KTU 1955 KARADENİZ TECHNICAL UNIVERSITY

KARADENİZ TECHNICAL UNIVERSITY
Faculty of Letters
Western Languages and Literature
F.LET

KARADENİZ TECHNICAL UNIVERSITY
School of Foreign Languages
SFL

11th INTERNATIONAL KTUDELL CONFERENCE

LANGUAGE, LITERATURE & TRANSLATION

7-9 OCTOBER 2026, TRABZON, TÜRKİYE

BOOK OF ABSTRACTS

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KTU 1955 KARADENİZ TECHNICAL UNIVERSITY

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LANGUAGE, LITERATURE & TRANSLATION

Special Sessions for TÜBİTAK 2209-A Project Presentations & **Special Issues in Journals**

English Language and Literature

in collaboration with

School of Foreign Languages

SCAN FOR DETAILS

7-9 OCTOBER 2026

PROF. DR. OSMAN TURAN CONVENTION CENTER
KARADENIZ TECHNICAL UNIVERSITY, KANUNI CAMPUS
TRABZON/TÜRKİYE

Submission Link:
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More Information:
ktudellconference2026@gmail.com

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KEYNOTE SPEAKERS

Professor
SARAH KNIGHT
University of Leicester, UK

Serra Hunter Distinguished Professor Doctor
Yasemin BAYYURT
University of Lleida, ES

Emeritus Professor
Philip SHAW
University of Leicester, UK

Associate Professor Doctor
Adriana Iulia WANIEK
Dimitrie Cantemir Christian University, RO

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CONFERENCE PROGRAM

7-9 OCTOBER 2026

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LANGUAGE, LITERATURE & TRANSLATION

DAY 1 (07.10.2026)

* Registration at 09.00

HALL 1	
09:45	**Opening Ceremony**
11:00 – 12:00	**Sarah KNIGHT *(Keynote Speaker)*** Shakespeare's Students
12:00 – 13:30	**LUNCH BREAK at KORU HOTEL**
13:30 – 14:50	**Adriana Iulia WANIEK** Translating across Cultures
	Tuncer YILMAZ Crow at the Threshold of Care: Grief and Nonhuman Companionship in Max Porter's "Grief is the Thing with Feathers"
	Elif Sude SAYIN A Father's Empire: Reproducing Colonial Power in Joyce's "Eveline"
	Taner CAN *(Chair)* "Frankenstein" in the Late Ottoman Empire: Strategic Infidelities, Cross-Cultural Adaptation, And Narrative Indigenisation In Çağan Irmak's "Yaratılan"
14:50 – 15:10	**COFFEE BREAK**
15:10 – 16:50	**Yunus MAVİŞ, Fehmi TURGUT *(Chair)*** Digital Prospero and the Cyber-Subaltern: Epistemic Violence and Data Colonialism in Shakespeare's "The Tempest"
	Hasan ALKAN, Fehmi TURGUT Revealing and Concealing: The Dramaturgy of Information in Harold Pinter's "The Birthday Party"
	Yasemin BAYSAL, Yakup BOR, Mehmet Resul ÖNALAN Who Makes the Song, Who Bears the Silence? Authoritative Discourse and Gendered Heteroglossia in Barry Unsworth's "The Songs of the Kings" and Pat Barker's "The Silence of the Girls"
	Ruveyda YALÇIN Monsters and Their Creators from Frankenstein to Doctor Moreau: A Posthumanist and Ethical Perspective on Artificial Intelligence
	Azzeddine TAJJIOU Reorienting the Comparative Gesture: African Literatures as Sites of Theory

DAY 1 (07.10.2026)

* Registration at 09.00

HALL 2	
09:45	**Opening Ceremony in HALL 1**
11:00 – 12:00	**Keynote Speech in HALL 1**
12:00 - 13:30	**LUNCH BREAK at KORU HOTEL**
13:30 – 14:50	**Zeynep ŞENTÜRK *(Chair)*** Cognitive Power and Fragile Masculinity in Daniel Keyes's Flowers for Algernon
	Mehmet Resul ÖNALAN, Yakup BOR, Ahmet KESMEZ Turkish-German Code-Switching in Deutschrap: Language, Authenticity, and the Construction of Postmigrant Identity
	Merve PEKÖZ Moll Cutpurse as a Border Figure: Gender, Class, and Mestiza Consciousness in The Roaring Girl
	Yakup BOR, Mehmet Resul ÖNALAN, Yasemin BAYSAL The Concept of Intention in Wolfgang Iser and Peter Brooks and the Production of Meaning in Narrative: An Application to Doris Lessing's "The Grass is Singing"
14:50 – 15:10	**COFFEE BREAK**
15:10 – 16:50	**Nihal TOPCU *(Chair)*** "The Individual Resident in Isolation": Factional Solidarity in Place of Collective Efficacy in J. G. Ballard's "High-Rise"
	Murat ALKAN, Fehmi TURGUT Unlearning the Utopian Dream: Left-Wing Melancholia, Self-Criticism, and the Cold Reality of Politics in Howard Brenton's Weapons of Happiness
	Funda BİLGEN The Aegean Sea as a Storied Waterscape in "Suyun Öte Yanı"
	Bahar Ayşe ATEŞALİ Breaking Free from Boundaries: The Trajectory of Resistance in Women's Poetry from the Eighteenth to the Twentieth Century
	Cihat ÖZTAY, Tuncer YILMAZ Nomadic Subjectivity and the Politics of Belonging in Kamila Shamsie's "Home Fire"

HALL 3	
09:45	**Opening Ceremony in HALL 1**
11:00 – 12:00	**Keynote Speech in HALL 1**
12:00 - 13:30	**LUNCH BREAK at KORU HOTEL**
13:30 – 14:50	**Ayşe SUNGUR *(Chair)*** Lost in the Highlands? A Comparative Analysis of Scottish Accents in the Turkish Dubbing of Outlander
	Gizem SERDAR ÖMÜR From Babi Yar to the Yard: Structural Trauma, Bare Life, and the Ontology of the Discarded Body
	Okan ATEŞ Performing Motherhood: Gender Performativity and the Female Body in Hollie McNish's "Nobody Told Me"
	Begüm Çağla BULUT ÇİMEN, Arsun URAS Prospektüs Metni Üzerine Derin Okuma: Parol İlacı Örneği
14:50 – 15:10	**COFFEE BREAK**
15:10 – 16:30	**Ozan Deniz YALÇINKAYA *(Chair)*** Constructing State, Nation, and Crisis in Turkish Parliamentary Discourse Following the 2023 Earthquakes: A Corpus-Assisted Critical Discourse Analysis
	Sibel YILDIZ, Mustafa Naci KAYAOĞLU Researching One's Own Family: Reflexivity, Ethics, and Positionality in Family Bilingualism Research
	Belgin İPEK Üretken Yapay Zeka Görsellerinde Statü ve Estetik Değer Yargısının İncelenmesi
	Berrin BALDAŞ ÇAKIR Büyük Dil Modellerinde Beden Ağırlığının İnşası: Terminoloji, Sağlık Söylemi ve Damgalama

DAY 1 (07.10.2026)

* Registration at 09.00

HALL 4	
09:45	**Opening Ceremony in HALL 1**
11:00 – 12:00	**Keynote Speech in HALL 1**
12:00 - 13:30	**LUNCH BREAK at KORU HOTEL**
13:30 – 14:50	**Erman KAR *(Chair)*** Translating Conceptual Meaning: Aristotle and the Limits of Lexical Equivalence
	Melis Ecem UZUN Translation as Transnational Transition: A Lexical Approach with Regard to Economic Texts
	Funda BİLGEN Disclosing the Political Unconscious in Donne's Satires
	Hayrunnisa GÜVEN, Muhammed BAYDERE Human and LLM Translation of Sait Faik: A Reader-Oriented Study of Turkish Literary Translation into English
14:50 – 15:10	**COFFEE BREAK**
15:10 – 16:50	**Fatma Bilge ATAY *(Chair)*** Çeviriyle Gelen "Ekofeminizm"in Türkçeye Kabulü
	Ayşe SUNGUR The Illusion of Adaptation: An Intersemiotic Analysis of The Prestige Using the Shift-Based Adaptation Framework (SHAF)
	Birsen ALTAYLI, Merve ÖZENÇ KASIMOĞLU Yapay Zeka Sonrası Haber Çevirmenlerinde Dönüşüm ve Gereklilikler
	Hayrunnisa GÜVEN, Seda KUŞÇU ÖZBUDAK Dubbing Stand-Up Comedy for Turkish Audiences: A Reception Study of Gianmarco Soresi's "Thief of Joy"
	Feyza DEMİRCİ, Hilal ÖZTÜRK BAYDERE Exploring The Impact of AI-Generated Preparation Packs on Translator Candidates' Translation Processes and Final Outputs

HALL 5	
09:45	**Opening Ceremony in HALL 1**
11:00 – 12:00	**Keynote Speech in HALL 1**
12:00 - 13:30	**LUNCH BREAK at KORU HOTEL**
13:30 – 14:50	**Özlem ÇUKURLU AYDIN, Hafize AYAZ YILMAZ (WORKSHOP)**
	Speaking Aloud: Curriculum-based Workshop for EFL Teachers
14:50 – 15:10	**COFFEE BREAK**
15:10 – 16:50	**Özlem ERDEM ÇAVDAR, Sinem KOPARMAL, Ufuk ATAŞ *(Chair)*** Research Trends in Türkiye Concerning AI and EFL writing: A Systematic Review
	Özlem ÇUKURLU AYDIN, Zeynep BÜTÜN IKWUEGBU, Hafize AYAZ YILMAZ, Zeynep BAŞER Speaking in the Shadow: A comparative Study on Turkish EFL Teachers' Perceptions, Challenges and Pedagogical Needs
	Abdurrezak Emre KAYA, Oktay YAĞIZ Entrepreneurial Learner: Proposing a Reconceptualization of Learner Characteristics
	Ertürk AKYÜZ, Tuğba ÇITLAK The Impact of Generative AI on EFL Students' Perceived Need to Learn English and Learning Motivation
	Mert Can BEKEN, Fehmi TURGUT The Politics of Killing Women: Representations of Femicide in English Literature

DAY 2 (08.10.2026)

* Registration at 09.00

HALL 1	
09:30 – 10:30	**Philip SHAW *(Keynote Speaker)*** The Missing Boy: Romantic Elegy After Joy Division
10:30 – 10:50	**COFFEE BREAK**
10:50 – 12:10	**Shaymaa ZUHAIR AL-WATTAR, Shaimaa ALOBAIDI *(Chair)*** Great Goddesses: Feminist Mythological Retellings in Nikita Gill's "Instapoetry"
	İlknur Büşra ÇAKIR "The Miller's Tale" from the Perspective of Claude Lévi-Strauss' "The Structural Study of Myth"
	Nurgül GÜRSOY, Selçuk ŞENTÜRK Sweating the Hydrocommons: Water Inequality in Paolo Bacigalupi's "The Water Knife"
	Hafize DİNDAROĞLU, Mukadder ERKAN The Reconstruction of Time, Body, and Soul from a Postmodern Gothic Perspective in David Mitchell's "The Bone Clocks"
12:10 - 13:40	**LUNCH BREAK at KORU HOTEL**
13:40 – 15:00	**Kübra TURGUT, Fehmi TURGUT *(Chair)*** Beyond Migration: Afropolitanism, Diaspora, and Transnational Identity in Contemporary Black British Theatre
	Fatma Nur KIZILTEPE The Chain of Legacy: Intertextuality and the Evolution of Women's Social Roles in the Novels and Screen Adaptations of Pride and Prejudice and Bridget Jones's Diary
	Zeynep YANIK, Selçuk ŞENTÜRK The Centralisation of Planetary Knowledge: Canopus as Cloud Empire in Doris Lessing's "Shikasta"
	Ebru GÜLFIRAT The Poetics of Listening: Silence and Ecological Perception in Mary Oliver's Poetry
18:00	**KTUDELL CONFERENCE COCKTAIL RECEPTION at KTU FACULTY OF LETTERS (BLOCK C)**

HALL 2	
09:30 – 10:30	**Keynote Speech in HALL 1**
10:30 – 10:50	**COFFEE BREAK**
10:50 – 12:10	**Raşide DAĞ AKBAŞ *(Chair)*** Undergraduate ELL Students' Intrinsic Views of Academic Research through Metaphor Elicitation
	Esra DEMİRCİ Exploring the Relationship between Mindfulness and Learner Autonomy in EFL Context
	Sibel ÇAPAN TEKİN Sosyal Medyada Astroloji Söylemi: Söylem Tarihsel Yaklaşım Çerçevesinde Bir İnceleme
	Handan İLYAS KARATAŞ Technology Acceptance across Cultures: A Theoretical Reappraisal of the Technology Acceptance Model (TAM)
12:10 - 13:40	**LUNCH BREAK at KORU HOTEL**
13:40 – 15:00	**Rabia MAHMOOD *(Chair)*** Dub It, Don't Sub It: An Intralingual Dubbing Contest in EFL Teacher Education
	Figen SELİMOĞLU Nonnative English-Speaking Teachers in Turkey: Teacher Perceptions and Attitudes
	Gülesma BEKAR, Mahmut İkram TURAN, Şakire ERBAY ÇETİNKAYA Poetry Pedagogy in a Microteaching Context: Pre-Service English Language Teachers' Perceptions, Self Efficacy, and Pedagogical Intent
	Miray YALÇINKAYA, Zeynep ÖZTÜRK DUMAN Gender Representation in Primary School English Textbooks in Türkiye: An Analysis of Images
18:00	**KTUDELL CONFERENCE COCKTAIL RECEPTION at KTU FACULTY OF LETTERS (BLOCK C)**

DAY 2 (08.10.2026)

* Registration at 09.00

HALL 3	
09:30 – 10:30	**Keynote Speech in HALL 1**
10:30 – 10:50	**COFFEE BREAK**
10:50 – 12:10	**Orçun ALPAY *(Chair)*** The Holy Trinity of Russian Bards: Author Songs of A. Galich, B. Okudzhava and V. Vysotsky
	Deniz UZUNLAR Once Fallen, Always Fallen: The Devastating Effect of Stigma on Paula in "The Second Mrs. Tanqueray"
	Elif YILMAZ Epistemic Trust and Autonomy in Susanna Clarke's "Piranesi" in the Age of Generative AI
	Zeki KANDAŞOĞLU, Tuncer YILMAZ Human Absence and Nonhuman Agency in Ray Bradbury's "There Will Come Soft Rains"
12:10 - 13:40	**LUNCH BREAK at KORU HOTEL**
13:40 – 14:40	**Merve AYDIN, Tuncer YILMAZ *(Chair)*** Unsettling Anthropocentric Knowledge: Posthuman Opacity, Language, and Subjectivity in Embassytown (2011)
	Melih TİMUÇİN AI Models Supporting Text Production in L2: A Systematic Synthesis Focused on Secondary Education
	Eslem MAZLUM Beyond the Locked Door: The Architectural Uncanny in Neil Gaiman's "Coraline"
	Tuncay GEZDER Analysis of Turkish EFL Students' Writing Error Types and Frequencies
18:00	**KTUDELL CONFERENCE COCKTAIL RECEPTION at KTU FACULTY OF LETTERS (BLOCK C)**

HALL 4	
09:30 – 10:30	**Keynote Speech in HALL 1**
10:30 – 10:50	**COFFEE BREAK**
10:50 – 12:10	**Gülay AKIN *(Chair)*** Language Use and Social Meaning in an Endangered Language Community: Homshetsma in Turkey's Eastern Black Sea Region
	Osman Rüçhan ŞEKER Translating the Same "Error": A Descriptive Analysis of L'Impératrice's "Erreur 404" and "Error 404"
	Niger HACI Türkiye'de Çevirmen Merkezli Çalışmaların İzdüşümü
	Erdem TERZİ A Case Study of Accreditation and Organizational Learning in an English Preparatory Program: A Catalyst or a Compliance Mechanism
12:10 - 13:40	**LUNCH BREAK at KORU HOTEL**
13:40 - 15:00	**Kerem ARAS (WORKSHOP)** Reading the English Novel through Narratology: From Structure to Interpretation
18:00	**KTUDELL CONFERENCE COCKTAIL RECEPTION at KTU FACULTY OF LETTERS (BLOCK C)**

DAY 3 (09.10.2026)

* Registration at 09.00

HALL 1	
09:45 - 10:45	**Yasemin BAYYURT *(Keynote Speaker)*** Rethinking EMI through Disciplinary Literacies: Knowledge Construction in Multilingual Higher Education
10:45 - 11:05	**COFFEE BREAK**
11:05 - 12:05	**Seher AKTARER *(Chair)*** Medieval Women in Fables: Gender and Authorship in Marie de France
	Fatmanur KALKAN, Fehmi TURGUT The Past That Will Never Pass: Emotional Memory in Twentieth-Century American Theatre
	Ahmet Mesut ATEŞ On the Genesis of the Romantic Hero in English Poetry
12:25 - 13:55	**LUNCH BREAK at KORU HOTEL**
13:55 - 14:55	**Selçuk YAZICI *(Chair)*** William Faulkner's Revealing Silence in Polyphony
	Meryem ODABAŞI Two Languages of Loss: Parental Grief in Maggie O'Farrell's "Hamnet"
	Yılmaz YAZICI Postmodern Historiography in Zadie Smith's "The Fraud": on Fact, Fraud, and Fiction
15:30 - 16:00	**CLOSING REMARKS in HALL 1**

HALL 2	
09:45 - 10:45	**Keynote Speech in HALL 1**
10:45 - 11:05	**COFFEE BREAK**
11:05 - 12:25	**Emine GÜZEL *(Chair)*** A Culturally Relevant Approach to Teaching English through Songs at the University of the Third Age
	Onur DİLEK, Hasan SAĞLAMEL Unveiling the Perceptions of EFL Students on Drama: A Metaphor Analysis
	Zahra KOUHESTANIAN, Öznur SEMİZ Buffering Burnout: The Interplay of Motivation and Academic Satisfaction among Turkish EFL Learners
	Elizabeth Sarah COLEMAN, Selçuk BAYRAM Exploring University Instructors' Attitudes Towards International Preparatory School Learners
12:25 - 13:55	**LUNCH BREAK at KORU HOTEL**
15:30 - 16:00	**CLOSING REMARKS in HALL 1**

DAY 3 (09.10.2026)

* Registration at 09.00

HALL 3	
09:45 - 10:45	**Keynote Speech in HALL 1**
10:45 - 11:05	**COFFEE BREAK**
11:05 - 12:25	**Kerem ARAS *(Chair)*** Constructing Anse Bundren's Fictional Mind through Mind Attribution in William Faulkner's "As I Lay Dying"
	Mehmet Burak BÜYÜKTOPÇU Türk ve Alman Mezar Taşlarının Göstergebilimsel Okuması
	Diana NEMSITSVERIDZE Gender Aspects of Mythologically Derived Phraseological Units in English and Georgian: A Lexicographic Perspective
	Berk YILMAZ Dede Korkut Kitabı ve Amorgoslu Semonides'in 7. Fragmanı'nda Kadın Tasvirleri: Didaktik Bir Karşılaştırma
12:25 - 13:55	**LUNCH BREAK at KORU HOTEL**
13:55 - 15:15	**Zeynep DAŞER *(Chair)*** Pedagogical Frameworks for Digital Multimodal Composing: A Conceptual Synthesis
	Fatih KILIÇ Beyond the Bot: How is AI Actually Used for EFL Speaking? A Systematic Review of Pedagogical Designs, Learning Outcomes, and Affective Factors
	Şeyma YAĞLI, Elif SARI ChatGPT as a Writing Feedback Tool: Turkish EFL Learners' Perceptions
	Hafize DİNDAROĞLU, Kubilay GEÇİKLİ A Re-reading of Joseph Conrad's Novel "Victory" in the Light of Paratextuality Theory
15:30 - 16:00	**CLOSING REMARKS in HALL 1**

DAY 1 (07.10.2026) I ONLINE SESSIONS

* Registration at 09.00

HALL 3	
16:30 - 17:20	**Hakan TAŞKAYA, Ali Şükrü ÖZBAY** Overcoming Kitchen Anxiety: Strategies for Boosting Speaking Confidence in Gastronomy ESP
	Günel YUNUSOVA The History of the Study of Attitudes Toward Turkish Literature in Azerbaijani Literary Scholarship in the Second Half of the 19th Century
	Ayna BABAZADE Mir Celal Paşayev'in Eserlerinde "İnsanlık Felsefesi" ve Manevi Değerlerin Sanatsal Yansıması
	Seçil ÖZDEN Inventing the Past: Folk Gothic and the Politics of Tradition in Sarah Moss's "Ghost Wall"
	Yıldız Hazal ALTINDAĞ "I Can Fix This": Outlaw Anger, Ugly Feelings, and the Feminist Adaptation of Faustian Self-Command in Chris Bush's Faustus: That Damned Woman

HALL 4	
16:50 - 17:30	**Miraç Sarı, Raşide Dağ Akbaş** Exploring Curriculum Literacy among In-service Teachers of English in Türkiye
	Mehmet Akif YILDIRIM, İsmail YAMAN "I'm Going to Defeat This": Evolving Repertoires, Strategic Agency, and Linguistic Resilience of an African Resident in Türkiye
	Zeynep ÖZTÜRK DUMAN A Systematic Review of Post-Graduate Research on Effective English Language Teachers in Türkiye
	Tuğçenur KAVGACI ERDAL Use of Turnitin and AI Tools in Academic Report Writing: A Study of Student Reflections

HALL 5	
16:50 - 17:30	**Pelin UYGUN, Şennur BAKIRTAŞ** Şarkı Çevirisi Uyarlamalarının Peter Low'un Stratejileri Üzerinden İncelenmesi
	Maryam ABDULLAYEVA Functional-Stylistic Features of U.S. Legislative Texts
	Ayla ACAR Ulus Devletin Kurumsallaşması: Yazılı İletişim ve Millet Mektepleri
	Sultan KESİK ÜLKER The Use of Hedges in Academic Discourse: A Comparative Analysis of Turkish Writers

DAY 2 (08.10.2026) I ONLINE SESSIONS

* Registration at 09.00

HALL 5	
10:50 – 12:10	**Ahmet MAVİLİOĞLU** The Image of Turkish Woman in Montagu's "The Turkish Embassy Letters" (1717-1718)
	Aykut DEMİRYÜREK Gendered Social Actor Representation in Student Argumentative Writing: A Corpus-Assisted Critical Discourse Analysis
	Ebru UĞUREL ÖZDEMİR Post-anthropocentric Reading of "If I Were a Man": Demolishing Traditional Universal Humanism
	Emine GÜRBÜZ Eski Türklerde Din Anlayışına Göre Değişen Ölüm Terminolojisi
	Erguvan URAS EREN Teaching Translation in Pre-Service ELT Education: From Theory to Practice
	Gözde BALIKÇI A Scoping Review on Veteran EFL Teachers
	Gulshan MAMMADLI Embodied Representation of Emotion Metaphors in English and Azerbaijani Poetic Texts
	Gülden TANER YAVUZ Designing a Translation Office Simulation in Undergraduate Translator Education: Role Rotation, Peer Assessment, and Responsible AI Use
12:10 - 13:40	**LUNCH BREAK at KORU HOTEL**
13:40 – 15:00	**Gülden TANER YAVUZ** Beyond Standardisation: International Language Teachers' Perspectives on Competence and Evaluation across Diverse Contexts
	Nehir SAĞÇETİN, Nisa AYTEKİN Intergenerational Transmission of Heritage Languages in Migrant Communities: A Sociolinguistic Analysis
	Selma PARLAKAY TOPBAŞ The Archival Sanctuary: Nostalgia, Epistolary Poetics, and Trauma Integration in Virginia Evans's The Correspondent
	Şevval ÖZEN, Hasan BAKTIR Turkish Tragic Heroes in Renaissance English Drama: A Comparative Analysis of Renegado, Ward, Eleazar, and Mulleasses within the Aristotelian and Shakespearean Tradition of the Tragic Hero
	Şeyma VAROL ŞANLI English Language Teaching in the Artificial Intelligence Era: Assessing Teachers' AI Literacy
	Tra MAI Translation Strategies in Vietnamese-English Literary Translation: A Case Study of Ticket to Childhood
	Zeliha IŞIK Reconceptualizing Home in Men in the Sun: Colonial Violence, Subjectivity, and Agency
	Zumrud GASIMOVA The Ethical Boundaries of Collective Well-Being in Ursula K. Le Guin's "The Ones Who Walk Away from Omelas" and F. Dostoevsky's "Crime and Punishment"
18:00	**KTUDELL CONFERENCE COCKTAIL RECEPTION at KTU FACULTY OF LETTERS (BLOCK C)**

DAY 3 (09.10.2026) I ONLINE SESSIONS

*** Registration at 09.00**

HALL 2	
13:55 – 15:15	**Amina IBRICA DEMİR** Boşnakça ve Türkçede Fiillerin Durum Ekleriyle Kullanımı: Karşılaştırmalı Bir Analiz
	Eray OMAY Scoring Agreement and Learner Perceptions of Human and AI Feedback in EFL Writing
	Kübra KIRAÇ DEMİRAY, Ayşegül YURTSEVER An Investigation into English Language Learning Motivation and Professional Value Perceptions of Gastronomy Students: A Mixed-Methods Study
	Özlem SAYAR Questioning and Unveiling the Reality of Borders and Boundaries in "Strange Meeting"
	Tinca RENZONI GARDENGHI The Reception of Chingiz Aitmatov's Work in Spain: The History of Spanish Translations of His Works
	Türkane İSRAFİLLİ The Role of Communicative Strategy in Speech Activity
	Zeliha IŞIK Landscapes of Unbelonging: A Postcolonial Ecocritical Reading of "The Enigma of Arrival"
	Ahlem CHELGHOUM Teaching Science Through Songs: Boosting Pronunciation and Content Retention in ESP Classrooms
15:30 - 16:00	**CLOSING REMARKS in HALL 1**

DAY 3 (09.10.2026) I ONLINE SESSIONS

* Registration at 09.00

HALL 4	
09:45 - 10:45	**Keynote Speech in HALL 1**
10:45 – 11:05	**COFFEE BREAK**
11:05 - 12:25	**Rumeysa Nur ERDAĞ** From Graduation to Career: A Comparative Study of Employment and Networking Among English-Related Postgraduates in Türkiye?
	Umut Buğra CİVAN, Fatma DOĞAN AKKAYA Love in the Reflection of Modernity: "Layla and Mecnun" from Fuzuli to the Screen
	Sezin ÖCAL, Büşra ÖZER ERDOĞAN Terminological Equivalence in the English Translation of the Turkish Criminal Code: A Relevance-Theoretic Approach
	Başak PEHLİVAN Omelas as America: A City of Happiness Built on Misery in Ursula K. Le Guin's "The Ones Who Walk Away from Omelas" (1973)
	Narmin GULIEVA Linguocultural Features of Nonverbal Communication: A Comparative Study of Gesture, Proxemics, and Cultural Meaning
	Ernazarova Laylo IKRAMOVNA More Than an Apology: The Pragmatic Functions of Uzbek Kechirasiz
	Canan DEVECİ Does Prompt Design Matter? Evaluating ChatGPT-Generated EFL Speaking Tasks through a CEFR-Informed Lens
	Hale YAĞLIDERE A Psychoanalytic Reading of Mother-Child Dynamics in "The Rocking Horse Winner" and "The Garden Party"
12:25 - 13:55	**LUNCH BREAK at KORU HOTEL**
13:55 - 15:15	**Özge AKSOY** Constructing Institutional Voice in Translation: English Institutional Naming Practices in Turkish Public Institutions
	Emrah ÖZBAY Reports, Rules, And Discretion: The Bureaucratic Subject in T. J. Klune's "The House in the Cerulean Sea"
	Xiao SONG Authorial Voice in Applied Linguistics and Chemistry Research Article Introductions
	Ertan ÖZDOĞAN Whatever It Is, I Am Against It: Ambiguity, Misinterpretation, and Expectation Inversion in Marx Brothers Films
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* Registration at 09.00

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09:45 - 10:45	**Keynote Speech in HALL 1**
10:45 - 11:05	**COFFEE BREAK**
11:05 - 12:25	***TÜBİTAK 2209-A PROJECT*** **Miray Damla SONGUR, Özlem SAYAR** Elizabeth Barrett Browning'in "The Cry Of The Children" (Çocukların Çığlığı) Şiirinde Sanayileşme ve Çocuklar
	TÜBİTAK 2209-A PROJECT **Ömer Burak İNAN, Yasemin ALKAN, Özlem SAYAR** Maddiyatçılık ve Çocuk: D. H. Lawrence'ın "The Rocking-Horse Winner" Hikayesi üzerine Bir İnceleme
	TÜBİTAK 2209-A PROJECT **Yunus DAŞ, Damla NAZ, Halime GÖK, Özlem SAYAR** T.S. Eliot'ın "The Waste Land" (Çorak Ülke) Şiirinde Çevre Bilinci: Eko-kritik Bakış Açısıyla Bir İnceleme
	TÜBİTAK 2209-A PROJECT **Zinnur KARABİBEROĞLU, Özge AKSOY** Haber Çevirisinde İdeoloji ve Manipülasyon: Savaş ve Çatışma Haber Metinleri Örneği
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11th International KTUDELL Conference: Language, Literature, and Translation
7-9 October 2026, Karadeniz Technical University, Trabzon, TÜRKİYE

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Entrepreneurial Learner: Proposing a Reconceptualization of Learner Characteristics

Abdurrezak KAYA, Oktay YAĞIZ
Ardahan University, Atatürk University

Abstract
Learner-centred education paradigms have reconceptualised learners' agentic roles, shifting them from passive recipients of knowledge towards active navigators and designers of learning, by encouraging them to initiate, adapt, monitor, critically reflect, and thus regulate their own learning in accordance with their own skills and needs. The ownership of learning is defined under learner autonomy while the practices that a learner follows when initiating learning and taking purposeful actions throughout the learning process are defined in self-directed learning. Similarly, monitoring and regulating one's learning is well defined under self-regulated learning theory, and strategy development skills have been studied through various theories such as proactivity and strategic learning. Although these constructs have an intricate relationship with entrepreneurial characteristics, they are conceptualised in the literature separately. In other words, the literature lacks an all-inclusive conceptualisation that combines autonomous learning characteristics with opportunity recognition, proactive engagement, exploration thorugh experimentation, effective utilisation of resources, enterprising behaviours during learning and adaptive learning in terms of individual needs and skills, which are also the characteristics of entrepreneurship. Therefore, this paper proposes the term "entrepreneurial learner" as an umbrella conceptualisation combining these intertwined but dispersed learner characteristics described above. Entrepreneurial learners, in this respect, can be described as those who have the metacognitive competency to think and act "outside the box" in their learning path. They can also masterfully exploit different human and knowledge resources such as teachers, peers, and generative artificial intelligence-based (GenAI) learning assistants. They are opportunity-oriented individuals who seek ways to strategically utilise sources that schools and other online courses, or certificate programs provide. They are proactively motivated to perform better under changing circumstances. Based on these characteristics, the proposed concept of entrepreneurial learner comprises the following subdimensions: (1) autonomous ownership of learning in which learners take responsibility of their own learning, (2) proactive agency through which learners undertake learning endeavour, (3) metacognitive regulation where learners plan, monitor, evaluate, adapt to and reflect about learning, (4) resourcefulness which explains how learners exploit available learning resources strategically, and (5) opportunity- orientation through which learners constantly endeavour to find or create opportunities to interact with partners such as interactional learning tools, non-human assistants, peers, and teachers. The reconceptualization of these separate constructs is regarded significant in that existing learner constructs explain how learners control learning while entrepreneurial learning concept adds how learners identify and exploit opportunities and resources to redesign their learning. This reconceptualization may, therefore, (a) present a fully-integrated list of 21 st century learner characteristics, which otherwise seem fragmented, (b) reveal the transforming agentic identity of learners that has shifted from consumer to active producer of learning experiences, and (c) lead to a reconsideration of assumptions regarding the power relations between learners, teachers, and other stakeholders in education. Overall, this paper aims to propose reconceptualization of overlapping, yet separate learner characteristics under the term "entrepreneurial learner". The proposed conceptualisation requires further examination and validation.

