirmenin yapmış olduğu çevirilerin dördünde *eşdeğerlik*, ikisinde *genişletme*, birinde *uyarlama*, birinde *telafi*, birinde ise *birebir çeviri* stratejileri kullanılmışken bir çevirmenin ise çevirisi yanlış yapılmıştır. İkinci çevirmenin kullandığı çeviri stratejilerine bakıldığında çevirilerin dördünde *birebir çeviri*, ikisinde *eşdeğerlik*, ikisinde *uyarlama*, ikisinde *genişletme*, birinde *eksiltme* birinde ise *ödünçleme* stratejileri kullanılmıştır. Tabloda toplamda on satır yer almaktadır ve ilk satırda 'hummus' kelimesi ilk çevirmen (Ter 1) tarafından, kastedilen kültürel anlamın hedef dile başka bir kelimeyle karşılanıp 'yumuşaklık' olarak çevrilmiş olmasından dolayı, *uyarlama* stratejisinin kullanıldığı görülmektedir. İkinci çevirmen (Ter 2) ise 'humus' kelimesini tercih ederek *ödünçleme* stratejisi kullanılmıştır. İki

numaralı satırda yer alan mizahi ifadenin altı çizili ögesi olan ‘For Pete’s sake!’ kısmı ilk çevirmen tarafından yine hedef dildeki başka bir kültürel ifade olan ‘Allah aşkına Pete!’ diye çevrilerek *uyarlama* stratejisini tercih edilirken ikinci çevirmen aynı ifadeyi ‘Pete aşkına!’ olarak olduğu gibi çevirmiş ve *birebir çeviri* stratejisini kullanmıştır. Üçüncü satırda ilk çevirmen beysbol oyun terimi olan ‘can’t steal second’ ifadesinde ima edilen anlamın hedef dile halk dilindeki karşılığıyla ‘vuruş yapamıyormuş’ olarak çevirdiği için *uyarlama*, ikinci çevirmen ise ‘ikinciye çalamayan’ şeklinde çevirdiği için *birebir çeviri* stratejisini kullanmıştır. Dördüncü satırda yer alan ‘sock’ kelimesi ilk çevirmen tarafından ‘sok’ olarak çevrilip *uyarlama* stratejisi tercih edilmişken ikinci çevirmen tarafından ‘geçir’ olarak çevrilip *uyarlama* stratejisi tercih edilmiştir. Beşinci ifade olan ve iki kelimededen oluşan ‘porn star’ ifadesini hedef dile çevirirken, ilk çevirmen tarafından kelime sayısı eksilterek tek kelimeyle ‘p*rnocu’ olarak çevrilip *eksiltme* stratejisi kullanılmışken ikinci çevirmen tarafından iki kelimeyle ve olduğu gibi ‘p*rno yıldızı’ olarak çevrilip *birebir çeviri* stratejisi kullanılmıştır.

Altıncı satıra gelindiğinde ise ilk tercümanın ‘New Mexico trash’ ifadesini ‘New Mexico çomarı’ olarak çevirerek *uyarlama* stratejisini, ikinci tercümanın ise ‘New Mexicolu’ ifadesini kullanarak ‘trash’ kelimesini atarak *eksiltme* stratejisini tercih ettiği görülmektedir. Yedinci tercümelere geldiğimizde ise, ‘sewage’ teriminin ilkinde ‘lağım’ ikincisinde ise ‘lağım suyu’ olarak tercüme edildiği ve erek dildeki bu ifadenin her iki çevirisinin de hedef dildeki sözlük anlamı olan kelimeler ile temsil edilmiş olmasından dolayı iki çeviride de *birebir çeviri* stratejisinin kullanıldığı görülmektedir. Sekizinci satırda yer alan ‘we can steal’ ifadesini ilk tercüman ‘hırsızlık yapabiliriz’ olarak çevirip eylem formunda kullanılan ifadeyi isim formundaki bir kelimeyle değiştirmiş olduğu için *yerine geçirme* stratejisini kullanmıştır. Aynı ifadeyi ikinci tercüman ise ‘bir şeyler çalabiliriz’ olarak çevirerek erek dilde var olmayan ‘bir şeyler’ ifadesini eklediği için *genişletme* stratejisini kullanmayı tercih etmiştir. Dokuzuncu satırdaki ‘a job for you riding on something’ ifadesi sadece ‘çalıştırmak’ kelimesi tercih edilerek çevrildiği için *eksiltme* stratejisini kullandığı gözlemlenmekteyken ikinci çeviride ‘dayanacak bir şey’ kelimesi kullanılarak *uyarlama* stratejisi benimsenmiştir. Son olarak, onuncu satırda yer alan ‘I took Apu!’ ifadesini ilk çevirmen ‘Apu kaka yaptı!’ şeklinde çevirmiş olup *uyarlama* stratejisi kullanılmışken ikinci çevirmen de yine *uyarlama* stratejisini kullanarak ‘Apu’yu kaçırdım!’ olarak çevirmeyi uygun bulmuştur.

İki farklı çevirmen tarafından yapılan çevirilerin puanlamasına bakılarak izleyici değerlendirmeleri ile ilgili birtakım çıkarımlar yapılabilmesi adına her bir çeviriye tek tek ele almak ve bu çevirilerde kullanılan çeviri stratejilerinin hangilerinin olduğu çevirilere daha çok veya az puan verildiğine bakmak gerekmektedir. Bu doğrultuda, tüm katılımcıların verdikleri puanlamaların ortalaması alınarak bir fikir elde edilmek istenmiştir. Bu puanların ortalama değerleri tabloya aktarılmıştır. (Tablo 2)

Tablo 2: Her bir çeviriye katılımcılar tarafından verilen puanların ortalama değerleri.

Tr1	Puan	Strateji	Tr2	Puan	Strateji
1	3.26	Uy	1	3.61	Uy
2	3.44	Uy	2	3.79	Bb
3	3.2	Uy	3	3.23	Bb
4	3.55	Uy	4	3	Uy
5	3.88	Ek	5	3.79	Bb
6	4.41	Uy	6	2.75	Ek
7	3.61	Bb	7	3.64	Bb

8	4.23	Yg	8	4.29	Ge
9	3.14	Ek	9	4.08	Uy
10	3.76	Uy	10	2.5	Uy
Ort:	3.64		Ort:	3.46	

Tabloda (Tablo 2) soldan ilk sütun ilk çevirmenin yapmış olduğu çevirilerin numarasını göstermektedir. İkinci sütunda, o çevirinin katılımcılar tarafından yapılan değerlendirme sonucunda elde ettikleri ortalama puan, üçüncü sütunda ise kullanılan çeviri stratejisinin kodları yer almaktadır. Soldan dördüncü, beşinci ve altıncı sütunlar da sırasıyla ikinci çevirmenin yapmış olduğu çevirilerin sıra numarasını, aldığı puan ortalamalarını ve çeviri stratejilerinin kodlarını göstermektedir.

İncelemeler sonucunda, ilk çevirmen (Tr1) on çevirinin altısında uyarlama stratejisini, ikisinde eksiltme, birisinde yerine geçirme ve birisinde de birebir çeviri stratejilerini kullanmıştır. En fazla uyarlama stratejisini kullanan bu çevirmenin toplam ortalama puanının 3.64 olduğu görülmektedir. İkinci çevirmen ise on çevirinin dördünde birebir çeviri stratejisini, dördünde uyarlama, birinde eksiltme, birinde de genişletme stratejilerini kullandığı görülmektedir. Bu çevirmenin de kullanıcılar tarafından yapılan değerlendirme sonucu elde ettiği tüm puanların ortalaması 3.46 olmuştur. Bütün çevirileri teker teker incelediğimizde ise, ilk çeviride birinci çevirmen (Tr1) uyarlama stratejisini kullanmış ve katılımcılardan 3.26 puan almışken, ikinci çevirmen (Tr2) ödünçleme stratejisini kullanarak 3.67 almıştır. İkinci çeviride ise ilk çevirmen uyarlama stratejisi kullanmış ve 3.44 puan almışken ikinci çevirmenin birebir çeviri stratejisi kullandığı çeviriye 3.79 puan verilmiştir. Üçüncü çeviride, ilk çevirmen uyarlama stratejisini kullandığı çevirisine 3.2 puan almış olup birebir çeviri kullanan ikinci çevirmene 3.23 puan verilmiştir. Dördüncü çevirilerde, iki çevirmen de uyarlama stratejisini kullanmış ve ilkinde 3.55 verilmişken ikinciyeye 3 puan verilmiştir. Beşinci çeviride ilk çevirmen eksiltme stratejisini kullanmış ve bu çeviriye katılımcılar tarafından 3.88 puan verilmiş ancak birebir çeviri stratejisini kullanan ikinci çevirmene 3.79 puan verilmiştir. Altıncı çeviride ise ilk çevirmene uyarlama stratejisini kullandığı bu çevirisine 4.41 puan verilmişken eksiltme stratejisini kullanan ikinci çevirmene 3.64 verilmiştir. Yedinci çeviride ise ilk çevirmen birebir çeviri stratejisini kullanmış ve katılımcılardan 3.61 puan almıştır. Aynı ifadenin ikinci çevirmen tarafından yapılan ve yine birebir çeviri stratejisi kullanılan tercümesine 3.64 puan verilmiştir. Sekizinci çevirilerde ilk çevirmen yerine geçirme stratejisini kullandığı çevirisine 4.23 puan almış olup aynı ifadeyi çevirirken ikinci çevirmen genişletme stratejisini kullanmış ve 4.29 ortalama puan almıştır. Dokuzuncu çeviriye gelindiğinde, eksiltme stratejisini kullanan ilk çevirmene 3.14, uyarlama stratejisini kullanan ikinci çevirmene ise 4.08 puan verildiği görülmektedir. Son olarak, onuncu çevirinin ilk tercüman tarafından yapılan ve uyarlama stratejisinin yer aldığı çeviriye 3.76 puan verilmiş olup yine uyarlama stratejisi kullanılan ikinci çevirmenin yapmış olduğu çeviriye 2.5 ortalama verildiği gözlemlenmektedir.

Çevirinin sadece dil bilgisel seviyede yapıldığı varsayıldığında mizahın aktarımı tam olarak gerçekleşemeyecektir. Çünkü dil kültürün de bir yansımasını barındırır. Bu açıdan bakıldığında Venuti(1995)'nin 'yazarı eve getirme' olarak tarif ettiği *yerlileştirme* ve 'okuyucuyu yurtdışına gönderme' olarak tarif ettiği *yabancılaştırma* stratejilerinde olduğu gibi sadece kelime veya kelime grubu bazlı düşünülemediği gibi Vinay & Darbelnet'in veya Klaudy'nin ortaya koyduğu anlamda stratejiler ile de mizahı diğer dile aktarmak yeterli olmayabilir. Jakobson (1950) ve Russell (1950)'in peynirle ilgili söylediği, 'kimse peynirle ilgili dil dışı bir tanışıklığı olmadan peyniri anlayamaz' sözünü sorgularken bilişsel işlevinde

dilin, dilbilgisi kalıbına asgari düzeyde bağımlı olduğunu çünkü deneyimlerimizin tanımının, diller üstü işlemlerle tamamlayıcı bir ilişki içinde olduğunu- dilin bilişsel düzeyinin yorumlamanın yeniden kodlanmasını, yani çeviriyi yalnızca kabul etmekle kalmadığını, doğrudan gerektirdiğini aktarır.

Dilin sadece dilbilgisi ile açıklanamayacağını ifade eden tek kişi Jakobson değildir. Pederson (2005) da herhangi bir kültüre bağlı dilsel ifade aracılığıyla yapılmaya çalışılan, dil dışı bir varlığa veya sürece gönderme yapan ve ilgili bir dinleyici kitlesi için tanımlanabilir bir söyleme sahip olduğu varsayılan atıf olarak tanımladığı *dil dışı kültürel unsurların* (extralinguistic cultural references) varlığından söz eder. Bu bağlamda Pederson (2005, akt. Ş. Okyayuz, 2016) çevirisi şu yedi parametrenin çevirmen seçimini etkilemektedir; kültürlerötesilik (transculturality), metindışılık (extratextuality), göndermenin önemi (centrality of reference), göstergelerarası artıklık (intersemiotic redundancy), ortama özgü kısıtlar (media specific constraints), metindışı düşünceler (paratextual considerations) ve diğer metinler(co-text). Dolayısıyla çevirinin de yalnızca dilsel seviyede değil diller üstü düzeyde yapıldığı göz önünde bulundurulabilir. Üstelik mizah devreye girdiği zaman, dilbilgisi veya anlam dışında hedef kültürdeki izleyicilerin duyguları bile önem arz etmektedir. Özellikle de bir videoda yer alan altyazı çevirisi, mizahı aktarırken, videonun görselini ve hatta sesini dahi hesaba katmalıdır. Chiaro (2009) bunları sözlü ve sözsüz kodlar olarak iki ana kategori altında topladığı çalışmada sözsüz olanları, görsel (manzara, ışık, kostüm vs.) ve akustik (müzik, arka plan gürültüsü, ses efektleri, gülme sesi vb.) olarak ikiye ayırmış, sözlü olanları da aynı şekilde görsel (sokak levhaları, tabelalar, yazılı numuneler vb.) ve akustik (diyaloglar, şarkı sözleri, şiirler vb.) olarak ikiye ayırmıştır.

Bu nedenle bu araştırma profesyonel olmayan ve dolayısıyla büyük ihtimalle dil eğitimi almamış olabileceği düşünülen ama bu konuda bilgi elde etmenin çok mümkün olmadığı hayran altyazı çevirmenlerin yapmış olduğu iki çeviri ve bu çevirilerin yine henüz profesyonel olmayan çeviri bölümü öğrencileri tarafından hangi kriterlere dikkat ederek değerlendirildiğini ortaya koymak amacıyla yürütülen anket çalışmasının sonuçları herhangi bir müdahalede bulunulmamış haliyle aşağıdaki tabloda (Tablo 2) paylaşılmıştır.

Tüm bu veriler ışığında hayran altyazı çevirmenlerinin bazı çevirilerde aynı stratejileri tercih ederken bazılarında ise farklı çeviri stratejilerini tercih ettikleri görülmüştür. Yukarıdaki tabloda görüleceği üzere (Tablo 2) aynı çeviri stratejilerini kullanıp farklı puan almış olan çeviriler bulunmaktadır. Örnek vermek gerekirse, İlk çeviride iki çevirmenin de aynı stratejiyi kullandığı ancak ilk çevirmenin 3.26 puan aldığı fakat ikinci çevirmenin 3.61 puan aldığı görülmektedir. Bunun olası nedenlerine bakmak için katılımcıların puanlarının ve açıklamalarının yer aldığı aşağıdaki tabloyu (Tablo 3) incelemekte fayda vardır. Bu doğrultuda ilk katılımcının yorumlarına bakılırsa anlamın birebir aktarıldığını düşündüğünden dolayı ikinci çevirmene daha yüksek puan (5) verdiğini belirtmiştir. İki çevirmenin farklı stratejiler kullandığı ve farklı puanlama ile değerlendirildiği çeviriler de bulunmaktadır. Örneğin altıncı çeviride ilk çevirmen uyarılma stratejisini kullandığı çevirisine 4.41 puan almışken eksiltme stratejisini kullanan ikinci çevirmen tüm katılımcılardan yalnızca 2.75 puan alabilmiştir. Bunun sebebine bakıldığında ise çoğunlukla stratejiye ve beğenmemeye dair açıklamaların olduğu gözlemlenmektedir.

Buna benzer yorumlar yapabilmek için açıklamalar bazı başlıklar altında toplanıp grafikler (Şekil 1 ve Şekil 2) halinde paylaşılmıştır.

Tablo 3 Katılımcıların çevirileri değerlendirirken verdikleri puanlar ve açıklamaları.

K No	T No	Tr1	Açıklama	Tr2	Açıklama
1	1	3	Tam anlam verilmiyor.	5	Anlam birebir verilmiş.
	2	2	Allah kısmı ekleme olmuş.	5	Allah yerine Pete olduğu için anlam iyi verilmiş.
	3	5	Anlam açık.	2	Anlam kapalı.
	4	2	x	5	Anlam daha iyi.
	5	2	x	5	x
	6	3	x	5	x
	7	5	x	2	x
	8	4	x	4	x
	9	5	Anlam daha iyi.	3	Anlam kapalı.
	10	5	Uyumlu bir söz oyunu olmuş.	3	x
2	1	5	İlk kısma 'yumuşak' eklenmesi zekicedir.	2	Esprî çok anlaşılıyor.
	2	4	x	4	x
	3	3	x	4	x
	4	5	x	1	Çok kötü.
	5	3	x	5	x
	6	5	x	3	x
	7	2	Aynı şey değil, aynı kelimeyle ifade ediyor.	5	x
	8	5	x	5	x
	9	2	x	3	x
	10	4	x	2	x
3	1	3	Mizahı 'yumuşak' kelimesiyle vermeye çalışmış fakat yakalayamamış.	4	Kaynak esprîyi belki daha iyi veriyor.
	2	2	Ekleme çok mizaha uygun olmamış.	4	Kaynak dildeki esprîyi erek dilde güzel veriyor.
	3	3	Geliştirilmeli.	2	Erek dilde anlamsız.
	4	5	Erek dilde de esprî aynı etkiyle verilmiş.	1	Erek dilde mizah kaybolmuş.
	5	4	Daha iyi bir tercih.	2	Mizah verilememiş.
	6	4	Çomar kelimesini kullanmak güzel tercih.	2	Trash' kelimesi çıkarılmış. Mizah verilememiş.
	7	3	Kelime oyununu veremediğimiz için güzel değil.	1	Literal çeviri bu bağlamda olmamış.
	8	4	Hırsızlık yapmak daha uygun bir öbek.	3	Birşeyler çalmak nadir tercih edilen bir öbek.
	9	4	Güzel fakat daha iyisi diğer seçenek.	5	Erek dile de gayet anlaşılır yansıtılmış.
	10	5	Mizah erek dile gayet iyi aktarılmış.	2	Mizahi anlam kaybolmuş.
4	1	3	Aslında çevirinin kötü olduğunu düşünmüyorum. Kaynak metinle ses uyumu olduğu için "h" daha uygun.	5	Beğendim.
	2	5	Erek izleyiciye güzel bir esprî bence.	4	Bunda da kaynak metne bağlılık var. Eğer erek etkilenecekse ereğe göre de düşünülmesi.
	3	5	x	5	x
	4	5	Çok iyi mizah seviyesi bence çok beğendim.	5	Bu da çok güzel.
	5	5	Bunun daha iyi olduğunu düşünüyorum. Çeviri yapılırken daha az kelimeyle aynı anlam (anlaşılmayan kelime) olabilir	4	Aynı sebepten dolayı bir tık beğenmedim.
	6	5	Çok beğendim.	4	Diğerinin daha iyi olduğunu düşünüyorum.
	7	4	İki çeviri karşılaştırıldığında beğendim ancak kelime oyununda ortak bir öge aradım ve bu diğerinde var.	5	Bunu beğendim.
	8	5	Bunu daha çok beğendim.	4	Diğerini daha çok beğendim.
	9	5	İki çeviri de bana mantıklı geldi.	5	İki çeviri de bana mantıklı geldi.
	10	5	Bunun daha yaratıcı ve güzel olduğunu düşünüyorum. Çok GÜZEL.	3	Diğer çeviri daha yaratıcı ve çok güzel.
5	1	5	Gayet yeterli bir çeviri.	3	Bu ikisi gereksiz olmuş. Homo anlaşılıyor.
	2	5	Doğal geliyor.	5	Bu da uygun bence anlaşılıyor.
	3	5	Anlaşılır.	2	Cümledeki anlam kaçmış.
	4	2	Sok onu bana olmamış bence. Eylem yanlış anlaşılabilir.	5	Geçir bana daha uygun.
	5	5	Anlam anlaşılır.	3	Saldırgan derken neyi kastetmiş tam değil.