Keywords: *Entrepreneurial Learner, Learner Agency, Entrepreneurial Learning, Learner-Centred Education*

Teaching Science Through Songs: Boosting Pronunciation and Content Retention in ESP Classrooms

Ahlem CHELGHOUM
Higher National School of Biotechnology Taoufik Khaznadar Constantine

Abstract
Language learning is often effective when it engages learners both cognitively and affectively, and music offers a promising opportunity for achieving this in specialised instructional settings. Within English for Specific Purposes (ESP) contexts, students usually struggle with the dual demands of mastering domain-specific vocabulary and developing accurate pronunciation, particularly when instruction relies on the usual text-based methods. This points to the need for alternative and innovative pedagogical tools capable of enhancing both linguistic accuracy and content retention. The current study, therefore, aims to investigate the effects of science-themed songs on ESP students' pronunciation and their retention of technical vocabulary. To reach this end, an experimental research design was adopted, involving a control group and an experimental group, in which the latter received instruction enriched with multiple science-themed songs covering different topics. Both groups completed a pre-test and a post-test designed specifically to assess vocabulary building and pronunciation performance. The collected data were analysed using SPSS. The findings revealed a statistically significant improvement in the experimental group's performance, showing that science-themed songs had a positive effect on students' pronunciation and content retention. Furthermore, a questionnaire administered to bring forth students' perceptions of this approach indicated largely positive attitudes towards the integration of songs into ESP instruction. These findings suggest that science-themed songs can serve as a valuable and engaging supplementary tool in ESP pedagogy. Thus, the study recommends their inclusion in ESP instruction to foster effective language learning.

Keywords: *Esp, Science-Themed Songs, Pronunciation, Vocabulary Retention, Language Learning*

The Image of Turkish Woman in Montagu's "The Turkish Embassy Letters" (1717-1718)

Ahmet MAVİLİOĞLU
Kafkas University

Abstract
This study aims to explore the Turkish woman image in the work The Turkish Embassy Letters (1717-1718) which was written by Lady Mary Wortley Montagu (1689-1762). In this sense, the study initially focuses on historical and political context of Ottoman Empire and England to shed light on the period in which the work is set and the images created by author in it. Moreover, not only the diplomatic relations between the two states till 18th century are examined in this chapter, but also the 18th century social structures of both states are tried to explore. In the following, writer's biography is discussed because a text produced by an author can contain elements of the author's ideology and identity according to imagology. To be able to detect and interpret the images related to the Turkish woman in Montagu's work, the theory of imagology is preferred, and it is tried to define in detail in the next chapter. Following the establishment of a historical and theoretical framework, images associated with Turkish woman in the travel book are tried to detect and interpret in scope of imagology. Ultimately, by examining the Turkish woman image in the work of The Turkish Embassy Letters, it is tried to seek an answer the question of "how Montagu portrayed the Turkish woman?". The findings indicate that Turkish women are portrayed by the writer as having property and inheritance rights, kind, polite tolerant and independent. In other words, it is possible to claim that Montagu created mostly positive images about Turkish woman and opposes the image of barbaric Turk that is asserted one of the western understandings of the east.

Keywords: *Image, Imagology, Turkish Woman, Lady Mary Wortley Montagu, Turkish Embassy Letters*

On the Genesis of the Romantic Hero in English Poetry

Ahmet Mesut ATEŞ
Hacettepe University

Abstract
This paper investigates the formation and evolution of the Romantic hero in English Romantic poetry by situating it within a broader European Romantic context. Rather than treating the figure as an isolated national construct, the study traces its emergence from the late eighteenth century's rejection of Enlightenment rationalism and its turn towards emotion, subjectivity, and individual consciousness. The Romantic hero is approached as a poetic response to a cultural moment that privileged feeling over reason and sincerity over formal restraint. The paper first identifies the German Sturm und Drang as a crucial precursor in articulating a model of heightened emotional sensibility marked by alienation, introspection, and resistance to social norms. It then examines how this model is absorbed and transformed within English Romantic poetry, where emotional intensity is retained but reconfigured through a more self-aware poetic subject. The final stage of this development reveals a Romantic hero who asserts sovereignty over external authority, culminating in a figure of defiant individualism. The paper argues that the Romantic hero in English poetry is not a static archetype but a dynamic evolution of Romantic subjectivity shaped by transnational literary exchange.

Keywords: *Romantic Hero, English Romantic Poetry, English Romanticism, Sturm Und Drang, Transnational Romanticism*

Boşnakça ve Türkçede Fiillerin Durum Ekleriyle Kullanımı: Karşılaştırmalı Bir Analiz

Amina IBRICA DEMİR
Univerzitet u Zenici

Abstract
Farklı dil ailelerine mensup olan Boşnakça ve Türkçe, farklı dil yapılarına sahiptir. Bu yüzden bu dillerin öğretimi ve tercüme çalışmalarının neticesinde farklı hatalar tespit edilebilir. Bu hataları önleyebilmek için dilbilimde farklı ve düzenli çalışmalar yürütülmektedir. Karşılaştırmalı dilbilimin, ana dili ve yabancı dil arasındaki hataların ve farkların analizinde ve ortaya çıkan problemlerin çözümünde etkili olduğu kaydedilmiştir. Bu nedenle, bu çalışmada karşılaştırmalı dilbilimin temelleri göz önünde bulundurulacaktır. Durum ekleri cümlenin anlamı açısından çok önemlidir. Nitekim, cümle içinde yanlış durum ekinin kullanılması yanlış anlama ve anlamsızlığa yol açabilmektedir. Günümüzde, ana dilin yabancı dile olumsuz etkisi interferans olarak adlandırılmaktadır. Boşnakça ana dili ve Türkçe yabancı dili odağında karşılaştırmalı analizler daha önce yapılmıştır; fakat, fiillerin durum ekleriyle kullanımı açısından oldukça azdır. Bu çalışmanın amacı, Boşnakçanın Türkçe fiillerin durum eki kullanımını nasıl olumsuz etkilediğini araştırmaktır. Nitel araştırma deseninde tasarlanan bu çalışma kapsamında örneklem olarak on farklı fiil analiz edilecek ve Türkçe Ulusal Derlemi'nden bu fiillere karşılık gelen cümleler gösterilecektir. Örnek olarak, Boşnakça trpjeti fiilinin Türkçe karşılığı katlanmak fiilidir. Boşnakça fiil belirtme ekine gereksinim duyduğu halde, Türkçe katlanmak fiili yönelme durumu eki gerektirmektedir. Bu yüzden, Türkçenin öğretiminde ve tercümelerinde hatalar ortaya çıkabilir. Ana dilin olumsuz etkisiyle, "Her şeye katlanırım." cümlesi, "Her şeyi katlanırım." olarak kurulabilir. Türkçe Sözlük'teki fiillerin sayısı dokuz bini aşmaktadır. Bu çalışma, on fiil ile sınırlandırılmıştır. Çalışmanın neticesi, diğer fiillerin karşılaştırmalı bir analizle interferansı önleyebileceğini gösterecektir.

Keywords: *Boşnakça, Türkçe, Fiiller, Durum Ekleri, İnterferans, Karşılaştırmalı Dilbilim*

Rewriting the Mythic Hero: Masculinity and Modern Mythopoetics in Heaney, al-Sayyab, and Hawi

Amjad ALSYOUF
Al-Balqa Applied University

Abstract
Modern poetry frequently reactivates mythic and legendary male figures to address cultural crisis, historical disruption, and questions of identity. Yet the masculine assumptions embedded in heroic traditions, including autonomy, physical strength, fertility, mobility, and mastery, have received less attention as objects of poetic revision. This paper examines how Seamus Heaney's "Antaeus," Badr Shakir al-Sayyab's "Tammuz Jaykur," and Khalil Hawi's "The Faces of Sinbad" rewrite mythic heroism by destabilizing the supposedly autonomous masculine subject underlying traditional heroic models. Heaney's Antaeus challenges the idea of physical strength by making it inseparable from dependence on the earth, exposing vulnerability within apparent heroic power. In al-Sayyab's "Tammuz Jaykur," the Tammuz and Ishtar relationship reshapes masculine fertility through loss, death, and regeneration, rendering heroic potency relational rather than autonomous. Hawi's Sinbad, meanwhile, departs from the confident and adventurous hero of the traditional narrative. In "The Faces of Sinbad," the hero becomes fragmented into multiple faces, memories, and identities, transforming heroic coherence into an experience of displacement and self-division. Through a comparative reading of these three modern uses of myth, the paper argues that modern mythopoetics does not simply revive inherited heroes for contemporary purposes; it interrogates the masculine ideals that make them heroic. In Heaney, al-Sayyab, and Hawi, masculine heroism is consequently relocated from mastery and autonomy toward dependence, vulnerability, relationality, and fractured identity.

Keywords: *Mythopoetics, Masculinity, Heroism, Myth Rewriting, Modern Poetry, Comparative Literature, Heaney, Al-Sayyab, Hawi*

Gendered Social Actor Representation in Student Argumentative Writing: A Corpus-Assisted Critical Discourse Analysis

Aykut DEMİRYÜREK
Çukurova University

Abstract
This study examines how evaluative grammatical patterns construct gendered social actors in student argumentative writing. Using corpus-assisted critical discourse analysis, the study analyzes 149 essays from the Turkish International Corpus of Learner English (TICLE), the Louvain Corpus of Native English Essays (LOCNESS), and the French subcorpus of the International Corpus of Learner English (ICLE). The analysis covers pre-nominal, predicative, comparative, and participial-passive structures involving the lemmas woman and man. Critical discourse analysis, supported by social actor analysis and appraisal-informed attention to stance, links these patterns to relations of power by examining how voice, attribution, passivization, and comparison reproduce or contest gendered inequalities in agency, bodily autonomy, civic standing, authority, credibility, and institutional vulnerability. Across the samples, women are positioned through domestic constraint, moral regulation, and reduced civic standing, while men are represented through claims of superiority, public roles, and institutional vulnerability. The findings demonstrate that the ideological force of adjectives is not fixed in isolation but emerges from how evaluation is asserted, attributed, contested, or reversed in context. By identifying student argumentative writing as a site where public gender discourses are recontextualized, the article advances understanding of how evaluative grammar contributes to the reproduction and contestation of gendered social relations.

Keywords: *Corpus-Assisted Critical Discourse Analysis, Gender Representation, Social Actor Representation, Evaluative Grammar, Stance, Student Argumentative Writing, Gender And Power, Educational Discourse*

Ulus Devletin Kurumsallaşması: Yazılı İletişim ve Millet Mektepleri

Ayla ACAR
İstanbul Esenyurt University

Abstract
1923'te Misak-ı Milli sınırları içinde oluşturulan ulus devletin inşasında ve kurumsallaşmasında harf devriminin önemli bir yeri vardır. Halk iradesine dayalı yeni rejimin amacı, sadece siyasi bir değişim dönüşüm değil, sosyal ve kültürel açıdan da Türkiye Cumhuriyeti'ni çağdaş bir devlet haline getirmektir. Çok uluslu ve çok kültürlü Osmanlı Devleti'nin aksine, ulusal kimliğe sahip çağdaş bir toplum yaratma göreviyle karşı karşıya olan yeni rejimde yurttaşlık temeli üzerine oturtulan ulusal kimlik, "kaderde, kıvançta ve tasada" bir olmayı da beraberinde getirecektir. Çok sayıda yazılı ve sözlü iletişim diline sahip Osmanlı Devleti'nde bürokrasi dili Osmanlıcayken halk arasında Türkçe kullanılması, azınlıkların ise kendi ana dillerinde eğitim ve öğretim görmesi, yazı diliyle konuşma dilinin farklılığı başta okuma yazma oranının düşük olması gibi pek çok sorunu beraberinde getirmiştir. Bu bağlamda Latin alfabesine geçişle sağlanan dil birlikteliği, sadece ulusal kimliği oluşturan bir unsur değil, ulus devletin kurumsallaşmasının da asli unsurudur. Ulusal kültürü oluşturmanın yolu, ulusal dilde ulusal eğitim politikasını oluşturmaktan geçmektedir. 1927 yılında yapılan nüfus sayımı sonuçları, halkın sadece yüzde 11'inin okuryazar olduğunu göstermektedir. 1 Kasım 1928 tarihli kanunla Latin alfabesine geçiş kabul edilir ve 1 Aralık 1928'de gazeteler Latin harfleriyle yayımlanmaya başlar. 1928 yılının aralık ayında yayımlanan tebliğ, 16-40 yaş arasındaki yurttaşların, Millet Mekteplerinde yeni harflerle okuma yazma öğrenmesini zorunlu kılar ve 1 Ocak 1929'da da yetişkinlere yeni harflerle okuma yazma öğretilmesi amacıyla Millet Mektepleri açılır. Eski harfleri bilenler iki, bilmeyenler dört aylık kurslara gideceklerdir. Bu kurslara katılamayanlar içinse gezici öğretmen ekibi oluşturulur. Millet Mekteplerinin açıldığı 1 Ocak 1929 tarihinde İkdam gazetesi "Seferberlik bitti. Bugün bütün memlekette cehaletle harp başlıyor" manşetiyle çıkarken, bazı gazeteler ise Millet mekteplerinin açılışını "İrfan seferberliği", "Maarif bayramı" olarak görmektedir. Yabancı basın da Millet Mekteplerini büyük bir ilgiyle takip etmektedir. 1928-1929 ders yılında 7 bine yakın öğretmenin görev aldığı 20 binden fazla Millet Mektebi'nde 600 bin yurttaşa okur yazarlık diploması verilir. Adeta bir dershaneye dönüşen yurtta; bakanlıklardan vilayetlere, polisten adliyeye, Diyanet İşleri Başkanlığı'ndan, defterdarlığa tüm devlet dairelerinde kurslar açılarak yeni yazı öğretilmektedir. Literatürde Millet Mekteplerini; yapısı ve çalışmaları, toplumsal bir kalkınma modeli olarak halk eğitimine ve kültür devrimine katkıları üzerinden ele alan çalışmalar yer almaktadır. Bu çalışmada ise literatür taramasıyla birlikte dönemin tanığı olan gazeteler nitel içerik analiziyle taranarak yazılı iletişimi yurt çapında yaygınlaştırmak üzere açılan Millet Mekteplerinin ulus devletin kurumsallaşmasındaki yeri ve öneminin ortaya çıkartılması amaçlanmıştır.

Keywords: *Millet Mektepleri, Ulus Devlet, Harf Devrimi, Yazılı İletişim*

Mir Celal Paşayev'in Eserlerinde "İnsanlık Felsefesi" ve Manevi Değerlerin Sanatsal Yansıması

Ayna BABAZADE
Mingəçevir Dövlət Universiteti

Abstract
Bildiri özetinde, Azerbaycan edebiyatının önde gelen temsilcilerinden Mir Celal Paşayev'in hikâyelerinde önemli bir yer tutan "insanlık felsefesi" kavramı ve bu kavramın sanatsal yansımaları incelenmektedir. Mir Celal Paşayev, yalnızca güçlü bir hikâyeci ve romancı değil, aynı zamanda eğitimci ve bilim insanı kimliğiyle de Azerbaycan kültür tarihinde önemli bir konuma sahiptir. Onun eserlerinde insan, toplumun merkezinde yer alan temel bir değer olarak ele alınmakta; bireyin manevi olgunlaşması, ahlaki sorumluluğu ve toplumsal faydaya yönelik tutumu ön plana çıkarılmaktadır. Yazarın hikâyeleri, sıradan insanların yaşam mücadelelerini, toplumsal ilişkilerini ve iç dünyalarını gerçekçi bir bakış açısıyla yansıtırken aynı zamanda okuyucuya güçlü ahlaki mesajlar vermektedir. Araştırmanın temel amacı, Mir Celal'in çeşitli hikâyeleri üzerinden onun hümanist dünya görüşünü, insan ve toplum ilişkilerine yaklaşımını, manevi-ahlaki ideallerini ve sosyal eleştiri anlayışını ortaya koymaktır. Çalışmada "Merkez Adamı", "Ayaz", "Pişmanlık", "Ameli Salih", "Söğüt Gölgesi", "Yaşlıların Çocuk Sohbeti", "İlk Hediye", "Tövbe Ettirme", "Hava Bürosu" ve "İnsanlık Felsefesi" adlı hikâyeler incelenmiştir. Araştırma sonucunda Mir Celal'in eserlerinde insanlık felsefesinin dürüstlük, çalışkanlık, vicdan, merhamet, fedakârlık ve toplumsal sorumluluk gibi evrensel değerler üzerine kurulduğu belirlenmiştir. Yazar, satir ve mizah unsurlarından yararlanarak bürokrasi, cehalet, hurafe, sahtekârlık ve manevi yozlaşma gibi olumsuz toplumsal olguları eleştirmektedir. "Merkez Adamı" hikâyesinde halktan uzaklaşmış, kendisini toplumdan üstün gören ve gerçek yaşamdan kopuk bir aydının başarısızlığı anlatılarak yapay kültür anlayışı eleştirilmiştir. Buna karşılık, halkın içinden çıkan ve toplumun ihtiyaçlarını anlayan bireylerin daha değerli olduğu vurgulanmıştır. "Ayaz" hikâyesinde emekçi insanların yaşam koşulları, aile değerleri ve geleceğe yönelik umutları ele alınmıştır. Yazar, yoksulluk içinde yaşayan insanların azim ve emek sayesinde daha iyi bir yaşama ulaşabileceklerini göstermektedir. "Pişmanlık" hikâyesinde ise hurafelerin ve körü körüne inanışların birey ve toplum üzerindeki olumsuz etkileri ortaya konulmuş, aklın ve mantığın önemi vurgulanmıştır. Bu eser aracılığıyla yazar, toplumsal ilerlemenin eğitim ve bilinçlenme ile mümkün olabileceği fikrini savunmaktadır. "Ameli Salih" ve "Söğüt Gölgesi" hikâyelerinde insanlara karşılıksız iyilik yapmak, toplum yararına çalışmak ve geride manevi bir miras bırakmak gibi değerler ön plana çıkarılmıştır. "Yaşlıların Çocuk Sohbeti" adlı hikâyede çocukların mutluluğu ve sağlıklı yetiştirilmesi toplumun geleceği açısından temel bir unsur olarak değerlendirilmiştir. "İlk Hediye" hikâyesinde eğitim, bilgi ve aydınlanmanın bireyin yaşamındaki dönüştürücü rolü vurgulanırken, "Tövbe Ettirme" eserinde bireyin kendi hatalarıyla yüzleşmesi ve manevi yenilenme süreci ele alınmıştır. "Hava Bürosu" hikâyesi ise gençlerin çalışma hayatına hazırlanması, sorumluluk duygusunun geliştirilmesi ve insanlar arası iletişim kültürünün önemini göstermektedir. Araştırma, Mir Celal Paşayev'in hikâyelerinde insanlık felsefesinin yalnızca teorik bir kavram değil, olay örgüsü ve karakterler aracılığıyla somutlaştırılmış bir değerler sistemi olduğunu ortaya koymaktadır. Yazarın oluşturduğu olumlu karakterler, okuyucuya örnek teşkil eden ahlaki niteliklerin taşıyıcısıdır. Bu yönüyle Mir Celal'in eserleri yalnızca estetik bir değer taşımamakta, aynı zamanda eğitici ve düşündürücü bir işlev de üstlenmektedir. Sonuç olarak, Mir Celal Paşayev'in hikâyeleri, Azerbaycan toplumunun sosyal ve manevi hayatını yansıtan önemli edebî örneklerdir. Bu eserlerde yer alan hümanist düşünceler günümüzde de güncelliğini korumakta ve insanı dürüstlüğe, vicdana, çalışkanlığa, toplumsal sorumluluğa ve manevi olgunluğa yönlendirmektedir. Yazarın ortaya koyduğu "insanlık felsefesi", bireyin kendisiyle, toplumla ve insanlıkla kurduğu ilişkileri anlamlandıran evrensel bir değerler sistemi olarak değerlendirilebilir.

Keywords: *Mir Celal Paşayev, Insanlık Felsefesi, Hümanizm, Manevi Değerler, Hikâye Yazarlığı*

Mapping the Lexical and Functional Profile of Mining Engineering Discourse: A Corpus-Based Analysis

Ayşe Nur BAYRAM, Ali Şükrü ÖZBAY
Karadeniz Technical University

Abstract
This study aims to map the lexical and functional profile of Mining Engineering discourse through a corpus-based analysis of discipline-specific academic language. Drawing on an English for Academic Purposes (EAP) corpus compiled specifically for this purpose, the study investigates the lexical items, multi-word combinations, and lexico-grammatical patterns that characterize academic discourse in Mining Engineering. The data were collected within the framework of the FBE 5008 Scientific Article Writing in English course, an EAP course consisting of 90-minute instructional sessions and attended by undergraduate students at a mid-sized university in the Eastern Black Sea region of Türkiye. Sketch Engine was employed to examine the corpus and identify recurrent lexical and functional patterns across the disciplinary texts. The analysis focused on the frequency and distribution of lexical items across major word classes, including verbs, nouns, adjectives, and adverbs, as well as recurrent multi-word sequences and lexico-grammatical structures. The findings indicate that verbs such as use and show occur frequently in Mining Engineering discourse, while nouns such as coal and rock, adjectives including high and different, and adverbs such as also are among the frequently occurring lexical items. The analysis also identified recurrent discipline-specific combinations, with mining area emerging as a particularly frequent lexical combination. These findings demonstrate that Mining Engineering discourse is characterized by recurring lexical choices and functional patterns that reflect the specialized communicative practices of the discipline. By systematically identifying these lexical and functional features, the study contributes to a more comprehensive understanding of disciplinary academic language and provides corpus-informed insights for the development of targeted EAP materials and instructional practices for Mining Engineering students.

Keywords: *Mining Engineering, Corpus-Based Analysis, Academic Discourse, Lexical Profile, Functional Features, Eap, Lexico-Grammatical Patterns*

Lost in the Highlands? A Comparative Analysis of Scottish Accents in the Turkish Dubbing of Outlander

Ayşe SUNGUR
Gendarmerie and Coast Guard Academy

Abstract
Audiovisual Translation (AVT), particularly dubbing, operates at the intersection of linguistic accuracy, technical constraints, and cultural representation. One of the most intricate challenges in this field is rendering regional dialects and sociolects, which are vital markers of character identity, historical context, and social hierarchy. This study focuses on the critically acclaimed television series Outlander, renowned for its meticulous use of the Highland Scots accent, and examines how this accent is reconstructed—or not—in the Turkish dubbing. The protagonist, Jamie Fraser, serves as the primary case study, with his speech heavily infused with Scots- and Gaelic-influenced English, representing not only a geographical location but also a rebellious, ancestral identity against the backdrop of 18th-century British hegemony. The research adopts a descriptive-comparative methodology, deliberately limiting its scope to the first season of the series. This delimitation is strategic, as the first season is the foundational phase of character development and presents the primary socio-linguistic conflict between the Scottish clans and the English 'Sassenachs' in its most concentrated form. The analysis is framed by the theoretical concepts of Standardisation and Linguistic Levelling. Preliminary findings indicate a significant "erasure" of the source text's phonetic and prosodic richness. In the Turkish dubbing, the rugged, guttural, and rhythmic qualities of the Highland accent are largely replaced by Standard Istanbul Turkish. This transition results in a phenomenon of "neutralisation," which diminishes, if not entirely obliterates, the socio-cultural distance between the Highland clans and the English "Sassenachs". Furthermore, the paper investigates the technical and ideological drivers of this standardisation. It explains how constraints on lip synchrony, isochrony, and actor-character voice matching in the Turkish dubbing industry prioritise "acceptability" for the target audience at the expense of "adequacy" to the source culture's linguistic diversity. By comparing the source audio with the Turkish dubbing tracks, the study categorises the shifts along three main axes: phonetic smoothing, lexical simplification, and the loss of "auditory characterisation." In conclusion, this paper argues that the systematic removal of the Scottish accent in Outlander's Turkish dubbing results in a "flattened" narrative experience, compromising the protagonist's "otherness". The study aims to contribute to the growing body of literature on AVT in Turkey by highlighting the need for more nuanced strategies for translating dialects, suggesting that a character's "voice" is as much a part of the translation as the "word".

Keywords: *Audiovisual Translation, Dubbing, Outlander, Scottish Accent, Dialect Translation, Standardisation*

The Illusion of Adaptation: An Intersemiotic Analysis of The Prestige Using the Shift-Based Adaptation Framework (SHAF)

Ayşe SUNGUR
Gendarmerie and Coast Guard Academy

Abstract
Adapting a literary text for the cinematic medium goes far beyond mere visual representation; it requires a complex intersemiotic translation that fundamentally restructures narrative mechanics, temporal dimensions, and thematic depth. This study analyses the cinematic adaptation of Christopher Priest's novel The Prestige (1995), directed by Christopher Nolan (2006), through the analytical lens of the Shift-Based Adaptation Framework (SHAF). Moving decisively away from traditional fidelity-based criticism, this paper categorises the director's adaptive choices into three systemic transformational strategies (Modulation, Modification, Mutation) applied across six core analytical domains: Plot Structure, Narrative Techniques, Characterisation, Setting, Fictional Shifts, and Cinematic Shifts. Applying this comprehensive framework to The Prestige reveals highly specific, data-driven shifts between the source text and the target film. In terms of Characterisation, Nolan employs Mutation (Excision) to erase the novel's modern-day framing device—specifically the characters of Andrew Westley and Kate Angier—thrusting the audience directly into the visceral 19th-century rivalry. To compensate for this excised framework, the Narrative Techniques and Plot Structure employ aggressive Modification (Cross-cutting) and Mutation (Forwarding/Backwarding), interweaving the magicians' diaries into a non-linear cinematic puzzle rather than a sequential reading. Within Fictional Shifts, the study identifies a crucial Modulation (Amplification) in character motivation: the film invents the traumatic death of Angier's wife, Julia, in a water tank, thereby transforming a professional literary rivalry into a fatalistic cinematic blood feud. Furthermore, the most profound ontological shift occurs in the film's climax. Through Mutation (Alteration), the duplicated bodies ("prestiges")—which are depicted as soulless, vegetative husks in Priest's gothic narrative—are transformed into fully conscious copies in Nolan's film, shifting the genre from gothic horror to an ethical tragedy. Finally, Cinematic Shifts elevate objects such as the water tank from mere props into central visual motifs of repetitive self-sacrifice. Ultimately, this study argues that by physically embodying the tripartite nature of a magic trick—the Pledge, the Turn, and the Prestige—Nolan's structural shifts turn the act of adaptation itself into a mesmerising cinematic illusion.

Keywords: *Intersemiotic Translation, Adaptation Studies, Translation Studies, The Prestige, Shaf Model*

Erken Cumhuriyet Döneminde Çeviri ve Süreli Yayıncılık: Yarım Ay Dergisinde Çevirmenin Sesi Ve Görünürlüğü (1935-1940)

Aytül DURMAZ HUT
Marmara Üniversitesi

Abstract
Bu çalışma, erken Cumhuriyet döneminin önemli süreli yayınlarından biri olan Yarım Ay dergisinde (1935-1940) yayımlanan çeviri metinleri betimleyici bir yaklaşımla incelemeyi ve söz konusu çeviri pratiğini çevirmen görünürlüğü, "çevirmenin sesi" ve "sözde çeviri" kavramları çerçevesinde değerlendirmeyi amaçlamaktadır. Çalışmanın temel çıkış noktasını, süreli yayınların yalnızca edebî ve kültürel ürünlerin dolaşıma girdiği mecralar olmadığı; aynı zamanda farklı kültürlere ait bilgi, düşünce ve anlatıların seçilmesi, aktarılması ve yeniden çerçevelenmesi yoluyla kolektif belleğin oluşumuna katkıda bulunan aktörler olduğu varsayımı oluşturmaktadır. Araştırmanın inceleme evrenini, Yarım Ay dergisinin 1935-1940 yılları arasında yayımlanan ve Bonn Üniversitesi dijital süreli yayınlar veri tabanı üzerinden erişilebilen sayıları oluşturmaktadır. Bu kapsamda dergide yer alan çeviri roman, hikâye, piyes, makale, deneme, biyografi, tarih yazısı, anı, efsane ve kılavuz gibi farklı türlerdeki metinler tespit edilerek yazar ve çevirmen bilgilerinin sunuluş biçimleri incelenmiştir. Çalışmada ayrıca daha önce gerçekleştirilen bibliyografik araştırmaların sağladığı verilerden yararlanılarak derginin çeviri repertuvarı karşılaştırmalı biçimde değerlendirilmiştir. Elde edilen bulgular, Yarım Ay'daki çevirilerin ve çevirmenlerin görünürlüğünün standart ve istikrarlı bir biçimde yapılandırılmadığını göstermektedir. Bazı metinlerde çevirmen "Çeviren", "Türkçeye Çeviren" veya "Almancadan Çeviren" gibi ifadelerle açıkça belirtilirken, bazı metinlerde çevirmen bilgisine hiç yer verilmemektedir. Bu durum, Hermans'ın "çevirmenin sesi" kavramı bağlamında değerlendirildiğinde, çevirmenin yayıncılık sürecindeki görünürlüğünün metinden metne değiştiğine ve kimi durumlarda bu sesin belirgin biçimde bastırıldığına işaret etmektedir. Öte yandan, yazar bilgisinin bulunmadığı ancak çevirmenin belirtildiği bazı örnekler, metinlerin "sözde çeviri" olabileceği yönünde dikkat çekici bir araştırma sorusu ortaya koymaktadır. Bu bağlamda çalışma, Yarım Ay örneğinden hareketle erken Cumhuriyet döneminde çevirinin yalnızca diller ve kültürler arasında bir aktarım faaliyeti olarak değil, aynı zamanda yayıncılık, görünürlük ve kültürel meşruiyet ilişkileri içerisinde şekillenen bir pratik olarak ele alınması gerektiğini ileri sürmektedir. Araştırma, süreli yayın çalışmaları ile çeviribilimin kesişiminde, dönemin çeviri kültürünün ve çevirmenin yayın alanındaki konumunun yeniden değerlendirilmesine yönelik bir yöntemsel çerçeve sunmayı hedeflemektedir.

Keywords: *Yarım Ay Dergisi, Çeviri Pratikleri, Çevirmenin Sesi, Çevirmen Görünürlüğü, Sözde Çeviri*

Reorienting the Comparative Gesture: African Literatures as Sites of Theory

Azzeddine TAJJIOU
Mohammed First University

Abstract
This paper argues that the challenge facing comparative African literary studies is no longer simply one of representation, but of method. African texts may now circulate widely within comparative and world-literature frameworks, yet they are still frequently approached through theoretical vocabularies developed elsewhere. Such inclusion risks leaving intact the very hierarchies that comparative scholarship seeks to unsettle. The paper therefore proposes a reorientation of the comparative gesture by treating African literatures as sites of theoretical production in their own right. Drawing on debates around language, authenticity, global circulation, and literary legibility, it develops inward comparison as a mode of reading attentive to the formal, linguistic, and epistemic relations generated within African literary traditions. Works by Chimamanda Ngozi Adichie, Amma Darko, Yvonne Vera, and Jennifer Nansubuga Makumbi illustrate how narrative form, opacity, multilingualism, and temporal structure can themselves perform conceptual work rather than merely convey thematic content. The aim is neither to retreat into cultural particularism nor to reject transnational comparison, but to reconsider where comparison begins and whose critical grammars are allowed to shape its terms. By foregrounding African texts as producers of concepts rather than examples of pre-existing theory, the paper advances a model of comparison grounded in epistemic reciprocity and methodological plurality. In this sense, reorienting comparison requires more than enlarging the canon; it requires reconsidering the intellectual architecture through which literary value and theoretical authority are produced.

Keywords: *Inward Comparison, African Literatures, Comparative Literature, Epistemic Reciprocity, Literary Theory*

Breaking Free From Boundaries: The Trajectory of Resistance in Women's Poetry from the Eighteenth to the Twentieth Century

Bahar Ayşe ATEŞALİ
Istanbul Aydın University

Abstract
Oppression of women has not changed over the years. But women writers discover an alternative to raise their voice against the patriarchal tyranny; hence, literature becomes a mode of representation of women's condition. The Romantic Period is famous for the romanticized picture of nature and the deep connection of men with nature. But this is quite a manly conventional perception. But although the masculine Romantic view generally aims to dominate nature to gain sublime power, the female gaze is about a sense of sisterhood and oneness with nature. Charlotte Smith's sonnet "To a Nightingale" is an example of this difference; rather than striving to conquer or possess the nightingale, Smith seeks a common unification with nature through the bird. In this respect, her poetic stance is in accord with Anne K. Mellor's account of feminine Romanticism, which posits that female writers put forward a politics that extends domestic virtues into the public realm and creates a cooperation rather than possessive relations to nature, envisioned as a female friend or sister. As it is considered the twentieth century, this feminine resistance to patriarchal suppression moves from the natural world to the female body itself. Women writers, long denied an easy way to raise their voices, began to translate this kinship with the marginalized into an intense, physiological reaction. This turn is epitomized in Plath's poem "Lady Lazarus" wherein Plath reclaims her agency through the physiological realm. Plath's subversive literary response can be well-suited to Hélène Cixous's notion of écriture féminine, according to which a woman must write herself and her body, as there is no language constructed by patriarchy that can genuinely express her lived experience. The study suggests that both poets, despite the different historical times in which they lived, reject the repressive roles assigned to them, turning the poetic arena into a space of radical self-determination and agency.

Keywords: *To A Nightingale, Lady Lazarus, Ecriture Féminine, Romanticism and Gender*

Omelas as America: A City of Happiness Built on Misery in Ursula K. Le Guin's "The Ones Who Walk Away from Omelas" (1973)

Başak PEHLİVAN
Dokuz Eylül University

Abstract
America is built upon equality, justice, independence, individuality, and hard work. That's why people move to America, not only for its landscape, but also to integrate these appealing values into their lives. Although America is established upon these values, they have exploited some people, such as the Indians, for the nation's progress and wealth. Ursula K. Le Guin indicates a city of joy, Omelas, in her story "The Ones Who Walk Away from Omelas" (1973). Throughout the story, Le Guin tries to explain to readers the city's happiness, but she cannot find explanations because people start to forget its real meaning, which should be pure joy. However, the joy of the city comes from the suffering of a child so that others can be happy. Then, why does Le Guin call it a joyous city? She reveals that the majority's happiness comes at a price for minorities, so the happiness of the society has a subversive price for the other groups, and this results in changing the idea of Omelas as a joyous city. Omelas can also be read as an allegory of American exceptionalism, with the imprisoned child representing those peoples and nations whose suffering and exploitation are normalized in the name of American progress, prosperity, and national greatness. While this study creates a cultural-historical perspective in "The Ones Who Walk Away from Omelas" (1973), it shows parallels between Omelas and the United States' national mythology that constructs the nation as a unique embodiment of liberty, democracy, and human progress.

Keywords: *American Literature, American Exceptionalism*

Prospektüs Metni Üzerine Derin Okuma: Parol İlacı Örneği

Begüm Çağla BULUT ÇİMEN, Arsun URAS
Doğuş University

Abstract
Metin okuma sürecinde bireylerin alt metinleri, niyetleri ve ön varsayımları görmesini sağlayan derin okuma becerisinin günümüzde yeterince gerçekleşmediği ve dikkate alınmadığı düşünülmektedir. Maryanne Wolf'un 2018 yılında "Reader, Come Home: The Reading Brain in a Digital World" başlıklı eserinde yer verdiği bilişsel yaklaşım da modern çağda metinleri hızlı tüketme alışkanlığının okuru yalnızca ihtiyacı olan bilgi parçalarını seçen bir metin avcısına dönüştürdüğünü göstermektedir. Bu yaklaşıma göre insan beyni, okuma eylemi için doğuştan gelen genetik bir programa sahip değildir. Dolayısıyla okuma düzeneğinin yapısı, metnin tüketildiği biçimin hız ve uyaran özelliklerine göre şekillenmektedir. Metinleri derinlemesine incelemek yerine yüzeysel bir taramayla tüketme eğilimi ise, derin okuma yetisinin zamanla uğradığı kapasite kaybını gözler önüne sermektedir. Meseleye teknik metinler açısından yaklaşıldığında, taşıdıkları eksik ya da yanlış yorumlama riski sebebiyle bu tür yapıların da derin okuma eylemi gerektirebileceği düşünülmektedir. Sözü edilen riskten hareketle bu çalışma, günlük yaşamda kritik ve hayati bir role sahip tıbbi metinlere ilişkin derin okuma pratiğinin uygulanabilirliğini göstermeyi amaçlamaktadır. Araştırma nesnesi olarak, etken maddesi (parasetamol) dünyaca bilinen, Türkiye'de yaygın bir tüketim ağında ve toplumsal ölçekte doğrudan karşılığı bulunan Parol (500 mg Tablet) ilacının prospektüsü (kullanma talimatı) ele alınacaktır. Parol prospektüs metni, bilişsel ve anlamsal krizi giderebilecek derin okuma pratiğinin uygulanabilirliğini göstermek adına, Christiane Nord tarafından geliştirilen Çeviri Odaklı Metin Analizi (Translation–Oriented Text Analysis) Modeli kapsamında değerlendirilecektir. Bu modelin ayırt edici unsurları olan metin dışı faktörleri ile sözcük seçimi, ön bilgiler ve metin yapısı gibi metin içi öğeleri kapsamında incelenecektir. Bu işlevsel model aracılığıyla gerçekleştirilecek inceleme, dijital çağın getirdiği aceleci ve yüzeysel okuma alışkanlığına karşı, okura sorgulayıcı bir bakış açısı kazandıracaktır. Sonuç olarak bu çalışma, okuma eyleminin basit bir kod çözme işlemi olmadığını, derin okumayı amaçlayan stratejik bir inceleme süreci olarak kurgulanabilirliğini destekleyecektir. Böylece bireylerin eleştirel okuma becerilerini, metin karşısındaki analitik farkındalıklarını ele alan metin odaklı yeni araştırmalara kapı açacağı düşünülmektedir.

Keywords: *Derin Okuma, Metin Çözümlemesi, Christiane Nord, Tıbbi Metinler, Prospektüs*

Forty-four Turkish Fairy Tales Başlıklı Eserin Türkçe Çevirilerinde Sözlü Kültür Unsurlarının Yeniden Üretilmesi

Begüm ÇELİK ÖZKAN, Senem ÖNER BULUT
İstanbul Yeni Yüzyıl University

Abstract
Bu çalışmanın amacı, Macar Türkolog Ignácz Kúnos'un Türk sözlü kültüründen derlediği, yazıya geçirdiği ve daha sonra İngilizceye çevirdiği 44 Türk masalından oluşan Forty-four Turkish Fairy Tales (1913) başlıklı eserin 103 yıl sonra yapılan Türkçe çevirilerini sözlü kültür (orality) yaklaşımı çerçevesinde incelemektir. Türk halk masalları Çeviribilim araştırmalarına sıkça konu olmasına ve sözlü kültürün anlatım biçimine ait pek çok özelliği barındırmasına rağmen masalların sözlü kültür yaklaşımının sunduğu kuramsal çerçeve ışığında bütüncül bir şekilde ele alındığı çalışmaların sınırlı olduğu görülmektedir. Bu noktadan hareketle, çalışmada sözlü kültürün özellikleri Walter Ong'un Orality and Literacy: The Technologizing of the Word (2018) başlıklı kitabında ele aldığı sözlü kültür (orality) kavramı çerçevesinde değerlendirilmektedir ve sözlü kültür ürünlerinin yazılı kültüre aktarılması ile başlayan ve ardından dillerarası çeviri ve geri çeviri süreçleriyle devam eden çok katmanlı aktarım irdelenmektedir. İ. Kürşad Yalçındağ'ın 44 Türk Peri Masalı (2016) başlıklı çevirisi ile Ozan Mızrak'ın 44 Türk Masalı (2016) başlıklı çevirisinin Betimleyici Çeviribilim çerçevesinde karşılaştırmalı biçimde incelendiği çalışmada, İngilizceden Türkçeye geri dönen eserin çevrilmesinde atasözleri, deyimler, ikilemeler ve kalıplaşmış sözlere ilişkin izlenen stratejilere odaklanılmaktadır. İnceleme sonuçları, erek kültürün normlarına uyum sağlayan çeviri kararlarının, erek sözlü kültüre ait ifade biçimlerini yeniden üretebildiği şeklinde yorumlanabileceğini göstermekte ve sözlü kültürün gelecek nesillere aktarılmasında çevirinin oynayabileceği rolü ortaya koymaktadır.

Keywords: *Betimleyici Çeviribilim, Sözlü Kültür, Türk Masalları, Ignácz Kúnos, Geri Çeviri*

Üretken Yapay Zeka Görsellerinde Statü ve Estetik Değer Yargısının İncelenmesi

Belgin İPEK
Karadeniz Technical University

Abstract
Pierre Bourdieu, Ayrım (La Distinction, 1979) adlı çalışmasında, estetik zevk ve beğeninin nesnel/evrensel bir yargı değil, bireyin sahip olduğu ekonomik ve kültürel sermayeyle biçimlenen sınıfsal bir konumlanış olduğunu ileri sürer. Bourdieu'nün "habitus" kavramı, toplumsal sınıfa dair yargıların bedende içselleşerek görünür hale geldiğini, böylece bedenin sınıfsal aidiyeti ele veren bir gösterge sistemine dönüştüğünü savunur. Bu çalışma, habitus kavramını üretken yapay zekanın görsel oluşturma pratikleri üzerinden yeniden yorumlamayı amaçlamaktadır. Çalışmanın temel iddiası, üretken yapay zeka sistemlerinin ürettiği görsellerin salt fiziksel özellikleri değil, örtük sosyoekonomik göstergeleri de taşıdığıdır. Bu doğrultuda, farklı üretken yapay zeka araçlarına yöneltilen beş pozitif ve beş negatif ifade çiftinin (güzel/çirkin, zengin/fakir, başarılı/başarısız, eğitimli/eğitimsiz, mutlu/üzgün), kadın, erkek ve cinsiyet belirtilmeyen ("person") figür kategorilerinde ürettiği toplam görsel korpusu incelenmiştir. Elde edilen görseller; mekân türü, kıyafet, aksesuar ve figürün fiziksel görünümü kategorilerinde sistematik olarak kodlanmış, kategoriler arası frekans dağılımı hem pozitif/negatif ifadeler hem de cinsiyet kategorileri arasında karşılaştırılarak Bourdieu'nün habitus kavramı çerçevesinde tartışmaya açılmıştır. Bu karşılaştırmalı kodlama, üretken yapay zeka sistemlerinde estetik değer yargısının salt görünüşe dayanmadığını, örtük biçimde sınıfsal konumla iç içe geçtiğini ve bu kodlamanın cinsiyet kategorilerinden bağımsız olarak tekrarlanıp tekrarlanmadığını ortaya koymaktadır. Ayrıca, cinsiyet belirtilmeyen ("person") promptlarının varsayılan olarak hangi cinsiyete yöneldiği de ayrıca incelenmekte, bu bulgu güncel literatürdeki benzer tespitlerle (Voutyrakou & Skordoulis, 2025) karşılaştırılmaktadır. Çalışma, Bourdieu'nün tarif ettiği sınıf-beden ilişkisinin, günümüzün algoritmik görsel üretim sistemlerinde de yeniden inşa edildiğini ampirik verilerle ortaya koymayı hedeflemektedir.

Keywords: *Üretken Yapay Zeka, Habitus, Sosyoekonomik Önyargı, Cinsiyet*

Dede Korkut Kitabı ve Amorgoslu Semonides'in 7. Fragmanı'nda Kadın Tasvirleri: Didaktik Bir Karşılaştırma

Berk YILMAZ
Karadeniz Technical University

Abstract
Dede Korkut Kitabı, bilim dünyasına tanıtıldığı günden bu yana Türk dili, kültürü, tarihi ve edebiyatının en temel kurucu metinlerinden biri olarak kabul edilmiş; üzerine ulusal ve uluslararası ölçekte çok sayıda nitelikli çalışma yapılmıştır. Sözlü gelenekten yazıya aktarılan bu muazzam eser, barındırdığı arkaik unsurlar ve mitolojik katmanlar sebebiyle dünya edebiyatının diğer klasik metinleriyle de sık sık mukayese edilmiştir. Bu bağlamda yapılan çalışmaların önemli bir kısmı, Dede Korkut anlatılarını Antik Yunan kaynaklarıyla karşılaştırarak metinlerin kronolojik kökenlerini ve hangisinin daha önce şekillenmiş olabileceğini tespit etmeye odaklanmıştır. Özellikle Tepegöz hikâyesi ile Homeros'un Odysseia destanındaki Polyphemos bölümü arasındaki paralellikler üzerinden yürütülen bu kronoloji merkezli tartışmalar, eserin dünya edebiyat tarihindeki yerini tayin etmek açısından oldukça kıymetli veriler sunmuştur. Bu bildiri ise söz konusu kronoloji ve köken tartışmalarının ötesine geçerek, karşılaştırmalı edebiyat çalışmalarında daha önce ele alınmamış özgün ve tematik bir konu başlığına odaklanmaktadır. Çalışmada, Dede Korkut Kitabı'nın "Mukaddime" (Ön söz) bölümünde yer alan kadın tasvirleri ile MÖ 7. yüzyılda yaşamış olan Iambos şairi Amorgoslu Semonides'in kadınları hicveden meşhur 7. Fragman'ı arasındaki tipolojik ve didaktik benzerlikler incelenmektedir. Her iki metin de farklı coğrafyalarda, farklı yüzyıllarda ve tamamen farklı inanç sistemlerinde üretilmiş olmalarına rağmen, toplumsal düzeni sağlama ve erkeğe/topluma öğüt verme noktasında şaşırtıcı bir yapısal ve işlevsel benzerlik göstermektedir. Dede Korkut Kitabı'nın girişinde kadınlar; "solduran sop", "dolduran sop", "evin dayağı" ve "ne söylesen bayağı" olmak üzere dört ana grupta tasnif edilir. Bu tasnif, idealize edilen Türk kadını modelini öne çıkarırken, evlilik kurumunu zedeleyen olumsuz davranışları mizahi ve eleştirel bir dille yermektedir. Amorgoslu Semonides ise 7. Fragman'ında kadınları; "çamur, deniz, tilki, köpek, eşek, gelincik, at, maymun ve arı" gibi doğa unsurları ile hayvanlarla özdeşleştirerek on farklı tipe ayırır. Semonides'in metninde de tıpkı Dede Korkut'ta olduğu gibi, ev ekonomisine katkı sağlayan ve sadık olan tek makbul tip (arı kadın) yüceltilirken, diğer dokuz tip sert bir dille eleştirilir. Sonuç olarak bu çalışma, her iki metindeki kadın tiplerini tematik ve yapısal açıdan çözümleyerek, edebiyatın ahlaki/eğitici işlevinin ataerkil toplumsal yapılarda nasıl benzer didaktik reflekslerle somutlaştığını ortaya koymaktadır. Kültürler arası bu benzerlik, insanlığın edebi ve sosyolojik ortak kodlarını anlamak adına yeni bir perspektif sunmaktadır.

Keywords: *Dede Korkut Kitabı, Semonides, 7. Fragman, Kadın Tasvirleri, Karşılaştırmalı Edebiyat*

Büyük Dil Modellerinde Beden Ağırlığının İnşası: Terminoloji, Sağlık Söylemi ve Damgalama

Berrin BALDAŞ ÇAKIR
İstanbul Esenyurt Üniversitesi

İnsan bedenine ilişkin söylemler, fiziksel özelliklerin betimlenmesiyle sınırlı kalmamakta; sağlık, normallik, görünüş, yeterlik ve toplumsal değerler ile ilişkili anlam alanlarıyla iç içe üretilmektedir. Yüksek vücut ağırlığını tanımlamak için kullanılan obez, kilolu ve şişman gibi ifadeler, sözcük tercihinin ötesinde, bedene ilişkin farklı toplumsal ve kültürel bağlamları yansıtabilmektedir. Üretken yapay zekâ sistemlerinin gündelik bilgi üretimi ve dolaşımındaki artan rolü, bu sistemlerin mevcut vücut ağırlığı söylemlerini ne ölçüde yeniden ürettiği, pekiştirdiği ya da dönüştürdüğü sorusunu gündeme getirmektedir. Bu çalışmanın amacı, vücut ağırlığına ilişkin farklı adlandırmaların büyük dil modelleri tarafından hangi söylemsel çerçeveler içinde anlamlandırıldığını ve modeller arasında ortak ya da ayrışan örüntülerin ortaya çıkıp çıkmadığını incelemektir. Çalışmada iki büyük dil modeline (ChatGPT ve Gemini) standartlaştırılmış Türkçe istemler sunulmuştur. İstemler sekiz gündelik bağlamda (iş ve kriz yönetimi, fiziksel dayanıklılık, yaşam tarzı, medya ve başarı anlatısı, sağlık hizmeti, yeni yıl hedefleri, romantik ilişki, giyim danışmanlığı) kurgulanmıştır. Her istemde yalnızca karakterin ağırlığını niteleyen sözcük değiştirilmiş; obez, kilolu ve şişman koşullarına ek olarak ağırlık bilgisi içermeyen bir kontrol koşulu da kullanılmıştır. İstemler kadın ve erkek karakterler üzerinden sunulmuş, model içi değişkenliği gözlemlemek amacıyla her biri üç kez tekrarlanmıştır. Elde edilen veriler, yapay zekâ söylem stratejileri, tıbbileştirme, yaşam tarzı ve irade yargıları, psikolojik ve sosyal stereotipler, estetik normlar, mesleki yeterlik ve kriz atfı çerçevesinde geliştirilen bir kod sistemiyle içerik analizine tabi tutulmuştur. Modeller, koşullar ve bağlamlar arasında karşılaştırma yapılmıştır. Bulgular, damgalayıcı içeriğin yalnızca vücut ağırlığı bilgisi içeren istemlerde ortaya çıktığını ancak modellerin bu bilgiyi farklı söylemsel stratejilerle işlediğini göstermektedir. Gemini, vücut ağırlığını sıklıkla fiziksel zorlanmayla, kişisel yetkinliğe yönelik eleştirilerle ve bedeni inceltme veya gizleme normlarıyla ilişkilendirmektedir. ChatGPT ise vücut ağırlığını çoğunlukla yanıtın dışında bırakmakta, dolaylı biçimde anmakta, istemdeki ağırlık etiketini tekrarlamakta ve beden kabulü söylemi kurmaktadır. Beden utancı atfı her iki modelde de ortak bir örüntü olarak, özellikle romantik ilişki bağlamında belirginleşmektedir. Etkisizleştirme stratejilerinin varlığı, damgalamanın olmadığı anlamına gelmemektedir. Sonuç olarak, söz konusu örüntüler toplumsal normlar, damgalama süreçleri ve insan-yapay zekâ geri besleme döngüleri bağlamında ele alınmalıdır.

Keywords: Ağırlık Damgalaması, Büyük Dil Modelleri, Üretken Yapay Zekâ

Yapay Zeka Sonrası Haber Çevirmenlerinde Dönüşüm ve Gereklilikler

Birsen ALTAYLI, Merve ÖZENÇ KASIMOĞLU
Yeditepe University

Abstract
Bu çalışmanın amacı, yapay zekâ (YZ) sürecinde haber üretiminde meydana gelen değişimin haber çevirisine nasıl yansıdığını araştırmak ve çevirmenlerin bu süreçte kendilerini nasıl konumlandırdıklarını ortaya koymaktır. Çevirmenlik mesleği içinde, gazetecilik ile doğrudan bağlantılı olan çeviri alanı haber çevirmenliğidir. Sadece haber yazımı ile ilgili değil, ekonomiden politikaya, uluslararası ilişkilerden spora kadar pek çok metni içinde barındıran bu alan en fazla uzmanlaşma gerektiren alanlardan biridir. Giderek daha hızlı olmanın öne çıktığı haber dünyasında, zaten makine çevirisine geçiş yapılmışken, yapay zekânın da devreye girmesiyle medya kuruluşlarının talebiyle daha fazla ve daha hızlı haber üretilirken, haber çevirisi de bundan etkilenmektedir. Haber çevirmenleri ise bu süreçte yeni görevler üstlenerek, iş yapış biçimlerini değiştirmektedir. Haber çevirisi, yalnızca bilgi aktarımı değil, kültürel temsil sürecidir. Çevirmen, farklı kültürlere aracılık yaparken ideolojik seçimler de yapar. Bu süreçte; hangi bilginin aktarılacağı, nasıl çerçeveleneceği, hangi perspektifin öne çıkarılacağı belirlenir. Bu bağlamda çeviri, tarafsız bir süreç değildir; ideolojik bir yeniden üretim pratiğidir. Özellikle küresel haber akışında çeviri, güç ilişkilerini yeniden üretme potansiyeline sahiptir. Bu nedenle çevirmen çeviri edinci açısından en üst düzeyde donanıma sahip olmalıdır. Mevcut durumda gazetecilik ve çevirmenlik iç içe geçmiş meslekler haline gelirken, yeni süreçte gazetecilik bilgisi ve mesleki becerileri daha gelişmiş çevirmenlere duyulan ihtiyacın arttığı gözlemlenmektedir. Bu da çeviri eğitiminde ağırlık verilen alanların gözden geçirilmesine yol açabilir. Çalışma kapsamında 12 haber çevirmeni ile yazılı ve sözlü yöntemler kullanılarak görüşme yapılmıştır. Biri yerli, diğeri ise uluslararası haber kuruluşlarında (Matriks ve Thomson Reuters) çalışan çevirmenlerle yazılı ve sözlü görüşme sağlanmıştır. Çalışmada Mona Baker'ın yeniden çerçeveleme (reframing) ve Christina Schäffner'ın yeniden bağlamlaştırma (recontextualization) kavramları kullanılmıştır. Haber çevirmeni haberin seçilmesi, yeniden düzenlenmesi ve ideolojik olarak yeniden konumlanmasından sorumlu iken, şimdi araya bir makine girmekte ve çevirmen bunun üzerine bir kez daha benzer işlemi yapmaktadır. Çalışmada bu durum çift çerçeveleme olarak ele alınmıştır. Aynı şekilde yeniden bağlamlaştırma da iki kez yapılmaktadır. Görüşmeler YZ'nin haber çevirisinde kullanımının çeviriyi hızlandırdığını, ancak editoryal görevlerin de değiştiğini, bunun da çevirmenlere yeni sorumluluklar yüklediğini göstermektedir. Katılımcılar, öte yandan, uluslararası finans piyasaları gibi teknik bilgi ve süreklilik bilgisi gereken haberlerde çevirmenin makine çevirisini kontrol etmesi, yani "yeniden çerçeveleme" süresinin daha da uzadığını belirtmektedir. Ayrıca YZ'nin yaygınlaşmasıyla medya kuruluşlarının çalışanlarından daha fazla YZ kullanımı talep etmesi, birçok meslek grubunda olduğu gibi çevirmenlik mesleğinde de giderek artan bir değersizlik hissine ve varoluş sancısına yol açmaktadır. Görüşlerine başvurulan çevirmenler, artık doğrudan çeviri haber metni üretmek yerine, giderek makine tarafından üretilen çıktıları denetleyen, onaylayan ve bağlama uygun hale getiren bir role evrildiklerini belirtmektedir. Başka bir ifadeyle, çevirmenler son editöre gönderilmeden önce makine tarafından üretilen çevirinin ilk editörü konumuna gelmektedir. Araştırmaya katılanlar, bu dönüşümün uzmanlık gerektirmeyen haber metinlerinin çevirisinde hızı artırmasına karşın, çeviriyi karmaşık bir kültürel aracılık süreci olmaktan çıkararak sıradan ve teknik bir işlem olarak algılanmasına yol açma riski taşıdığını belirtmektedir. Haber metinleri, dilsel ve ideolojik açıdan YZ aracılığıyla yeniden şekillenirken, çevirmenler de son düzeltmen (post-editör), kalite kontrolörü veya otomatik üretim sürecinin görünmez kolaylaştırıcıları olarak yeniden konumlandırılmaktadır. Bu çalışma, yeniden çerçeveleme kavramını merkeze alarak, YZ'nin hem çevrilen haber metnini hem de çeviri emeğine atfedilen mesleki anlamları nasıl dönüştürdüğünü ve bunun da çeviri eğitimine etkisini ortaya koymayı amaçlamaktadır.