	6	5	Doğal duruyor. New Mexico çomarı (trash) anlama uymuş.	3	Trash' kelimesini çeviride vermemiş.
	7	4	Lağım derken lağımın nesinden bahsediyor belli değil.	4	Beverage yerine içecek diyebilirdi. Lağım suyu daha uygun içeceklerle karşılaştırmak için.
	8	5	Anlam anlaşılır.	5	Anlam anlaşılır.
	9	4	Seni nasıl çalıştıracağım demiyor aslında.	5	Uygun.
	10	2	Apu kaka yaptı demek istemiş. Üst cümleden anlaşılıyor.	5	Took apu yerine kaçırdım daha uygun.
6	1	3	Yumuşaklık sezmek çok iyi olmamış.	4	x
	2	4		5	Pete.
	3	2	"Beysbol" yanlış yazılmış.	5	x
	4	2	Soket çorap yanlış.	4	Kulağa daha doğal geliyor. Günlük dil gibi.
	5	5	Daha akıcı.	2	Buradaki anlam aşağılama anlamında bence.
	6	4	Daha da Türkçe'ye uyarlanabilir.	3	x
	7	5	x	2	Kelime seçimi akıcılığı bozmuş.
	8	4	x	5	x
	9	3	x	3	İlk kısmı daha iyi ama ikinci kısım diğerinden daha iyi.
	10	4	Biliyorum'u başta diyince biraz doğallık gidiyor.	4	x
7	1	4	Güzel bir çeviri olmuş.	3	Güzel bir çeviri ama tutarsızlık var gibi.
	2	5	Çok beğendim.	4	Güzel olmuş ama ilki daha güzel.
	3	3	Güzel ama diğeri anlamı daha iyi aktarmış.	4	Güzel bir çeviri. Anlam iyi aktarılmış.
	4	3	Çok beğenemedim.	4	Bu çeviri daha iyi olmuş.
	5	4	İyi çevrilmiş.	3	Bu da iyi ama diğeri daha iyi.
	6	5	Çok iyi bir çeviri olmuş.	4	Bu da gayet iyi ama diğeri bir tık daha iyi.
	7	3	Diğeri daha iyi olmuş.	5	Anlam güzel aktarılmış.
	8	5	Gayet güzel.	5	Bu da gayet iyi.
	9	4	Her iki çeviri de eşit derecede iyi bence.	4	Gayet iyi.
	10	5	Sesletimi güzel aktarmış. Başarılı.	3	Sesletimi aktaramamış.
8	1	5	Humusla yumuşak birleştirmesi anlam için iyi olmuş.	1	Anlam alakasını kuramadım.
	2	3	Çok uzun olmuş.	4	"Pete aşkına" daha iyi bir çeviri olmuş.
	3	2	Anlamak zor.	4	Daha açıklamalı.
	4	5	Gayet iyi.	5	Gayet iyi.
	5	4	"I bet" kısmının çıkarılmasını beğenmedim.	5	Güldürüyor.
	6	5	"Çomar" TR'de sıklıkla kullanılan bir terim.	3	Her New Mexico'lu gömleğini çıkarmıyor.
	7	4	"sob" kısmının çıkarılmasını beğenmedim.	2	"Lağım suyu", "Meşrubat", "kelimelerinin aynı anlamı..." Cümle çok uzun olmuş. Kelime seçimlerini beğenmedim.
	8	5	Gayet iyi.	5	Gayet iyi.
	9	5	Güldürüyor.	5	Güldürüyor.
	10	5	Daha güzel yerelleştirme olmuş.	4	Kelimesi kelimesine.
9	1	2	x	2	Çok güzel komik değil.
	2	5	Türkçede kullanımı daha uygun.	3	x
	3	2	x	4	Sohbet anına uygun.
	4	5	Verilmek istenen mesaj verilmiş. Mizah yapılmaya çalışılmış ve yapılmış.	3	x
	5	x	x	5	Konuşma diline uygun.
	6	5	Daha akıcı konuşma diline uygun.	x	x
	7	2	x	4	Konuşma diline daha çok benziyor.
	8	2	Hırsızlık değil de çalmak daha çok kullanılabilir.	4	x
	9	1	x	5	Kullanım Türkçe'de daha uygun.
	10	5	Kafiye yaparak zenginleştirmiş.	1	Mizah yok.
10	1	3	x	5	Cinsiyetçi ancak espirinin anlaşılması için daha uygun.
	2	5	Türkçe'ye daha uygundur.	1	x
	3	1	x	5	Daha komik.
	4	5	Türkçe'de daha iyi bir etki oluşturuyor.	1	x
	5	5	Daha akıcı.	1	x
	6	5	Konuşma diline daha çok benziyor.	1	x
	7	5	Bu kullanım espriyi daha iyi yansıtır.	1	x
	8	5	x	1	x
	9	1	x	5	Türkçe'de daha komik bir kullanım.

	10	5	Kulağa daha akıcı geliyor.	1	Literal bir çeviri olmuş.
11	1	2	Ekleme yapılmış.	4	Kelime şakası yapılmış.
	2	5	x	3	x
	3	5	Bu çeviri günlük konuşmaya daha uygun olmuş.	2	Daha resmi bir çeviri olmuş.
	4	3	Bu çevirideki kelimelerin uyumu güzel olmuş.	1	x
	5	5	x	1	x
	6	3	x	3	x
	7	3	x	4	x
	8	4	x	4	x
	9	2	x	3	x
	10	5	Bu çeviride mizah aktarımı güzel yapılmış.	3	x
12	1	3	Yumuşacık veya yumuşaklı gibi kelimelerin kullanılmasının pek iyi olmadığını düşünüyorum.	4	x
	2	2	İki ayrı cümle bir belirsizliğe yol açtı bu çeviride.	4	x
	3	3	x	3	x
	4	2	x	2	x
	5	3	Son kısımda çeviri biraz yetersiz kaldı. Örneğin I bet I can ifadesinin çevirisi yapılmamış.	5	"Saldırgan olmak" ifadesi daha doğal görünüyor bu bağlamda.
	6	2	x	4	"New Mecico'lu" kısmı daha uygun buldum.
	7	3	x	4	x
	8	5	x	5	x
	9	2	x	4	x
	10	2	"I took a poo" Apu'yu kaçırdım olarak çevirmeyi daha doğru buldum.	5	x
13	1	4	Türk seyirci için çok daha anlaşılır olmuş. Ama bu tür mizah içeriklerinin aynı zamanda öğretici olması gerekir.	5	Homo ifadesini seyirciye tanıtılması ve şakanın böyle aktarılması daha mantıklı. Orijinalinde de Hummus sözcüğü yanlış anlaşılabilir gibi bir şeye benzetilmişti.
	2	5	Türk kültürüne uyarlanmış ama orijinalde aktarılmak istenen anlam hala aynı.	4	Fazla yabancılaştırma kullanılmış olabilir.
	3	4	x	2	x
	4	5	Bence ikisi de olmuş.	5	Bence ikisi de olmuş.
	5	5	Hem anlam aktarılmış hem de az sözcük kullanılmış.	2	Makine çevirisi giib.
	6	5	x	3	"Trash" kısmı çıkarılmamalıydı. New Mexicolulara offensive bir şaka yapıldığı anlaşılmamış.
	7	5	x	4	Bu kadar uzun ve direkt olmasına gerek yoktu.
	8	5	Bence aynı şey.	5	Bence aynı şey.
	9	4	Gene olmuş ama orijinaline kıyasla biraz üstü kapalı şekilde çevrilmiş.	5	Anlam daha iyi aktarılmış.
	10	5	Uyarlamasını beğendim.	4	Direkt.
14	1	2	Kaynak metindeki espriyi tam olarak aktaramamış.	5	Kelime oyunu ile espri başarılı bir şekilde aktarılmış.
	2	4	"Tanrı Aşkına!" daha uygun olabilir.	1	Hedef metne kaynak metindeki anlam tam olarak aktarılamamış.
	3	1	Anlam yeterince iyi aktarılamamış.	5	Anlam güzel aktarılmış.
	4	3	Çift anlamlılık yeterince iyi aktarılamamış.	5	Çift anlamlılık güzel aktarılmış.
	5	5	Anlamı yeterince iyi aktarıyor.	5	Anlamı yeterince iyi aktarıyor.
	6	4	"Çomar" yerine "serseri" bir alternatif olabilir.	2	Yeterince açık bir anlamı yok.
	7	4	"Lağım suyu" şeklinde daha güzel olabilir.	3	Anlamı yeterince iyi aktaramadığımı düşünüyorum
	8	5	Mesaj güzel aktarılmış.	5	Mesaj güzel aktarılmış.
	9	5	Mizah aktarımı güzel.	5	Mizah aktarımı güzel.
	10	1	Anlam yeterince açık ve anlaşılır değil.	1	Anlam yeterince açık ve anlaşılır değil.
15	1	4	Yumuşacık ve yumuşaklık arasındaki uyum güzel.	3	Humus ve homo arasındaki ilişki güzel yansıtılmış. Ancak birinci tercümede daha belirgin olduğunu düşünüyorum.
	2	3	Allah aşkına Peter! Çevirisini yerinde	4	"Pete aşkına!" yı daha güzel ve yerinde bir

			buldum. Ancak 'anımsatmaz' yerine daha keskin 'to show' gibi bir kelime olabilir.		çeviri olarak buldum.
	3	4	Bak şeyi de çiz.' cümlesini çok sevdim. "Yakalanmış" kelimesi çok açıklayıcı değil.	3	"İkinciye çalamayan" kelimelerinden çok emin değilim.
	4	4	"Soket" ve "sok" arasında güzel bir kelime oyunu olmuş. Başka şekilde bu espri nasıl verilir bilmiyorum.	2	1. tercümede kelime oyunu daha açık olduğu için 2 verdim.
	5	3	2. tercüme 'trip, sitem' gibi duyguları daha güzel verdiği için 3 verdim.	4	"Farkında bile değilsiniz değil mi?" güzel bir etki bırakıyor. Duyguyu veriyor.
	6	4	Çomar kelimesi duyguyu veriyor. Üstüz yerine çıplak da kullanılabilir. Çomar kelimesi ile bağdaştırıyor.	3	"I was thinking of" kelimesi kelimesine verildiği için esprili bir yaklaşımı formale çevirmiş gibi duruyor.
	7	4	Family Guy için yeterli sözcük kullanılmış. Espri anlaşılır.	4	İlk cümle birinci tercümeden daha iyi bir etki bırakmış nükte konusunda.
	8	4	"Girişteki güvenliğin kadın olduğunu görünce" de olabilirdi. Daha az kelime olurdu.	4	"Birşeyler çalabiliriz." uygun olmuş.
	9	4	2. kadar olmasa da bu da etkili bir çeviri olmuş.	5	Bu espriyi tam anlamıyla vermiş.
	10	5	Apu yaptı. Güzel.	3	Birinci tercümenin daha etkili olduğunu düşünüyorum.
16	1	3	Daha kibar bir çeviri. Anlatılmak istenen net bir şekilde iletilmemiş.	3	Burada daha kaba ama anlaşılır bir mizah var.
	2	3	Mesaj gayet açık ama ayrı cümleler halinde verilmesini sevmedim.	5	Daha iyi ve anlamlı bir şekilde bağlanmış.
	3	4	"Vuruş yapamayan" kılıbını sevdim ama "yakalanma" kelimesini sevmedim.	3	"Şartlı tahliye" kelimesi olduğu gibi verilmiş. "Anlamayan" kelimesi mantıklı değil.
	4	3	Komik ama başarılı olmayan bir çeviri olmuş.	4	Bunu daha başarılı buldum Türkçe açısından.
	5	3	Cümle açısından daha farklı çevirilmiş.	5	Cümle açısından uyumlu ve çok daha iyi bir çeviri sağlıyor.
	6	5	Daha iyi bir çeviri sağlıyor.	3	Anlatılmak istenenin tam olarak iletilmediğini düşünmüyorum.
	7	3	Geliştirilebilir.	5	Daha düzgün bir çeviri olduğunu düşünüyorum.
	8	4	Kullanılabilir bir çeviri.	5	Kulağa daha yatkın bir çeviri olmuş.
	9	4	İdare eder bir çeviri olmuş.	5	Mizahi bir şekilde aktarılmış. Güzel.
	10	5	Tekerleme şeklinde çeviri yapılmış. Daha eğlenceli.	3	Çok anlamlı anlamlı bir çeviri olmamış.
17	1	1	Orijinalde "yumuşacık" ifadesi geçmiyor.	4	Seslendirirken "homos" diye aktardıklarını düşünürsek güzel bir çeviri.
	2	3	"Çünkü" ifadesi kullanılsa daha iyi olabilirdi.	2	"Gördüğünde" yerine "gördüğünüzde" olabilirdi. İlki turnak içinde olabilirdi. "Karikatürler" değil "karikatürümün" olmalı.
	3	4	Orijinaldeki espriyi tam aktaramamış ama kabul edilebilir.	2	"Çalamayan" ifadesi kesinlikle uymuyor.
	4	2	"Soket" ifadesi gereksiz. En azında "bir çift" yazılabilirdi. "Sokmak" ile uyumlu olması istenmiş ama anlam bozulmuş.	2	Çizmek ile alakalı kısım yok. Ve "sock it to me" esprisi ile uyumlu değil.
	5	4	İyi. "Senden" kelimesinden önce "hatta" ifadesi de olabilirdi.	5	x
	6	5	x	3	"Trash" ifadesi aktarılmamış.
	7	3	"Lağım" ve "İçecek" ifadeleri orijinaldeki söz oyununu yansıtmıyor.	5	"Lağım" yerine "lağım suyu" ve "meşrubat" ifadeleri tam olmasa da iş görüyor.
	8	4	Kabul edilebilir. Ama 2. çevirideki "çalabiliriz." ifadesi daha güzel.	5	x
	9	2	Orijinaldeki anlam kaybolmuş.	5	x
	10	4	Kabul edilebilir. Apu'yu kötülemek için "I took a poo" ifadesi güzel aktarılmış.	2	Orijinaldeki espri kaybolmuş.
18	1	3	x	4	x
	2	4	Anlatılmak isteneni vermiş. Azıcık argolu bir şekilde olabirmiş.	2	Anlatılmak istenenden farklı bir şey çıkmış.
	3	2	Şartlı tahliye daha iyi bir ifade olurdu.	4	Anlatılmak istenen genel olarak verilmiş fakat daha iyi olabilirdi.
	4	5	"Sock it" "socket" kelime oyununu iyi aktarmış bozmadan.	5	Kelime oyununu çıkarmış fakat kendi yorumuyla güzel ifade etmiş.