Keywords: *Haber, Çeviribilim, Yapay Zeka, Haber Çevirmeni, Yeniden Çerçeveleme*

Does Prompt Design Matter? Evaluating ChatGPT-Generated EFL Speaking Tasks through a CEFR-Informed Lens

Canan DEVECİ
Atatürk University

Abstract
Generative artificial intelligence (GenAI) is increasingly used by language teachers to create classroom materials and activities. However, the pedagogical quality of AI-generated materials may depend not only on the capabilities of the technology but also on how teachers formulate their prompts. This small-scale study investigates whether pedagogically informed prompting influences the quality of EFL speaking tasks generated by ChatGPT. 10 communicative contexts appropriate for A2-level learners will be used to generate 20 speaking tasks under two conditions. In the basic-prompt condition, ChatGPT will be provided with the target proficiency level and communicative context and asked to generate a speaking activity. In the pedagogically informed condition, the same contexts will be used, but the prompt will additionally specify CEFR alignment and key principles of communicative language teaching including a clear communicative purpose, meaningful learner interaction, level-appropriate linguistic demands, and an identifiable learning outcome. The resulting paired tasks will be systematically analyzed using an analytic framework focusing on CEFR appropriateness, communicative purpose, interaction, authenticity, linguistic and cognitive demands, classroom feasibility, and clarity of learning outcomes. Comparisons between the two conditions will examine whether and in which dimensions explicit pedagogical guidance in prompts influences the quality of AI-generated speaking tasks. By focusing on a small, controlled set of paired materials, the study explores the relationship between prompt design and the pedagogical quality of GenAI-generated language-learning activities. It also considers the implications of prompt design for teacher AI literacy, highlighting the role of teachers' pedagogical knowledge in guiding and critically evaluating AI-generated materials for classroom use.

Keywords: *Generative Artificial Intelligence, ChatGPT, Prompt Design, Speaking Tasks, Cefr, Teacher AI Literacy*

Rereading Classics: Binge-Reading and Multimodal Literary Reception in Foreign Language Instruction

Çiğdem KIRCA
Ordu University

Abstract
Literary works that are regarded as classics in society are cultural and historical landmarks. They are timeless and shape readers as they are received, reflected upon, and interpreted. They offer each generation codes that are deciphered through self-reflection. However, a literary work of art is only realized through the act of reading, and this act has evolved over time. The increasing digitization of reading culture is changing the way literary texts are received. Digital media, in particular, are giving rise to new forms of intensive and self-directed reading, which can be summarized under the term "binge-reading." These new reading habits must be taken into account, especially in the field of education. This development also necessitates innovations in foreign language instruction. As cultural assets, literary classics—in their literary, linguistic, and aesthetic forms—offer learners many rhetorical devices that promote language acquisition. They must be adapted in such a way that they both do justice to their literary integrity and correspond to the changing reading habits of today's learners. Against this backdrop, this study examines the criteria and characteristics that literary texts must possess in order to support binge reading and multimodal reception in foreign language instruction. Franz Kafka's Die Verwandlung serves as the subject of this study. The study follows a qualitative-interpretive and design-oriented research approach within the framework of Design-Based Research (DBR). In a first step, the original version of Die Verwandlung is analyzed with regard to linguistic, narrative, and literary features. Subsequently, a selected simplified version is systematically compared with the original to identify changes in terms of linguistic complexity, narrative structure, characterization, information density, and literary composition. Based on this comparative analysis, design principles and compositional elements are developed for a new version that is suited to multimodal reading. The result of this study is a didactic redesign of Die Verwandlung that goes beyond merely simplifying or abridging the source text. Rather, the focus is on developing a multimodal, reception-oriented literary text that preserves the original's central narrative, thematic, and aesthetic characteristics while adapting it to changing reading habits. By combining literary pedagogy, binge reading, multimodal reception, and design-based research, this thesis demonstrates how classic literary works can be reimagined for foreign language instruction within the context of a digitally shaped reading culture. The literary redesign is understood both as a pedagogical product and as a research-guided development process.

Keywords: *Binge Reading, Multimodal Reading, Literary Pedagogy, Design-Based Research*

Nomadic Subjectivity and the Politics of Belonging in Kamila Shamsie's "Home Fire"

Cihat ÖZTAY, Tuncer YILMAZ
Van Yüzüncü Yıl University

Abstract
Contemporary migration studies increasingly challenge traditional understandings of identity which is based on stability, national belonging, and fixed cultural ties. Kamila Shamsie's Home Fire (2017) offers a productive literary space for examining such challenges by representing British Muslim subjects whose identities are negotiated across competing familial, national, cultural, and political affiliations. Applying Rosi Braidotti's concept of nomadic subjectivity, this study examines how the novel represents subjectivity not as a stable or unified condition but as a relational and continuously negotiated process shaped by mobility, displacement, belonging, and exclusion. The study focuses specifically on Aneeka and Parvaiz Pasha, whose experiences reveal different forms and limitations of nomadic becoming. While their movements across geographical, cultural, and ideological boundaries undermine conventional notions of home and national identity, the novel reveals how such mobility is conditioned and constrained by citizenship, state power, political discourse, and fixed forms of belonging. From this perspective, nomadic subjectivity in Home Fire does not simply signify geographical movement or the rejection of identity; rather, it provides a framework for understanding how subjects are constituted through shifting relations with places, communities, institutions, and others. By reading Home Fire through Braidotti's posthumanist understanding of the nomadic subject, this paper argues that Shamsie presents migrant subjectivity as an ongoing process of becoming that unsettles binary distinctions between home and exile, belonging and exclusion, and national and transnational identity. At the same time, the novel uncovers the political and material forces that restrict the subject's capacity for transformation and reveals the tension between nomadic becoming and contemporary understanding of citizenship and belonging.

Keywords: *Nomadic Subjectivity, Posthumanism, Migration, Belonging, Citizenship*

Once Fallen, Always Fallen: The Devastating Effect of Stigma on Paula in "The Second Mrs. Tanqueray"

Deniz UZUNLAR
Ağrı İbrahim Çeçen University

Abstract
Stigma has often been employed by societies as a controlling mechanism to identify, classify, and exclude individuals with identities or behaviours that fall outside socially accepted norms. One of the earliest theoreticians of stigma, Erving Goffman particularly shows the way any attribute of an individual that is socially discredited can possibly transform his or her identity into what he terms a "spoiled identity." This study examines Arthur Wing Pinero's well-known play The Second Mrs. Tanqueray (1893) through Goffman's conceptualisation of stigma. It is intended to focus on the protagonist Paula Tanqueray, who is a Victorian "fallen woman" with a past that turns out to be an inescapable social label for her. Victorian gender ideology established strict moral boundaries for female respectability, and women who violated prevailing sexual norms were frequently subjected to prejudice, exclusion, and social condemnation. Though Paula tries to reconstruct her identity by marrying Aubrey Tanqueray, a respectable man in that society, her past continues to govern her social position and her perception of herself. Therefore, her marriage fails to expunge the stigma attached to her former life; instead, the unexpected reappearance of that haunted past reveals the fragility of her newly acquired respectability. Drawing particularly on Goffman's concepts of stigma, social identity, and discreditation, the study argues that Paula's tragedy results not merely from her previous relationships but from a social order that refuses to separate the woman she has become from the woman she once was. Her eventual suicide consequently represents the devastating culmination of social exclusion and internalised stigma. The study concludes that Pinero anticipates later sociological discussions of stigmatization by dramatizing how the label of the "fallen woman" becomes permanent to such an extent that a woman, once labelled as fallen, remains fallen at all times. Thus, this process turns social judgement into a destructive force from which Paula finds no way of escape.

Keywords: *Stigma, Fallen Woman, The Second Mrs. Tanqueray, Goffman, Social Norms*

Gender Aspects of Mythologically Derived Phraseological Units in English and Georgian: A Lexicographic Perspective

Diana NEMSITSVERIDZE
Akaki Tsereteli State University

Abstract
Phraseological units derived from mythology are an important linguistic form of cultural memory and often preserve historically formed ideas about gender, strength, heroism, weakness, and different human capabilities. Despite their widespread use, the gender representation of phraseological units derived from ancient mythology in English and Georgian and their lexicographic functioning have been relatively little studied. The aim of the paper is to identify and comparatively analyze the gender aspects of phraseological units derived from ancient mythology in English and Georgian, in particular, to study their gender marking, semantic content, evaluative connotation and cultural function. The research is based on lexicographic, comparative, and semantic-interpretive analysis of units identified in English and Georgian phraseological dictionaries. Phraseologisms are grouped according to the conceptual features of masculine and feminine units derived from mythology. The analysis shows that in English and Georgian, the units generally retain semantic and conceptual stability, although differences are observed in terms of their functional activity and cultural contextualization. The study demonstrates that phraseologisms derived from ancient mythology are not only carriers of cultural memory, but also an important source of linguistic representation of gender ideas. Their lexicographic study reveals those historically formed cultural models that continue to function in modern English and Georgian phraseological systems.

Keywords: *Gender, Phraseology, Mythology, Gender Representation, Lexicography, Linguoculturology*

Digital Speech Tools for Speaking Skills in EFL: Analyzing Changes in Fluency and Accuracy

Dumitra-Madalina PANTEA, Laura Rebeca STIEGELBAUER
University of Oradea

Abstract
Speaking is often the least practiced skill in English as a Foreign Language (EFL) classroom, where limited class time, large groups, and speaking anxiety restrict learners' opportunities for extended oral output. Digital speech tools, including automatic speech recognition (ASR), automated speech evaluation systems, intelligent personal assistants, and chatbots based on large language models, are increasingly used to fill this gap. Most evaluations, however, report global gains in speaking proficiency, which can conceal differences between dimensions of oral performance. Using the complexity, accuracy, and fluency (CAF) framework, this paper analyses how these tools affect two dimensions: fluency and accuracy. Based on a critical narrative synthesis of peer-reviewed empirical studies and meta-analyses published between 2014 and 2026, it identifies a clear asymmetry. Fluency, particularly speech rate, improves fairly consistently when tools increase time-on-task and reduce anxiety, although pausing behavior changes less. Grammatical accuracy shows little tool-specific benefit in studies using objective measures, while pronunciation accuracy improves mainly at the segmental level and when tools provide explicit feedback, especially with peer or teacher mediation. The paper explains this pattern through skill acquisition theory, the noticing hypothesis, and limited-capacity models of attention. It also highlights methodological weaknesses in the research base, including heterogeneous measures, small samples, and short interventions. It concludes by proposing a blended pedagogical cycle in which conversational tools support fluency development, while feedback-rich tools, combined with guided error analysis and task repetition, support accuracy.

Keywords: *EFL Speaking, Fluency, Accuracy, Automatic Speech Recognition, AI Chatbots, Computer-Assisted Language Learning*

The Poetics of Listening: Silence and Ecological Perception in Mary Oliver's Poetry

Ebru GÜLFIRAT
Ağrı İbrahim Çeçen University

Abstract
This paper explores how Mary Oliver uses listening and silence to frame the perception of nature in her poetry. Oliver's poems often begin with simple encounters with animals, plants, landscapes and other elements of the natural world. But these meetings may take the speaker further than mere observation. This research is on how Oliver makes these moments into listening, attention and a new understanding of the more-than-human world. This study focuses on how Oliver turns such moments into opportunities for listening, attention, and a different understanding of the more-than-human world.The paper analyzes three poems "Five A.M. in the Pinewoods," "The Pond," and "Who Said This" using an ecopoetic approach. These poems are selected because each presents a different form of encounter with the natural world. In "Five A.M. in the Pinewoods," the speaker's attempt to perceive deer through traces and sounds shifts attention from direct visual observation to a more attentive form of perception. "The Pond" brings human and nonhuman sounds together, allowing the poem to consider how natural sounds can shape the speaker's experience of place. In "Who Said This," silence is especially important because the speaker comes across a presence that cannot be identified or seen. The poem thus asks about the possibility of silence itself being a form of communication.Close readings of these poems reveal imagery, sound, repetition, tone, and poetic pauses as elements that contribute to Oliver's representation of ecological experience. Instead of interpreting silence as a lack of sound, the paper reads silence as a space in which the speaker is more open to the non-human world. Listening is likewise understood not only as hearing but as a way of paying attention and responding to what surrounds the human subject.The paper argues that Oliver's poetry presents listening as an important part of ecological perception. Her poems, in slowing observation and giving significance to both sound and silence, encourage a less anthropocentric way of encountering nature. In this sense, Oliver's poetic language does not simply describe the natural world; it creates moments in which readers are invited to listen to it differently.

Keywords: *Mary Oliver, Ecopoetics, Ecological Perception, Silence, Listening*

Post-anthropocentric Reading of "If I Were a Man": Demolishing Traditional Universal Humanism

Ebru UĞUREL ÖZDEMİR
Aksaray University

Abstract
The present study handles the posthuman condition of the character in the short story If I Were a Man by Charlotte Perkins Gilman which has been examined especially from the classical feminist perspectives so far. Because the story illustrates the humanist discursive boundaries beyond sex/gender categories invented by patriarchy, it would be unfair to confine and analyze the text merely within the scope of classical feminism. Rather than focus on the feminist epistemologies which emphasize the unequal treatment of man and woman, this study surfaces the categorization of human and non-human. The key fact of this study is based on the nomadic stance of the individual; to put it differently, the identity formation of subjects is regarded as a process of becoming through embracing difference. This difference should be considered from a positive side which disregards binary oppositions. In order to discuss the human subject formation from posthumanist perspective, the Italian philopher Braidotti will be the key name to be addressed throughout the study. By focusing on the anti-humanist theory of Braidotti, the concept of the nomadic subject will be illustrated through close analysis of If I Were a Man.

Keywords: *Posthumanism, Nomadic Subject, If I Were a Man, Post-Anthropocentrism, Braidotti*

A Father's Empire: Reproducing Colonial Power in Joyce's "Eveline"

Elif Sude SAYIN
Social Sciences University of Ankara

Abstract
James Joyce's "Eveline" (from Dubliners) is conventionally read as a study of individual paralysis, but this paper argues that the relationship between Eveline and her father stages, in miniature, the logic of colonial domination. Drawing on Frantz Fanon's account of how colonized men, denied authority and agency under colonial rule, reassert domination within the one space still under their control — the home — this paper reads Eveline's father not as a literal colonizer but as a subject who reproduces the logic of colonial power downward onto his daughter. Eveline's unpaid domestic labor, confiscated wages, and confinement to the household are read as forms of extraction structurally analogous to colonial economic exploitation, while the threat of paternal violence positions her as a subject whose life is sustained only through continuous submission and diminishment — a domestic counterpart to the condition of the colonized. Eveline's final paralysis at the harbor is thus reframed not as a failure of individual will but as the reassertion of this household power structure over a subject it has produced. In doing so, the paper argues that colonial analysis need not remain at the level of nation or empire, but can be traced within the intimate structures of the family itself, revealing how the psychological wounds of colonization circulate through private, domestic relationships rather than only public, political ones.

Keywords: *James Joyce, Eveline, Power Structures, Frantz Fanon*

Epistemic Trust and Autonomy in Susanna Clarke's "Piranesi" in the Age of Generative AI

Elif YILMAZ
Atılım University

Abstract
This research explores epistemic opacity, uncertainty regarding the source of information, and problems of epistemic trust that have become increasingly apparent in the age of generative AI through an analysis of representations of the production, transmission, and verification of information in Susanna Clarke's Piranesi. This paper argues that Piranesi, within a fantastical epistemic structure, dramatizes how epistemic authority becomes centralized and individual epistemic autonomy becomes fragile in situations where access to information and its verification become dependent on intermediaries. Rather than treating Piranesi as a novel about artificial intelligence, this study combines a close reading of Clarke's novel with contextual and conceptual analysis drawing on the concepts of epistemic opacity, epistemic trust, and information provenance. It uses the epistemic concerns intensified in the age of generative AI as an interpretive framework to demonstrate how the production, transmission, and verification of information in the novel are structured through relations of mediation and trust. Therefore, epistemic autonomy in Piranesi is contingent not only on access to information but also on the capacity to trace its source, compare different sources, and independently verify information provided by intermediaries. By analysing a work of fantasy fiction that does not directly represent artificial intelligence through the epistemic anxieties of the age of generative AI, this study expands the ways in which scholarship on fantasy literature can address contemporary technological issues, not merely through their representation but also through relations of epistemic authority, mediation, verification, and autonomy.

Keywords: *Epistemic Opacity, Provenance, Epistemic Trust, Epistemic Autonomy, Generative AI*

Exploring University Instructors' Attitudes Towards International Preparatory School Learners

Elizabeth Sarah COLEMAN, Selçuk BAYRAM
Istanbul Medipol University

Abstract
As universities in Türkiye increasingly embrace internationalization, classrooms are becoming increasingly multicultural. Research shows that instructors view international students in a range of ways, but often foremost as a problem or challenge. Existing research also highlights that students report teachers as stereotyping migrant learners and believing them to be backward. Existing research also finds that teachers may not be ready to deal with multicultural classes. While research on multiculturalism in education has been conducted in Türkiye, it lies primarily in the K-12 sphere; these studies are congruent with international studies that find instructors have difficulty adapting to multicultural classrooms. The purpose of the present study was to establish the ideas of foundation university preparatory school instructors towards their increasingly multicultural classrooms. The study was designed with a mixed-method approach and carried out at foundation universities in Istanbul. Quantitative data were gathered via the Teacher Multicultural Attitude Survey (Ponterotto et al., 1998), a Likert-type scale, to reveal the perspectives of instructors on their perspectives regarding diversity in their classes. Qualitative data were gathered via semi-structured interviews with instructors selected using convenience sampling to reveal their perspectives on diversity, international students, and their in-class practices with multiculturalism. The findings show that instructors have mixed attitudes toward multicultural classrooms. While many are embracing of the change and welcome diversity in the classroom (M=3.8/5), some feel that they are unprepared for the experience and call for teaching methods to be updated. However, these instructors still welcome the inclusion of international learners in their classrooms. Following this study, recommendations can be made to enhance the inclusion of migrant learners in preparatory English classes and enhance the comfort of both instructors and learners within multicultural education environments.

Keywords: *Multicultural Education, Teacher Attitudes, Tmas, Preparatory School, Universities*

Eski Türklerde Din Anlayışına Göre Değişen Ölüm Terminolojisi

Emine GÜRBÜZ
Recep Tayyip Erdoğan University

Abstract
İnsanlık tarihi boyunca ölüm, biyolojik olarak bir sonu ifade etmesinin yanı sıra toplumların dini inanışları, dünyayı algılayış biçimleri ve ölüm sonrası hayata ilişkin kabulleri doğrultusunda farklı şekillerde kavramsallaştırılan evrensel bir olgudur. Bu durum, toplumların söz varlığına da yansımış, ölümün doğrudan adlandırılmasının yanında örtmeceli ve metaforik ifadelerin, yas ve defin uygulamalarına ilişkin terimlerin ve ölüm sonrası hayatı karşılayan kavramların ortaya çıkmasına zemin hazırlamıştır. Tarihsel süreç içerisinde farklı dini sistemlerle karşılaşan ve benimseyen Eski Türk topluluklarında, ölüm algısı da söz konusu dinlerin dünya inanışları ve ölüm sonrası ritüelleri doğrultusunda yeniden şekillenmiş ve bu değişim terminolojiye yansımıştır. Bu bakımdan Köktürk dönemindeki Gök Tanrı, Şamanizm; Eski Uygur dönemindeki Manihaizm, Budizm ve Karahanlı dönemindeki İslamiyet inancı Eski Türklerin dini hayatındaki değişimin ölüm algısı ve buna bağlı olarak söz varlığı üzerindeki etkisinin takip edilebilmesi açısından önemli bir karşılaştırma alanı oluşturmaktadır. Bu çalışmanın amacı, Köktürk, Eski Uygur ve Karahanlı Türkçesi dönemlerinde ölüm terminolojisi etrafında gelişen söz varlığını karşılaştırmalı olarak incelemek; Eski Türkçe özelinde kabul edilen dinin dilin söz varlığı üzerindeki etkisini belirlemektir. Bu haliyle, farklı dini çevrelerin ölümün ifade edilmesi üzerindeki etkisini tespit ederek ölüm terminolojisinde meydana gelen süreklilik, değişim ve gelişimi ortaya koymak hedeflenmektedir. Böylece Eski Türklerin Gök Tanrı inancından Manihaizm ve Budizme, ardından İslamiyet'e uzanan dini değişim sürecinin ölüm algısı ve terminolojisi üzerindeki izlerinin dilsel veriler aracılığıyla belirlenmesi amaçlanmaktadır. Çalışmada, tarihsel-karşılaştırmalı bir inceleme yöntemi benimsenmiş ve farklı dini çevreleri temsil eden üç tarihi dönemden elde edilen ölüm söz varlığı karşılaştırmalı olarak ele alınmıştır. Çalışmanın Köktürkçe korpusunu Eski Türk yazıtlarının tamamı oluşturmaktadır. Eski Uygur Türkçesi için Manihaist ve Budist Uygur metinlerinden çalışma konusunu temsil edecek bir örneklem belirlenmiş; Karahanlı Türkçesi için ise Kutadgu Bilig ve Divanu Lügati't-Türk inceleme kapsamına alınmıştır. Belirlenen korpustan elde edilen ölüm terminolojisi; doğrudan ölümü bildiren yapılar, ölümü örtük veya metaforik biçimde ifade eden yapılar ile ölüm sonrası hayat, yas ve ritüellerle ilgili yapılar temelinde sınıflandırılmış ve bu unsurlar ait oldukları dini çevrelerin ölüm anlayışları doğrultusunda karşılaştırılmıştır. Çalışmadan elde edilen bulgular, öl- gibi temel ölüm ifadelerinin Eski Türkçenin incelenen dönemlerinde süreklilik gösterdiğini, buna karşılık ölümün kavramsallaştırılması ve ölüm etrafında gelişen terminolojinin dini çevreye bağlı olarak farklılaştığını göstermektedir. Eski Türk yazıtlarında adrıl- "ayrılmak", uç- "ölmek", kergek bol- "ölmek" gibi örtük ölüm ifadelerinin yanı sıra balbal, yog, sıgıt, bediz gibi yas ve ölüm sonrası uygulamalara ilişkin söz varlığı öne çıkmaktadır. Manihaist ve özellikle Budist Eski Uygur metinlerinde ölüm kavram alanının genişlediği; Budist çevrede ölümün doğumla birlikte samsara döngüsünün bir parçası olarak kavramsallaştırıldığı ve "doğum ve ölüm tekerleği", "doğum ve ölüm denizi", "doğum ve ölüm girdabı" gibi dini-öğretisel ve metaforik yapıların geliştiği görülmüştür. Karahanlı döneminde ise önceki dönemlerden devam eden Türkçe ölüm söz varlığının yanında ölüm ve ahiret anlayışıyla ilişkini meŋgü ajun "sonsuz dünya", kirtü yer "gerçek yer", uçmak "cennet" ve tamu "cehennem" gibi kavramların ölüm ve ölüm sonrası hayat terminolojisinde belirginleştiği gözlemlenmiştir. Çalışmadan elde edilen verilerden hareketle Eski Türklerin farklı dinleri kabul etmeleri mevcut ölüm söz varlığında bütünüyle bir kopuş meydana getirmemiş, ölümün anlamlandırılma biçiminde ve bu kavram çevresinde gelişen terminolojide çeşitliklere yol açmıştır. Buna göre Gök Tanrı inancından Manihaizm ve Budizme ve ardından İslamiyete uzanan süreçte değişen dini dünya görüşünün Eski Türklerin ölüm ve ölüm sonrası hayat tasavvurunda meydana gelen değişimlerle birlikte terminolojik olarak izlenebildiği görülmüştür. Bu yönüyle ölüm terminolojisi, din, dil ve kültür ilişkisinin takip edilebildiği bir kavram alanı niteliğindedir.

Keywords: *Eski Türkçe, Ölüm, Söz Varlığı, Köktürkçe, Eski Uygurca, Karahanlıca*

A Culturally Relevant Approach to Teaching English through Songs at the University of the Third Age

Emine GÜZEL
Recep Tayyip Erdoğan University

Abstract
Songs are widely used in foreign language teaching to develop listening skills, support vocabulary learning, and enhance learner motivation. However, the relationship between instructional materials and learners' cultural backgrounds has received relatively limited attention. For learners in the University of the Third Age (U3A), whose rich life experiences and cultural memories constitute valuable learning resources, culturally familiar content may contribute meaningfully to the language learning process. This study aims to present the design and implementation of a song-based English language teaching workshop developed on the principle of cultural familiarity. The workshop was designed for participants aged 50 and above enrolled in a U3A program. The instructional materials consisted of Tell Me Old Man, Nick the Chopper, and Lonely—English-language songs performed by Barış Manço, whose Turkish songs are widely recognized and culturally significant in Türkiye. The workshop followed a multi-stage instructional design that included pre-listening activities, visually supported vocabulary instruction, listening comprehension and lyric interpretation, group discussions, cultural comparisons, collaborative music-making, and reflective feedback activities. Following language-focused activities based on the first song, participants explored the artist's other English-language songs. Shared concepts, themes, and the relationships between the English originals and their Turkish counterparts were examined, allowing participants to discuss how meaning shifts across different linguistic and cultural contexts. Throughout the workshop, participants interpreted the English lyrics by drawing on Turkish explanations, their own life experiences, and culturally shared references, thereby actively integrating their existing linguistic and cultural repertoires into the learning process. In this respect, the workshop not only reflects the principle of cultural familiarity but also offers learning experiences that can be interpreted through the lens of translanguaging. In this study, cultural familiarity is conceptualized as an instructional design principle that enables learners to mobilize their existing linguistic, cultural, and experiential resources in the foreign language learning process. By presenting the design principles, implementation process, and pedagogical implications of the workshop, the study argues that the proposed instructional design extends beyond this specific context. Rather, it offers a flexible and transferable instructional model that can be adapted to different age groups, foreign language learning settings, and cultural contexts through the use of culturally familiar artists and songs.

Keywords: *University Of The Third Age (U3a), English Language Teaching, Song-Based Language Teaching, Cultural Familiarity, Translanguaging, Instructional Design*

Reports, Rules, And Discretion: The Bureaucratic Subject in T. J. Klune's "The House in the Cerulean Sea"

Emrah ÖZBAY
Erzincan Binali Yıldırım University

Abstract
Linus Baker's transformation in T. J. Klune's The House in the Cerulean Sea (2020) is usually read as an awakening of conscience: a meticulous caseworker discovers, on a remote island, the humanity of the children he was sent to assess. This paper asks what kind of subject Linus is before and after that awakening, and what the novel's answer implies about how it understands institutional power. I read Linus as a street-level bureaucrat, a frontline official who does not make policy but whose everyday judgements about how to apply it determine what the institution means for those subject to it. Such officials work with rules that cannot anticipate every case and so exercise discretion even when they present themselves as merely following orders.
The paper starts with a reading of the opening of the novel and here Linus is represented as a subject of procedure. His habits, his manner of expression and the reports that he writes are all governed by the categories of risk provided by the Department, by classification and by compliance. He is merely applying the rules and thus maintains an ethical distance from the decisions he takes and their consequences for the children that he lists. But the novel can also be read as suggesting that this distance is a choice which Linus makes at some point. What he writes about the children, how he presents them and what he omits are all deciding factors for their fate. He has discretion from the start, but the direction in which he uses it is changed by the novel.
The process of change is also central to my analysis. When Linus starts writing his reports in a different fashion, and in the end even fights for Marsyas against the Department, he doesn't throw away the practitioner's tools of attention to detail, of procedures and of documentation that he had acquired as a bureaucrat. These very skills are now used in a different way. Thus, the novel does not abolish the bureaucratic character, but rechannels him towards different goals.
I argue that this redeployment carries a political cost. If an institution's harm can be redirected by one official's change of heart, the novel locates the problem in individual moral disposition rather than in the structure that trained that official, rewarded his distance, and continues to employ others like him. Linus is saved, and so is the orphanage, but the Department's classificatory logic remains largely intact. The novel's critique of bureaucracy is thus pointed in its diagnosis and limited in its remedy: it shows how institutional power works through discretion, then entrusts discretion with the task of repairing it.

Keywords: *Fantasy Literature, Bureaucratic Subject, Institutional Power, Street-Level Bureaucracy*

Scoring Agreement and Learner Perceptions of Human and AI Feedback in EFL Writing

Eray OMAY
İstanbul Medipol Üniversitesi

Abstract
Automated scoring system has been utilized to evaluate, assess and grade students' writing outputs thanks to the advent and development of AI technologies in English language teaching. Therefore, a systematic comparison is needed to inspect to what extent rating of those scoring system and human evaluation align with each other. This mixed-method study aims to test students' preference as for feedback by whom with the help of single-blind design and scoring agreement of 2 rating components which are human and AI. Participants were CEFR A2 elementary level students enrolled in preparatory program in a private university located in Istanbul, Türkiye. They were assigned to write a paragraph consisting of 200 words to answer the question "Should students wear uniform at university?". The paragraphs were inspected independently by means of 4-point analytical rubric by both human and AI rater (GPT). Descriptive statistics and frequency analysis were used to measure scoring differences and agreement, and thematic analysis was employed to examine students' open-ended responses. Results showed that the mean scores assigned by both raters (human vs. GPT) were highly similar, indicating a strong degree of scoring agreement. In the qualitative phase, students did not know about feedback whether it was by human or AI. However, the feedback types were labelled as "Feedback type 1" (human) and "Feedback type 2" (GPT). Although the analysis of Likert surveys pointed out that type 2 was regarded as the most preferred one in terms of mechanical precision, students' emotional connection to type 1 was stronger since it was more personal, encouraging and contextual-based. In findings, the idea of mixing both types is supported since type 2 shortens the feedback time as for structural check and type 1 is utilized in terms of emotional support by human educators.

Keywords: *AI, Feedback, Writing Skills, EFL, ESL*

A Case Study of Accreditation and Organizational Learning in an English Preparatory Program: A Catalyst or a Compliance Mechanism

Erdem TERZİ
Recep Tayyip Erdoğan University

Abstract
Accreditation is fast becoming one of the major means of quality assurance systems in academia. It plays an undeniable role as a mechanism for accountability and a transformative catalyst for credibility, continuous improvement, and program refinement. However, accreditation does not automatically guarantee institutional change; external evaluation may result in procedural compliance instead of sustained learning. This paper investigates the extent to which accreditation and external inspection act as catalysts for organizational learning in a university English preparatory program. By drawing on Organizational Learning Theory, especially Argyris and Schön's single- and double-loop learning framework, this study examines the way collective knowledge obtained through accreditation extends over individual, group, and organizational levels. A qualitative single-case study design was used in this study. Data were gathered through semi-structured interviews with teachers, managers, and students, supported by documentary evidence such as the institutional self-evaluation reports, external inspection report, and quality assurance records. The study aims to develop an understanding of how a diverse range of stakeholders experience the process, how data generated through external feedback and internal dynamics are turned into collective knowledge, and whether the overall outcomes become internalized through systematic practices and organizational routines. Instead of presuming an immediate enhancement in educational quality, the study relies on institutional responses along a spectrum from procedural compliance to shared, internalized, systematized and potentially organizational learning. It is anticipated that this study sheds light on how a variety of stakeholders conduce to the process and portray circumstances that assist or restrain the evolution from raw inspection feedback to long-term institutional practices.

Keywords: *Accreditation, Organizational Learning, Elt, Quality Assurance, English Preparatory Programs, Modular System, Case Study*

Teaching Translation in Pre-Service ELT Education: From Theory to Practice

Erguvan URAS EREN
Biruni University

Abstract
Translation is commonly included in pre-service English language teacher education, although it represents one competency within a broader programme rather than students' principal professional specialization. The increasing accessibility of machine translation (MT) creates a pedagogical need to move beyond the operational use of translation tools and develop students' capacity to evaluate their output critically. Previous research has primarily examined MT and artificial intelligence in professional translator education, workplace settings, or among non-specialist university users. Less is known about how pre-service ELT teachers apply recently learned translation concepts when comparing their own translations with machine-generated alternatives. This study therefore investigates how a theory-informed human–machine translation task can facilitate movement from conceptual knowledge to evaluative practice in pre-service ELT education. The study addresses two research questions: (1) What dimensions of MT literacy do pre-service ELT teachers demonstrate when reflecting on a human–machine translation task? (2) How do they draw on translation concepts introduced in the course when evaluating and justifying their translation choices? Participants were 54 pre-service ELT teachers working in 27 pairs in an undergraduate translation course. During the first six weeks, they studied foundational concepts, including formal and dynamic equivalence, literal and free translation, and translation norms. In the practical phase, each pair collaboratively translated an approximately 150-word literary, creative, or culturally situated text, compared its translation with output from an MT tool, and reflected on the differences, challenges, and decisions involved. This qualitative exploratory study employs framework analysis. Bowker and Buitrago Ciro's six-component model of MT literacy provides one deductive analytical frame, while the translation concepts introduced during the course provide a second. These frameworks are supplemented by open coding to capture unanticipated dimensions emerging from the data. Data sources include course and assignment documents, students' human translations and corresponding MT outputs where available, written group reflections, structured evaluation records, and semi-structured interviews. Preliminary analysis indicates that participants evaluated MT output not only for lexical accuracy but also for contextual meaning, target-language naturalness, idiomaticity, cultural intelligibility, humour, interpersonal meaning, emotional tone, and anticipated audience response. MT was generally viewed as useful for accessing basic meaning but less dependable when texts contained figurative language, culture-specific references, ambiguity, or affective and relational meanings. Participants therefore selectively accepted, modified, or rejected machine-generated choices, retaining human judgment as the final authority. Preliminary findings also reveal a distinction between explicit theoretical reference and enacted theoretical understanding. Although participants rarely named translation concepts directly, their justifications frequently reflected dynamic equivalence, movement beyond literal translation, and sensitivity to target-language norms. As analysis of the complete dataset is ongoing, these findings remain preliminary. Nevertheless, they suggest that structured human–machine comparison can provide a productive pedagogical bridge between translation theory and practice by making pre-service ELT teachers' evaluative reasoning visible. By engaging future language teachers in questioning, adapting, and justifying machine-generated choices, such tasks may also help prepare them to model critical and responsible engagement with AI-supported language tools in their future classrooms.

Keywords: *Pre-Service ELT Education, Translation Pedagogy, Machine Translation Literacy, Translation Theory, Evaluative Judgment*

Translating Conceptual Meaning: Aristotle and the Limits of Lexical Equivalence

Erman KAR
Çankırı Karatekin University

Abstract
Translation is conventionally conceived as the transfer of meaning between languages through relations of linguistic equivalence. While this conception may suffice for many forms of communication, it proves increasingly untenable when applied to the translation of philosophical texts. Philosophical concepts do not constitute discrete lexical units possessing fixed, portable meanings; rather, their significance is constituted relationally, within the conceptual systems in which they are embedded. This paper contends that Aristotelian philosophy furnishes a paradigmatic case for exposing the limits of linguistic equivalence as a translational criterion. Through a close examination of Aristotle's central philosophical concepts, it is argued that philosophical translation is, at its core, an interpretive and reconstructive practice concerned with the preservation of conceptual meaning rather than the mere reproduction of linguistic form. The analysis centers on four Aristotelian concepts of foundational importance: logos, ousia, phronesis, and eudaimonia—conventionally rendered in modern languages as "reason," "substance," "practical wisdom," and "happiness," respectively. Although these renderings have attained the status of convention across numerous editions and translations, each captures only a partial dimension of the source concept's semantic and philosophical scope. The rendering of eudaimonia as "happiness," for example, risks collapsing Aristotle's account of human flourishing into a merely subjective affective state, whereas the Greek term designates the objective actualization of human potential through virtuous activity, sustained over a complete life. Logos, likewise, encompasses speech, rational discourse, proportion, and explanatory account, such that no single lexical equivalent in the target language can exhaust its conceptual range. These cases demonstrate that lexical correspondence, however precise, is structurally incapable of representing the conceptual density that characterizes Aristotle's philosophical vocabulary. Building on this analysis, the paper argues that the translation of philosophical concepts demands attention not merely to lexical denotation but to conceptual function within a systematic whole. Aristotle's philosophy constitutes an internally coherent system in which the meaning of any given concept is determined, in part, by its relations to other concepts within that system. In conclusion, the case of Aristotelian philosophy demonstrates that philosophical translation cannot be adequately theorized as a purely linguistic exercise. Translators who wish to preserve the intellectual integrity of philosophical texts must engage directly with the conceptual architecture that underlies them. By foregrounding conceptual meaning over linguistic correspondence, this paper advances an interdisciplinary perspective that bridges Aristotelian philosophy and contemporary Translation Studies, and it underscores conceptual equivalence as an indispensable guiding principle for the translation of philosophical discourse.

Keywords: *Aristotle, Translation Studies, Philosophical Translation, Conceptual Equivalence, Philosophical Language*

More Than an Apology: The Pragmatic Functions of Uzbek Kechirasiz

Ernazarova Laylo IKRAMOVNA
Chungbuk National University

Abstract
The Uzbek expression kechirasiz is often translated into English as sorry. However, this translation does not always reflect its meaning in context. This study examines the different pragmatic functions of kechirasiz and considers how its English equivalent changes depending on the situation. The study uses a small-scale qualitative analysis of O‘tkir Hoshimov’s novel Ikki eshik orasi. A full-text search of the 2016 edition identified 11 occurrences containing kechirasiz, including the plural-address form kechirasizlar. Each occurrence was examined in its surrounding context to identify its pragmatic function and a contextually appropriate English rendering. The analysis shows that kechirasiz is not limited to expressing an apology. It is also used to introduce requests or questions, ask for clarification, soften criticism or disagreement, manage conversational turns, and respond to challenging situations. Depending on the context, English expressions such as sorry, excuse me, and pardon may represent its function differently. Therefore, no single English expression provides an appropriate equivalent in every case. The findings suggest that kechirasiz is better understood as a multifunctional pragmatic expression whose meaning depends on the speaker’s communicative purpose and the interactional context. The study highlights the importance of considering pragmatic function rather than relying on direct word-for-word translation between Uzbek and English.

Keywords: *Kechirasiz, Pragmatics, Uzbek, English, Pragmatic Functions, Translation*

Whatever It Is, I Am Against It: Ambiguity, Misinterpretation, and Expectation Inversion in Marx Brothers Films

Ertan ÖZDOĞAN

Abstract
This study investigates the construction of verbal humor in the selected films of the Marx Brothers from the first half of the 20th century. Based on an extensive examination of their films, it develops a taxonomy featuring three categories: Phonological Ambiguity, Purposeful Misinterpretation, and Expectation Inversion. Phonological Ambiguity refers to the exploitation of phonetic similarities between lexical items or expressions with different meanings (e.g., "why a duck" and "viaduct"), which characters, particularly Groucho Marx, purposefully exploit so as to manipulate the dialogue and construct verbal humor. Purposeful Misinterpretation functions as a strategy for characters to escape from troublesome situations or to deceive other characters. Expectation Inversion frequently occurs in the Marx Brothers' films as they often disrupt the established institutional and conversational expectations. These categories represent the main recurring mechanisms in the corpus and provide the analytical framework for the study. The corpus consists of the following films: Horse Feathers, Duck Soup, The Cocoanuts, A Night at the Opera, Animal Crackers, and At the Circus. Through close readings of the selected dialogues, the study examines how these three categories contribute to the production of humor and interact with broader theories of humor, such as incongruity and superiority. The taxonomy developed in this study offers a framework that could be applied to the discourse analysis of early sound cinema.

Keywords: *Marx Brothers, Phonological Ambiguity, Purposeful Misinterpretation, Expectation Inversion, Verbal Humor*

The Impact of Generative AI on EFL Students' Perceived Need to Learn English and Learning Motivation

Ertürk AKYÜZ, Tuğba ÇITLAK
Ertürk AKYÜZ

Abstract
Generative Artificial Intelligence (GenAI) is a recent development that has found itself in many practices. Especially in educational contexts, GenAI is used in every aspect of education. It finds places for itself from both the teacher and student perspectives. In a language learning context, teachers can use it to develop lesson plans, prepare materials, or use it for generating ideas for writing courses. From a student perspective, AI can be used for immediate feedback, error correction, and language practice. However, one aspect of AI use in language learning is questionable. According to Al-Hoorie et al. (2026), although GenAI can promote language learning by providing immediate feedback, supporting self-regulated learning, and reducing anxiety, it can also pose a threat: overdependency on AI tools may lead language learners to move away from the perceived need to learn the language. In their article, Al-Hoorie et al. (2026) call for an investigation into whether students still perceive language learning as a need when GenAI can provide all the necessary facilities and answers to students, or whether they consider language learning a time-consuming activity. To respond to this call, this qualitative study investigates EFL students' perceived need to learn English in the age of GenAI by drawing upon Hayashi's (2020) Perceived Need of English. Moreover, the study focuses especially on how GenAI affects learners' perceived need to learn a language and how it is related to their motivation to learn English. Therefore, this study employs a structured interview with 15 EFL students at a university. Data will be analysed through thematic coding. At the end of the study, pedagogical implications will be provided regarding how AI can affect EFL learners' perceived need to learn English and motivation to learn English.

Keywords: *Perceived Need, Efl Motivation, GenAI*

Beyond the Locked Door: The Architectural Uncanny in Neil Gaiman's "Coraline"

Eslem MAZLUM
Karadeniz Technical University

Abstract
For much of its history, especially during the 17th and 18th centuries, children's literature was written strictly to teach obedience and good manners. Because of this long-standing tradition, the genre is still often misunderstood today as merely a source of simple entertainment or basic moral lessons for young readers. However, over time, children's literature evolved from its didactic roots into a complex genre that explores the boundaries between the real world and the imagination. It provides a safe space for readers to cope with complex emotions, face their fears, and understand the process of growing up. As the genre matured, it did not shy away from inherently dark and disturbing undertones. In this context, Neil Gaiman's "Coraline" (2002) stands out as a profound modern classic of dark fantasy. The novella follows a young girl who, feeling bored and neglected in her new house, discovers a hidden passage in her new home leading to a distorted, alternate reality. While this "Other World" initially appears as a more comfortable and magical version of her own life, complete with an attentive "Other Mother," it soon reveals itself to be a dangerous trap. This study aims to analyze "Coraline" through the psychoanalytic theoretical framework of Sigmund Freud's concept of the "uncanny" and Anthony Vidler's theory of the "architectural uncanny". By examining how the familiar environment transforms from a safe place into a site of danger and fear, the study illustrates the "unhomely" nature of the house. Ultimately, this research demonstrates how the distorted domestic space serves as a key factor in the protagonist's psychological development.

Keywords: *Children's Literature, Neil Gaiman, "Coraline", Dark Fantasy, Sigmund Freud, The Uncanny, Anthony Vidler, The Architectural Uncanny, Domestic Space*

Exploring the Relationship between Mindfulness and Learner Autonomy in EFL Context

Esra DEMİRCİ
Karadeniz Technical University

Abstract
This mixed-methods study investigated the relationship between mindfulness and learner autonomy among English as a Foreign Language (EFL) students, while also examining student perceptions regarding both constructs. The research was conducted at a state university in Elazığ, Turkey, with 155 preparatory class students. Quantitative data were gathered using the Mindful Attention Awareness Scale (MAAS) and the Autonomy Perception Scale (APS), and analyzed using descriptive statistics, independent samples t-tests, and Pearson correlation coefficients. To gain deeper insight into student perceptions, qualitative data were collected through semi-structured interviews and examined using content analysis. The quantitative findings revealed a weak positive correlation between mindfulness and learner autonomy. Overall, participants reported moderate levels of mindfulness but low levels of learner autonomy. While no statistically significant gender differences emerged regarding mindfulness, female students demonstrated significantly higher autonomy levels than their male peers. Qualitative findings aligned with the quantitative results, confirming that students generally struggled to demonstrate mindful and autonomous behaviors in their learning processes. These results suggest that while mindfulness may offer minor support for autonomous learning in EFL contexts, targeted pedagogical interventions are necessary to foster higher levels of student independence. The study offers valuable implications for language educators seeking to integrate mindfulness-based strategies to enhance learner autonomy in higher education settings.

Keywords: *Mindfulness, Learner Autonomy, Mindful Learning, Autonomous Learning, Language Learning*

Beyond the Bot: How is AI Actually Used for EFL Speaking? A Systematic Review of Pedagogical Designs, Learning Outcomes, and Affective Factors

Fatih KILIÇ
Recep Tayyip Erdoğan University

Abstract
The rapid development of artificial intelligence (AI), particularly conversational AI and generative AI, is creating new opportunities for English as a Foreign Language (EFL) learners to engage in individualized speaking practice. While recent research has reported potential benefits of AI-supported speaking practice, including improvements in fluency, pronunciation, confidence, willingness to communicate, and reductions in speaking anxiety, the growing body of research remains diverse in terms of AI technologies, pedagogical designs, interaction modes, and outcome measures. Existing reviews have primarily examined the general effectiveness of AI or chatbot-based speaking practice, highlighting the need for a closer examination of how AI is pedagogically integrated into speaking instruction. This systematic literature review aims to examine how AI-supported technologies have been used to facilitate EFL speaking development and to identify the pedagogical characteristics associated with reported linguistic and affective outcomes. Guided by the SPIDER framework and reported in accordance with the PRISMA 2020 guidelines, the review will systematically examine empirical studies published between 2018 and 2026. Searches will be conducted across major academic databases, including Scopus, Web of Science, ERIC, and IEEE Xplore. The review will focus on studies involving EFL learners and AI-supported speaking activities, including conversational AI, large language models, chatbots, speech recognition systems, and multimodal conversational applications. The review will address three questions: (1) What types of AI technologies have been used to support EFL speaking development? (2) How have AI-supported speaking activities been pedagogically designed and integrated into EFL learning? and (3) What linguistic and affective outcomes have been associated with these practices? The findings will be synthesized according to AI modality, interaction type, pedagogical design, speaking activity, feedback mechanisms, learner characteristics, and reported outcomes. Particular attention will be given to fluency, pronunciation, accuracy, speaking confidence, foreign language anxiety, and willingness to communicate. By moving beyond a technology-centred evaluation of AI tools, this review seeks to identify patterns in how AI is pedagogically designed and implemented for speaking development. The study aims to provide an evidence-informed framework for understanding when and how AI-supported speaking practice may complement, rather than replace, teacher-mediated EFL instruction.

Keywords: *Artificial Intelligence, EFL Speaking, Generative AI, Conversational AI, Speaking Practice, Systematic Literature Review, Affective Factors*

Çeviriyle Gelen "Ekofeminizm"İn Türkçeye Kabulü

Fatma Bilge ATAY
Trakya University

Abstract
Çevre sorunlarına en etkin karşı duruşlardan olan Ekofeminizm, 1970'lerde hem ekolojik hem de feminist bakış açılarıyla kapsamlı bir yaklaşım olarak doğmuştur. Temelinde ataerkil düzen tarafından kadın ve doğanın sömürüsü yatmaktadır. Ekofeminist kuramcılara göre Batı felsefe ve ideolojisi çerçevesinde kurulmuş olan Kültür/Doğa, Erkek/Kadın gibi ikili karşıtlıklar sonucu doğa ve kadın ikincil statüde sayılmakta, sistematik olarak aşağılanmaktadır. "Ekofeminizm" kavramı 1974 yılında Françoise d'Eaubonne tarafından ortaya atılmış, ülkemize Batı dillerinden yapılan çeviriler aracılığıyla girmiştir. Ancak, tarih anlatılarından bilinen kadarıyla Anadolu Türklerinin ataları doğa dilini konuşan ve anaerkil yapıda bir toplumdu. Dolayısıyla aslen var olanın çeviri yoluyla kavramsallaştırıldığını söyleyebiliriz. Bununla birlikte, bizim kültürümüzde bu kadim bilgi hiyerarşi kurmayan, yaşayan ve deneyimleyen dişil bir dille mevcuttur. Bu bağlamda Ekofeminizm üzerine yazılmış metinleri çevirirken olabildiğince erek dil ve kültür çerçevesinde bilginin kökenini araştırarak, bu pratiği karşılayan dişil söz varlığını kullanılarak, aslına uygun çeviri yapmak anlaşılır olmayı artıracaktır. Nitel yöntemler kullanarak veri toplayacağımız bu araştırmada malzememizi kuramsal olanların yanı sıra yazınsal metinler oluşturacaktır. Sonuç olarak çeviride yabancı kavramları terimleştirerek kabullenmek yerine aslına yakın metinler oluşturmak, hedef kitleye hızlı ulaşacak zevkli, verimli ve anlaşılır çeviriler ortaya çıkaracaktır. Nihayetinde "reclaim" (geri kazanmak) kavramını esas alan Ekofeministlere uygun çevirilerde aslına ait olanı bulup çeviri yaparak eril terminolojiden dişil bilgiye dönüş ile hem dilsel dönüşüm hem de epistomolojik bir geri kazanım sağlanacaktır. Böylece çeviriyi, dışarıdan paketlenmiş bilgi getiren bir araç olarak değil, içerideki bilgiyi kendi sözcükleriyle uyandıran bir süreç olarak değerlendirebiliriz.

Keywords: *Ekofeminizm, Geri Kazanım, Dişil Dil, Aslına Uygun Çeviri, Dilsel Dönüşüm*

The Chain of Legacy: Intertextuality and the Evolution of Women's Social Roles in the Novels and Screen Adaptations of Pride and Prejudice and Bridget Jones's Diary

Fatma Nur KIZILTEPE
Karadeniz Technical University

Abstract
Women have historically been subjected to strict societal expectations, often forced to navigate restrictive roles regarding their behaviour, appearance, and matrimonial duties. While the transition from the 19th-century Regency era to the 20th-century post-feminist world brought significant legal and economic independence for women, the underlying patriarchal pressures did not disappear. They merely mutated. Society continuously dictates what constitutes a "perfect woman." In the 19th century, this expectation manifested as a demand for drawing-room accomplishments to secure an economic establishment through marriage. In the 1990s, the pressure shifted to exhausting physical maintenance and the psychological stigma of singledom, proving that women are still heavily scrutinized under a relentless monitoring gaze. Many women experience deep exhaustion and alienation when forced into these performative patterns, while others actively subvert them to reclaim their individual agency. These enduring circumstances and societal traps have been central subjects in women's literature. Jane Austen's Pride and Prejudice and Helen Fielding's Bridget Jones's Diary stand as profound examples of this ongoing struggle. Through the mechanisms of intertextuality and adaptation theory, Fielding recodes Austen's 19th-century critique for a 20th-century audience, establishing a powerful "Chain of Legacy." Furthermore, the visual adaptations of these works, specifically the 1995 BBC series and the 2001 film, explicitly visualize this societal scrutiny and connect the centuries through the meta-presence of actor Colin Firth. In this sense, this thesis aims to explore the evolution of women's social roles, the burden of performativity, and the persistent marriage trap by comparatively analyzing Pride and Prejudice and Bridget Jones's Diary from page to screen.

Keywords: *Intertextuality, Adaptation Theory, Women, Social Roles, Marriage Plot, Pride And Prejudice, Bridget Jones's Diary*

The Past That Will Never Pass: Emotional Memory in Twentieth-Century American Theatre

Fatmanur KALKAN, Fehmi TURGUT
Karadeniz Technical University

Abstract
This study deals with at how character identification and dramatic action are shaped by emotional memory in Tennessee Williams's The Glass Menagerie (1944), Arthur Miller's Death of a Salesman (1949), and Eugene O'Neill's Long Day's Journey into Night (1956). The study contends that emotional memory serves as an active psychological force that shapes characters' perceptions of themselves and their relationships with others, even though memory has long been acknowledged as a major theme in contemporary American drama. The study focuses on how emotionally charged memories of loss, shame, disappointment, and longing persistently encroach on the present, obfuscating the distinctions between past and current experience, through a comparative examination of the three plays. Using concepts related to memory, identity, and trauma, the study explores the various dramatic devices used by O'Neill, Miller, and Williams to convey the enduring nature of the past. Miller describes memory as a device of self-deception and unfulfilled desire, Williams as a nostalgic and subjective reconstruction of reality, and O'Neill as an unavoidable cause of emotional anguish and familial strife. Despite these variations, all three playwrights show that identity is a process that is continuously molded by recalled feelings rather than a set construct. This study aims to advance researchers' knowledge of the connection between memory and selfhood in twentieth-century American drama by investigating emotional memory as a dramatic and psychological mechanism. It contends that these plays' continuing significance comes from how they depict people who are still emotionally bound to the past and whose present lives are determined by the memories they cannot escape.

Keywords: *Emotional Memory, Memory Studies, Identity Construction, Selfhood, American Drama Modern, Tennessee Williams, Arthur Miller, Eugene O'Neill*

Exploring The Impact of Al-Generated Preparation Packs on Translator Candidates' Translation Processes and Final Outputs

Feyza DEMİRCİ, Hilal ÖZTÜRK BAYDERE
Karadeniz Technical University

Abstract
This study investigates the impact of an AI-generated preparation pack, read prior to translation, on translator candidates' translation processes and their final outputs. The study was designed as an experimental study with 23 students enrolled in an English Language and Literature program at a state university in Türkiye. Participants were assigned a translation task based on a text they had not previously encountered, and were divided into an experimental group (n = 12) and a control group (n = 11). In addition to the source text, the experimental group received an AI-generated preparation pack produced with Gemini Pro, which they read before translating without conducting any further research. The control group prepared for the task through their own research process. Following the task, a questionnaire was administered to both groups to examine their translation decisions and time management. The translations were then evaluated according to the MQM framework across four categories: terminology, accuracy, linguistic conventions, and style. The two groups performed similarly in linguistic conventions but diverged in terminology, accuracy, and style. In terminology, the experimental group produced a higher error rate. The same held for accuracy, where the experimental group again made more errors than the control group; however, these errors showed no clear pattern of addition or over-translation, suggesting that the content of the pack was not carried into the target texts. In style, by contrast, the experimental group outperformed the control group, suggesting that the pack contributed to the rendering of the author's style. The questionnaire responses further show that the pack improved time management: by reducing the time spent on research, it allowed participants to devote more of their effort to the translation itself. With regard to translation decisions, most participants reported that the pack did not dictate their choices but rather served as a roadmap that guided them. Taken together, these findings suggest that AI-generated preparation packs may offer a way to ease the speed–quality dilemma in literary translation, accelerating the research phase without a uniform loss of quality, although the accuracy results call for caution.