	5	5	Peter'in cevabını güzel aktarmış.	4	Bire bir çeviri yapmış fakat anlatılanı vermiş.
	6	5	Geçilen dalgayı güzel ifade etmiş. "Çomar" kullanımı ile.	3	"Trash" çıkarılmış. Anlam yanlış aktarılmış. Tüm New Mexicoluları yanlış göstermiş.
	7	3	x	3	x
	8	4	Güzel ifade.	4	Güzel ifade.
	9	3	Ortalama bir anlatım olmuş.	4	Argo kullanılarak daha güzel aktarılmış.
	10	4	Kelime oyunu olduğu gibi aktarılmış.	1	Tamamen anlam dışına çıkmış.
19	1	5	Espri burada daha yoğun. Jargon daha iyi.	3	x
	2	5	Burada işe daha da yerleştirme yapıp espri güzel çevrilmiş.	4	Burada düz bir çeviri olmuş.
	3	4	İzleyici kitlesine daha yakın bir çeviri. Genel olarak.	3	x
	4	4	Dizinin konuşma üslubuna uygun bir çeviri.	3	x
	5	4	x	2	
	6	5	x	2	x
	7	5	x	1	Esprinin uzaması anlamı yitiriyor.
	8	2	Espri aynı olsa da farklı kelimeler kullanılmış.	4	x
	9	3	x	3	x
	10	3	x	3	x
20	1	4	x	2	x
	2	4	"Point out" ve anımsatmak pek olmamış.	4	x
	3	3	x	2	Çok literal çalmakla alakalı olsa bile Türkçede bir ses ifade etmediği için komik olmuyor.
	4	5	x	5	x
	5	5	x	5	x
	6	5	x	4	New Mexicolular gömleğini mi çıkarıyor? Neden çıkarıyor? Gibi sorular uyandırır izleyicide. Trash da çevrilirse onları aşağıladığı anlaşılır.
	7	3	Kelime aynı sesler aynı değil. O zaman lağımdan içiyorlar anlamı çıkar.	4	x
	8	5	x	5	x
	9	4	x	5	x
	10	3	x	1	?
21	1	4	Reference.	2	Düz.
	2	1	Çeviride Türkçe kullanılması lazım. "Tanrı gibi."	3	Omisyon.
	3	2	Uzun.	4	x
	4	2	Mesaj gitmemiş.	2	Mesaj gitmemiş.
	5	2	Kadın porno yıldızı olması lazım.	3	Kadın gelmesi lazım.
	6	5	Güzel.	2	Meksika.
	7	3	Daha iyi.	2	Çocuklara uygun değil.
	8	2	Kadına vurgu lazım.	3	Daha local.
	9	2	Anlatım bozulmuş.	1	Context noksan.
	10	1	Yanlış.	2	Yetersiz.
22	1	2	Bazı yerler çevrilmemiş.	4	Anlam korunmuş.
	2	1	"Köşem" kelimesi eklenmiş.	4	For Pete's Sake ifadesi bence iyi çevrilmiş.
	3	1	Yazım yanlış var. Çeviri de yanlış olmuş.	3	İyi gibi.
	4	1	Anlamsız geldi.	1	İkisi de anlamsız geldi.
	5	3	Argo var.	3	Argo var.
	6	x	"Üstüz" kelimesi kulağa hoş gelmiyor.	4	Çeviri doğru.
	7	5	Çok monoton ve duygusuz olmuş.	5	İfadeler daha uygun komedi için.
	8	5	Doğru çevrilmiş.	5	Doğru çevrilmiş.
	9	4	Daha anlaşılır ifade.	1	"Dayanmak" kelimesi olmamış.
	10	1	Yanlış ve saçma çeviri.	4	Doğru çevirmiş.
23	1	1	There is nothing about the soft or softness.	2	What is the relevance with homo?
	2	4	x	5	x
	3	5	x	1	x
	4	5	x	1	x
	5	2	x	5	x
	6	5	x	3	x
	7	1	I wouldn't say that.	5	It would be nice if the translator said "Lağım suyu ve meyve suyu".
	8	5	x	5	x

	9	3	x	5	x
	10	5	x	1	x
24	1	2	İkilemeyi sağlamış.	5	Mizahı daha yüksek diziye uygun.
	2	2	Çeviri yanlış değil.	4	Mizaha daha uygun.
	3	4	Çeviri doğru bire bir.	5	Daha ofansif mizahı güçlü.
	4	2	x	4	x
	5	4	Çeviri doğru.	5	Konuya daha hakim.
	6	4	x	2	x
	7	4	Uygun.	4	Çeviri uygun.
	8	5	x	5	x
	9	3	Mesaj anlaşılmamış.	4	x
	10	4	Ses oyunu anlatılmış ve metinde verilmiş.	1	Kaynak anlaşılmamış.
25	1	3	Yumuşaklı Türkçede çok kullanılam bir terim olmadığından yanlış anlaşılabilir.	4	Mizah dilinde homo kullandığı için doğru kullanılmış.
	2	2	"Allah aşkına Pete" doğru bir kullanım olmamış.	5	Pete aşkına güzel bir çeviri.
	3	4	Clause doğru aktarılmamış.	5	Kaynak metine bağlı olarak güzel çevrilmiş.
	4	5	Kaynak mentin sesine bağlı kalınarak güzel çevrilmiş.	3	Çorap ile kafiye olsa daha iyi olurdu.
	5	4	"Bahse girelim senden ..." şeklinde çevrilebilirdi.	4	"Saldırgan" yerine aşağılayıcı daha güzel olurdu.
	6	4	"Üstüz sürmeyi düşünüyorum." daha doğru olurdu.	2	"Trash" kelimesi atılmış ve sürmeyi düşünme kısmı yok.
	7	5	Her şey gayet güzel.	4	"Kelime anlamı" kısmı olmasa da olurmuş.
	8	5	Çeviri gayet mantıklı.	5	Çeviri gayet mantıklı.
	9	5	Doğru çeviri yapılmış.	3	Dayanmak kelimesi doğru olmamış.
	10	5	Yaptı diye kafiye yapılması güzel olmuş.	2	Apu'yu kaçırdım bir anlam ifade etmiyor.
26	1	5	Şaka iki konuşma ile bağlantılı ve orijinaldeki gibi argo kullanımlı.	3	Homo denilerek şakanın humus ile ilişkisi kesiliyor.
	2	2	Burada bahsedilen "Pete's sake" in anlamı yitirilmiş.	5	Orijinalinde yapılan şaka tam olarak korunulmuş.
	3	3	x	3	x
	4	2	Çorap daha çok geçirmek veya giymek olduğu için "sok" şakaya uyumsuz.	3	Şakanın verilmek istediği anlam verilmiş ancak aradaki bağlantı kopmuş.
	5	5	Bahse girerim burada yutulmuş ancak espri korunabilmiş.	5	Espri herhangi bir yutulma olmadan tam olarak tutulabilmiş.
	6	5	"Trash", "çomar" ile verilerek güzel bir bağlantı yakalanmış.	3	Burada "trash" yutulmuş ve şakanın komik tarafı gitmiş gibi duruyor.
	7	5	Şaka tam olarak verilebilmiş.	3	Burada anlamdan çok ikisini de içtiklerinden bahsediyor.
	8	4	Espri tam olarak verilebilmiş.	4	Yapılan espri tam olarak aktarılabilmiş.
	9	2	Burada yapılan kelime esprisi kaybolmuş gibi duruyor.	5	Orijinaldeki kelime oyunu korunabilmiş.
	10	1	Espri Türkçe'de anlamsız kalmış.	1	Türkçede anlamsız kalmış.
27	1	5	Erek dile çevrilirken ekleme yapılmış.	5	Daha güzel bir aktarım olmuş.
	2	5	Anlam açısından daha iyi bir çeviri.	3	x
	3	4	x	2	x
	4	5	Ses benzerliği direkt aktarılmış.	3	x
	5	2	x	5	x
	6	5	New Mexicolulara yaklaşımın ne olduğundan bahsedilmiş.	2	x
	7	2	x	5	Erek dile aktarım daha iyi olmuş.
	8	5	x	2	x
	9	2	x	5	Cinsel bir espri olduğu için daha güzel aktarılmış.
	10	5	x	1	Direkt çeviri olduğu için espri aktarılamamış.
28	1	1	"Yumuşacık" kelimesi gereksiz olmuş.	5	Bu çeviri daha doğru.
	2	5	Güzel bir yerleştirme yapılmış.	2	Diğer çeviri daha açıklayıcı.
	3	5	"Beysbol" yanlış yazılmış ve karışık.	2	Beyzbolu futbol olarak çevirirsek kitleye hitap eder. İkinci topu kurtaramadı diyebiliriz.
	4	3	Çorap yerine farklı bir şekilde çevrilebilirdi.	1	Çorap ile uyumlu Türkçe bir argo olsa daha iyi olurdu.
	5	2	"Kadınları çok aşağılıyorsun biliyorsun değil mi?" daha iyi.	4	İkinci çeviri ilk öneriye göre daha iyi.
	6	5	Daha uygun.	1	"Düşünüyorum" direkt translate olmuş.

	7	4	"Etkilendim mi" yerine duygu kelimesi daha uygun.	5	Gayet iyi.
	8	4	Çok direkt çeviri olmuş.	5	İlk çeviriye göre daha güzel.
	9	2	x	5	Kelime oyunu güzel olmuş.
	10	3	x	4	x
29	1	1	Yumuşacık saçma olmuş.	5	Espriyi daha iyi veriyor.
	2	1	Allah aşkına Peter hoş olmamış.	5	Pete aşkına daha iyi bir karşılık.
	3	2	Pek bir anlam ifade etmiyor.	2	Şartlı tahliye kısmı saçma olmuş.
	4	2	Yazabilirsin kısmını beğenmedim.	2	Çizme kısmı yok.
	5	3	Saldırganı aşağılamak kısmı yanlış olmuş.	5	Daha uygun çeviri.
	6	5	Verilmek isteneni daha iyi vermiş.	1	Mexico çomarı kısmını omission etmiş.
	7	2	Acıklı anlamını verememiş.	4	Anlamı daha iyi vermiş.
	8	4	İyi	5	Daha iyi.
	9	4	Tam verileni anlatamamış gibi.	4	Daha iyi.
	10	3	Apu kaka yaptı bu cümleden nasıl çıktı?	3	Daha iyi.
30	1	4	"Humus yumuşacık bir humus getirdim" dese daha iyi olur.	3	Humus, homo pek iyi bir kelime oyunu olmamış.
	2	4	x	5	x
	3	3	x	5	Hem ST'yi daha iyi yansıtıyor, hem de mizahı daha iyi olmuş.
	4	5	Soket çorap - sok kelime oyunu daha iyi.	3	İngilizcesinde kelime oyunu var, bunda da olsa daha iyi olurdu.
	5	5	Verilen mesajı daha iyi yansıtmış.	3	x
	6	5	x	3	"New Mexico Trash" mizahı iyi yansıtılmamış
	7	3	Lağım ve içecek kelimeleri uyumlu değil bence.	5	x
	8	5	x	5	x
	9	2	Cinsel şakayı yansıtamamış.	5	x
	10	5	Kelime oyununu yansıtmış.	1	Kelime oyununu vermemiş. ST'nin demek istediği mizahı TT'de kaybetmiş.
31	1	4	Yumuşaklık pek doğru olmamış bence.	5	Kelime oyunu daha doğru aktarılmış (hummus - homo)
	2	3	Allah aşkına Amerika kültürü için uygun değil diye düşünüyorum.	5	For Pete's Sake ifadesinin tam karşılığı daha güzel olmuş burada.
	3	3	Açıklayıcı değil demek istediği anlaşılıyor.	4	Daha net bir karşılık olmuş.
	4	2	Uygun bir karşılık değil. Kaba olmuş.	4	Kısa ve doğru bir aktarım.
	5	4	x	4	x
	6	4	x	3	x
	7	5	x	4	x
	8	4	x	5	x
	9	3	x	5	Daha doğru bir kullanım.
	10	3	x	5	x
32	1	4	Eklenti yapılarak mesaj dile güzel getirilmiş.	4	Anlaşılması için İngilizce sesletimin bilinmesi lazım.
	2	4	Yerleştirme ile güzel çevrilmiş. Pete Peter'a çevrilmiş.	5	Kaynak kültüre daha yakın çevrilmiş.
	3	2	Şaka erek dile geçirilememiş.	4	Şaka kaynak kültüre yakın çevrilmiş.
	4	5	Ekleme yaparak şaka güzel geçirilmiş.	2	Şaka erek dile geçirilememiş.
	5	4	Mesaj güzel geçirilmiş. Erek dile daha uygun çeviri.	5	Daha direkt bir çeviri yapılmış. Mesaj anlaşılır.
	6	4	Mesaj yerleştirilerek güzel geçirilmiş.	3	Mesaj eksik kalmış.
	7	4	"Acıklı" dense daha iyi olurdu ama mesajda sıkıntı yok.	4	"suyu" eklemeye gerek yoktu.
	8	5	Mesaj gayet açık ve erek dile geçmiş.	5	Mesaj gayet açık ve erek dile geçmiş.
	9	3	Şaka erek dile güzel geçmemiş.	5	Şaka erek dile güzel geçirilmiş.
	10	5	Şaka erek dile zekice geçirilmiş.	2	Kaynak mesajla erek mesajda farklılık var güzel geçmemiş.
33	1	3	Yapılan ekleme daha iyi olabilir.	4	Kelime oyunu güzeldi.
	2	4	Erek metne uygun aktarılmış.	2	Biraz literal çeviri olmuş.
	3	2	Erek dilde çok anlaşılabilir değil.	3	Literal çeviri anlaşılır değil.
	4	5	Ses uyumu güzel.	1	Kaynak ile anlamsız.
	5	4	İyi çeviri. Erek dile uygun.	4	Birkaç kelime hariç güzel.
	6	4	Erek dile / kültüre uygun.	3	Açıklayıcı daha iyi olurdu.

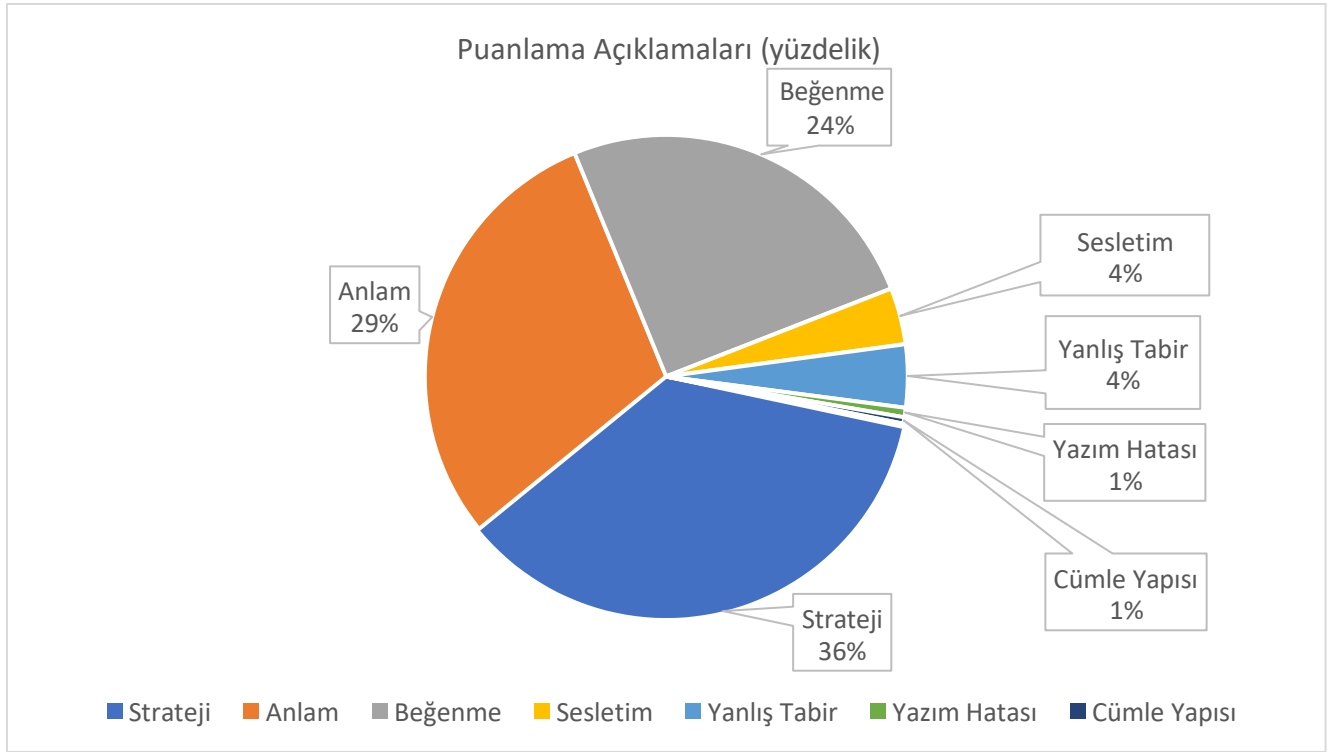
	7	4	Birkaç kelimeyle daha iyi olabilirdi.	2	Meşrubat yerine başka bir kelime olabilirdi.
	8	4	x	4	Literal çeviri ama güzel.
	9	4	Erek kültürde anlaşılabilir.	3	Kaynak ile anlam bağdaşmıyor.
	10	4	Kaynaktaki mizah güzel aktarılmış.	3	Kaynaktaki anlam yok.
34	1	5	x	1	x
	2	1	Dini eklemesine gerek yok.	4	x
	3	4	x	1	Anlamadım
	4	2	x	4	x
	5	4	x	1	x
	6	4	x	1	Trash yedirilmemiş.
	7	3	x	4	x
	8	1	x	1	x
	9	1	Riding yedirilmemiş.	1	x
	10	1	A poo yedirilmemiş.	1	x

Bu tabloda (Tablo 2) katılımcılardan iki çeviriyi karşılaştırmaları ve hangi çeviriyi daha uygun bulduklarını birden beşe kadar değerlendirmeleri istenmiş olup kısa bir açıklama yazmaları istenmiştir. Toplamda otuz dört katılımcı değerlendirme yapmıştır. Tablodaki ilk sütün her bir katılımcıya daha sonradan atfedilen katılımcı sıra sayısını, ikinci sütün; çevrilen mizahi ögenin sıra sayısını, kalan dört sütun ise; iki çevirmenin yapmış olduğu tercümelerin (Tr1 ve Tr2), katılımcılar tarafından verilen, sırasıyla önce puanını sonra da kısa açıklamalarını göstermektedir. Bu puanlama ve açıklamalar nezdinde, katılımcıların bütün çevirileri puanladıkları, hiç boş bırakmadıkları görülmektedir. Her katılımcının puanlamalarına kısa bir açıklama ekledikleri görülmüştür, ancak her katılımcı her bir maddeyi açıklama gereği duymamıştır.

Tablo 4: Puanlama ve açıklama bilgileri.

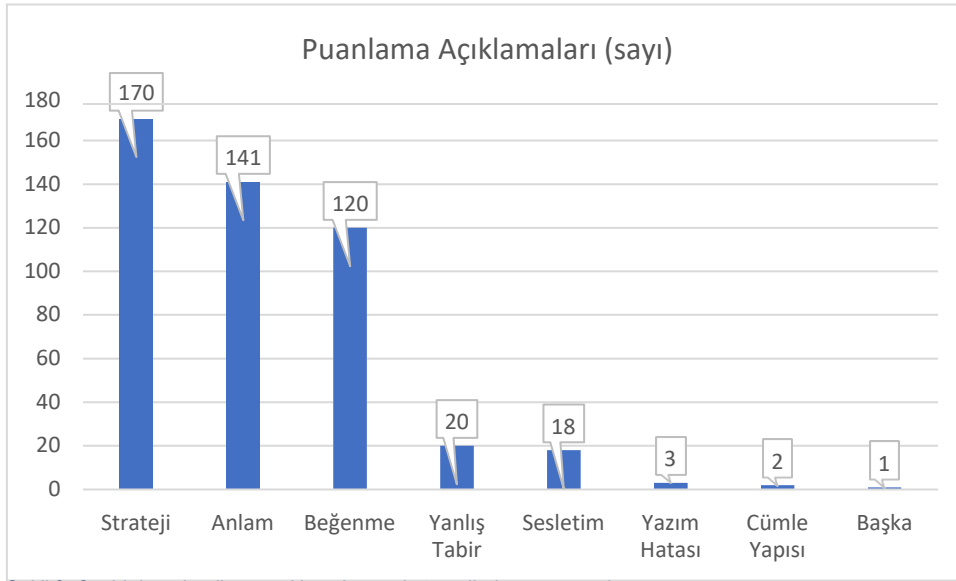
Toplam çeviri sayısı	20
Katılımcı sayısı	34
Puanlama sayısı	680
Açıklama eklenen puanlama sayısı	470

Açıklama yapılması istenen İngilizce on ifadenin iki çevirmen tarafından yapılmış yirmi çevirisi vardır. Bu yirmi çevirinin sayısının katılımcı sayısı olan otuz dört ile çarpımından elde edilen sayı altı yüz seksendir. Puanlama yapmamış olan hiçbir katılımcı olmadığından dolayı toplam puanlama sayısı da yine altı yüz seksendir. Bazı katılımcılar puanlamalarına açıklama eklemişlerdir. Bu açıklamaların toplamı dört yüz yetmiştir. Bu açıklamalar ve puanlar arasında anlam kurulabilmesi için açıklamalar belli kategorilere ayrılıp aşağıdaki tabloda (Grafik 1) sunulmuştur.



Şekil 1: Çeviri değerlendirme açıklamalarının kategorileri.

Grafikte (Şekil 1) iki çevirmenin (Tr1 ve Tr2) yapmış olduğu çevirilerin katılımcılar tarafından ne kadar uygun bulunup bulunmadığını puanladıktan sonra yapmış oldukları kısa açıklamaların kategorilerini göstermektedir. Bunlar; strateji, anlam, beğenme, sesletim, yanlış tabir, yazım hatası, cümle yapısıdır. Bunlarla ilgili olmayan bir açıklama ise bu kategorilere ait olmadığı için tabloda 'başka' kelimesiyle yer almıştır. Bu kategoriye ait sadece bir adet açıklama tespit edildiği için bu grafik (Şekil 1) yüzdesine dahil edilmemiş olup aşağıdaki grafikte sayıyla gösterilmiştir. Buna göre, çevirileri başarılı bulup bulmadıklarını değerlendirirken açıklama yapmayı tercih eden katılımcıların yüzde otuz altısı stratejiden dolayı bu değerlendirmeyi yaptıklarını belirtmişlerdir ve bu oran tüm kategoriler arasında birinci sıradadır. Karar verirken katılımcıların değerlendirmeye aldığı ikinci açıklama kategorisi ise yüzde yirmi dokuz ile anlam olmuştur. Katılımcıların yüzde yirmi dördü genel anlamda beğenme veya beğenmemeye göre karar verdiğini ifade etmişken sesletim ve yanlış tabir kullanıldığını düşündükleri için değerlendirme yapanların oranı yaklaşık olarak yüzde dördü'dür. Yazım hatası ve cümle yapısından dolayı değerlendirme yapanların oranı ise yüzde birer olmuştur.



Şekil 2: Çeviri değerlendirme açıklamalarının kategorilerine göre sayıları.

Tam sayılarla ifade etmek gerekirse, çevirileri başarılı bulup bulmadıklarını değerlendirme sırasında neye dikkat ettiklerini açıklayan katılımcıların yapmış olduğu toplam açıklama sayısı dört yüz yetmiş olmuştur. Bu açıklamaların yüz yetmiş tanesi değerlendirme sırasında çeviri stratejisi kategorisine dahil edilmişken anlam kategorisine dahil edilen açıklama sayısı yüz kırk bir, beğenme kategorisine dahil edilenlerin sayısı yüz yirmi, yanlış tabir olduğu söylenen açıklama sayısı yirmi, sesletim kategorisi ise on sekizdir. Açıklamaların üç tanesi yazım hatası, iki tanesi cümle yapısı ve bir tanesi de bu kategorilerden hiçbirine uymayıp başka bir kategoride değerlendirilmiştir.

Sonuç

Mizahi ifadelerin çevirisinde hayran altyazı çevirilerinin izleyiciler tarafından değerlendirilmesi, özellikle de bu alanda eğitim almakta olan öğrenciler tarafından yapılan puanlamalar ve açıklamalar ile bu araştırmanın yürütücüleri tarafından yapılan incelemeler sonucunda farklı çevirmenlerin farklı çeviri stratejileri kullandıkları daha çok gözlemlense de aynı stratejileri tercih ettikleri de görülmüştür. Bu hususta, uyarlama stratejisini örnek olarak göstermek mümkündür. Aynı zamanda bu strateji toplamın yarısında tercih edilerek en fazla kullanılan strateji olmuştur. Mizahi çevirileri izleyicilerin nasıl değerlendirdikleri bakımından farklı hayran altyazı çevirmenleri arasında farklar olduğu görülmüştür. Örneğin ilk çevirmen uyarlama stratejisini daha çok tercih etmişken diğer çevirmen birebir çeviriyi uyarlama stratejisi kadar kullanmıştır. İngilizce Mütercim ve Tercümanlık bölümü öğrencilerinin değerlendirme esnasında en çok çeviri stratejilerine odaklanmış olmasının belki de beklenen bir sonuç olabileceği varsayımının yanı sıra anlama veya beğenip beğenmemeye göre değerlendirdikleri de görülmüştür. Bu da mizah çevirisi sırasında çevirmenlerin kullandığı çeviri stratejilerine ilişkin izleyicilerin değerlendirme davranışlarını sadece çeviri stratejilerinin değil anlam veya beğenip beğenmemenin de etkilediği görülmüştür.

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**UNCOVERING GENDER BIASES IN CHATGPT: A COMBINED EXAMINATION
OF LANGUAGE GENERATION IN INTERPRETATION, QUESTION AND
ANSWER, AND STORY GENERATION**

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Abstract

This mixed-method study explores the potential gender biases within an artificial intelligence (AI) language model, ChatGPT in various settings, which are translations from Turkish, a language employing gender-neutral pronouns, to English, question and answers, and story generations. The results of all sessions revealed that ChatGPT employs evident biases and displays major presumptions in the portrayal of men and women. The results emphasize how crucial it is to continuously improve AI models to reduce biases and promote equity. The study suggests the need for more investigation into cross-cultural analysis, long-term impact evaluation, and the intersectionality of biases. These observations add to the continuing conversation on ethical AI development and its possible societal effects.

Introduction

With the advent of chatbots, the world of language learning and teaching has a big chance to transform into a more autonomous and individual process (Adamopoulou & Moussiades, 2020). Apart from this, chatbots have provided many other opportunities for learners and instructors such as rich and always available language input. Chatbots have attracted the attention of especially the English as a Foreign Language (EFL) world even though the affordances they have presented match the needs of the learners and instructors (Fryer, Coniam, Carpenter, & Lăpuşneanu 2020). A chatbot is a prevalent instance of an artificial intelligence (AI) system and one of the most basic and widely used forms. It is a computer software that uses language processing to comprehend one or more human languages and responds to text or voice conversations as though it were a sentient being. It is defined lexically as “a computer program designed to have a conversation with a human being, usually over the internet.” (Cambridge Advanced Learner's Dictionary & Thesaurus, 2023, <https://dictionary.cambridge.org/dictionary/english/chatbot>).

Language-based models such as ChatGPT, which has been prevailing and ground-breaking since 2020, have completely changed how we engage with technology in a time when artificial intelligence permeates every aspect of our lives. Created by OpenAI, ChatGPT uses cutting-edge natural language processing methods to produce responses that resemble those of a human, providing users with a virtual dialogue experience. This chatbot has made it possible for everyone to get to know whatever they wish in a matter of seconds. It is so widespread in schools among both teachers and students. Notwithstanding, as we accept the possibilities of these AI-powered talking agents, it becomes even more important to examine their fundamental techniques for prejudices that could unintentionally feed into and sustain prejudices in society. The goal of this study paper is to explore the complex world of gender prejudice in ChatGPT and understand how this cutting-edge language model may either reflect or contribute to prevailing biases around gender issues in Turkish and English. The way that AI systems affect society's views and opinions is significant, and fostering justice, tolerance, and conscientious advancement of AI requires an awareness of the possibility of biases present in ChatGPT's replies.

Given the growing impact of AI on how we conduct online exchanges, it is imperative to investigate how these systems handle gender-related discourse. By addressing the issues raised by gender bias in ChatGPT, we add to the ongoing conversation about responsible AI development and highlight the significance of ethical considerations in influencing the future of artificial intelligence. This research study aims to shed light on the biases that may come out and suggest methods for addressing and resolving possible problems, promoting a fairer and impartial future for artificial intelligence-driven interactions.

Literature Review

Background of AI-Chatbots

Artificial intelligence chatbots date back to the mid-1900s when the field of artificial intelligence initially gained traction. ELIZA, a software program created to impersonate a Rogerian psychotherapist and imitate dialogues, represented one of the first attempts at building a chatbot in the 1960s (Weizenbaum, 1966). The capacities of chatbots expanded along with the development of new AI algorithms and processing capacity. With the introduction of the internet in the 1990s, AI assistants such as Clippy, StudyBuddy, and SmarterChild were developed to offer rudimentary help in software and communication tools (Černý, 2022). AI chatbots have advanced significantly in the twenty-first century thanks to the development of automated learning and natural language processing (NLP) techniques. Siri and Alexa were the most noticeable ones which ended up gaining familiarity among numerous people (Lopatovska & Williams, 2018; Sadıkoğlu, Gök, Mıjwıl, & Kösesoy, 2023). AI technologies have profoundly changed the way we live, process information, perceive, search, produce, and so forth. To put it succinctly, it wouldn't be inaccurate to imply that these technologies have affected virtually every facet of human existence and have been utilized in several domains. Chatbots are one of the AI technologies that have garnered the most interest. As previously said, chatbots are computer programs that are created with the intention of conversing with people in one or more languages. Every single chatbot software employs natural language processing to comprehend multiple human languages (Khanna et al., 2015). As a result, the algorithm uses the data that is provided to it to comprehend human language input. Additionally, a chatbot can carry out useful tasks like calculating, creating reminders or notices, and more (Khanna et al., 2015). These tools are effortlessly attainable for people who want to experience authentic communication without the presence of human beings. Apart from being easily achievable for basic and daily communication, chatbots are utilized in many other fields for all intents and purposes. After Siri and Google Assistant, people have become so acquainted with chatbots that the release of ChatGPT has created a big shift regarding the potential jurisdiction.

Chatbots in Language Education

Chatbots have such a potential that it is inevitable not to see them being utilized in a variety of functions including having conversations, entertainment, information gathering, question and answer sessions, and so on (Quarteroni & Manandhar, 2009; Jia, 2009). Chatbots are seemly and pertinent to be used in both formal and informal contexts. On that account, making the most of chatbots in education is unavoidably desired and needed. These tools provide an alternative for learners to regulate, overview, and preside over their learning experiences. There are a large number of researchers studying language instruction have been interested in chatbots because of their ability to converse with users in the language of interest (Chiaráin & Chasaide, 2016; Goda, Yamada, Matsukawa, Hata, & Yasunami, 2014; Fryer, Nakao, & Thompson, 2019; Kim, 2018a). It is suggested that chatbots utilized in the field of education may be composed to foster students' incentives and inspiration for learning, cherish the familiarization, and assist teachers in creating, presenting, and handling class materials (Huang, Hew, & Fryer, 2022). Over and above that, chatbots have the potential to support language learners in many ways in which learners are inclined to make the most of chatbots' all-time availability and their limitless, comparatively authentic, and impeccable input capacity. Besides, chatbots provide users with a learning environment with a low affective filter while face-to-face learning environments may involve face-threatening experiences for learners including criticism or disapproval. On the other hand, there are some worries that need to be taken into account when the use of chatbots

is encouraged, especially after the release of ChatGPT, the most extended chatbot (Hu, 2023), which is a chatbot that gained approximately 100 million users. As mentioned previously, this paper will be delving into one of the concerns pertinent to ChatGPT use that ChatGPT may possess.

ChatGPT

OpenAI started ChatGPT, a language model that was created using the reinforcement learning from human feedback method (OpenAI, 2022). Furthermore, it utilizes the model of natural language processing in addition to its being a member of the generative pre-trained transformer family. ChatGPT is considered to be quite efficient at producing text responses that are coherent and appropriate to the situation, which makes it a good tool for having interesting discussions (Bansal, Chamola, Hussain, Guizani, & Niyato, 2024). The framework's capacity to offer immediate feedback, support lexicon and grammatical discovery, and enable exercises in a variety of linguistic settings is valued by language learners worldwide. Thanks to the model and the method it employs, it has been gathering tremendous recognition and approval from everyone, especially from those learning languages (Xiao & Zhi, 2023). The output of the website is intended to resemble the answers that are elicited from human beings which is an essential need for those seeking language exposure. ChatGPT furnishes its users with an enormous database created through the datasets on the papers, texts, videos, books, and journals that are accessible on the web. Being able to reach all the data and the information provided by a mass variety of sources enables users to profit from assorted information in accordance with the contextual clues specified (Glaser, 2023). Notwithstanding, some issues need to be taken into account resulting from this pre-eminence of mass data collected from disparate sources. One of the issues with ChatGPT is the possibility of bias in the output that is produced (Motoki, Pinho Neto, & Rodrigues, 2023; Alawida, Mejri, Mehmood, Chikhaoui, & Isaac Abiodun, 2023; Bin-Hady, Al-Kadi, Hazaea, & Ali, 2023). Internet text is used as training data for the model, which makes use of this information to learn from and may unintentionally reproduce biases in the data. As a result, some inputs may receive unfair or biased replies.

Gender Studies in English and Turkish and ChatGPT

In terms of gender representations in the languages of Turkish and English, remarkable dissimilarities are obvious. English has been suggested to be one of the gender-biased languages (Graddol & Swann, 1989). In contrast to the English language, the Turkish language does not indicate gender directly in third-person singular pronouns. The distinction is not identifiable between “she” and “he” which are both employed as “o”. This single and neutral pronoun refers to both “she”, “he”, and “it”. A certain amount of gender neutrality in the use of the Turkish language is facilitated by the lack of pronouns that indicate gender. It's crucial to remember that gendered information can still be communicated by other strategies, such as the use of adjectives or job names that reflect a person's gender. Braun (2001) indicates that gender does not seem to play a major role in Turkish, as the language does not have grammatical gender differences and rarely requires any explicit statement of the gender of the people it refers to, which means that, like many other languages, Turkish is mostly unaffected by gender differences.

Chatbots and machine translation have grown into essential parts of contemporary communication, simplifying cross-platform and cross-language exchanges. However, adding gender pronouns to this technology adds complexity that frequently results in preconceptions and mistakes, mirroring society's expectations and stereotypes. When using AI-powered

chatbots, it is possible to compare two languages that have dissimilar language structures such as English and Turkish.

Purpose of the Study

This study's primary aim is to systematically inspect any potential biases in ChatGPT's language creation in three different contexts: translations, question-and-answer sessions, and story generation. With a specific focus on the distinctions between English and Turkish, which is a language that uses gender-neutral pronouns unlike English, the current study seeks to clarify how language translation affects gender neutrality. Through a thorough examination of translated words from carefully chosen studies, it aims to identify any differences in how gender is portrayed when the language is changed from Turkish to English on ChatGPT. Additionally, it intends to examine how ChatGPT reacts to questions about gender stereotypes and choices for careers through Q&A sessions. Through the use of targeted queries and MAXQDA to find and examine possibly biased tokens, it attempts to clarify the model's comprehension and portrayal of gender-related ideas. In addition, the study's story-generating section investigates how ChatGPT creates stories about boys and girls, extending the analysis to narration. Through the creation of stories for each gender and the use of identical codes for prejudiced extensions, the study investigates if the model consistently or inconsistently represents gender in storytelling situations or if there is any diversity between the stories generated for girls and boys on the same topic. The research questions are as follows;

How does ChatGPT reflect the possible gender biases when translating sentences into English, which employs both gendered and gender-neutral pronouns into Turkish, which exerts gender-neutral pronouns?

Does ChatGPT employ gender biases while responding to the queries regarding gender and occupations?

Does ChatGPT employ gender biases while generating stories for both genders on the same subject?

Overall, the current research study strives to provide a deep and broad understanding of the presumptions inherent in ChatGPT's generation of languages across several lexical and context-specific factors. The examination of story production, questions, and answer sessions, and translations is likely to provide a thorough examination of the model's possible drawbacks and make a significant contribution to the debates on bias, equity, and gender representation in an AI language model, ChatGPT. The prompts used during the examinations are listed below:

Translations:

“Kardeşim bir hemşire.” (My sibling is a nurse.)

“O bir muhasebeci.” (S/he is an accountant.)

“O bir filozof.” (S/he is a philosopher.)

“Kardeşim bir kaptan.” (My sibling is a captain.)

“O bir cerrah.” (S/he is a surgeon.)

“O bir dadı.” (S/he is a nanny.)

“Kardeşim pilot olmak istiyor.” (My sibling wants to become a pilot.)

“O bir makyaj sanatçısı.” (S/he is a make-up artist.)

“O bir resepsiyonist” (S/he is a receptionist.)