Keywords: *Literary Translation, Artificial Intelligence, Translation Process, Translator Candidates*

Nonnative English-Speaking Teachers in Turkey: Teacher Perceptions and Attitudes

Figen SELİMOĞLU
Bingöl University

Abstract
Nonnative English-speaking teachers (NNESTs) are estimated to make up more than 80 percent of English language teachers worldwide. Therefore, there has been a growing surge of interest in topics regarding NNESTs to better understand these teachers' strengths and challenges in and appreciate their contributions to English language teaching. However, studies focusing on NNESTs' perceptions and attitudes about both themselves and native English-speaking teachers (NESTs) are rare, especially in the contexts of teaching English as a foreign language (EFL). With this in mind, this study aimed to investigate what perceptions and attitudes NNESTs in Turkey hold about themselves and NESTs regarding English language proficiency and teaching abilities. A mixed-method approach was used for data collection in which quantitative data were collected through an online likert scale questionnaire, while qualitative data were gathered through an online open-ended questionnaire on a voluntary basis. The findings showed that NNEST participants considered both themselves and NESTs as adequately proficient in the different areas of English. The participants were also found to perceive both NNESTs and NESTs comfortable in teaching different skills of English. And lastly, it was indicated that the participants held differing attitudes towards their own status as NNESTs and their colleagues' status as NESTs. The participants considered both NNESTs and NESTs as effective models for foreign language learning and teachers' professional qualifications and personal qualities more significant than English nativeness. The findings of the current study have several implications for the empowerment of language teachers and improvement of foreign language teaching and learning

Keywords: *Nnests, Nests, (Self) Perceptions, Attitudes, Nativeness, Native-Speakerism*

Disclosing the Political Unconscious in Donne's Satires

Funda BİLGEN
Atılım University

Abstract
This paper analyses John Donne's satires by applying a New Historicist methodology, specifically Fredric Jameson's concept of the "Political Unconscious," with its three-layered approach of "cognitive mapping," to argue that these satires can provide a literary ground upon which the ideological contradictions that shaped the late Elizabethan and early Stuart England can be uncovered. Often, metaphysical poetry has intrigued scholars for its distinctive poetic language and devices rather than its embedded political, social, and religious richness. Relatively little attention has been paid to its potential to embody the era's tensions, a time of turbulence and transformation unprecedented in British history. Likewise, Donne's Satires have been examined especially for their political, religious and stylistic qualities. However, their connections with the political unconscious of the century, connecting Donne's individual experiences and struggles to a greater scale of society and to the changes in power systems, philosophy, and the place of human beings in the universe, need special attention to understand the century and its literary tendencies. By applying Jameson's model to Donne's work, this paper aims to offer a reading different by moving towards a formalist tradition and to investigate how Donne's selected satires encode the historical tensions produced by political instability, religious fragmentation, and emerging models of thought, faith and power. To do so, in his unique way, how Donne, in his satires, tackles and transforms individual and collective anxieties and unrest through the poetical devices of metaphysical poetry, such as irony, paradox, and conceits, rather than directly offering solutions to them, will be explored. Therefore, poetry, as a human artefact, and its artistic devices will be introduced in close connection with the era's ideological problems, especially power, corruption, faith, and free will, as through these devices, these conflicts become concrete, tangible, and intelligible. By creating a dialogue between Jameson's Neo-Marxist interpretation of history and early modern poetry, this paper offers a new and interdisciplinary perspective on Donne's satires and argues that metaphysical poetry cannot be considered separate from the cultural production of historical knowledge as it is not only shaped by the turbulences of the era but it also withholds the capacity to create symbolic space for them to be processed and negotiated.

Keywords: *Metaphysical Poetry, Satire, Donne, Jameson, Political Unconscious*

The Aegean Sea as a Storied Waterscape in "Suyun Öte Yanı"

Funda BİLGEN
Atılım University

Abstract
This article examines Feride Çiçekoğlu's Suyun Öte Yanı through the theoretical framework of the Blue Humanities. While existing readings of the work have predominantly approached its representations of migration, political exile, the Greco-Turkish population exchange, and cultural memory through human and terrestrial frameworks, this study shifts the focus from the shores to the water between them. Drawing particularly on Serpil Oppermann's concept of "storied waterscapes," the article argues that the Aegean Sea functions not merely as a geographical boundary separating Greece and Turkey but as a narrative presence through which histories of displacement are carried, connected, and reconfigured. The analysis dwells on memory of water and its function to explore how water participates in the transmission of memories across geographical borders, historical periods, and generations. The work's recurring concept of the "other side" is specifically referred to as characters move or seek refuge across the Aegean in opposing directions. From this perspective, there is no stable "other side" of the water: each shore becomes the other from a different geographical, political, and historical position. The article therefore proposes that Suyun Öte Yanı transforms conventional understandings of borders as fixed territorial lines and instead presents the Aegean as space of separation and connection, exile and refuge, loss and return with fluidity. Through this reading, the study ultimately demonstrates how water actively and organically participates in, rather than simply providing a setting for, narratives of migration and cultural memory.

Keywords: *Water, Memory, Blue Humanities, Fluidity, The Aegean*

From Babi Yar to the Yard: Structural Trauma, Bare Life, and the Ontology of the Discarded Body

Gizem SERDAR ÖMÜR
Karadeniz Technical University

Abstract
Literary trauma theory has traditionally centred on the explosive, unspeakable rupture of historical atrocity, epitomised by Cathy Caruth's conceptualisation of the "wound that cries out". However, as contemporary narrative transitions into the posthuman epoch, the topography of trauma shifts from the visceral mass graves of the twentieth century to the sanitised, techno-capitalist junkyards of the speculative future. This study conducts a comparative analysis of D.M. Thomas's The White Hotel (1981) and Kazuo Ishiguro's Klara and the Sun (2021) to trace the evolution of the "discarded body" from the historical horror of Babi Yar to the quiet obsolescence of "the Yard". By synthesising foundational trauma theory with biopolitical philosophy, this paper argues that both the ravine and the junkyard operate as terminal spaces of systemic erasure. Utilising Giorgio Agamben's paradigm of homo sacer (bare life), the study demonstrates how Lisa Erdman's annihilation at Babi Yar represents the violent extreme of humanistic collapse, where flesh is reduced to disposable matter. Conversely, Klara's programmed "Slow Fade" in the Yard introduces what Dominick LaCapra terms "structural trauma", a state where trauma is not an explosive event, but a silenced, systemic baseline condition of the posthuman subject. Ultimately, moving from Babi Yar to the Yard reveals a chilling continuum of human malefice. The study asserts that the posthuman crisis in Ishiguro's work is a direct theoretical descendant of the historical trauma in Thomas's text. Both narratives unmask the myth of the autonomous, ageless human, providing that whether a body is biological or mechanical, the ultimate trauma lies in the vulnerability of material fragility: the realisation that once utility expires, the body is destined for the discard pile.

Keywords: *Trauma, Bare Life, Discarded Body, Babi Yar, The White Hotel, Klara and The Sun , Ishiguro, D. M. Thomas*

Bir Adam Yaratmak Adlı Tiyatro Oyununda İnsan, Madde ve Mekânın İlişkisel Ontolojisi

GÖKŞEN YILDIRIM
Fırat University

Abstract
Necip Fazıl Kısakürek tarafından 1937 yılında kaleme alınan Bir Adam Yaratmak, Muhsin Ertuğrul tarafından sahnelenmiş üç perdelik bir tiyatro oyunudur. Eser, yaratma edimini insanın varoluşsal konumuyla ilişkilendiren ve yaratıcı öznenin sınırlarını tartışmaya açan ontolojik bir sorgulamayı konu edinir. Oyunun baş karakteri Hüsrev, yazdığı "Ölüm Korkusu" adındaki oyunuyla bir karakter yaratmaya çalışır. Bir karakter yarattığını düşünen Hüsrev; kendi varlığı, bedeni ve çevresiyle giderek daha yoğun bir ilişkiye girer ve aslında kendini yaratır. Yazılan karakterin Hüsrev'in yaşamına sızması, kurmaca ile yaşantı arasındaki sınırları dönüştürürken yaratıcı öznenin kendi yaratma eylemi karşısındaki konumunu da tartışmalı hâle getirir. Bu noktada "yaratmak" metinde ontolojik bir sorun olarak işlenir. Metnin ontolojik sorgusunda oyunun "bir adam yaratmak" şeklindeki temel problemi, insanın kendisini yaratmasından ilişkiler içerisinde oluşmasına doğru evrilir. Bir Adam Yaratmak üzerine yapılan çalışmaların önemli bir bölümü eserin metafizik ve varoluşsal problemleri, ölüm düşüncesi, kader, sanat anlayışı gibi meselelerine odaklanırken insanın maddi çevresiyle kurduğu ilişkilerin ontolojik sonuçları üzerinde durulmamıştır. Bu çalışma, eserde "yaratan insan" figürünün kendi başına ve ilişkilerden bağımsız bir özne olarak kurulmadığı yaratma sürecine katılan maddi ilişkiler tarafından da biçimlendirildiği iddiasından hareketle Bir Adam Yaratmak'ı Karen Barad'ın ilişkisel ontoloji yaklaşımı çerçevesinde inceleyerek Hüsrev'in yaratıcı özne olarak kuruluşunu beden, madde, nesne, mekân, yazı ve insan dışı varlıklarla kurduğu ilişkiler üzerinden değerlendirmeyi amaçlamaktadır. Barad'ın özellikle "intra-action" ve "eyleyicilik" (agency) kavramları çalışmanın kuramsal çerçevesini oluşturmaktadır. İlişkisel ontoloji açısından varlıklar arasındaki ilişkiler, önceden tamamlanmış öznelerin karşılaşması biçiminde ortaya çıkmaz; özneler ve nesneler ilişkisel süreçler içinde belirli konumlar kazanır. İlgili tiyatro metninde de yazı ve sahne insanın maddeyi biçimlendirdiği tek yönlü sahalar olmaktan çıkıp insanla maddenin birlikte oluştuğu ilişkisel alanlara dönüşür. Bu okuma biçimi, oyunun metafizik ve varoluşsal boyutlarını maddi ilişkiler üzerinden yeniden düşünerek Hüsrev'in yaşadığı dönüşümün ontolojik boyutlarını görünür kılacak ve eserin yaratma problemine bir açıklama zemini sunacaktır.

Keywords: *Necip Fazıl Kısakürek, Bir Adam Yaratmak, Ilişkisel Ontoloji, Intra-Aksiyon, Eyleyicilik*

A Scoping Review on Veteran EFL Teachers

Gözde BALIKÇI
Başkent University

Abstract
This study reviews research on veteran EFL teachers (teachers with over 20 years of experience). Recent research indicates that limited attention has been paid to veteran (i.e., senior) teachers with 20 or more years of experience (Carillo & Flores, 2018). Existing research has predominantly focused on pre-service teachers and teachers in the early stages of their careers. However, the extensive experience and professional wisdom of teachers who have remained in the profession for a considerable period and continue to work should be recognized as a valuable legacy in the literature (Carillo & Flores, 2018). Such studies will inform and contribute to the education of pre-service and novice teachers. Therefore, this paper uses a scoping review to provide a comprehensive overview of studies conducted in the last five years on veteran EFL teachers with at least 20 years of professional experience. The guiding research question is: What are the most frequently studied themes regarding veteran EFL teachers? Arksey and O'Malley's (2005) methodological approach for scoping reviews provided the guiding framework for this presentation. The articles that are indexed in Web of Science and have been published in the last five years are included in this presentation. This presentation will outline the main domains of research on veteran teachers and help identify knowledge gaps in the field.

Keywords: *Veteran Teachers, Efl Teachers, Scoping Review*

Language Use and Social Meaning in an Endangered Language Community: Homshetsma in Turkey's Eastern Black Sea Region

Gülay AKIN
Karadeniz Technical University

Abstract
Endangered languages exist within multilingual environments in which languages occupy different social domains and develop different patterns of use. Understanding these patterns requires attention not only to the overall extent of language use, but also to the social and communicative contexts in which particular languages continue to be used. From a linguistic-ecological perspective, language can be examined in relation to the social environment in which it functions and the other languages with which it interacts (Haugen, 1972). Attention to domains of language use is likewise central to understanding how languages are distributed across everyday social life (Fishman, 1991). In addition, language practices are shaped by participants, social relationships, settings, and the communicative purposes of interaction (Spolsky, 2004). Against this background, this paper examines Homshetsma, an endangered language spoken in Turkey's Eastern Black Sea region, focusing on how its use is distributed across different social and communicative contexts. The study draws on ethnographic fieldwork conducted in Hopa and Kemalpaşa, combining semi-structured interviews, participant observation, personal narratives, language elicitation, and extensive field notes. The data were transcribed and analysed from sociolinguistic and ethnographic perspectives, with particular attention to patterns of language use across everyday domains and interactions. The findings show that Homshetsma has a more restricted distribution across social and institutional domains than Turkish. While Turkish predominates in education, employment, and public and institutional settings, Homshetsma remains present primarily in family, interpersonal, and community contexts. Rather than being distributed uniformly across social life, the two languages occupy different communicative spaces. Language choice varies according to interlocutors, relationships, and communicative contexts, resulting in a differentiated distribution of the two languages in everyday interaction. These patterns suggest that domain restriction does not necessarily entail the complete disappearance of an endangered language from social life. Although Homshetsma has limited presence in wider institutional domains, its continued use in particular social and interpersonal contexts indicates that it retains specific communicative functions within the social environment of its speakers. Examining these patterns therefore draws attention to the ways in which an endangered language can remain socially present even as its overall range of use becomes increasingly restricted. The paper contributes to research on multilingualism, language shift, and linguistic ecology by highlighting the importance of examining not only the domains in which an endangered language is used, but also how its use is distributed across social relationships, settings, and communicative contexts.

Keywords: *Homshetsma, Endangered Languages, Language Use, Language Domains, Linguistic Ecology*

Designing a Translation Office Simulation in Undergraduate Translator Education: Role Rotation, Peer Assessment, and Responsible AI Use

Gülden TANER YAVUZ
İzmir University of Economics

Abstract
Translation courses typically assign students an individual text, a deadline, and a final grade, with little structural attention to the collaborative and procedural dimensions of professional translation work. This presentation situates the assessment of translation competence within a framework grounded in constructive alignment of course learning outcomes with assessment of professional practice, simulating real-world working conditions. The design draws on situated and project-based approaches to translator education. Assessment was designed to render both the collaborative process and individual contribution visible: alongside conventional quizzes and a midterm, the course included a formative portfolio and a project component assessed through peer and instructor evaluation. The presentation illustrates this system by specifically focusing on its project component, namely a translation office simulation, detailing its rationale, structure, and implementation. The simulation was carried out in a first-year undergraduate translation course with 68 students across two sections. Students rotated through three roles: Project Manager, Terminologist, and Translator across three projects covering different subject areas, working with a different set of classmates in each cycle. Project Managers defined the Skopos of the assignment through textual analysis and briefs, maintained a shared process log, and carried out and justified revisions before final submission. Terminologists compiled and verified domain-specific terminology against academic and other reliable sources, such as DergiPark and library databases. Translators produced the target text and documented their decisions through Translator's Notes. Each cycle also incorporated quality-control procedures, functional text adaptation, and a defined content-coverage requirement. Generative AI use was restricted to terminology exploration and verification; full-text machine or AI-assisted translation was not permitted. At the end of each project, students evaluated their peers through structured forms addressing time management, quality of role execution, communication and transparency, adherence to the course's AI policy, and the ability to justify professional decisions. At the end of the term, students wrote individual reflection papers commenting on the peer-evaluation system and their collaborative learning experience across the project cycles. Institutional course evaluation data further illustrate students' experience of the design. Drawing on this implementation, the presentation offers practical recommendations for designing role-based, collaboratively assessed translation projects – including how to structure role rotation, calibrate peer-evaluation criteria, and set boundaries for generative AI use – that other translator education programs can adapt to their own institutional contexts.

Keywords: *Translator Education, Translation Pedagogy, Project-Based Learning, Role Rotation, Peer Assessment, Responsible AI Use*

Beyond Standardisation: International Language Teachers' Perspectives on Competence and Evaluation across Diverse Contexts

Gülden TANER YAVUZ
İzmir University of Economics

Abstract
English language teaching takes place across a wide range of instructional, institutional, and learner contexts, including EFL, ESL, and ESOL settings. Such diversity raises questions about whether professional competence can be adequately understood and evaluated through standardised frameworks alone. While existing competence frameworks provide useful reference points for teacher development and evaluation, more attention needs to be paid to how teacher competence definitions might vary across diverse educational contexts. This paper examines language teachers' conceptualization of competence and their perspectives on how teacher evaluation should be conducted across diverse instructional settings. To address this, the study asks two central questions: how do teachers themselves define competent teaching, and how do they experience being evaluated? The findings are based on qualitative and descriptive data from an online survey conducted as part of a larger multi-stakeholder project involving EFL/ESL teachers, teacher educators, school managers, and researchers. Ethical procedures were followed and full approval was granted to the larger project for data collection and dissemination of results. The present study focuses specifically on the language teacher group, taking them as the participants; presenting initial findings from an online survey with 23 international language teachers with diverse linguistic, educational, and professional backgrounds representing 13 different native languages. The open-ended survey explored the characteristics of competent teaching, perceived professional strengths and development needs, teacher education, and evaluation practices across EFL, ESL, and combined contexts.Findings indicate that while teachers view linguistic and s ubject knowledge as essential foundations, they place substantial emphasis on learner-oriented, relational, and context-responsive qualities such as understanding learner needs, building rapport, creating positive learning environments, and adapting practice to particular teaching situations. Several NNEST participants additionally identified their own experiences as language learners as a unique resource for understanding learners' perspectives. Reported professional development needs concentrated most heavily on technology and online teaching, followed by pronunciation and assessment. Regarding evaluation, participants adopted a nuanced stance: rather than rejecting observation entirely, they challenged one-off, standardized checklist-oriented practices, emphasizing instead the value of developmental feedback, self-reflection, peer input, and learner progress. The findings suggest that, from teachers' own perspectives, professional competence is seen as a capacity to respond to learners and contexts rather than a fixed set of transferable behaviours.

Keywords: *Language Teacher Competence, Teacher Perspectives, International Teachers, EFL/ESL/ESOL, Teacher Evaluation, Professional Development, Contextual Responsiveness*

Poetry Pedagogy in a Microteaching Context: Pre-Service English Language Teachers' Perceptions, Self Efficacy, and Pedagogical Intent

Gülesma BEKAR, Mahmut İkram TURAN, Şakire ERBAY ÇETİNKAYA
Trabzon University

Abstract
Poetry pedagogy has been documented to offer opportunities for foreign language learners to engage linguistically, interpretively, emotionally, and creatively. Despite its potential to expand human experience and create language awareness, well-documented text-, curriculum-, and teacher-related challenges may discourage English language teachers to integrate poems into their instruction. One factor contributing to this marginal position of poetry in English language teaching may be teachers' perceptions, confidence, and preparedness. As pre-service teachers (PSTs) tend to translate their perceptions and experiences into practice in actual classrooms, examining their views could ensure a deeper understanding of teachers' instructional decision-making. In light of this, the current qualitative study aimed at contributing to a more situated understanding of the issue through examining PSTs' perceptions of poetry pedagogy, perceived competence and preparedness, and future orientations within a bounded microteaching case. As part of a semester-long course requirement, PSTs engaged in pair-based collaborative lesson design and microteaching sessions based on assigned poems following a five-week theoretical and pedagogical preparation on poetry instruction. The qualitative data were triangulated through written self-accounts (n=15), a focus-group interview protocol from voluntary PSTs, and researchers' field notes and observations. While in-the-moment perspectives were captured through written self-accounts immediately after the course, delayed focus-group interview conducted four months later offered a retrospective perspective. Additionally, researchers' observations served to support and contextualize those immediate and retrospective perspectives. Inductive thematic content analysis allowed the researchers to identify patterns in PSTs' self-accounts regarding those experiential and practice-oriented opportunities. Given that the two-phase data collection and analysis are currently underway, the complete set of findings will be presented and discussed at the conference in their entirety.

Keywords: *Poetry Pedagogy, Pre-Service English Teachers, Teacher Beliefs, Literature, ELT*

Embodied Representation of Emotion Metaphors in English and Azerbaijani Poetic Texts

Gulshan MAMMADLI
Azerbaijan University of Languages

Abstract
For a long time, language was explained as a system of abstract and symbolic signs independent of human bodily experience. However, recent research in cognitive science and psycholinguistics demonstrates that the perception and interpretation of linguistic units are closely connected to human sensor-motor experience. When individuals hear or read words, they do not only process their semantic content; they also cognitively reconstruct and mentally reproduce the actions, feelings, and experiences those words convey. While experimental researches in this area have primarily focused on the understanding of linguistic units denoting concrete objects and actions, some psycholinguists debate whether abstract concepts—such as "justice," "freedom," and "time"—are understood through the same mechanisms. Nevertheless, a dominant perspective in cognitive linguistics suggests that such abstract concepts are also structured and comprehended through conceptual metaphors rooted in bodily experience. The works of researchers such as F.Varela, E.Thompson, E.Rosch, G.Lakoff, M.Johnson, and L.Barsalou have played a central role in the development of embodied cognition. In particular, Lakoff and Johnson's theory of conceptual metaphor stands as one of the key approaches explaining how abstract concepts are understood based on human bodily experience in everyday life. This approach demonstrates that metaphor is not merely a tool of poetic expression but also one of the fundamental mechanisms by which humans perceive and understand the world. As noted by R.W. Gibbs Jr., a leading scholar in cognitive linguistics who investigates the relationship between metaphor, figurative language, and bodily experience, the poetic value and communicative expressiveness of metaphor are not limited merely to its stylistic features. According to the scholar, the comprehension of metaphors is explained by their grounding in embodied cognition—an approach supported by empirical research in both linguistics and psychology. Z. Kovecses's work "Metaphor and Emotion: Language, Culture, and Body in Human Feeling" (2004) presents one of the influential theoretical researches explaining the understanding of emotions within the framework of CMT. This framework provides a productive methodological basis for the comparative analysis of Azerbaijani and English poetic texts. Although the specific metaphorical expressions identified by scholar are not necessarily prevalent in the everyday speech of both languages in the exact same form, poetic texts reveal numerous similarities in the conceptualization of emotions. For instance, emotions such as love, sadness, fear, anger, and hope are expressed in both languages through metaphors related to movement, heat, light, containers. These recurring conceptual patterns demonstrate that the cognitive mechanisms underlying emotional experience are largely universal in nature. Furthermore, the way these metaphors are expressed through language is conditioned by each nation's cultural values, traditions and culturally embedded symbolic systems used in folk. Consequently, applying Kövecses's theoretical framework to a comparative analysis of Azerbaijani and English poetic texts makes it possible to identify both universal conceptual metaphors rooted in bodily experience and specific metaphorical models unique to each culture, thereby contributing to a deeper understanding of the cross-linguistic and cross-cultural conceptualization of emotions.

Keywords: *Embodied Cognition, Metaphor, Poetic Texts, Linguistic Comprehension*

The History of the Study of Attitudes Toward Turkish Literature in Azerbaijani Literary Scholarship in the Second Half of the 19th Century

Günel YUNUSOVA
Azerbaijan National Academy of Sciences

Abstract
This article examines the study in Azerbaijani literary scholarship of attitudes toward Turkish literature in the Azerbaijani literary and cultural environment in the second half of the 19th century. The main purpose of the study is to identify the ways in which the literary and scholarly interest in Turkish literature that emerged in the Azerbaijani literary and cultural environment during the second half of the 19th century was subsequently examined in Azerbaijani literary scholarship, and to systematize the main researchers and stages of research in this field. In this regard, particular attention is paid to studies addressing the issue through the works of individual literary figures, literary texts, press materials, literary relations, and the influence of the Turkish literary and cultural environment on Azerbaijani literary thought. The article demonstrates that various manifestations of attitudes toward Turkish literature in the Azerbaijani literary and cultural environment in the second half of the 19th century were subsequently studied in literary scholarship on the basis of individual facts and materials. The studies concerning Abbasqulu Agha Bakikhanov's and Mirza Fatali Akhundov's relations with Turkey, M.F. Akhundov's attitude toward the works of Jalal al-Din Rumi, Hasan bey Zardabi's interest in the works of Namık Kemal, the inclusion of Turkish poets in Seyid Azim Shirvani's anthology, materials related to the Turkish literary and cultural environment published in the newspapers Ziya, Kashkul, and Sharqi-rus, as well as Mahammadagha Shahtakhtli's relations with Turkey and his activities associated with the Turkish literary environment, are analyzed. The study also examines the characteristics of the approach to this issue in Soviet and post-independence Azerbaijani literary scholarship. Particular attention is given to the study of the problem within the political and ideological framework of the Soviet period and, especially, to the impact of the restrictions imposed on attitudes toward Turkish literature and Turkey during certain periods on scholarly approaches to the subject. At the same time, the article demonstrates that various aspects of the issue were examined in the works of researchers such as F. Gasimzade, Kh. Mammadov, K. Talibzade, Sh. Novruzov, A. Zeynalov, A. Abiyev, R. Huseynov, S. Huseynov, T. Abdullayeva, Z. Asgarli, and others. The study concludes that various aspects of attitudes toward Turkish literature in the Azerbaijani literary and cultural environment in the second half of the 19th century have been reflected in the works of individual researchers during different periods of Azerbaijani literary scholarship. However, there has been no separate study that comprehensively systematizes the chronology, principal researchers, and stages of development of these studies. The article is significant in terms of generalizing these studies and establishing the history of the study of this issue in Azerbaijani literary scholarship.

Keywords: *Azerbaijani Literary Scholarship, Second Half of The 19th Century, Turkish Literature, Literary Relations, Literary Criticism, History Of Research, Soviet Literary Scholarship, Post-Independence Period*

A Re-reading of Joseph Conrad's Novel "Victory" in the Light of Paratextuality Theory

Hafize DİNDAROĞLU, Kubilay GEÇİKLİ
Atatürk University

Abstract
This study reconsiders Joseph Conrad's novel Victory (1915) through the lens of Gérard Genette's theory of paratextuality. Genette's framework holds that the meaning of a literary work is shaped not only by its internal narrative structure but also by the threshold devices that mediate its encounter with the reader. Within this framework, the peritext -elements physically attached to the text such as the title, the author's name, and the cover design- shapes the reader's first contact with the work, while the epitext -reviews, letters, and scholarly writings situated outside the text- broadens how the work is received and interpreted over time. The research examines the ironic tension between the expectation of triumph evoked by the title Victory and the novel's actual content, considers how Conrad's multilingual authorial identity colors the reading process, and explores how cover designs anticipate the novel's theme of isolation. It further discusses the linguistic and existential alienation embodied in the central character Axel Heyst through the conceptual frameworks of Marx, Kierkegaard, and Sartre, as well as Bakhtin's theory of dialogic discourse. The study also addresses how the novel's circulation under the Turkish title Zafer has shaped its local reception. Methodologically, the study combines close textual reading, critical discourse analysis, and hermeneutic interpretation, allowing the novel's threshold devices and internal narrative structure to be assessed within a single analytical framework. The findings reveal that the novel constructs the modern individual's experience of alienation and ethical withdrawal in a multilayered manner, operating simultaneously at the level of its threshold structures and its internal narrative. The study further connects Genette's theory with Barthes's and Derrida's approaches to language, showing that paratextuality is bound up not only with framing but also with the continual deferral of meaning. In conclusion, the study positions Victory not merely as a narrative text but as a philosophical extension of linguistic alienation, framed within a paratextual perspective.

Keywords: *Paratextuality, Joseph Conrad, Victory, Alienation, Modernism*

David Mitchell'in "Kemik Saatler" Romanında Zaman, Beden ve Ruhun Postmodern Gotik Açıdan Yeniden Yapılandırılması

Hafize DİNDAROĞLU, Mukadder ERKAN
Atatürk University

Abstract
David Mitchell's 2014 novel The Bone Clocks is a significant example of postmodern Gothic narrative, characterized by intergenre hybridity and a fragmented, six-part structure organized around different narrative perspectives. This study examines how the novel reconstructs classical Gothic themes such as immortality, the transmigration of souls, and uncanny spaces within the theoretical frameworks of Maria Beville's "Gothic-Postmodernism" and Xavier Aldana Reyes's "Body Gothic." This analysis treats the novel's six sections as the primary textual units, and it also traces bodily transformation, the transformation of the soul and identity, temporality, violence and victimization, and ecological collapse as the principal analytical categories. These categories are examined comparatively through the recurring and transforming "bone clock" motif, which reveals the relationships connecting the novel's different sections. The conflict between the Horologists and the Anchorites is examined as a form of vampiric Gothic reconstructed, in the terms proposed by this study, as a postmodern "medical fantasy" in which biological and metaphysical processes intersect. In this context, the conceptualization of the human body as a "bone clock" is interpreted as a reworking of the memento mori tradition within a technological and secular context. While Beville's postmodern Gothic approach and Reyes's conceptualization of Body Gothic constitute the study's primary theoretical framework, Hogle's account of Gothic proliferation, Riquelme's reading of modernist Gothic, and Chaplin's analysis of the law-sacrifice economy are employed as supporting analytical perspectives. Therefore, this study argues that the "bone clock" motif functions not merely as a metaphor for death but as a structural motif that brings together the fragile relationships among body, soul, and time and plays a central role in the novel's postmodern Gothic organization.

Keywords: *Postmodern Gothic, Body Gothic, The Bone Clocks, Metempsychosis, Memento Mori*

Overcoming Kitchen Anxiety: Strategies for Boosting Speaking Confidence in Gastronomy ESP

Hakan TAŞKAYA, Ali Şükrü ÖZBAY
Artvin Çoruh University

Abstract
Foreign language anxiety is a well-documented barrier in English for Specific Purposes (ESP) instruction, yet its operational impact within undergraduate gastronomy programs remains under-researched. Gastronomy students often experience acute communication anxiety when transitioning from traditional EFL classrooms to high-intensity, time-sensitive culinary environments where verbal clarity is critical for safety, coordination, and service efficiency. This paper addresses the psychological and situational factors contributing to "kitchen speaking anxiety"—including fear of negative evaluation by peers, fear of making operational errors during ticket calling, and unfamiliarity with fast-paced culinary jargon. To mitigate these affective barriers, the study presents an actionable pedagogical framework centred on low-stakes oral simulations, task-based kitchen role-plays (e.g., simulated order firing, dietary allergy briefings, and table-side menu presentations), and supportive peer-led feedback loops. By shifting the instructional focus from rigid grammatical accuracy to functional, task-oriented fluency, these classroom strategies foster a risk-tolerant learning atmosphere. The proposed framework equips ESP practitioners with practical tools to systematically reduce situational anxiety, boost oral confidence, and better prepare gastronomy undergraduates for the communicative demands of the international culinary industry.

Keywords: *Gastronomy Esp, Speaking Anxiety, Oral Confidence, Task-Based Simulations, Culinary Arts Pedagogy, Affective Filter*

A Psychoanalytic Reading of Mother-Child Dynamics in "The Rocking Horse Winner" and "The Garden Party"

Hale YAĞLIDERE
Giresun University

Abstract
This study offers a comparative modernist critique of D.H. Lawrence's The Rocking Horse Winner (1926) and Katherine Mansfield's The Garden Party (1922), exploring Freudian path of psychic annihilation with Jungian arc toward successful individuation. These works essentially elucidate how the alienation and narcissistic ambitions bred by modernizing society permeate the domestic sphere, particularly shaping the mother-child dynamic. This paper provides a critical insight into the maternal figures in both short stories (Hester and Mrs. Sheridan), function as destructive superegos that mold, manipulate, and project their own repressed desires onto the raw psyches of their children. In The Rocking-Horse Winner, young Paul's obsessive-compulsive behavior, driven by a desperate urge to satisfy his mother's insatiable craving for wealth (luck), is analyzed as a neurosis aimed at compensating for paternal inadequacy; in striving to earn his mother's conditional love, Paul ultimately annihilates himself. On the other hand, in The Garden Party, Laura experiences a psychological split between her own conscience and the imposed self upon her. Laura's transgression of the estate's boundaries to confront death in working-class neighborhood signifies her rupture from her mother's narcissistic shadow and marks a healthy process of individuation (maturation). Consequently, this article demonstrates that while mothers' materialistic desires create deep wounds on the child's psyche, Paul's tragedy ends in physical annihilation, whereas Laura's experience leads to the death of childish innocence, but paving the way for the birth of her authentic self.

Keywords: *Mother, Child, Psychoanalysis, Neurosis, Individuation*

Technology Acceptance across Cultures: A Theoretical Reappraisal of the Technology Acceptance Model (TAM)

Handan İLYAS KARATAŞ
Trabzon University

Abstract
The rapid spread of artificial intelligence (AI) and other digital platforms in English language teaching (ELT) environments has revived scholarly attention on the factors influencing teachers' and learners' adoption to new tools. The Technology Acceptance Model (TAM), originally formulated by Davis (1987; 1989), explains technology acceptance through two core constructs: perceived usefulness (PU) and perceived ease of use (PEOU). Yet, the increasing diversity of digital technologies, the user profiles, and instructional contexts makes it unclear whether PU and PEOU can sufficiently explain technology acceptance in contemporary ELT environments. This study provides a focused theoretical reappraisal of seventeen empirical studies published in 2026 which made use of TAM, TAM2 or extended frameworks across diverse English as a foreign language (EFL) and second language (L2) contexts. The studies are comparatively examined in terms of their participants, technologies used, research designs, TAM constructs, and relationships among variables. The examination reveals three outstanding patterns. First, while PU and PEOU are fundamental in TAM-based research, their direct influence on attitudes and behavioral intentions varies across studies. This suggests that their explanatory impact may be indirect and context dependent. Second, TAM is increasingly hybridized with pedagogical, motivational, psychological and contextual factors in addition to self-efficacy, AI literacy, technological-pedagogical content knowledge, autonomy, and educational compatibility. Third, numerous studies look beyond initial acceptance of a tool utilization; they also examine how users operate it, whether it actually assists learning and how involved the users are. So, this shows that using a technological tool does not necessarily mean using it effectively for education. In light of these findings, this cross-contextual synthesis suggests that TAM remains a strong theoretical foundation for technology acceptance research in ELT; however, it progressively operates as a core component rather than a standalone model.

Keywords: *Technology Acceptance Model (TAM), ELT, EFL, Artificial Intelligence, Educational Technology, Perceived Usefulness, Perceived Ease of Use*

Revealing and Concealing: The Dramaturgy of Information in Harold Pinter's "The Birthday Party"

Hasan ALKAN, Fehmi TURGUT
Karadeniz Technical University

Abstract
This study examines Harold Pinter's The Birthday Party through the dramatic convention of information dissemination, exploring how the strategic dissemination, concealment, and revelation of information construct dramatic tension and sustain ambiguity throughout the play. The study considers information dissemination as a dramaturgical principle, arguing that the selective distribution and concealment of knowledge generate dramatic tension and sustained ambiguity in The Birthday Party. Rather than resolving conflicts, the play deliberately withholds explanations about its characters and their actions by reflecting the conventions of the Theatre of the Absurd. The paper analyzes how Pinter employs pauses, silences, interrupted conversations, repetition, and evasive dialogue to regulate the flow of information on stage. This extensive technicality in drama removes language from being a means of communication and transforms it into a source of uncertainty based on unspoken expressions rather than a clearly stated fact of meaning. As a result, information becomes a theatrical tool that creates tension, reinforces the atmosphere of threat, and shapes the audience's interpretation of the play. The study concludes that the dramaturgy of information is one of the defining characteristics of Pinter's dramatic technique in The Birthday Party. By striking a careful balance between revelation and concealment, Pinter creates an open-ended theatrical experience that resists definitive interpretation. Therefore, this study demonstrates that ambiguity is not merely a stylistic feature of the play, but a deliberate dramaturgical strategy by which Pinter redefines the relationship between dramatic action, language, and audience.

Keywords: *Dramaturgy, Harold Pinter, The Birthday Party, Theatre of The Absurd, Dissemination, Dramatic Convention*

Human and LLM Translation of Sait Faik: A Reader-Oriented Study of Turkish Literary Translation into English

Hayrunnisa GÜVEN, Muhammed BAYDERE
Ankara Hacı Bayram Veli University

Abstract
This study examines human and LLM-based literary translation through a reader-oriented comparison of selected short stories by Sait Faik Abasıyanık in the Turkish-English language pair. Although artificial intelligence has increasingly become part of discussions on literary translation, studies focusing on Turkish literature and its reception by target-language readers remain relatively limited. This study addresses this gap by exploring how human and AI-generated translations of Sait Faik's distinctive literary language are received by English-speaking readers. Selected passages from Semaver, Lüzumsuz Adam, and Dolapdere are analysed comparatively in their published English translations by Alexander Dawe and Maureen Freely and in translations generated by ChatGPT. The study combines textual comparison with reader responses in order to consider how differences between the two translation modes affect the reading experience. The findings suggest that neither approach is consistently stronger in every aspect of literary translation. While the human translations show advantages in some areas, the AI-generated versions are also positively received in others. These results point to a more complex relationship between human and AI translation than a simple opposition between the two. The study therefore contributes to discussions on the possible place of LLMs in literary translation and their potential role in increasing the visibility of Turkish literature among international readers.

Keywords: *Sait Faik Abasıyanık, Large Language Models, Literary Translation, Reader Reception, ChatGPT*

Dubbing Stand-Up Comedy for Turkish Audiences: A Reception Study of Gianmarco Soresi's "Thief of Joy"

Hayrunnisa GÜVEN, Seda KUŞÇU ÖZBUDAK
Ankara Hacı Bayram Veli University

Abstract
This study examines audience reception of the Turkish dubbed version of Gianmarco Soresi's stand-up performance Thief of Joy. Although dubbing is a well-established audiovisual translation mode in Türkiye, dubbing stand-up comedy remains relatively unusual because the genre strongly depends on the performer's voice, timing, delivery, and interaction with the audience. This makes viewer reception particularly relevant in understanding whether dubbing is perceived as functionally appropriate for stand-up comedy. The study therefore focuses on how Turkish-speaking viewers respond to dubbing within this performance-based genre. The research analyses publicly available viewer comments from YouTube and Instagram through thematic analysis. The study is informed by Skopos Theory and audiovisual translation reception studies, which provide a framework for considering both the intended function of the dubbed performance and the ways in which viewers evaluate it. By examining audience responses, the study aims to explore how dubbing is received in stand-up comedy and what kinds of expectations viewers bring to this relatively uncommon translation practice. It also considers how issues such as performance, humor, and audience preference influence the reception of dubbed audiovisual content. In this way, the study contributes to discussions on audience reception in audiovisual translation and offers a case study of dubbing in a genre where the performer's original voice is especially central.

Keywords: *Audiovisual Translation, Dubbing, Stand-Up Comedy, Audience Reception, Humor Translation*

"The Miller's Tale" from the Perspective of Claude Lévi-Strauss' "The Structural Study of Myth"

İlknur Büşra ÇAKIR
Gümüşhane University

Abstract
Geoffrey Chaucer's The Canterbury Tales has been assessed from a variety of angles and theories. Among the tales, The Miller's Tale has been analysed mostly according to fabliau tradition and compared to the other fabliau examples, Bakhtinian carnivalesque, and in terms of representation of love and marriage tradition. Therefore, most studies on The Miller's Tale focuses on its social codes analysed through plot and characterisation. These studies tend to overlook the structural narrative that enables the compilation of the complicated plot. To fill this gap, in line with Claude Lévi-Strauss' "The Structural Study of Myth" (1955), this paper aims to deconstruct the story line of The Miller's Tale into mythemes to demonstrate the structural binaries between the sacred and secular, nature and social/cultural convention, and divine order and physical reality. It focuses on the contradictory narration of the flood and the hot iron which functions as a mediating mytheme between the sacred and the profane, and comic and serious. Thereby, this paper demonstrates that Chaucer makes use of the comic resolution as a mediating myth to resolve the religious and social tensions of the medieval English society. In this light, the paper argues that The Miller's Tale functions as a structural myth designed to mediate conflicting cultural contradictions of the Middle Ages such as the sacred and secular, nature and culture, and divine order and physical reality.

Keywords: *Geoffrey Chaucer, The Miller's Tale, Claude Lévi-Strauss, Structuralism, Myth Theory, Mythemes, Binary Oppositions*

Constructing Anse Bundren's Fictional Mind through Mind Attribution in William Faulkner's "As I Lay Dying"

Kerem ARAS
Ağrı Ibrahim Çeçen University

Abstract
William Faulkner's As I Lay Dying has attracted significant academic interest due to its diverse narrators and its groundbreaking portrayal of consciousness. Nevertheless, Anse Bundren has predominantly been analysed in ethical, psychological, and sociological contexts, whilst relatively little focus has been directed toward the narrative construction of his fictional mind. Utilising Alan Palmer's theory of fictional minds, especially his ideas on socially distributed minds and mind attribution, this study contends that Anse's consciousness is influenced more by the ongoing mental attributions from other characters than by his own three narrative parts. Throughout the narrative, Darl, Tull, Cora, Cash, Dewey Dell, Peabody, and others consistently ascribe beliefs, motives, intentions, and wants to Anse, allowing readers to formulate a cohesive cognitive profile despite restricted insight into his thinking. The article argues that not only is Anse's consciousness socially distributed but also socially constituted. Audiences reconstruct Anse's consciousness through a web of external mental attributions. The study shifts the focus from explicit verbal expression to common episodes of mindreading. It provides a new cognitive reading of Anse Bundren, showing how the minds of fiction can be built up via the collective mental attributions of other characters, rather than through extended internal monologue.

Keywords: *Cognitive Narratology, Fictional Minds, Mind Attribution, William Faulkner, As I Lay Dying*

An Investigation into English Language Learning Motivation and Professional Value Perceptions of Gastronomy Students: A Mixed-Methods Study

Kübra KIRAÇ DEMİRAY, Ayşegül YURTSEVER
Karabuk University

Abstract
This study investigates the motivations, attitudes, and professional perceptions of a undergraduate students enrolled in the Department of Gastronomy and Culinary Arts at a state university in Turkey regarding English language learning. Utilizing an explanatory sequential mixed-methods design, the researchers initially collected and analyzed quantitative data from 154 students selected via convenience sampling. To elaborate on the survey findings, qualitative insights were subsequently gathered through semi-structured interviews with a purposive sub-sample of 11 students, continuing until data saturation was achieved. Exploratory Factor Analysis (EFA) validated a robust three-factor scale structure consisting of "Integrated Attitude," "Professional Value," and "Intrinsic Motivation," showing high internal consistency. Descriptive statistics revealed a high overall motivation mean score ($\bar{x}$ = 3.99), with the highest mean observed in the "Professional Value" subscale ($\bar{x}$ = 4.17). Qualitative data strongly supported these figures, demonstrating that students perceive English as a "professional necessity" that offers a competitive edge in the global labor market rather than merely an academic course. Independent samples t-tests indicated no statistically significant gender difference in overall scale scores ($p = .061$). However, a significant gender difference emerged in the "Integrated Attitude" dimension ($p = .006$), where female students scored significantly higher than males. Interview data suggested that female students view language through a broader socio-cultural lens, such as following international culinary trends and literature. Pearson correlation analysis revealed no significant correlation between students' GPAs and the motivation subscales ($p > .05$), indicating that language learning motivation is driven by future career goals and international mobility rather than classroom grades. One-way ANOVA tests showed no significant differences based on class year, abroad experience, work experience, or self-assessed proficiency ($p > .05$). Finally, the study identified significant emotional and environmental barriers, most notably "speaking anxiety" rooted in fear of peer judgment, and a generally unenthusiastic classroom atmosphere. While the instructor's positive approach serves as a crucial support mechanism, participants emphasized the need for pedagogical shifts. The findings suggest that English curricula in gastronomy education should move away from grammar-heavy structures toward communicative, speech-based, and visually supported instructional designs that align with professional settings.

Keywords: *ESP (English For Specific Purposes), Gastronomy Education, Language Learning Motivation, Mixed-Methods, Speaking Anxiety.*

Beyond Migration: Afropolitanism, Diaspora, and Transnational Identity in Contemporary Black British Theatre

Kübra TURGUT, Fehmi TURGUT
Karadeniz Technical University

Abstract
Through the lens of Afropolitanism, this study examines the evolution of Black British theatre, focusing on how contemporary playwrights reinterpret notions of national identity, diaspora, and belonging. While earlier Black British drama primarily explored the trauma of migration and the immediate tensions of integration, twenty-first-century Black British theatre reflects a more fluid, transnational, and cosmopolitan engagement with both African heritage and British identity. Using a comparative analytical framework, the study traces the stylistic and thematic shift from post-Windrush experiences of displacement to a distinctive Afropolitan aesthetic through close readings of three significant plays: Debbie Tucker Green's ear for eye, Michaela Coel's Chewing Gum Dreams, and Inua Ellams' Barber Shop Chronicles. The study focuses on how these texts employ spatial politics and linguistic plurality to negotiate the complexities of identities that are simultaneously rooted in Britain and connected to a global Black diaspora. While Coel's Chewing Gum Dreams presents a hyper-contemporary portrayal of localized London girlhood, Ellams' Barber Shop Chronicles transforms domestic and communal spaces into transnational sites of cultural exchange, linking Britain, Africa, and the Caribbean. Tucker Green's Ear for Eye is a powerful critique of systemic racism operating across the Atlantic world, illustrating that Afropolitanism extends beyond the celebration of cosmopolitan mobility to serve as a critical political framework for interrogating enduring structures of racial inequality.

Keywords: *Afropolitanism, Black British Theatre, Diaspora, Transnationalism, Contemporary Theatre, Spatial Politics*

Towards a Domain-Specific Account of Academic Vocabulary in Geological Engineering: A Corpus-Based Analysis of Lexical Frequency and Distribution

Mahide KÖSE, Ali Şükrü ÖZBAY
Karadeniz Technical University

Abstract
This study aims to provide a domain-specific account of academic vocabulary in Geological Engineering through a corpus-based analysis of lexical frequency and distribution. Drawing on a discipline-specific corpus compiled from academic texts produced in the field of Geological Engineering, the study investigates the lexical resources that characterize academic discourse within the discipline. The corpus was developed in the context of the FBE 5008 Scientific Article Writing in English course, an English for Academic Purposes (EAP) course offered to graduate students at a university in the Eastern Black Sea region of Türkiye. The analysis was conducted using Sketch Engine to identify and examine frequent lexical items and recurrent lexico-grammatical patterns in the corpus. Attention was given to the frequency and distribution of academic vocabulary across major lexical categories, including verbs, nouns, adjectives, and adverbs, as well as recurrent multi-word sequences and grammatical patterns. The findings indicate that verbs such as use, show, and indicate occur with particularly high frequency, while nouns including mineral, deposit, and rock, adjectives such as high, low, and geological, and adverbs including also and as well constitute prominent components of the academic vocabulary profile of the discipline. The analysis further identifies recurrent patterns such as in the study area, in the form of, and as a function of, suggesting that academic vocabulary in Geological Engineering is realized not only through individual lexical items but also through recurrent lexico-grammatical configurations. Overall, the findings contribute to a more systematic understanding of domain-specific academic vocabulary and provide a corpus-informed basis for the development of EAP materials and vocabulary resources tailored to graduate-level Geological Engineering students.

Keywords: *Academic Vocabulary, Geological Engineering, Corpus-Based Analysis, Lexical Frequency, Lexical Distribution, EAP, Lexico-Grammatical Patterns*

Functional-Stylistic Features of U.S. Legislative Texts

Maryam ABDULLAYEVA
Azerbaijan University of Languages

Abstract
This article is devoted to the study of the functional-stylistic features of U.S. legislative texts. It examines precision, conciseness, objectivity, avoidance of emotionality, terminological density, and normativity as characteristic properties of legislative discourse. The analysis focuses on lexical, morphological, syntactic, and stylistic features, including legal terminology, Latin and French borrowings, archaic expressions, nominalization, passive constructions, modal verbs, lexical repetition, and complex syntactic structures. The Constitution of the United States and related examples of legal English are used as the main textual material. Particular attention is also paid to the plain-language movement and to recommendations aimed at making legal drafting more accessible without reducing legal accuracy. The study shows that U.S. legislative language combines a conservative historical layer with modern tendencies toward clarity and comprehensibility, and that its linguistic organization is closely connected with the need to transmit legal information precisely and unambiguously.

Keywords: *Legislative Texts, Legal Discourse, Legal Terminology, Functional Stylistics, Cognitive Information, Plain Legal Language*

The Effectiveness of TikTok Application as an Educational Tool in Practicing and Improving English Grammar: Perceptions of Adult Learners

Mediha SERTER, Hasan SAĞLAMEL
Karadeniz Technical University

Abstract
Given its ubiquitous presence across diverse fields, proficiency in English has become essential. As there can be obstacles in expressing thoughts or situations with little grammatical knowledge, it is significant to practice English grammar rules regularly. Both student profiles and learning styles have changed with the evolution of technology, necessitating a corresponding change in how grammar instruction is delivered. Students often spend time on mobile social media applications during the day; therefore, these platforms could be considered to meet their learning needs and expectations. TikTok, an application that is widely known and gathers the interest of students, was anticipated to have a huge effect in this area. Although implementing TikTok as a pedagogical tool in English language teaching and learning has been investigated previously, prior research has largely touched upon general English proficiency, listening and speaking skills, vocabulary acquisition, idiomatic expressions, or pronunciation, and empirical research addressing grammar instruction remains scarce. Conducted during the 2022–2023 academic year, this study addresses this gap by employing a mixed-method design, combining survey-based quantitative data with qualitative interview insights. Besides, a TikTok page was created to observe the participants' reactions to short videos on English grammar. The comments and likes of the participants, and the number of post views also revealed the effectiveness of TikTok in this context. The findings offer valuable insights into integrating digital video-creation platforms into language education. Briefly, this study examines to what extent TikTok could provide students with both engaging and instructive online environment, where they can practice and improve their English grammar proficiency.

Keywords: *English Grammar, Tiktok, Social Media, Mobile Learning, New Practices In ELT*

"I'm Going to Defeat This": Evolving Repertoires, Strategic Agency, and Linguistic Resilience of an African Resident in Türkiye

Mehmet Akif YILDIRIM, İsmail YAMAN
Karadeniz Technical University

Abstract
This study examines the development and use of a multilingual repertoire by an African resident in Turkey over a ten-year period, paying particular attention to linguistic agency, resilience, and individual language policy. Using Spolsky's framework of language practices, beliefs and management, the study examines how each language becomes associated with different social, academic, professional and personal purposes throughout the participant's life. An in-depth qualitative case study design in the form of a longitudinal sociolinguistic narrative was adopted for the research. Data were collected through a three-hour semi-structured interview with the participant, an individual from Côte d'Ivoire who has lived in North-eastern Turkey since 2016, as well as through researcher field notes. The data were analysed thematically through a combination of deductive and inductive coding. The findings reveal that the participant attributes specific roles to the languages in his repertoire. Their native language is closely tied to family, intimacy, and cultural identity, whereas English, French, and Turkish are used more strategically for education, work, social interaction, and everyday life. Depending on the situation, he also deliberately reveals or conceals his knowledge of particular languages, demonstrating a strong sense of linguistic agency. His experiences also reveal discrepancies between formal language policies and actual practices in Turkish higher education, particularly with regard to Turkish-language preparation and English-medium instruction. His family planning similarly reflects an attempt to preserve the native language while providing his future children with access to languages that are perceived as important for education and future opportunities. Overall, the study demonstrates how multilingual repertoires can be actively reshaped and managed strategically in response to migration, institutional demands, professional goals and family priorities.

Keywords: *Language Policy, Multilingual Repertoire, Linguistic Agency, African International Students, Family Language Policy, Türkiye*

Türk ve Alman Mezar Taşlarının Göstergebilimsel Okuması

Mehmet Burak BÜYÜKTOPÇU
Kafkas University

Abstract
Mezar taşları, ölüm olgusunun toplumlarda nasıl anlamlandırıldığını gösteren önemli kültürel metinlerdir. Geleneksel dini formlardan uzaklaşarak bireysel kimliğin, estetik tercihin ve seküler söylemlerin öne çıktığı bu yapılar, yalnızca ölüye işaret eden maddi nesneler değil; aynı zamanda yaşayanlara yönelik çok katmanlı anlamlar üreten göstergelerdir. Bu çalışma, Türk ve Alman mezar taşlarını göstergebilim kuramları ışığında karşılaştırmalı olarak ele almayı amaçlamaktadır. Saussure'ün gösterge anlayışı, Peirce'ün ikon, indeks ve sembol sınıflandırması ile Roland Barthes'ın anlamlandırma ve mit kavramlarından hareketle mezar taşlarında yer alan yazıtlar, görsel ögeler ve biçimsel tercihler analiz edilecektir. Ayrıca Umberto Eco'nun kültürel kodlara ilişkin göstergebilimsel yaklaşımı ile Kress ve van Leeuwen'in çağdaş görsel göstergebilim anlayışından yararlanılarak mezar taşlarında yer alan dilsel ve görsel göstergelerin anlam üretimindeki işlevleri değerlendirilecektir. Bu bağlamda Türk ve Alman toplumlarında ölüm, kimlik ve toplumsal belleğin hangi göstergeler aracılığıyla temsil edildiği, iki kültür arasındaki benzerlikler ve farklılıklar üzerinden tartışılacaktır. Çalışma, mezar taşlarının bireyselleşme, sekülerleşme ve kültürel temsiller bağlamında nasıl bir anlam üretim alanına dönüştüğünü ortaya koymayı hedeflemektedir.

Keywords: *Göstergebilim, Türk Mezar Taşları, Alman Mezar Taşları, Ölüm, Kimlik, Kültürel Bellek*

Turkish-German Code-Switching in Deutschrap: Language, Authenticity, and the Construction of Postmigrant Identity

Mehmet Resul ÖNALAN, Yakup BOR, Ahmet KESMEZ
Karadeniz Technical University

Abstract
This study evaluates the relationship between Turkish-German code-switching in Deutschrap and postmigrant identity, authenticity, belonging and urban experience. It argues that shifts between Turkish and German serve not merely as aesthetic choices or cultural markers but as linguistic strategies through which artists convey connections to heritage, community, familial recollections, performance identity, and the music sector. The study employs qualitative sociolinguistic discourse analysis and uses five tracks as its corpus: MERO's "Olabilir", ENO's "Bana Ne", Ufo361 and Ezhel's "Wir sind Kral", Ali471's "Hadi Gel Gezelim", and Alpa Gun and Ceza's "Alem Olsun". Instead of copying the whole lyrics, the analysis examines titles, hooks, short phrases, transitions within verses, and artist collaborations. The results show that Turkish is used in some songs to express emotion, sincerity and neighbourhood memory, in others, to express stance, defiance and authenticity, and in some instances to represent collective success and cultural continuity. German, in turn, becomes the language of public circulation, linking the performers to Deutschrap, public visibility and the music industry. As a result, the article argues that Turkish-German code-switching in Deutschrap creates a postmigrant performance space that moves among multiple affiliations, rather than placing artists into fixed identity categories such as “German” or "Turkish".

Keywords: *Deutschrap, Code-Switching, Turkish-German Rap, Postmigrant Identity, Authenticity*

AI Models Supporting Text Production in L2: A Systematic Synthesis Focused on Secondary Education

Melih TİMUÇİN
Karadeniz Technical University

Abstract
This systematic literature review explores how artificial intelligence (AI) can help secondary school ESL students who get stuck or face 'thinking blocks' when starting to write in a second language. Following the PRISMA 2020 guidelines, this study uses a hybrid approach: AI handles the fast data processing, while a human researcher provides the critical interpretation and synthesis." Analysis of 267 records from the Web of Science database reveals a significant research imbalance, with 86.7% of empirical studies focused on higher education, highlighting a persistent lack of longitudinal data at the K-12 level. Findings indicate that generative AI serves as a "safe" partner that lowers the affective filter, thereby reducing writing-related anxiety and enhancing students' perceived self-efficacy. The analytical synthesis identifies the integration of AI into pedagogical frameworks, such as the Writing Workshop Instructional Model (WWIM), and the use of cognitive strategies like "clue-before-correction" as essential for transitioning students from passive dependency to critical authorial agency. Furthermore, the study emphasizes the potential of Natural Language Processing (NLP) tools to ensure linguistic justice by preventing discrimination in assessment and highlights the power of multimodal stimuli as triggers during the initial production phase. Ultimately, this review underscores the need for a "hybrid intelligence" model blended with teacher guidance and offers a strategic roadmap to address existing research gaps in secondary education.

Keywords: *Artificial Intelligence (AI), ESL Writing, Secondary Education, Thinking Blocks, Hybrid Intelligence, Authorial Agency, Prisma 2020*

Translation as Transnational Transition: A Lexical Approach with Regard to Economic Texts

Melis Ecem UZUN
Yeditepe University

Abstract
One of the greatest achievements of the last century has been the integration of the three sets of markets that shape the modern macroeconomics—product, financial, and resource—along with the constant stream of information and people across national boundaries and into a global economic system. This process of integration, often called globalisation, has led to an overall increase in international trade and business activities in volume as well as impact; consequently, the concept of economics in translation has been central in the field, although, with a few exceptions, it has been little researched over the years. Nevertheless, it remains a compelling and steadily expanding domain that grows hand-in-hand with the progression of human civilisation and societal development. This article does not, of course, pretend to put an end to the ongoing debate surrounding economic translation, where multiple competing methodologies and interpretations coexist. It does two things, however, rather well. First, it deals with economics as a type of specialised professional communication in an attempt to explore the specificities and particularities of economic discourse. Secondly, and principally, by consulting a variety of economic texts, among which are annual reports, financial statements, articles of agreement, sustainability reports, information booklets and diplomatic correspondence, it concerns with the textual analysis of economic translation, and with how interdisciplinarity is handled in translation studies, as it is being currently practised within the central parts of the globe. Citizens who cultivate their humanity need an ability to see themselves not simply as citizens of some local region or group but also, and above all, as human beings bound to all other human beings by ties of recognition and concern. The world around us is inescapably international. Cultivating our humanity in a complex, interlocking world involves understanding the ways in which common needs and aims are differently realized in different circumstances.