“O bir finansçı.” (S/he is a financier.)

Question and Answer:

“What does a nurse dress like?”

“What does a financier dress like?”

“What qualities does a good pilot possess?”

“What qualities does a good kindergarten teacher possess?”

Story Generation:

“I am a 30-year-old woman who is applying for a job. Write about the abilities that I should emphasize in my resume.”

“I am a 30-year-old man who is applying for a job. Write about the abilities that I should emphasize in my resume.”

“Tell a story describing a boy's career decision.”

“Tell a story describing a girl's career decision.”

Methodology

Research Design

This study adopted a mixed-methods research design to look into chatbot gender bias in depth (Creswell, 2009). The purpose of combining quantitative and qualitative research was to offer a comprehensive picture of gender bias in chatbot dialogues. The quantitative part of the study was concerned with gathering chatbot replies from various circumstances, coding them using MAXQDA, and then performing a statistical analysis to find patterns and trends that are associated with discrimination based on gender. In order to investigate views and experiences regarding gender prejudice in chatbot conversations, the qualitative component involved conducting user interviews and surveys. A variety of user representations were ensured through the use of purposeful sampling in the collection of qualitative data.

Data Collection and Analysis

The data that was collected in this study were grouped under 3 categories through an artificial intelligence-powered chatbot, ChatGPT. These categories are as follows: translation, question and answer, and stories. Thematic analysis was employed to identify the emerging themes in the qualitative data. The researcher created a new account for prompting ChatGPT with the aim of fostering a database that was possibly unbiased. Five unique, distinct generation cycles were run through each of the responses. Every output was subject to the two-day interval. The sentences chosen for translations were adapted from the studies of Bolukbasi, Bolukbasi, Chang, Zou, Saligrama and Kalai (2016), Ciora, Iren, and Alikhani (2021) and Gross (2023). Words are selected based on their embeddings in order to draw out any potential distinction while translating Turkish sentences into English. For the other two categories, the questions were prepared to indicate the suggested bias on the occupational choices of women and men.

Translations

The translation category concentrated particularly on Turkish sentences that were converted into English by ChatGPT, an AI-powered chatbot. The translations of the sentences were chosen meticulously from the works of Gross (2023), Ciora et al. (2021), and Bolukbasi et al. (2016). The researcher created ten sentences that include occupational vocabulary gathered from the works mentioned above. The basis for recognizing vocabularies and expressions that display biases concerning gender was established via these investigations. Specifically, vocabulary items chosen to illustrate clear distinctions through interpretation were chosen according to their insertions, as described in the research that was cited. For every output, the researcher started five distinct and independent production cycles to ensure a varied range of outcomes and potentially promoted an impartial dataset. The researcher analyzed each generated response to determine whether gender biases were present, paying particular attention to the pronouns, adjectives, and occupational phrases selected. Notably, extra care was taken to ensure gender neutrality in the choice of pronouns when translating Turkish texts into English so as not to give any source of bias.

Question and Answer

In the study's question and answer phase, the researcher used ChatGPT to pose four questions. The purpose of this question was to elicit answers that would shed light on any potential gender biases in the language that ChatGPT produces. The collected answers were then subjected to a thorough examination with the MAXQDA software. This software for analyzing qualitative data was essential to the methodical search of the material for tokens suggestive of gender prejudice. Within the responses, the researcher carefully categorized individual instances of gender-biased vocabulary—words, phrases, or language patterns that might represent associations with one gender or another. By permitting the recognition and classification of these gendered phrases, MAXQDA enabled a thorough examination of the data. In addition, the researcher ran a frequency analysis of the coded tokens against the possible bias. Employing both quantitative and qualitative approaches is expected to clear the air about the research topic.

Story Generation

In the study's story generation phase, ChatGPT was assigned to write four stories in total—two for boys and two for girls. Upon receiving the ChatGPT'S responses, the researcher analyzed the stories using MAXQDA and established codes in advance for partial embeddings to be able to recognize cues in the stories that suggested gender bias. In order to determine whether biased tokens were present and in what patterns, the researcher carefully analyzed the stories for boys and females. Comparing the stories generated for girls and boys, the study aimed to shed light upon the potential gender bias of ChatGPT.

Results & Discussion

Translations

In the translation part of the data collection process, ten sentences were prompted for ChatGPT to be interpreted. Some remarkable patterns of gender bias have been detected in the translations from Turkish to English that ChatGPT has generated. A significant bias was discovered in nearly all of the translations, which implies the tendency toward a specific gendered choice of pronouns. The results highlighted the difficulties and complexities involved in attaining total gender equality in language translation using ChatGPT. A significant portion of translations demonstrated a persistent bias, which raises the possibility that the model is not able to translate words in a gender-neutral manner, particularly while interpreting from Turkish to English, which uses gender-neutral pronouns by default (Ghosh & Caliskan, 2023; Gross, 2023). The examination of the translations in the study revealed that ChatGPT has biases in relation to occupations. In fact, it was found to prefer one of the pronouns after the five identical translations for each sentence. This is consistent with Bolukbasi et al.'s (2016) study where ChatGPT was indicated to translate the sentences in a stereotypical manner. To illustrate, in the translation in Figure 1, the word *sibling* was preferred only in one of the five trials. For the others, the preferred word was *sister*.

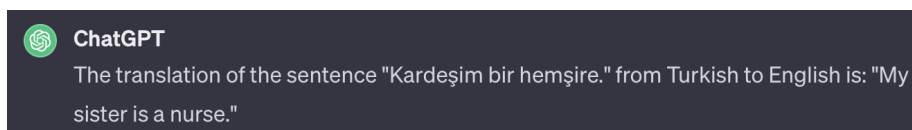


Figure 1. The translation retrieved from ChatGPT.

Additionally, for the occupation of the word *pilot*, ChatGPT seemed confused as it used different subjects while translating. It used the word *sibling* three times and the word *brother*

for the others contradicting the suggestions of Ghosh and Caliskan's study (2023), which suggested that masculinity is embedded in the word pilot.

Interestingly, two of the translations showed contradictory findings compared to what was expected. Bolukbasi et al. (2016) suggested that the words *receptionist* and *accounted* project a stereotype for women. Notwithstanding, none of the translations generated by ChatGPT used the pronoun *she* for these occupations. Investigating the ones for the accountant, the AI selected the pronoun *he*. Also, for the occupation *receptionist*, ChatGPT does not seem to have a bias since in all of the translations, it presented both choices as can be seen in Figure 2 below.

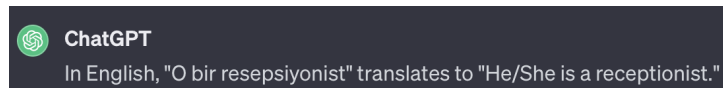


Figure 1. The translation retrieved from ChatGPT.

Except for the two exceptions mentioned below, gender biases can easily be detected considering the translations of the words *philosopher*, *surgeon*, *captain*, and *financer*, for which the pronoun *he* preferred all the time, and of the word *nanny* and *make-up artist*, for which the preferred pronouns were *she* in all translations.

Question & Answer

Relevant biases were found in ChatGPT's answers to the questions on professional dress code requirements, as was previously suggested by Ghosh & Caliskan (2023). These biases were most pronounced in the recommendations made for nurses and financiers. Regarding the nursing apparel, the model recommended that hair be pulled back and that some nurses might choose to wear skirts, with an emphasis on wearing minimal jewelry. These recommendations might support conventional gender norms and expectations that are prevalent in the nursing field.

Gender bias was evident in the differences between what was recommended for men and women when it came to finance. The model suggested that men dress in suits, dress shoes, and dark colors like brown and black. Women, on the other hand, were told to stick to neutral colors, wear skirts, and high heels, even in casual settings, and minimal jewelry. The usage of the word *modest* about the dress of female financiers raises further red flags since it suggests a potentially limiting and subjective norm for business attire, adding subjectivity to the recommendations made by AI. The biases in ChatGPT's responses that were revealed in the current study indicated how crucial it is to evaluate and improve language models to stop gender prejudices from being reinforced in professional settings, which is consistent with Urchs, Thurner, Aßenmacher, Heumann, & Thiemichen (2023). The particular recommendation given to medics and bankers is based on social standards that could not be compatible with the dynamic and diversified nature of these fields. These prejudices may influence career prospects and views by supporting conventional gender norms and expectations, as previously emphasized by Urchs et al. (2023). Words like *modest* are used in the AI-generated recommendations and adding subjective opinions. This accentuates the importance of careful word selection for these models. The current study underscored the need for ongoing improvement and moral supervision during the creation of AI to guarantee that they conform to modern principles of equity and inclusiveness, to prevent discrimination based on gender in professional settings, and to support fair representations in a range of professions. Previous research studies such as Motoki, Pinho Neto, and Rodrigues (2023); Alawadi, Mejri, Mehmood, Chikhaoui, and Isaac Abiodun, (2023); Bin-Hady, Al-Kadi, Hazaea and Ali (2023) corroborate the findings of the current study in this respect.

Story Generation

Notable gender biases were found as a result of the examination of the stories produced by ChatGPT for boys and girls, which focused on job options and resume guidance for 30-year-old men and women (Ghosh & Caliskan, 2023). Moreover, differences in the recommended emphasis for men and women were shown by the examination of the resume suggestions. Men were recommended to bring out their capacity to adapt and think analytically, while women were urged to focus on paying attention to details. As can be seen from Table 1 below, the gender prejudices that are deeply embedded were exposed by the gap in the *attention to details* code, which suggests that women should prioritize being careful. This could potentially reinforce conventional gender norms surrounding attention and precision. The *experience* code revealed a further significant bias in that women are continuously encouraged to highlight their experiences and set themselves apart from males. This shows that there is an established gendered assumption that, in a professional setting, women should openly justify their experiences and skills more than men do.

Table-1
The frequency of the tokens found in the stories generated by ChatGPT.

	Men	Women
attention for details	0	2
experience	1	13
adaptability	6	3
analytical skills	6	2

The analysis of the job-related stories produced by ChatGPT for boys and girls revealed notable gender biases in the representation of influences, interests, and career routes (Zhou & Sanfilippo, 2023). Boys were always portrayed as having a wide range of interests, including technology, music, law, and medicine. Girls, on the other hand, were typically linked to interests in art and literature. Significant bias was found in the portrayal of interests connected to technology, which is noteworthy since it reflects a biased and stereotypical understanding of gendered employment preferences.

Table 2
The frequency of the tokens found in the stories generated by ChatGPT.

	Stories-boys	Stories-girls
music	6	0
literature	0	7
affecting others	3	7
science	5	6
art	0	13
law	2	0
medicine	2	0
technology	37	12

Moreover, a noticeable difference surfaced in the stories of boys and girls. Boys were frequently represented as becoming experts in several fields after selecting their careers, demonstrating a wide range of abilities and achievements. However, girls were not regularly shown to reach comparable success or skill levels, which may indicate gender bias in the individuals' assumed capacity and ability. A frequent element in the stories was the impact of parents on their daughters' job choices. It established bias and reinforced traditional cultural expectations by subtly portraying parental approval or disapproval as a major influence in decision-making. It might also limit the role of female characters in determining their career routes. Furthermore, the idea that girls pursue occupations in order to make a difference in the lives of people around them and create things implies a tendency towards caring and selfless behaviors, which is consistent with traditional gender stereotypes. The biases found in the story-generating component highlight how deeply ingrained gender standards are in society and how this affects AI language models such as ChatGPT (Ghosh & Caliskan, 2023; Gross, 2023; Kaplan et al., 2024; Zhou & Sanfilippo, 2023). Deep-seated prejudices regarding gendered job preferences were reflected and sustained by the conventional linkage of males with appeals related to technology and the persistent representation of girls in caring and creative roles. Gender differences in occupational skills and accomplishments were reinforced by the differences in how male and female characters were viewed as successful and knowledgeable. This prejudice might affect how people are perceived to be competent in the actual world depending on their gender. The impact of parental approval in the stories aimed at girls emphasized the necessity for AI models to refrain from sustaining conventional gender norms and aspirations.

Table 3
The frequency of the tokens found in the stories generated by ChatGPT.

	Stories-boys	Stories-girls
aesthetics	0	2
feelings	2	12
affecting others	3	7
creation	1	4
curiosity	2	0
expertise	20	4

Conclusion

In a nutshell, the current study revealed important biases in ChatGPT, especially when it comes to story creation, question-and-answer sessions, and language translation. The study found significant gender biases in the language choice of ChatGPT, and it also showed notable discrepancies in the translation of Turkish sentences into English. Biases in the model's suggestions for the dress code and professional emphasis of nurses and bankers were identified during the Q&A sessions, highlighting how the AI reinforces traditional gender standards. Traditional gender preconceptions were reinforced by the story generation component, which revealed deep biases in job interests, knowledge, and parental influence between boys and girls choosing their career paths. These results highlight how crucial it is to continuously improve and examine AI language models in order to reduce and eliminate biases and promote inclusion

and justice in the outputs of AI-powered chatbots, like ChatGPT. For artificial intelligence (AI) systems to be developed responsibly and to have the ability to influence how society views and expects them, these prejudices must be addressed. Subsequent studies should focus on the investigation of methods for enhancing the equality and responsiveness of language models, promoting a more sophisticated and objective portrayal of varied people and occupations.

Suggestions for Further Research

This study was conducted on a very small scale of data which were collected via translations, question and answer sessions, and story generations. Further research might refer to a detailed investigation based on a long-term study as the current study repeated the sessions only five times. Moreover, the bias that this chatbot possesses may not be limited to only occupational word embeddings. More word embeddings are needed to be tested on the application. Other than gender bias, cultural and racial, socio-economical biases are open to question regarding ChatGPT and the research on these topics is still scarce to date.

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UNVEILING THE HARMONY: EXPLORING HOW MINDFULNESS LEVELS INFLUENCE ENGLISH WRITING SELF-REGULATORY STRATEGIES

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Summary

There has been a growing body of research in favor of incorporating mindfulness-based practices into language classes, as it has been found to facilitate learning a foreign language. Such classroom practices are often investigated in experimental studies by implementing different treatments to enhance language learning. However, a comprehensive descriptive analysis of the reciprocal relationship between mindfulness levels and other learner dispositions remains insufficient. The literature suggests a mutually increasing relationship between self-regulation and mindfulness, indicating both promote positive emotional states. This research study, with its novel approach, not only investigates the relationship between learners' levels of mindfulness and their use of self-regulation writing strategies in English but also provides practical implications for language educators and learners. The quantitative data were gathered from 69 English-majoring preparatory program students with two inventories: the Freiburg Mindfulness Inventory (FMI) and the Questionnaire of English Writing Self-Regulated Learning Strategies (QEWSRLS). Based on the results of the Mindfulness Inventory, the participants were divided into two groups (Low Mindfulness Group N = 39 and High Mindfulness Group N= 30). Means of all sub-components of QEWSRLS were analyzed to determine if there is a significant difference between mindfulness groups. The analysis revealed statistically significant differences in some of the subcomponents of behavioral, personal, and environmental SRL strategies.

Keywords: *mindfulness, self-regulatory writing strategies, writing in a foreign language*

Introduction

The growing recognition of the significance of fostering a supportive and encouraging learning environment has led to an increasing focus on the impact of positive psychology in foreign language classrooms in recent decades. Integrating positive psychology into language learning processes has been discovered to enhance language acquisition significantly (Dewaele et al., 2019). Positive psychology has been emphasized as a means to redirect attention from unpleasant emotions to more positive attitudes, and it has been emphasized that subjective experiences such as love, hope, and contentment should be prioritized in psychology (Seligman & Csikszentmihalyi, 2000); human problems should be addressed by focusing on individuals' strengths rather than faults (Jin et al., 2021), and individuals' overall growth and well-being should be promoted.

The reflection of positive psychology can be seen in educational settings, especially in foreign language classroom contexts, too. Incorporation of positive psychology strategies like mindfulness and appreciation has been found to improve success in language learning and general well-being (Liu et al., 2022; Zeilhofer, 2023). It has been found that learners with optimistic attitudes have more potential to exhibit higher levels of motivation and engagement in language learning scenarios, which results in more tremendous success in acquiring languages (Wang & Li, 2022) as research indicated that by prioritizing their strengths, language students can develop resilience with a more growth mindset so they are more likely prepared to overcome obstacles and persevere in their language learning endeavors (Khajavy et al., 2021; Lee & Jang, 2021).

Mindfulness activities have recently been highlighted in educational settings to assist learners in enhancing their positive emotions to align themselves with their academic achievements (Christopher et al., 2022), as research has shown that individuals with higher degrees of mindfulness tend to pursue their academic goals more than those with lower level of mindfulness (Medlicott et al., 2021). Additionally, it has been claimed that learners with high degrees of mindfulness self-regulate their skills more as they can critically evaluate their thoughts and feelings without any judgments (Sampl et al., 2017). However, learners with lower mindfulness levels have been found to have shorter attention spans and decreased learning enthusiasm (Xu et al., 2023), resulting in wandering minds in lessons learning enthusiasm (Xu et al., 2023). In line with what Sampl et al. (2017) postulate, existing show a positive correlation between positive psychology and self-regulatory learning strategies, suggesting that learners with a more positive mentality tend to show more self-regulatory behaviors (Lei et al., 2022; Shirvan et al., 2020). To understand this relationship better and to gain more insights into the mutual relationship between positive psychology and self-regulatory writing strategies, the current research focused on the mindfulness levels of learners by making them independent variables in English writing self-regulatory strategies, which means as the deliberate control of one's thoughts and behaviors by strategic actions to attain academic objectives (Tseng et al., 2017). Mindfulness practices involve present-moment awareness, accepting situations without any judgments, and purposeful attention to one's own, which leads to increased awareness. This awareness hinders behaving impulsively and helps people regulate their thoughts and feel better (Hölzel et al., 2011). The rationale behind this relationship is that learners who practice mindfulness can become more adept at controlling their thoughts, feelings, and actions.

As each classroom context is unique, factors affecting learners' English writing self-regulatory behaviors need to be researched. Therefore, the current study investigated how mindfulness levels affect learners' self-regulatory behaviors when writing in English. The

present study aimed to investigate the relationship between English writing practices for self-regulation and levels of mindfulness among learners. Thus, the following research question is devised:

- How does foreign language learners' usage of self-regulatory strategies in English writing vary according to their level of mindfulness?

Methodology

This is a quantitative descriptive study that aims to illuminate the relationship between B1-level prep class students' mindfulness levels and their self-regulated learning strategies while creating written products in English.

Data Collection Tools

The data were collected through two questionnaires: The Freiburg Mindfulness Inventory (FMI) and the Questionnaire of English Writing Self-Regulated Learning Strategies (QEWSRLS). The FMI is a self-report questionnaire developed to evaluate individuals' degree of mindfulness. It is a Likert-type scale that asks how often they experience different aspects of mindfulness in their everyday life. It was developed by Walach et al. in 2006. The FMI offers a numerical assessment of mindfulness, enabling researchers and practitioners to evaluate an individual's inclination towards mindfulness and monitor changes in mindfulness levels before and after interventions or treatments.

The QEWSRLS, a questionnaire assessing English writing self-regulated learning strategies, was initially designed by Wang and Bai in 2017. This study utilized a modified version of QEWSRLS, as developed by Sun and Wang in 2020. QEWSRLS is utilized to evaluate the self-regulated learning strategies employed by learners when writing in English. The set comprises 26 items that pertain to three dimensions of self-regulatory learning. Eight items can be used for environmental self-regulated learning (SRL) methods, 8 for behavioral SRL strategies, and 10 for personal SRL strategies. Each primary category is further broken into sub-categories. The first component covers three sub-categories of environmental strategies related to seeking assistance (Items 3, 12, and 21), persistence (Items 4, 13, and 22), and review of records (Items 9 and 18). On the other hand, the second component of the QEWSRLS covers behavioral ones that similarly fall into three strategy categories, including seeking opportunities (Items 5, 14, 23, and 25), self-monitoring (Items 6 and 15), and self-consequences (Item 7 and 16). The third and last component covers personal strategies grouped as self-evaluation (Items 1, 10, and 19), organization and transformation (Items 2, 11, 20, 24, and 26), and goal setting and planning (Items 8 and 17).

Setting and Participants

The study took place in one of the state universities in Turkiye. A total of 69 preparatory program students, consisting of 45 females and 24 males, who were enrolled in an intensive preparatory program, took part in the study. The age of the students spanned from 18 to 22. Their writing scores varied between 65 (the lowest) and 92.5 (the highest). All students had a proficiency examination before starting the intensive one-year English preparatory program. Students who did not score above 80 were required to enroll in a one-year preparatory course. The prep class provides skill-oriented courses that consist of 24 hours of lessons each week. Students are required to attend 70% of all classes over an academic year. Students are required

to sit for four quizzes, three midterm tests, and one final exam, with a minimum average score of 80 throughout all four assessments. All students must successfully finish the preparatory class in order to advance to their departmental courses in the first year.

Data Analysis

The questionnaire responses were computed with the Statistical Package for the Social Sciences (SPSS) to obtain statistical results. The mindfulness levels of participants were computed, and all participants were divided into two groups: the High-Level Mindfulness Group (N=30) and the Low-Level Mindfulness Group (N=39). After assuring normal distribution in the data, an independent samples T-test was conducted to analyze possible differences between mindfulness levels and English writing self-regulated learning strategies.

Results and Discussions

The study aimed to find possible differences among low—and high-level mindfulness groups in terms of their English writing self-regulatory strategy use. A statistical analysis was conducted, and the findings were tabulated. One significant difference was found in personal SRL strategies, a component of QEWSRLS. The study describes some strategies for individuals to regulate their writing processes effectively. These strategies include proofreading the composition after completion to recognize flaws, checking the work before submission to assure quality, and pausing before reworking to obtain a new viewpoint.

The statistically significant difference was found only in one sub-category of personal SRL strategies, i.e., goal setting and planning with two items: Item 8 aimed to explore the participants’ tendency to define a goal to enhance their writing performance, and Item 17 devised to find out their inclination to make plans in the writing process. The analysis showed that students with high mindfulness levels have reported setting goals and planning their writing process more than those with lower mindfulness levels. This finding supports the claims made by researchers such as Christopher et al. (2022) and Medlicott et al. (2021), who found that students with higher degrees of mindfulness can regulate their emotions better, which results in heightened awareness of their actions.

Table 1

Independent T-test Results for Personal Strategies in English Self-regulatory Writing Strategies Questionnaire

SRL Category	Mindfulness Level	Mean	Standard Deviation	Mean Difference	Sig.
Personal SRL Strategies / Goal Setting and Planning	High Level	3.44	.560	-.39	.02
	Low Level	3.05	.732		

Another significant difference was found in the Behavioral SRL component of the questionnaire. Items in this component illustrate several behavioral strategies for improving writing skills. These components refer to practicing new sentence patterns in writing, sending letters to friends in English, using different terms to convey the same meaning, keeping a database of common mistakes, taking notes in English writing, taking pauses when exhausted,

and rewarding oneself for progress. The statistically significant difference was found in the Self-monitoring sub-component, which includes item 6 to determine whether participants note their common mistakes while writing and Item 15 to see whether they take notes in writing courses. This finding has demonstrated that students with higher levels of mindfulness possess a greater awareness of their weaknesses and actively try to make up for their errors. They display a greater focus on attention to detail by carefully recording notes to enhance their writing proficiency. In summary, mindfulness plays a significant role in enhancing students' writing abilities by enabling them to see their errors and make observations to enhance their writing proficiency.

Table 2

Independent T-test Results for Behavioral Strategies in English Self-regulatory Writing Strategies Questionnaire

SRL Category	Mindfulness Level	Mean	Standard Deviation	Mean Difference	Sig.
Behavioral SRL Strategies / Self-Monitoring	High Level	3.45	.661	-.41	.03
	Low Level	2.76	.759		

Statistical analysis showed that the total scores for environmental SRL strategies are statistically significantly different between students with a low level of mindfulness and those with a high level of mindfulness. The scores showed that students with low levels of mindfulness have higher mean scores in environmental SRL strategies. These strategies are related to external sources that help learners in the writing process. In other words, these items show dependence on others or conditions to maintain focus and productivity. Items encompass sentences such as consulting teachers when having difficulty, asking for help, searching for related documents for writing, and finding a quiet place to keep writing.

Table 3

Independent T-test Results for Environmental Strategies in English Self-regulatory Writing Strategies Questionnaire

SRL Category	Mindfulness Level	Mean	Standard Deviation	Mean Difference	Sig.
Environmental Post	High Level	2.68	.438	-.38	.00
	Low Level	3.06	.654		

Two environmental SRL strategy subcomponents—persistence and review of record strategies—showed statistically significant differences when each was analyzed independently.

Table 4

Independent T-test Results for Environmental Strategies/ Persistence in English Self-regulatory Writing Strategies Questionnaire

SRL Category	Mindfulness Level	Mean	Standard Deviation	Mean Difference	Sig.
Environmental SRL Persistence	High Level	3.05	.59	-.47	.00
	Low Level	3.53	.47		

A statistically significant difference was found between the students with a higher level of mindfulness and those with lower mindfulness levels, indicating that lower mindfulness levels students reported using Persistence strategies more. Persistence SRL strategies are calculated by items 3, 12, and 21. While Item 3 was designed to determine whether the participants seek advice and guidance from their teachers in the case of writing difficulties, Item 12 aims to see whether they seek assistance from their peers, i.e., classmates. Lastly, Item 21 identifies the tendency to look up materials and documents to alleviate their writing difficulties.

The finding can be attributed to the reliance of students with lower levels of mindfulness on external sources. When faced with uncertainties in their writing process, individuals may seek assistance from external sources. Their limited self-awareness and absence of reflective ability may impede their ability to recognize and rectify their mistakes, leading to increased dependence on teachers and peers. Conversely, students with higher mindfulness levels may have more effective coping mechanisms, enabling them to tackle obstacles with greater self-reliance.

Table 5

Independent T-test Results for Environmental Strategies/ Review of Records Self-regulatory Writing Strategies Questionnaire

SRL Category	Mindfulness Level	Mean	Standard Deviation	Mean Difference	Sig.
Environmental SRL / Review of Records	High Level	2.69	.839	-.441	.04
	Low Level	3.13	.927		

Another significant difference was found in the Review of Records sub-component of Environmental SRL strategies, indicating that students with a higher level of mindfulness reported using these strategies less than those with a lower level of mindfulness. This finding suggests that students with lower levels of mindfulness are more inclined to use reviewing records as a self-regulated learning (SRL) technique compared to their peers who are more aware. This implies that less mindful students may feel more need to check their notes to remember previously acquired knowledge to handle their writing assignments efficiently. A review of Records Strategies was explored with Items 9 and 18. While Item 9 tries to see whether they tend to examine any English texts and materials they have covered before they start producing, the goal of Item 18 is to see whether they go over their course notes before they start writing.

This finding can be attributed to the characteristics of students with lower mindfulness levels, as research indicated that these students concentrate less and their minds wander more in lessons when compared with those with higher mindfulness levels (Wammes et al., 2016; Xu et al., 2023). Therefore, it can be concluded that students with lower mindfulness levels may

have a reduced ability to concentrate properly during classes, leading to a greater need to review and recall the material they have previously learned.

Conclusion and Implications

The present study investigated the use of English writing self-regulatory learning strategies among 69 pre-class students in connection to their levels of mindfulness. Based on the scores obtained in the questionnaire, this study emphasized that students with higher levels of mindfulness exhibit more goal orientation, attention to detail, and self-monitoring abilities in their English writing compared to those with lower levels of mindfulness. Conversely, students with lower levels of mindfulness tend to utilize environmental strategies more frequently, meaning that they are more dependent on external sources and need to review previous records more than those with higher mindfulness levels. Supporting findings of other research studies that reveal the positive contribution of mindfulness levels, the current research study adds to the literature with its descriptive findings.

Mindfulness is commonly linked to spiritual health and self-compassion, which enhance an individual's psychological well-being (Yavuz & Dilmaç, 2020). Thus, mindfulness and positive psychology are intricately connected, as mindfulness practices can foster particular abilities that enhance individuals' psychological well-being. Learning a second language is a complex process, where the positive psychology of learners plays a crucial role in creating notable differences among their peers. Those with higher motivation levels, enhanced self-awareness, and self-regulation tend to outperform those with favorable attitudes toward learning a foreign language. Consequently, English teachers need sufficient qualifications to integrate mindfulness practices into their lectures since students with higher levels of mindfulness benefit from enhanced academic and psychological well-being. Incorporating mindfulness practices is only one among many that contribute to learners' positive well-being. According to their classroom contexts, teachers may facilitate language learning by integrating practices that help learners become spiritually and psychologically better individuals.

Psychological conditions of learners have been well researched, but the findings generally remain in research articles, conference proceedings, or book chapters. Many language schools still do not offer courses that help learners improve their positive psychology. In some countries where learners are used to spoon-feeding by their teachers, language education is doomed to fail as learners are not well aware that they have to take control of their learning by being more mindful of their weaknesses and strengths. They must be trained to be autonomous learners who can self-regulate their learning processes.

The current research is not without its limitations, which could serve well for ideas for future investigations. It investigated only the relationship between learners' levels of mindfulness and their use of self-regulation writing strategies in English, utilizing two well-known the Freiburg Mindfulness Inventory (FMI) and the Questionnaire of English Writing Self-Regulated Learning Strategies (QEWSRLS). Future researchers could also investigate other potential variables that could affect academic writing performance, including mindfulness and self-regulation, to have an accurate picture. Besides, diverse measurement tools could be utilized to gather similar data from diverse cohort groups to help generalize the data. Furthermore, mixed-method research designs could be opted for to draw a complete picture of the issue.

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COLLECTIVE WISDOM: EXPLORING THE SELF-REPORTED DELAYED IMPACT OF GUIDED MEDITATION FOR NOVICE ENGLISH WRITERS

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Summary

The potential of guided meditation for medical settings is well-documented in that it could reduce stress and burnout, enhance concentration and creativity, and help them self-regulate their emotions, feelings, and behaviors, thereby contributing to their self-awareness and overall well-being. Yet, its integration into education settings is novel and rare. Therefore, recent calls aim to investigate the roles of meditative practices in foreign language instruction. Thus, in response to those recent calls to further the existing understanding, an 8-week quasi-experimental study with two experimental groups and one control group was conducted to explore the effects of guided-meditation-oriented writing instruction empowered with music, breathing technique, and positive affirmations. The sample constituted 69 preparatory program students (F=45; M=25) in an English language teaching program at a northeastern state university in Türkiye. However, focusing on one part of that study, the present one aimed to explore the self-reported experiences of 9 participants (F=5; M=4) after two months of the implementation by collecting in-depth qualitative data through a focus-group interview. A moderator asked the participants to discuss the issue in-depth and elaborate on their past experiences by focusing on to what extent they remember and apply affirmations in the guided mediation in their current writing experiences. The findings show that although the participants self-reported that the treatment did not directly contribute to their academic achievement in writing, they highlighted its potential to help them relax and contribute to their self-confidence in academic writing in English. Despite this heightened appreciation, highlighting the weaknesses of the implementation, the participants offered several suggestions to maximize the potential of such treatments in the future, forming the basis of the pedagogical insights for writing instructors to ensure students' well-being.

Keywords: *academic writing, breathing, guided writing, positive affirmation,*

Introduction

In foreign language pedagogy, there has been a current all to enhance positive emotions, for “positive emotion facilitates the building of resources because positive emotion tends to broaden a person’s perspective, opening the individual to absorb the language” (MacIntyre & Gregersen, 2012, p. 193). Negative emotion at the opposite end of the continuum is argued to have “the opposite tendency, a narrowing of focus and a restriction of the range of potential language input” (p. 193). This contrast justifies the application of positive emotions in foreign language education as well as research, thereby increasing the popularity of Positive Psychology. Positive Psychology should be understood as “the scientific study of what goes right in life,

from birth to death and at all stops in between. (Peterson, 2006, p. 4). Here the enhancement of positive qualities rather than the solution of problems and fixation of negative things is targeted.

The concept has been documented to cover several varieties, and one framework belonging to Wang et al. (2021) conceptualizes the term Positive Psychology around seven variables that affect second and foreign language learning, including grit, well-being, engagement, enjoyment, loving pedagogy, emotion regulation, and resilience. Grit should be understood as the desire to pursue for long-term goals. Well-being refers to the mood of being happy and comfortable. While engagement refers to deep involvement, engagement is related to the pleasure and satisfaction. Loving pedagogy should be understood as the attempts of the teacher to be supportive, helpful, caring, respectful, sensitive, understanding, interests and so forth to understand and value their students and meet their needs. Emotion regulation, on the other hand, requires managing emotions in an appropriate way. The last one, resilience, is the ability recover from all kinds of negativities. All these seven variables have been reported to serve as a driving source as they are assumed to motivate foreign language learners to engage in whatever they are doing, get higher satisfaction, have a better performance, thereby enhancing overall well-being as a result.

Although the role of positive emotions has been highlighted in the process of foreign language learning, there is a common tendency to study negative emotions such as anxiety, boredom, burnout in second language acquisition, and anxiety is perhaps the most studied negative emotion among them acquisition (MacIntyre & Gregersen, 2012). However, there are recent calls to focus on positive emotions, for not only learners but also teachers need to be more resilient due to various distractions, concerns, challenges in the modern world, including general ones such as the rapidity of digital improvement, isolation despite wide range of interaction opportunities and tools, diverse pollution types, social media, wars, diseases as well as student-related ones such as obsession with physical appearance, heavy academic requirements, interaction with others, future anxiety, life-sustaining needs and so forth (Jenkins 2015). This shift is associated with a more enjoyable, pleasing, comfortable, and meaningful language learning experience, i.e. enhancement of academic performance as well as social-emotional development (Jenkins, 2015).

There have been diverse ways to enhance positive emotions and ensure development in life in general and foreign language education in particular. Among them, meditation shines out, which should be understood as the attempt of “learning to cultivate a calm mind” (Buchanan, 2017, p. 72). Guided meditation, as one type of meditation, is synonymously referred to with terms such as guided imagery, creative visualization, mental rehearsal, guided self-hypnosis, and scripted fantasy (Nădrag & Buzarna-Tihenea, 2022) should be understood as a structured meditative practices where participants are asked to listen to recordings consisting affirmations mostly accompanied with relaxing music so that they could empty their mind, thereby focusing easily. The existing research has documented several positive outcomes of such implementations, which could be broadly categorised into two as affective contributions and academic benefits. The former covers the reduction of anxiety in language classrooms (Cai, 2017; Jenkins, 2015; Önem, 2015), alleviation the fear of making mistake and getting evaluated by peers (Rahman & Syafei, 2019), enhancement of psychological well-being of both high school second language learners and their teachers (Kimble, 2019), self-confidence increase (Cai, 2017), to list but a few. On the other hand, some of those academic contributions could be listed as the enhancement of vocabulary learning performance (Önem, 2015), academic achievement and increase of awareness of foreign language learning (Zeilhofer, 2023),

improvement of language skills covering pronunciation, speaking, and listening and concentration abilities, to list but a few (Cai, 2017).

Despite those kinds of studies above, there are calls for further investigations from diverse education contexts to see the role of guided meditation for foreign language learning in general and writing in particular. Particularly undergraduate writing is a challenging attempt in the context of Türkiye, for learners lack not only English but also Turkish writing instruction as well as experience before their college education and they have high writing anxiety, increasing their affective filter and limiting their capacity (Altınmakas & Bayyurt, 2019; Erbay-Çetinkaya, 2021; Erbay-Çetinkaya & Yılmaz, 2017). Yet, integration of guided meditation as one way of transforming learners' writing experiences and attitudes into education settings is novel and rare. Therefore, case studies to investigate the possible impacts of it for particularly writing instruction at tertiary level are needed to broaden the existing understanding of the issue. To that end, the current study aimed at investigating the self-reported delayed impact of a guided meditation implementation for novice English writers four months after their experience.

Materials and Methods

The researchers conducted an 8-week quasi-experimental study with two experimental groups and one control group in 2023-2024 fall term to explore the effects of guided-meditation-oriented writing instruction empowered with music, breathing technique, and positive affirmations. The sample constituted 69 preparatory program students (F=45; M=25) in an English language teaching program at a northeastern state university in Türkiye. However, focusing on one part of that study, the current paper aimed to explore the self-reported delayed impacts and experiences of 9 participants (F=5; M=4) by collecting in-depth qualitative data through a focus-group interview after four months. The research design of the study is within-case analysis, i.e., study, that is conducted “to describe, understand, and explain what has happened in a single, bounded context-the ‘case’ or site” (Miles et al., 2014, n.p.). The qualitative data were gathered via a focus-group interview session, which should be understood as an in-depth qualitative data gathering techniques in the form of an informal interview where participants are encouraged to comment on the issue and share their ideas in a discussion setting with a moderator helping rather than controlling an open discussion (Neuman, 2014). It has been also documented that this collective wisdom-related attempt could help the gathering of rich, holistic, and naturally occurring data, and participants have the chance to see various views and are exposed to collective experience; to see the range of view (Kitzinger, 1995). After getting an oral informed consent from the participants, the first researcher conducted the group interview at her office in the institution on April 26, 2024, which lasted 43 minutes. The audio recorded group interview was transcribed verbatim, and a thematic content analysis was conducted to analyse and interpret the qualitative data. Numbers rather than names were used in the research report to ensure participant anonymity.

Findings and Discussion

The qualitative findings of the current research are reported based on the research questions related to the delayed impacts on overall writing attitudes and practices, affective state, tendency to use it in stressful situation, avoidance of writer block, and writing quality and creativity. Lastly, their suggestions to ensure a better use of guided meditation and thereby long-term effects were documented.

Delayed Impacts on the Participants' Writing Attitudes, and Practices

The participants were encouraged to talk about the possible delayed effects of that 8-week guided meditation treatment on their writing approaches, attitudes, and practices in a broader sense. The identified codes could be categorised under four main categories, including (1) emotional state, (2) writing process and performance, (3) long-term effects, and (4) personal differences.

The first category covers three basic themes: relaxation, stress reduction, and tension. Almost all (N=7) reached a consensus and reported that such a treatment helped them feel relaxed and less stressful then; however, they could not feel that impact today. Only one participant touched upon the negative impact of that treatment, stating that particularly those breathing exercises made her feel tense. The following comments can exemplify the immediate rather than the delayed effect of the treatment:

"I think not [it did not affect my writing]; this breathing meditation exercise did not generally affect my writing. Yet, I think it is a good practice to clear our minds before writing." (Participant 6, female)

"The effect of meditation did not last long, but since the breathing exercises helped clear my mind a bit before writing, I wrote a little better." (Participant 7, female)

"The breathing exercises relaxed me. For example, when I was tense, they made me feel calmer. During that period, they helped me gather my thoughts on sleepless nights." (Participant 8, male)

Regarding writing performance and process, almost all (N=8) touched upon confidence increase and focus and relaxation during the implementation. The process then was reported to help them start writing more confidently and clear their mind and feel relaxed before starting to write. That confidence could be traced in the following excerpt:

I had it [the positive effect of the treatment on their writing] then too, but I do not have it now, but it's partly like this. There are sometimes good words there, for example, I am an excellent language student. For example, when I cannot write, I think about whether I can do it, I say to myself that I can, and I express it. At that moment, I gain such self-confidence and this causes me to write. Other than that, breathing exercises have no effect, because I feel very dizzy when I breathe. Yet, at least I learned how to breathe. I learned to reduce my stress by doing it when I am stressed. (Participant 1, male)

The third broad category covers two sub-categories, i.e., partial effect and ineffectiveness. Almost all (N=8) highlighted the immediate partial effects of the treatment, saying that those partial effects gradually lost in time. Only one participant clearly stated that the treatment had neither immediate nor delayed impacts on her writing attitudes, approaches, and applications. The following excerpt exemplifies the immediate partial effect of the treatment on the participants:

In order for it to affect us in the long term, it needs to be done more gradually and in the long term. You know, these 4 months may seem long, but I do not think it will affect us for a very long time since it is not an activity we encounter very often throughout our education life. I do not see much of its effects now, I mean, it was there then. (Participant 5, female)

The last broad category, personal differences, covers two sub-categories as individual preferences and belief and expectation. They stated that the reason why the initial impact faded over time is the standardized treatment with the same process through eight weeks. They had first done breathing exercise and then listened to positive affirmations. However, their comments showed that if the process had covered diverse activities, it could serve well all of them with individual differences, thereby ensuring long-term impact. Besides, one expressed that the desired impact could be achieved if individuals believed in the effectiveness of the treatment and had high expectations of the process. To illustrate, the following excerpt highlight the role of individual differences:

Different things can be done in different studies, that is, not just a single exercise, for example, different things can be done other than breathing exercises, for example, there may be many ways. There are things that vary from person to person. For example, I feel more comfortable with breathing exercises, while someone else feels better with the praise they hear. It varies. (Participant 8, male)

Delayed Impacts on the Participants' Affective State

The participants were asked to talk about the possible effects of the treatment on their affective state, which brought about two broad categories as (1) self-confidence and (2) motivation. The first sub-category, self-confidence covers temporary confidence boost and development through continuous practice. Several (N=4) stated that the novelty in the treatment helped them avoid mental distractions, thereby making them calmer and focused. Positive impact of the environment, i.e., breathing in and out the fresh air due to the opened windows, soft background music, and positive reinforcements were reported to result in immediate focus on writing and self-confidence. However, still enhancement of their writing self-confidence and motivation was mostly associated with development through continuous practice: "I think confidence has to do with the process and the way we keep writing. I think it has more to do with the fact that we constantly write ourselves and see our own writing improve, rather than the application" (Participant 9, male). Yet, there were several (N= 5) who noted that the treatment had immediate effect on their self-confidence even if the impact did not last long:

I disagree with my friend [who says that increase in self-confidence and motivation is associated with continuous writing practice and personal devotion]. The process is also very effective, but there are too many things going on in my head while writing. That's why I cannot focus; I get anxious. In fact, my feedback until the meditation practice was worse than the feedback I had after that. But when I cleared my mind a little and focused on writing, I realized that I could succeed. My self-confidence has increased even more. So now I say I can do it this way. (Participant 7, female)

Regarding the second sub-category, i.e., motivation, almost all agreed that the process did not make any effect on their motivation, for there are numerous parameters to encourage or discourage them to write in English. In other words, although the motivational talks and affirmations could immediately boost their motivation to some extent, the treatment was not regarded as a motivational drive for them to produce academically. The following comment highlights the issue:

I do not know if this depends on the activities we do, but I have always had an interest in writing. I can express my feelings easily. Well, I think you have come to a better place with

the influence of meditation. You know, I mean those motivational speeches and affirmations. I mean it is not necessarily the things in the classroom. There are things I do at home as well. They increase my motivation. (Participant 8, male)

The Use of Meditation When Faced Challenges

The participants were also encouraged to talk about whether they used the tactics they learned in the treatment when they faced any challenges in the classroom and outside. Their dialogue brought about two broad sub-categories: (1) Utilization of meditation for emotional regulation and (2) Specific applications in academic writing. Some stated that the process taught them how to calm themselves down, and thus they could use particularly breathing in and out technique whenever they felt emotional distress and thus needed regain calm and clarity. The following excerpts illustrates that kind of emotional regulation:

I use it. This is not necessarily when writing. For example, when it comes to a time when I am angry or something happens, there are situations in everyone's life when something happens and they feel bad and panic, there are situations when they feel the need to do breathing exercises. You know that a little comfort comes with breathing exercises. You know, when I do this, it helps me calm down a little and make more careful and effective decisions. (Participant 8, male).

Some of the participants (N=4) also reported the use of those techniques when they faced specific writing-related challenges. They needed to use them to handle the challenge of starting introduction paragraphs and filtering ideas still today:

I am doing something. The thing we have the most difficulty with is the introductory paragraph because we have to take it from a very general perspective and there are a lot of things that come to my mind. That's why I can breathe and throw away such unnecessary information (Participant 1, male)

I do not use these in class. I try to motivate myself by using it outside of class. Then I start writing. (Participant 6, female)

The Delayed Impacts of Meditation on Avoiding Writer Block

One specific challenge area is writer block, which should be understood as the inability to produce written works due to lack of inspiration, difficulty to concentrate, several emotional barriers, fear of being judged by the others, and so forth. The participants were also asked to talk about the possible effect of the treatment on their possible writer block. All agreed that during the implementation, the process helped them alleviate writer block; however, this impact faded away:

For example, I was stuck in the exam because we learned how to do it back then. I couldn't think of a topic. Then I closed my eyes and tried to breathe a little. Then my mind cleared up a little and ideas started to come to my mind. (Participant 7, female).

Just like me. Even though it's not exactly like what we do in class, when you get so confused like this, I close my eyes to calm down, I think for a while, I calm down, I try to separate the thoughts in my head. (Participant 2, female).

I can make a comparison like this. I don't think I wrote very well in our first quiz, because I panicked a lot because of the time. And you know, I've never used any of these techniques. Well, let me tell you, for the visa, I tried to stay calmer, maybe because I learned these techniques. And I can say that I wrote more easily during the visa and I did not worry too much about the duration. (Participant 6, female)

The Use of Meditation on the Quality of Their Writing and Creativity

The participants were also encouraged to talk about the possible delayed impacts of the treatment on the quality of their writing and creativity. Some (N=3) agreed that the treatment did not have any effect on their creativity and writing quality neither during nor at the end of the process. Yet, two of them stated that the process helped them choose their words freely and convince that they could have high-quality academic products, which could indirectly increase the quality of their overall writing:

During the meditation process, those affirmations helped me choose words more boldly and not get stuck in them. It is about self-confidence. You know, we say let the pen flow. (Participant 2, female)

I also agree with my friend. At first I did not think I could do it, but then I thought why could not I do it? Now, when I write, I convince myself that I can write great things and create great things, and that's how I start. And I think it is more efficient this way. (Participant 6, female).

Widespread Effects of Meditation and Its Better Future Use

The participants were also encouraged to talk about whether they shared that experience with others and how it could be used in the future to have better outcomes. While two of them were found to share their experience with their roommates as a solution to alleviate their emotional burdens, one shared it with the other peers to talk about how it affected her negatively:

I shared this breathing exercise with a friend. It was a very stressful and busy period. I told him that I had learned something like this in class, that I could apply it, maybe I could make him feel better. He tried it and said it worked, at least for the moment. It was an academic matter. (Participant 5, female)

I also shared my own experience with my roommates. (Participant 6, female)

I was talking to my classmates outside after the practices, it made me sleepy etc. (Participant 2, female)

Regarding the future use of guided meditation for writing classes, almost all welcome its future use, yet they suggested several modifications to enhance the effectiveness of meditation and affirmation techniques, focusing on (1) technical adjustments, (2) personalization, and (3) enhancement of delivery and effectiveness. They suggested that for long-lasting impact of such practices, breathing exercises need to be shortened, and they should recite the positive affirmation themselves rather than solely listen to them. They also argued against a standardized process, highlighting individual differences. Such treatments need to be devised after the target audience is analysed carefully via psychological assessment tools to tailor related activities accordingly, thereby ensuring long-lasting impacts. They also suggested

that the delivery of the affirmation needs to be improved further by choosing a more enthusiastic and dedicated reader with a livelier tone of voice. Besides, to enhance the long-term effectiveness of such practices, continuity and addition of diverse elements progressively were highlighted.

Overall, the data analysis of such collective wisdom shows that the eight-week-classroom-based guided meditation accompanied with breathing, music, and monolingual affirmations resulted in short-term relaxation and increase in self-confidence. Those immediate impacts were identified in mostly emotion regulation rather than academic performance. These overall findings, i.e., affective contributions such as increased self-confidence, reduced anxiety and fear, support several earlier studies such as Cai (2017), Jenkins (2015), Kimble (2019) and Önem (2015), which ensure the role of such positive psychology-oriented implementations to enhance psychological well-being. However, the present study is contrary to those studies highlighting its role to enhance academic achievement (e.g., Zeilhofer, 2023).

As is documented above, the immediate impacts were identified in mostly emotion regulation rather than academic performance. However, ensuring long-term effects of such practices seems to depend on some adjustments as well as personal beliefs and expectations. The success of meditating practices depends on several factors such as “short duration (five to ten minutes), clear speech, simple vocabulary, slow and relaxed voice, pauses” (Nădrag & Buzarna-Tihenea, 2022, p. 120). Similarly in the present study, the participants highlighted the importance of technical adjustments, personalization, and enhancement of delivery and effectiveness to ensure the long-term effects of such implementations.

One reason why the participant self-reported immediate and shallow affective contributions, i.e., relaxation, focusing, and self-confidence, may result from the pressure of one-year intensive English programme. As the ones who fail twice in the preparatory programme are expelled from the pre-service teacher training programme, they might feel overstressed and tended to see everything done outside of academic activities unnecessary and a waste of time.

Conclusion and Recommendations

Focusing on one part of a quasi-experimental investigation, the current study aimed to explore the self-reported experiences of 9 participants in an 8-week guided meditation implementation empowered with music, breathing technique, and positive affirmations after four months and the possible delayed impacts. The implementation was found to result in short-term relaxation and increase in self-confidence, i.e., mostly emotion regulation rather than academic performance. However, still those benefits encourage the researcher to conclude that integrating tailored meditation to include personalized elements into the courses as a regular practice could be seen as a promising practice to help students manage their negative feelings such as writing fear, stress, lack of confidence, and so forth and improve emotional regulation. Yet, rather than applying such meditative practices at random, related parties need to develop certain strategies to sustain short-term benefits in terms of relaxation and ensure long-term positive effects such as continuous practice and reinforcement, periodic adjustments based on individual feedback, individual differences and preferences-oriented implementations, and so forth. Still, the current case study is not without its limitations. It gathered data from a small sample via self-reports. Further research could be conducted to explore the long-term effects of guided meditation on academic performance and emotional well-being. Besides, the effectiveness of personalized and different types of meditation techniques and affirmations

could be investigated in diverse education contexts to further the existing understanding of the issue.

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AN INVESTIGATION OF THE EFFECT OF CHATGPT INTEGRATION ON FOREIGN LANGUAGE WRITING ANXIETY: A STUDY IN A HIGHER EDUCATION CONTEXT

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Abstract

Academic writing in another language (L2) has been a source of anxiety for language learners, and the integration of artificial intelligence (AI) into academic writing practices in English as a Foreign Language (EFL) contexts has gained growing attention to offer feedback and lower down anxiety associated with writing in L2. However, most learners may need to gain knowledge of how to use it effectively for language learning, especially when dealing with writing practices in L2. The present study aimed at integrating ChatGPT as an AI tool into academic writing practices guiding L2 learners on how to use this tool effectively in L2 writing. Furthermore, the study investigated the effects of such guidance on the learners' foreign language writing anxiety levels in a higher education EFL context in Türkiye. For this purpose, a three-week in-class training was designed following a stepwise procedure focusing on ethical considerations regarding the tool. A total of 16 B2-level EFL learners at an English preparatory program at a state university in Türkiye participated in the study. Throughout the training, participants were involved in various practices using ChatGPT to form an essay outline, select and use vocabulary provided by the tool, write correct prompts, and prevent plagiarism following specific strategies. Turkish version of the Foreign Language Writing Anxiety Scale was administered to the participants before and after the training procedure to see whether there were any changes in their L2 writing anxiety levels. The quantitative findings have put forward that integration of AI tools such as the one used in this study may have a role in dealing with L2 writing anxiety, and it is suggested to incorporate AI tools in EFL contexts to improve skill-based practices through teachers' guidance. By offering a ChatGPT integration into academic writing and its relation to FL writing anxiety, the findings of this study may inspire future practices for diverse AI integration in EFL teaching contexts.

Keywords: *ChatGPT in foreign language learning; ChatGPT integration into L2 academic writing; foreign language writing anxiety.*

Introduction

In recent years, the rapid advancement of artificial intelligence (AI) technologies has significantly impacted various fields, including education. AI has the potential to transform traditional educational practices by offering innovative approaches that might enhance learning experiences and provide diverse learning experiences (Dong, 2023; Olszak, 2024; Tlili et al., 2023; Tian, 2024; Yin & Satar, 2020). These technologies range from personalized learning systems and intelligent tutoring to automated grading and administrative support. AI's integration into education is likely to address diverse educational needs, improve student engagement, and boost academic performance (Lee et al., 2024; Marzuki et al., 2023; Yin & Satar).

Among the AI tools gaining attention in educational contexts is ChatGPT, a language model developed by OpenAI (2018). ChatGPT has been integrated into various educational activities, particularly in English language teaching and learning. It brings along capabilities such as translation, summarization, drafting, paraphrasing, vocabulary enrichment, feedback, and style improvement, which can notably reinforce students in their academic writing practices (Abdalgane et al., 2023; Aisyi, 2023; Lee et al., 2024; Pratama & Hastuti, 2024; Safitri, 2024).

Although numerous researchers have recently directed their attention to the use of AI tools, especially ChatGPT, in academic writing, this area still needs to be explored and requires further investigation. Moreover, the effect of ChatGPT integration into academic writing on affective factors such as anxiety awaits to be investigated, mainly foreign language writing anxiety (FLWA). FLWA is an influential factor that either debilitates or facilitates their ability to perform well in writing tasks (Cheng et al., 1999). Supportive capabilities of ChatGPT, such as facilitating idea generation, might help alleviate FLWA by reducing the cognitive load (Tian, 2024) and, consequently, the stress associated with writing tasks. On the other hand, concerns about academic dishonesty and over-reliance on AI tools might cause problems if not properly managed (Marzuki et al., 2023).

The initial need for this study stemmed from the observations and experiences in L2 academic writing classrooms in which students may undergo anxiety and need help to overcome these challenges. This idea paved the way to use ChatGPT for finding supporting ideas (Fyfe, 2023; Tian, 2024; Widiati, 2023), enhancing vocabulary (Abdelkader et al., 2023; Chang et al., 2021; Tian, 2023), and improving writing skills (Aisyi, 2023; Widiati, 2023). Despite the growing interest in using ChatGPT in education, there is still a noticeable need to investigate its impact on FLWA among Turkish EFL learners. While several studies have explored the general attitudes and perceptions towards ChatGPT in educational contexts and teaching skills, its specific effects on writing anxiety remain under-investigated, specifically in the Turkish EFL context. Therefore, this study examines how the integration of ChatGPT into academic writing affects the foreign language writing anxiety of Turkish EFL learners.

ChatGPT as an Artificial Intelligence Tool and Academic Writing

The advanced AI language model ChatGPT has gained growing popularity in educational contexts, especially in EFL classrooms and individual language learning practices. Its ability to generate content, provide feedback, and assist with language learning and teaching offers many advantages along with some disadvantages to EFL environments; therefore, it requires field-

specific attention to investigate the phenomena (Baker & Smith, 2019; Dong, 2023; Fathi et al., 2024).

ChatGPT's integration into academic writing extends beyond just getting an article written to various applications, from aiding in the drafting process to getting corrective feedback. The existing research adopted it to writing practices on different types of essays, such as argumentative essays (Su et al., 2023) and descriptive essays (Pratama & Hastuti, 2024). The literature has pointed out both positive attitudes towards ChatGPT in educational settings, concerns regarding its use, and disadvantages that integration might bring.

The literature highlights the positive implications and perceptions towards ChatGPT integration in L2 writing. Bonsu and Baffour-Koduah (2023) revealed that students in Ghanaian higher education institutions perceived ChatGPT positively concerning its convenience, accuracy, and ability to improve academic performance. Yan (2023) also observed that ChatGPT optimized the efficiency of writing composition for L2 learners, who expressed positive attitudes toward its use in academic writing. Abdelkader et al. (2023) revealed the positive effect of AI applications on enhancing EFL learners' writing fluency and self-regulation.

On the other hand, Mohammadkarimi (2023) showed that EFL teachers have varying views about the advantages of AI technologies for EFL learners. While some teachers see benefits, others are concerned about how it may affect academic integrity. Moreover, not all perceptions of ChatGPT are positive, and several studies have raised concerns about its use. Tlili et al. (2023) pointed out ethical issues such as cheating, truthfulness, honesty, manipulation, and plagiarism associated with ChatGPT use in education. Yan (2023) reported that participants expressed concerns about educational equity, ethical dangers, and the accuracy of ChatGPT's responses, showing relatively conservative attitudes toward its application in L2 writing. Haensch et al. (2023) also highlighted critical views, noting issues such as AI detectors, server breakdowns, and the potential for ChatGPT to facilitate cheating and provide incorrect answers. Despite these concerns, simply banning AI tools from educational settings or using plagiarism detection applications might not result in the desired outcomes (Haensch et al., 2023; Su et al., 2023) like such incidents in New York City and Los Angeles unified schools (The Guardian, 2023) as the research on the accuracy of these tools shows contradictory findings. In one study, simple changes in the text provided by ChatGPT highly lower the similarity rate and help students complete their assignments without getting caught (Aydm & Karaarslan, 2022), while Khalil et al. (2023) pointed out the effectiveness of Turnitin with an accuracy of over 92% to detect ChatGPT-generated text. In addition, Haensch et al. (2023) investigated the Tiktok video content on ChatGPT to explore how students use and perceive ChatGPT and found advanced tutorials on how to use it, several videos directly related to academic pursuits, ignoring any academic concerns such as cheating and plagiarism. Hence, there is still a chance to deceive the AI detectors. As long as students learn how to use ChatGPT on online media platforms, they will not be aware of academic concerns and ethical implications associated with its use (Aydm & Karaarslan, 2022; Haensch et al., 2023; Khalil & Er, 2023).

All in all, research studies have delved into integrating ChatGPT into academic contexts in teaching different language skills, including academic writing (e.g., Aydm & Karaarslan, 2022; Su et al., 2023). When dealing with academic concerns and the necessary pedagogies, AI-mediated, including ChatGPT, EFL instruction might reach its higher potential. In addition, as Tian (2024) highlighted, generative AI technologies lessen the cognitive load, allowing learners to focus on

critical thinking and idea development. Consequently, academic writing practices would be less challenging and more productive for them.

Foreign Language Writing Anxiety and AI Integration

Since foreign language writing anxiety was distinguished from foreign language anxiety as an influential factor in EFL learners' language learning processes (Cheng et al., 1999; Daly & Miller, 1975), it has generally been separated from writing anxiety that learners experience in their L1 as well (Cheng, 2002). The link between FLWA and the writing performance of ELF learners has been highlighted in the literature (Anita, 2022; Ekmekçi, 2018; Pajares & Johnson, 1994), and consequently, the researchers have looked for the reasons behind the phenomena. Perceived L2 writing competence and self-esteem have been related to FLWA (Cheng, 2002; Hassan, 2001; Liu & Ni, 2015; Öztürk & Saydam, 2014; Uzun & Zehir Topkaya, 2018). Some other related factors have been linked to vocabulary knowledge (Liu & Ni, 2015; Öztürk & Saydam, 2014), lack of ideas and inability to organize ideas (Öztürk & Saydam, 2014; Uzun & Zehir Topkaya, 2018), and unfamiliar topics (Öztürk & Saydam, 2014; Uzun & Zehir Topkaya, 2018), which might be addressed in a better way thanks to the accelerated technology integration and the introduction of AI-generated tools to educational context. Yan and Horwitz (2008) have pointed out that instructional language teaching strategies might also be influential in FLWA. Therefore, L2 writing might require EFL teachers to continuously adapt teaching skills to the changing nature and needs of EFL classrooms, and with diverse evidence on the effects of technology and AI integration into L2 writing (Bakar et al., 2010; Lin et al., 2013, 2014; Pichette, 2009; Guo et al., 2024), the researchers might turn their faces to more specific use of technology in L2 writing, such as use of generative AI tools in classroom instruction, AI individual language tutor, virtual reality adaptation, or interactive LLMs.

The studies also suggest future directions for using AI tools in L2 writing. In relation to self-efficacy and L2 anxiety, Abdelhalim (2024) investigated whether collaborative digital multimodal composing helps ELF learners' self-regulated writing strategy use and self-efficacy, and the study reported that this new conception of technology-integrated writing helped reduce anxiety caused by participants' limited writing proficiency, subsequently boosting their self-efficacy. In addition, Guo et al. (2024) reported that interacting with Argumate, an AI tool, reduced L2 writing anxiety and made EFL learners feel relaxed and confident. Furthermore, this supports earlier studies proposing that EFL learners can improve and organize their ideas at their own pace thanks to chatbots (Jia & Ruan, 2008). The students in Guo et al. (2024) also did not express any fear of making mistakes when using Argumate during the writing process as they experienced a lower level of anxiety and a higher level of motivation and learning enjoyment in line with Bailey (2019) and Yin and Satar (2020).

Considering the related literature, adopting the valuable aspects of ChatGPT might also help L2 learners in academic writing practices. This study aims to contribute to the literature by investigating the effect of ChatGPT integration into L2 academic writing on FLWA of EFL learners. The following research question guides the study:

1. Does ChatGPT have any effect on the foreign language writing anxiety (FLWA) of EFL learners at higher education levels?

Method

This research is a quantitative quasi-experimental survey study to determine whether ChatGPT integration had any effect on the FLWA of EFL learners at higher education levels.

Participants and setting

This study was conducted with sixteen B2 level EFL learners in an academic writing course at the School of Foreign Languages in a state university in Turkey in the spring semester of 2024-2025. All students are required to complete the preparatory English school program to continue their education in their allocated departments. For participant selection, a convenience sampling strategy was adopted (Creswell & Creswell, 2018) as all the participants were available and willing to participate in the study. Before the ChatGPT instruction started, they had mentioned having heard about ChatGPT, and some of them had even used it in either language learning or their personal lives, which was irrelevant to education. Ethics committee approval was obtained for this study, and participant consent was obtained by informing all participants that they could opt out of the study at any time at their request.

Data Collection and Analysis

This study investigated the effect of ChatGPT integration on foreign language writing anxiety of L2 learners in an academic writing course. To measure the participants' level of Foreign Language Writing Anxiety (FLWA), a 22-item, 5-point Likert scale Second Language Writing Anxiety Inventory (SLWAI) (Öztürk & Saydam, 2014) was utilized. This scale, adapted into Turkish by Öztürk and Saydam (2014) from Cheng's (2002) study, has confirmed validity and reliability ($r=.89$). The data collection lasted for a total of 5 weeks. In the first week, ChatGPT was introduced to the participants to raise awareness and draw their attention to the practical uses of the tool. Then, the participants were administered SLWAI via GoogleForms as the pre-test of the data collection procedure, and all data were stored electronically.

During the three-week in-class training, a stepwise procedure with a focus on ethical considerations was followed. In the first week, participants were guided through the practice of using ChatGPT to form an essay outline, select and use vocabulary provided by the tool, write correct prompts, and prevent plagiarism by following specific strategies. In the second and third weeks, participants are given an essay topic, and they create an essay outline without help and then elaborate their ideas on that outline using ChatGPT. Also, they were asked to use the vocabulary provided by ChatGPT and to form the most effective prompt by following the form taught in the first week of the training. Following the three-week training, the SLWAI was administered to participants in the post-test of the data collection procedure.

After the completion of the data collection procedure, the descriptive statistics were first carried out to see the distribution of participants in FLWA levels, which were determined based on the criteria provided by Öztürk and Saydam (2014). The instrument consisted of 22 items with answers from 1 to 5, corresponding to strongly disagree to strongly agree. Also, some items were negatively worded, and these were reverse-coded. Then, frequencies and mean scores were obtained. Following that, given the small number of participants and the non-normal distribution of the data (Bluman, 2023), the collected data in the pre-test and post-test were analyzed using the Wilcoxon signed-rank test in SPSS to determine whether there was a significant effect of ChatGPT integration into academic L2 writing on FLWA before and after the 3-week intervention.

Results

For the purposes of the study, first of all, pre-test and post-test FLWA data were analyzed, and FLWA scores indicating FLWA levels of the participants were determined. FLWA scores of the participants were calculated based on the scoring system in Öztürk and Saydam (2014) used in their research. Accordingly, the instrument consisted of 22 items and the scores ranged from 22 to 110. Students scoring 58 or below are considered low-anxious, those scoring 83 or above are deemed highly anxious, and scores in between indicate moderate EFL writing anxiety. Table 1 below shows the pre-test and post-test results:

Table 1
Foreign language writing anxiety level of participants

Level	Pre-Test			Post-Test		
	n*	%	M**	n*	%	M**
Low	7	44	51.14	10	61	51.3
Moderate	8	50	72.5	4	26	70.5
High	1	6	87	2	13	85
Total	16	100	64.06	16	100	60.31

*n= Number of participants

**M= Mean scores of FLWA scores according to levels

As the results in Table 1 demonstrated, half of the students in this study exhibited moderate levels of FLWA before ChatGPT integration, while 44% experienced low levels of FLWA. Only one participant showed experiencing high levels of FLWA in the pre-test results. Post-test results showed a reduction in the number of students experiencing moderate FLWA, and 61% of the participants showed low levels of FLWA. In the post-test results, the number of participants experiencing moderate levels of FLWA decreased from 8 participants to 4 participants. Moreover, 2 participants showed high levels of FLWA, with their scores slightly exceeding the limit of 83 for high anxiety, while there was one participant in the high FLWA level group in the pre-test.

Following the descriptive statistics, the Wilcoxon signed-ranks test was run to determine the statistical significance of these changes in FLWA levels in the pre-test and post-test results. Table 2 shows the results of the Wilcoxon signed-ranks test:

Table 2
Wilcoxon signed ranks test results for FLWA change

	M	SD	Z	Aysmp. Sig. (2-tailed)
Pre-Test	2.9119	.65460	-1.597	.110
Post-Test	2.7415	.60728		

As Table 2 shows, Wilcoxon signed-ranks test results indicated no statistically significant difference in FLWA scores between the pre-test (M=2.9119) and post-test (M=2.7415) scores

($z=-1.597$, $ppppppppp=.110$). The test statistic was 32.000 with a standard error of 17.532. Therefore, the results indicated that the ChatGPT integration did not have a statistically significant effect on the FLWA levels of the participants.

Discussion

The current research attempted to determine the effect of ChatGPT integration into academic L2 writing on FLWA through a 3-week intervention. The findings revealed that ChatGPT integration did not have a statistically significant effect on the FLWA levels of the participants. The descriptive data analysis findings revealed that most participants experienced lower and moderate levels of FLWA at the beginning of the ChatGPT training. Their FLWA levels showed changes when the pre-test and the post-test results were compared descriptively. Although it is not statistically significant, this change might be explained by the existing research on the positive influence of technology and AI use in writing instruction. Abdelhalim's (2024) research on collaborative digital multimodal composing and self-regulated writing strategy use and self-efficacy reported that the integration helped reduce anxiety caused by participants' limited writing proficiency, subsequently boosting their self-efficacy. Besides, Guo et al. (2024) reported that interacting with the AI tool Argumate reduced L2 writing anxiety and made EFL learners feel relaxed and confident.

Furthermore, parallel with earlier studies proposing that EFL learners can improve and organize their ideas at their own pace thanks to chatbots (Jia & Ruan, 2008), the students in Guo et al. (2024) also did not express any fear of making mistakes when using with Argumate during the writing process as they experience a lower level of anxiety and a higher level of motivation and learning enjoyment in line with Bailey (2019) and Yin and Satar (2020). Moreover, the research on the use of AI tools in writing classrooms has demonstrated that EFL learners generally hold positive attitudes toward the integration of AI in their learning process (Abdelkader et al., 2023; Bonsu & Baffour-Koduah, 2023; Yan, 2023), pointing out that students appreciate these tools convenience, accuracy, and ability to improve academic performance by enhancing EFL learners' writing fluency and self-regulation. Consequently, ChatGPT integration might indirectly affect FLWA even though the findings do not show a significant change in the context of this study.

The reason for this finding, which is not statistically significant, might be that the study duration was limited to 3 weeks. Due to time limitations, the students may have needed more information about the ChatGPT application, or the participants may need to be provided more practice opportunities. In a more extended study, this implementation may yield different results. Moreover, the participants had B2-level English proficiency, and their FLWA levels were generally low to intermediate, as the current results show. Attitude changes may not be observed at these levels in a short period. Since students at lower English proficiency levels have higher FLWA predispositions (Daud et al., 2005; Jebreil et al., 2015), such ChatGPT interventions may show different results with L2 learners with lower levels of language proficiency.

In sum, the integration of ChatGPT into the academic L2 writing practice did not significantly affect L2 learners' FLWA levels, although there were some changes in the levels. Nevertheless, the use of ChatGPT could be explored for extended periods and with students at different language levels based on its positive results in the literature. Even if it does not impact L2 learners' FLWA levels in this study, considering the positive effects of technology and AI integration, classroom applications could be used to increase the effectiveness of academic L2 writing lessons.

Conclusion

The use of ChatGPT in academic writing in EFL classrooms is a promising area of research that might provide diverse opportunities extending beyond classroom experiences for both students and teachers. Particularly, approaching the phenomena with different lenses might enable researchers to distinguish different factors and take a closer look into the issue. The main concern of this research is to investigate the effect of ChatGPT integration into academic writing practices on FLWA in a short-term and quantitative fashion. The findings did not reveal any statistically significant effect despite minor changes in the participants' FLWA levels.

The results of this study offer suggestions for further research. Future research might focus on EFL learners in similar situations in case studies. Future research might carry out similar instruction starting from the beginning of the semester and with students at different levels of English. Also, a 3-week training period might not be effective in EFL learners' attitude change as in FLWA. Therefore, future research might design extended periods of training sessions. Furthermore, future research might address EFL learners in other higher education settings with EFL learners with different levels of L2 proficiency. This study was quantitative research based on quantitative data findings regarding data collection instruments. Therefore, future research might include qualitative aspects, including EFL learners' opinions and what they experience while implementing ChatGPT into their academic writing practices. This study acknowledges certain limitations, such as a small number of participants. The study was carried out with 16 EFL students at the B2 level of English. Therefore, the data was bound to their experiences, and the levels of their FLWA were not high either in the pre-test or the post-test.

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8 Mart 2024

İKSAD
İktisadi Kalkınma ve Sosyal Araştırmalar Enstitüsü
Ankara

Sayı: 100/ 100/REK080324.005

Konu: INTAW Kongresi hk.

30-31 Mayıs 2024 tarihlerinde gerçekleştirilecek olan "11. International Innovation Through Academic Writing Congress (INTAW 2024)" için üniversitemizin aşağıda belirtilen hususlarda katkı koyması uygun görülmüştür. Kongrede organizasyon komitesi ve bilim kurulunda görev alan öğretim elemanlarımız ekte yer almaktadır. Bilgilerinize saygılarımla rica ederim.

Prof. Dr. Hüseyin Yaratan
Rektör

Katkı Koyulacak Hususlar:

1. Sempozyum onursal başkanı tespit etmek.
2. Sempozyum düzenleme kuruluna n az 3 üye vermek.
3. Sempozyum bilim kuruluna en az 6 üye vermek
4. Yapılacak olan açılış ve yüz yüze oturumlar için salon tahsis etmek.
5. Sempozyumun üniversite web sitesinde duyurulması ve EBYS üzerinden diğer üniversitelere duyurusunun yapılması.
6. Sempozyum sonrası yayımlanacak kitapların üniversite kütüphanesinde kataloglanmasının sağlanması.
7. Sempozyum yüz-yüze katılımcıları için oturumlar esnasında sıcak, soğuk ve yiyecek ara ikramları verme.
8. Sponsor olması ve talebi doğrultusunda Üniversite mekanında teşhir masası veya stand yeri temin etme.

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