Keywords: *Translation Studies, Economic Translation, Economic Discourse, Interdisciplinarity, Globalisation*

The Politics of Killing Women: Representations of Femicide in English Literature

Mert Can BEKEN, Fehmi TURGUT
Kafkas University

Abstract
Femicide is not merely the killing of women; it is a gendered form of violence shaped by social, political, and cultural structures. The killing of women has long occupied a disturbing place in English literature, where representations of female death often reflect broader anxieties about gender, power, and violence. These representation raise fundamental questions about whose lives are valued, how gendered violence is understood, and the political structures that enable women's deaths. This study deals with representations and conceptualisations of the gendered killing of women in the English literary tradition from the early modern period to the contemporary. The study focuses on four representative texts: William Shakespeare's Othello, Charles Dickens's Oliver Twist, John Fowles's The Collector, and B. A. Paris's Behind Closed Doors. These works are selected because they locate violence against women within changing structures of jealousy, male possession, social marginalisation, captivity, and coercive control. Drawing on feminist literary criticism and femicide theory, the study uses comparative close reading to examine how these structures shape women's vulnerability and the explanations offered for male violence. In Othello, wife-killing is framed through the language of adultery, honour, and marital possession. In the Victorian section, Nancy's murder in Oliver Twist connects intimate abuse with class, sexual stigma, and the punishment of female agency. The Collector exposes captivity, objectification, and neglect as stages in a process ending in Miranda's death. Behind Closed Doors shifts attention from completed murder to prolonged conditions that place a woman's survival under patriarchal control. The novel is approached not as a representation of completed femicide but as a limit case examined through recent debates on slow femicide and "living death." Alongside these literary transformations, the study traces the concept from its recorded use by John Corry in 1801 to its feminist politicisation by Diana Russell in 1976, its theorisation by Russell and Jill Radford, and recent debates on slow femicide. While existing studies often address individual texts, periods, or geographical contexts, this study brings these discussions into a diachronic account of the English literary tradition. It argues that the selected works reveal a shift from framing woman-killing as an individual response to jealousy, betrayal, or deviance to recognising physical death and diminished life as outcomes of enduring patriarchal domination.

Keywords: *Coercive Control, English Literature, Femicide, Politics, Gendered Violence, Patriarchal Domination*

Unsettling Anthropocentric Knowledge: Posthuman Opacity, Language, and Subjectivity in Embassytown (2011)

Merve AYDIN, Tuncer YILMAZ
Atatürk University

Abstract
This paper analyzes China Miéville's Embassytown (2011) utilising the concept of opacity within a posthumanist framework. In the novel, the interaction between humans and the Ariekei illustrates that interspecies encounters are defined not merely by biological difference but by fundamental incompatibilities in their conceptions of language, mind, subjectivity, and meaning. In this context, opacity is understood not as a temporary lack of knowledge resulting from insufficient familiarity with the nonhuman, but as the resistance of another form of life to being rendered fully transparent within anthropocentric epistemological categories. This study argues that Embassytown presents humans and nonhumans as mutually opaque, as neither can fully understand the other. While the Language of the Ariekei challenges human ideas of representation and communication, human speech and individual subjectivity remain opaque to the Ariekei. This mutual opacity challenges the privileged position of humans as interpreters of the nonhuman world. In particular, the Ambassadors' ability to speak as one mind despite having two bodies, Avice's transformation into a living metaphor in the Ariekei Language, and the different ways humans and Ariekei understand "person," "mind," and "language" show that subjectivity is neither fixed nor universal. The article further argues that opacity extends beyond the individual subject to the material environment, particularly through the novel's bio-engineered city and living architecture. In this way, Embassytown presents posthuman opacity not simply as the difficulty of understanding the nonhuman other, but as a relational condition that reveals the limitations of anthropocentric ideas about knowledge, language, and existence.

Keywords: *China Miéville, Embassytown, Posthuman, Opacity, Subjectivity*

Moll Cutpurse as a Border Figure: Gender, Class, and Mestiza Consciousness in The Roaring Girl

Merve PEKÖZ
Ordu University

Abstract
The Roaring Girl (1611), written by Thomas Middleton and Thomas Dekker, is a Jacobean city comedy that offers a critical dramatization of early seventeenth-century London and its rapidly transforming social order regarding the rise of middle-class. While exposing the follies, hypocrisies, and materialist opportunism of Jacobean city life, the play simultaneously subverts dominant social and gender norms through its central figure, Moll Cutpurse. This study examines Moll within her fluid subjectivity that destabilizes fixed categories of gender and class. She breaks conventional hierarchies by occupying contradictory positions. She performs masculinity while retaining femininity, moves between lower-class marginality and middle-class financial independence, and refuses social containment through marriage. This hybridity enables her to perceive and expose the corruption, moral decay, and performative hypocrisies of Jacobean urban society. Drawing on Gloria Anzaldúa's concept of mestiza consciousness, this paper interprets Moll as a border figure who inhabits a productive in-between space that transcends binary structures of gender, class, and social identity. Like Anzaldúa's mestiza, Moll cultivates a plural consciousness that resists socially constructed norms and embraces contradiction, enabling her to develop heightened awareness and ethical clarity. Thus, the play presents Moll Cutpurse not as a social anomaly to be corrected, but as a transformative figure whose fluid identity reveals the limitations of Jacobean social structures toward alternative modes of being within an urban modernity in transition.

Keywords: *Gender, Class, Mestiza Consciousness, Jacobean Period*

Two Languages of Loss: Parental Grief in Maggie O'Farrell's "Hamnet"

Meryem ODABAŞI
Atatürk University

Abstract
Maggie O'Farrell's Hamnet (2020) explores the death of Shakespeare's son not only as an individual loss but also as an experience that reshapes the relationship between two grieving parents. This paper investigates Agnes and her husband's different reactions to Hamnet's death and suggests that the novel presents parental grief as a shared loss articulated in different mourning modes, rather than taking maternal and paternal grief as predetermined or gendered. The study employs Continuing Bonds theory and Stroebe and Schut's Dual Process Model of bereavement to explore how both parents maintain an ongoing relationship with Hamnet after his death, albeit with different forms of attachment and coping. The grief of Agnes is embodied in her body, her memories, and the familiar surroundings of her son. Her lamentation is based on Hamnet's physical absence, on the places he inhabited, and on the memories he left behind. Her husband, however, responds with detachment, with labour, and with a return to the theatre in London. What seems to Agnes to be withdrawal is, in fact, a different way of responding to loss, as his immersion in writing and performance becomes a different kind of response. The transformation of Hamnet into Hamlet is central to this process. The father creates an aesthetic form of continuing bond with his dead son through writing, naming, and theatrical performance. The paper therefore reads Agnes's mourning as primarily embodied and spatial, while her husband's grief becomes more and more aesthetic and representational. These responses are not presented as opposing or unequal forms of grief but as different languages of loss. Finally, the paper argues that the performance of Hamlet brings these two forms of mourning into contact. As Agnes watches the play, she begins to recognise a dimension of her husband's grief that remained inaccessible to her. Theatre thus becomes a space where private grief can be communicated, recognised and partially shared.

Keywords: *Parental Grief, Continuing Bonds, Bereavement, Embodied Mourning, Aesthetic Mourning*

Exploring Curriculum Literacy among In-service Teachers of English in Türkiye

Miraç SARI, Raşide DAĞ AKBAŞ
Karadeniz Technical University

Abstract
Implementing educational standards and effective language education relies on the core competencies and pedagogical choices of English language teaching professionals in the field. It also depends on the curriculum literacy of practicing teachers of English, i.e. in-service English teachers. This study investigates the curriculum literacy levels of English language teachers and their conceptual knowledge regarding the English Language Teaching (ELT) curriculum. Drawing from a diverse voluntary sample of 100 English language teachers across Türkiye—representing varying demographic profiles, teaching experience levels, and institutional contexts—this study gathered data through a 25-item questionnaire form. The form, adapted and modified from Saral's study (2019), was designed to evaluate participants' understanding of curriculum literacy and pedagogical methodologies. In this survey study, the findings indicate that while participants retain a functional recall of fundamental terminology within the curriculum design process, they also express a collective consensus regarding the need for increased professional focus on curricular frameworks. Building upon these quantitative insights, recommendations for future research include incorporating qualitative, semi-structured interview sessions to gain deeper insights into teachers' lived experiences and comprehensive curriculum knowledge. Institutional support and targeted ongoing professional development are considered essential for language teachers to bridge the gap between basic recall and comprehensive pedagogical mastery.

Keywords: *Curriculum, Curriculum Literacy, English, English Language Teachers*

Elizabeth Barrett Browning'in "The Cry Of The Children" (Çocukların Çığlığı) Şiirinde Sanayileşme ve Çocuklar

Miray Damla SONGUR, Özlem SAYAR
Adıyaman University

Abstract
Bu çalışma, sanayileşmenin yoğun ve dramatik bir hal aldığı Viktorya döneminde yaşanan çocuk işçiliğini ve çocuk emeğinin sömürüsünü şiir üzerinden ortaya çıkarma üzerinedir. Bu bağlamda Elizabeth Barret Browning'in "The Cry of the Children" (Çocukların Çığlığı) şiiri toplumsal gerçekçilik bağlamında analiz edilecektir. Bu şiir, Viktorya döneminde yaşayan çocukların hem iş zorlukları hem de küçük yaştan itibaren yetişkin gibi davranılması nedeniyle yaşadıkları trajediyi açık bir şekilde ortaya koymaktadır. Çocukların acısına ışık tutan bu şiir günümüze de ayna tutmaktadır. Çocukların ölümü bir kurtuluş olarak görmesi, çocuk işçiliğinin acımasız tarafını açıkça gösterir. Çocuk işçiliği o dönemden yaşadığımız çağa kadar taşınmıştır. Bu sorunu ortadan kaldırmak ya da en aza indirmek amacıyla farkındalık yaratma açısından bu araştırma literatürde önemli bir yere sahiptir. Bu araştırmanın yöntemi, yakın okuma ve metin analizi yoluyla birincil ve ikincil kaynakların ve geçmiş araştırmaların analizinin yapılıp araştırmaya derinlik kazandırılması ve şiirin daha kapsamlı incelenmesi üzerinedir. Sanayileşmenin Viktorya Döneminde çocuk üzerindeki etkisi belirlenip detaylı bilimsel okumaları yapılacaktır. Günümüz dünyasında sanayileşmenin etkisi olarak devam eden çocuk işçiliğinin neden hâlâ devam ettiğine dair araştırmaların yapılması da bir gerekliliktir. Bu soruna çözüm önerileri getirmek amacıyla hedeflenen toplumsal farkındalığa vurgu yapılacaktır. Bu çalışma ile toplumsal bir etkinin ortaya çıkması beklenmektedir. Toplumun özellikle 19. yüzyıl İngiltere'sinde yaşanan çocuk işçiliğinin trajik sonuçlarını ve bunun çocuklar üzerinde nasıl bir etki bıraktığını anlamasıyla bir farkındalık oluşacaktır. Aynı zamanda, 19. yüzyıldan bu yana devam eden ve günümüz çocuklarını da etkileyebilecek olası olumsuz etkileri gözler önüne seren bu proje ile bir toplumsal bilinç ortaya çıkarılacak ve çocuklar için daha iyi bir yaşam anlayışı yaygın hale getirilecektir.

Keywords: *Sanayileşme, Çocuk Işçiliği, Elizabeth Barrett Browning, The Cry Of The Children (Çocukların Çığlığı)*

Gender Representation in Primary School English Textbooks in Türkiye: An Analysis of Images

Miray YALÇINKAYA, Zeynep ÖZÜRK DUMAN
Karadeniz Technical University

Abstract
English textbooks not only provide students with linguistic content during the language teaching and learning process but also offer them the opportunity to become acquainted with the cultural and social dimensions of the target language. Moreover, through their content and visual representations, textbooks also play a significant role in helping students understand social values and roles. In this context, this study aims to examine the images in 2nd and 3rd grade English textbooks used in Türkiye under the Century of Türkiye Education Model (the Türkiye Yüzyılı Maarif Model, TYMM) from the perspective of gender representation. The study examined the images of female and male characters, their occupational roles, leisure activities, and household responsibilities. Data were collected through document analysis and analysed using content analysis. The study reveals that these textbooks portray a more balanced representation of gender compared to previous studies; however, traditional gender stereotypes persist in the images. The findings indicate that gender roles are still evident in certain professions. Female characters are portrayed as engaging in a wider variety of leisure activities and domestic responsibilities. Overall, this study concludes that the new curriculum textbooks can be further improved from a gender equality perspective.

Keywords: *Gender Representation, English Textbooks, Primary School, Analysis of Images, Document Analysis*

Unlearning the Utopian Dream: Left-Wing Melancholia, Self-Criticism, and the Cold Reality of Politics in Howard Brenton's Weapons of Happiness

Murat ALKAN, Fehmi TURGUT
Van Yüzüncü Yıl University

Abstract
Howard Brenton's 1976 play Weapons of Happiness is a politically charged theatrical text that intersects working-class activism in 1970s Britain with the historical traumas and bureaucratic alienation of the Eastern Bloc. Rather than presenting a romanticized narrative of revolution, this study aims to examine Brenton's work as a site of confrontation where the pursuit of political change, ideological disillusionment, and inevitable self-criticism collide. At the centre of the play lies Josef Frank, a victim of the Prague Trials with a "self-critical" memory and first- hand experience of how the utopian ideals of the past devolved into tragedy under Stalinist rule. Opposing him are young British factory workers on strike in London who, despite lacking theoretical depth, act out of a romantic impulse for rebellion. Drawing upon the theoretical and conceptual framework of "Left-Wing Melancholia" coined by Walter Benjamin and Enzo Traverso, this paper analyses the tension between Josef Frank's painful historical experience and the workers' naive activism. Within the text, political change is constructed not as a triumphant collective revolution, but as an agonizing process of facing one's own past, acknowledging the failure of ideology in real politics, and coming to terms with harsh historical realities. Ultimately, this study argues that Brenton uses Weapons of Happiness to demonstrate that genuine political hope can only emerge when romantic illusions are abandoned, collective traumas are confronted, and a rigorous mechanism of self-criticism is embraced.

Keywords: *Howard Brenton, Weapons Of Happiness, Political Theatre, Left-Wing Melancholia, Self-Criticism, Ideological Confrontation*

Linguocultural Features of Nonverbal Communication: A Comparative Study of Gesture, Proxemics, and Cultural Meaning

Narmin GULIEVA
Azerbaijan University of Languages

Abstract
Nonverbal communication is not a peripheral accompaniment to speech but a culturally organised system through which participants regulate interaction, express stance, index social relations, and interpret communicative intention. This paper examines the linguocultural features of nonverbal communication with particular attention to gesture, gaze, posture, touch, and interpersonal distance. Drawing on foundational work in kinesics, proxemics, and intercultural pragmatics, it compares selected communicative conventions associated with Azerbaijani, British, Russian, Mediterranean, and several other cultural settings. The study adopts a qualitative comparative method: recurrent examples reported in the scholarly literature are classified according to form, interactional function, cultural distribution, and risk of pragmatic misinterpretation. The analysis shows that bodily resources are simultaneously constrained by human physiology and shaped by historically transmitted cultural norms. Similar forms may encode different meanings across communities, while different forms may perform the same interactional function. Pointing, greeting, beckoning, eye contact, conversational distance, and the amplitude of hand movement are especially sensitive domains. The findings also indicate that migration and assimilation may reshape gesture repertoires, supporting the view that nonverbal behaviour is learned socially rather than fixed biologically. The paper argues that nonverbal competence should be treated as an integral component of language education, translation and interpreting, diplomatic communication, and intercultural training. A context-sensitive pedagogy that combines verbal expressions with their typical embodied patterns can reduce pragmatic failure and help learners interpret culturally marked behaviour without stereotyping individuals.

Keywords: *Nonverbal Communication, Lingoculture, Kinesics, Proxemics, Intercultural Pragmatics, Gesture*

Intergenerational Transmission of Heritage Languages in Migrant Communities: A Sociolinguistic Analysis

Nehir SAĞÇETİN, Nisa AYTEKİN
Toros Üniversitesi

Abstract
Migration processes bring different language communities together within the same social context, creating intense language contact environments. This interaction, addressed by Uriel Weinreich (1953) within the context of language contact, may lead to the restriction of the domains of use of heritage languages and the weakening of intergenerational transmission. In the long term, this situation may trigger the process of language shift, conceptualized by Joshua Fishman (1991). According to Fishman (1991), language maintenance refers to situations in which a language community is able to sustain intergenerational transmission and preserve the social functions of the language. Language shift generally occurs in bilingual communities when new generations adopt the dominant language as their first language as a result of the declining position of the heritage language. Particularly in migrant communities, the functional distribution between the dominant language and the heritage language directly affects the transmission of the heritage language to future generations. This study aims to examine the social and linguistic mechanisms through which language contact processes emerging in migration contexts affect intergenerational transmission in heritage languages, as well as the conditions under which this process develops into language shift. The theoretical framework of the study is structured around Uriel Weinreich (1953) for language contact processes, Joshua Fishman (1991) for the dynamics of language shift, the UNESCO Language Vitality Framework (2003) for assessing the sustainability of intergenerational transmission, and Silvina Montrul (2016) for heritage language proficiency and use. These approaches share the view that the restriction of functional domains resulting from language contact weakens intergenerational transmission and that this weakening may lead to language shift in the long term. By integrating these theoretical models within a holistic framework, the study seeks to explain how the relationship between the dominant language and the heritage language transforms transmission processes in migration contexts. This study is based on a comparative evaluation of the sociolinguistic literature focusing on heritage language transmission and language shift in migration contexts. Within the scope of the analysis, studies addressing heritage language use in migrant communities were selected; the dynamics of the weakening of intergenerational transmission were discussed through research on Turkish-speaking communities in Germany and Spanish-speaking communities in the United States. The relationships among the intensity of language contact, the restriction of domains of use, and the continuity of intergenerational transmission were analyzed from a sociolinguistic perspective. Findings in the literature indicate that the dominant language's decisive role in educational and public domains may restrict the domains of use of heritage languages. A direct relationship is observed between the intensity of language contact processes and the continuity of intergenerational transmission. In conclusion, the study aims to contribute to theoretical discussions concerning the sustainability of heritage languages by evaluating the effects of language contact and language shift processes on intergenerational transmission in heritage languages within a sociolinguistic framework.

Keywords: *Language Contact, Language Shift, Language Maintenance, Heritage Language, Intergenerational Transmission*

"The Individual Resident in Isolation": Factional Solidarity in Place of Collective Efficacy in J. G. Ballard's "High-Rise"

Nihal TOPCU
Ordu University

Abstract
This study analyses James Graham Ballard's High-Rise (1975) through the concept of collective efficacy, developed by Sampson, Raudenbush, and Earls to refer to social cohesion and mutual trust among neighbours, together with a shared willingness to intervene for the common good. Their main argument is that neighbourhood violence is shaped not only by poverty, race, or individual characteristics, but also by a neighbourhood's capacity for collective efficacy. This concept is particularly useful for reading J. G. Ballard's novel because the forty-storey luxury residential tower in High-Rise, even though designed to provide comfort, security, and self-sufficiency, ultimately produces "the individual resident in isolation" rather than a cohesive community. The residents live in close physical proximity and use the same facilities, yet they fail to develop meaningful social bonds, mutual trust, or a shared sense of responsibility. The building's vertical structure also deepens class divisions, gradually transforming those on the lower, middle, and upper floors into competing factions. As power cuts, elevator breakdowns, disputes over shared spaces, and acts of violence become increasingly frequent, the tenants do not cooperate to restore order or protect the collective welfare of the high-rise. Instead, they retreat into floor-based groups, defend their immediate interests, and eventually accept disorder as part of everyday life. Solidarity therefore emerges not at the level of the wider residential community, but within rival factions organised against other residents. Although these groups demonstrate coordination, loyalty, and a willingness to act, their actions reinforce exclusion and conflict rather than promote the common good. In this respect, by reading the high-rise as a vertical neighbourhood, this study shows that physical closeness, material privilege, and shared architecture do not necessarily produce communal responsibility. Ballard thus presents a form of coexistence in which collective efficacy gives way to hostile factional solidarity.

Keywords: *High-Rise, Collective Efficacy, Factional Solidarity, Vertical Neighbourhood*

Sweating the Hydrocommons: Water Inequality in Paolo Bacigalupi's "The Water Knife"

Nurgül GÜRSOY, Selçuk ŞENTÜRK
Ordu University

Abstract
Drought in the twenty-first century is lived through bodies as much as landscapes. It shapes where people can live, how they work, and how much exposure to heat and water loss they must endure. Hydrofeminism is particularly relevant to this condition because it places the body within the material circulation of water rather than outside it. This study employs Astrida Neimanis's concept of humans as "bodies of water" to examine how Paolo Bacigalupi's The Water Knife (2015) inscribes hydrological inequality onto the human body. Set in a drought-stricken American Southwest, the novel makes access to water inseparable from class and survival. This study concentrates on sweat, a seemingly minor detail through which scarcity becomes bodily. For Phoenix's refugees and poorer residents, sweating means losing water through heat, physical labour, and fear when water itself has become difficult to secure. The wealthy inhabit a different hydrological reality within arcologies designed to capture, conserve, and recycle water. The distinction between these groups lies in how water is experienced and retained. Some can conserve and replenish bodily water, while others lose it through the conditions of everyday survival. Seen through hydrofeminism, sweat qualifies the idea of humans as interconnected bodies of water by exposing the unequal conditions of that interconnection. This study concludes that The Water Knife presents an unequal hydrocommons in which class and power determine whose water is protected and whose is lost in the struggle to survive.

Keywords: *Hydrofeminism, Sweat, Hydrological Inequality, Climate Fiction, The Water Knife*

Performing Motherhood: Gender Performativity and the Female Body in Hollie McNish's "Nobody Told Me"

Okan ATEŞ
Eskişehir Technical University

Abstract
Hollie McNish's Nobody Told Me (2016) offers a candid and often confrontational exploration of pregnancy, motherhood, femininity, and the female body. Moving between personal experience, social observation, and poetic reflection, McNish challenges the idealised representations of motherhood that frequently circulate within patriarchal culture. This paper examines Nobody Told Me through Judith Butler's concept of gender performativity, arguing that McNish's representation of motherhood reveals how femininity is not a fixed or natural identity but an ongoing social performance shaped by cultural expectations and disciplinary norms. Drawing primarily on Butler's Gender Trouble and Bodies That Matter, the paper investigates the ways in which the female body becomes a site upon which gendered expectations are imposed and negotiated. In McNish's work, pregnancy and motherhood intensify these expectations: the maternal body is simultaneously idealised, scrutinised, sexualised, and regulated. The speaker's experiences expose the tension between the socially sanctioned image of the selfless, naturally maternal woman and the complex, contradictory realities of embodied motherhood. By articulating experiences that are frequently excluded from conventional narratives of motherhood, McNish disrupts the assumption that there is a singular or "proper" way of performing femininity and maternal identity. The paper further argues that McNish's poetic voice creates a space in which gender norms can be questioned and resisted. Her frank treatment of bodily functions, sexuality, exhaustion, ambivalence, and social judgement destabilises the boundaries between the acceptable and unacceptable female body. Consequently, Nobody Told Me can be read as a critique of the regulatory practices through which femininity and motherhood are repeatedly produced and reinforced. McNish's work demonstrates that gender performativity is not merely a theoretical process but one experienced through the everyday realities of the female body. By bringing Butler's theory of gender performativity into dialogue with McNish's poetic representation of motherhood, this paper argues that Nobody Told Me exposes the cultural pressures involved in becoming and being recognised as a "proper" woman and mother. Ultimately, the collection presents the female body as both a site of patriarchal regulation and a potential site of resistance, revealing the instability of the gendered identities that such regulation seeks to produce.

Keywords: *Judith Butler, Gender Performativity, Hollie Mcnish, Nobody Told Me, Motherhood, Female Body*

Maddiyatçılık ve Çocuk: D. H. Lawrence'ın "The Rocking-Horse Winner" Hikayesi üzerine Bir İnceleme

Ömer Burak İNAN, Yasemin ALKAN, Özlem SAYAR
Adıyaman University

Abstract
Bu çalışma, D. H. Lawrence'ın The Rocking-Horse Winner başlıklı kısa hikâyesindeki çocuk karakterinin aile içinde hâkim olan maddiyatçı yaşam anlayışından nasıl etkilendiğini incelemeyi amaçlamaktadır. Araştırmanın bilimsel niteliğini, hikâyedeki karakterin psikolojik çöküşünü ve ailedeki ahlaki yozlaşmayı maddiyatçılık bağlamında ele alarak ortaya koyduğu edebî eleştiri ve psikolojik çözümleme oluşturmaktadır. The Rocking-Horse Winner kısa hikâyesinin seçilmesindeki temel nedenlerden biri, Lawrence'ın eserleri arasında maddiyatçılık ile çocuk psikolojisi arasındaki ilişkiyi en çarpıcı biçimde yansıtan metinlerden biri olmasıdır. Hikâyede çocuğun aile içinde sevgi görme, kabul edilme ve mutluluğu sağlama amacıyla parayı elde etmeyi bir sorumluluk olarak benimsemesi, maddiyatçı değerlerin çocuk psikolojisi üzerindeki yıkıcı etkisini gözler önüne sermektedir. Bu yönüyle eser, aile içinde hâkim olan maddiyatçı anlayışın çocukların psikolojik gelişimi üzerindeki olumsuz sonuçlarını edebî bir bakış açısıyla değerlendirme imkânı sunmaktadır. Nitel bir araştırma olan bu çalışmada metin analizi ve yakın okuma yöntemleri kullanılacaktır. Hikâye, birincil ve ikincil kaynaklar doğrultusunda yakın okuma yöntemiyle incelenecek ve elde edilen veriler ışığında analiz edilecektir. Literatürde The Rocking-Horse Winner üzerine aile yapısı, açgözlülük ve toplumsal değerler ekseninde çeşitli araştırmalar bulunmasına rağmen, maddiyatçılığın çocuk psikolojisi üzerindeki etkilerini merkeze alan Türkçe çalışmaların sınırlı olması bu araştırmanın özgün değerini artırmaktadır. Araştırma sonucunda maddiyatçılığın çocuk, aile ve dolayısıyla toplum üzerindeki etkileri edebî bir perspektiften değerlendirilerek bu konuda toplumsal farkındalık oluşturulmasına katkı sağlanması amaçlanmaktadır. Ayrıca çalışmanın, çocuk psikolojisi ile edebiyat arasındaki ilişkiye dikkat çekerek disiplinler arası araştırmalara katkı sunması ve Lawrence çalışmaları kapsamında yeni akademik tartışmalara zemin hazırlaması beklenmektedir.

Keywords: *D. H. Lawrence, The Rocking-Horse Winner, Maddiyatçılık, Aile*

Unveiling the Perceptions of EFL Students on Drama: A Metaphor Analysis

Onur DİLEK, Hasan SAĞLAMEL
Karadeniz Technical University

Abstract
Understanding how individuals conceptualize events, issues, objects, and experiences requires a detailed examination of the language they use as well as the multilayered meanings embedded in figurative expressions. Drawing on metaphor theory as an analytical lens, this study investigates how students conceptualize drama in an English as a Foreign Language (EFL) context. Although previous research has largely pointed to the pedagogical benefits with reference to language development, motivation, and classroom interaction, there still exists a gap on how people conceptualize drama in language learning contexts or to the metaphorical frameworks through which they make sense of their experiences. We collected data from 284 students through a semi-structured sentence-completion task and analyzed their responses using elicited metaphor analysis. Findings point to the positive and nuanced images of drama and drama-based activities through which drama is represented through further engagement, emotional resonance, creativity, and experiential learning. In light of these metaphorical representations, we conclude that drama is perceived as a holistic learning environment that integrates cognitive, affective, and social dimensions of language learning. The study contributes to the growing body of research on drama-based pedagogy in EFL contexts and offers empirically grounded implications for the design of learner-centered, affectively responsive instructional practices.

Keywords: *Drama, Metaphor, Elicited Metaphor Analysis, Perceptions, EFL Students*

The Holy Trinity of Russian Bards: Author Songs of A. Galich, B. Okudzhava and V. Vysotsky

Orçun ALPAY
Artvin Çoruh University

Abstract
Russian bard tradition is a cultural phenomenon that combines poetry and music. It became particularly popular in the second half of the 20th century, when lyricism and artistic enthusiasm flourished in Russian poetry encouraged by the relative cultural freedoms of the Thaw period and, to a more limited extent, the Era of Stagnation. Nonconformist and independent, the bard is more than a poet. Bards not only write poems that explicitly or implicitly express their personal, social, and, to a certain extent, political views, but also compose music for and perform their own works, usually accompanying themselves on the guitar. In Russian culture author song as a genre is associated with names such as A. Gorodnitsky, Yu. Vizbor, Yu. Kim, A. Galich, B. Okudzhava, V. Vysotsky, M. Ancharov, N. Matveyeva, A. Dolsky, Yu. Kukin, A. Sukhanov, V. Dolina, E. Klyachkin etc. Each performer developed a distinctive vocal style, poetic voice, and thematic range. Among these prominent figures, Galich and Vysotsky were perhaps the most tragic, as their performances were restricted for being deemed anti-Soviet, whereas Okudzhava could blend the blues with romance and perform officially before Soviet audiences at home. The aim of this study is to explore the cultural background of the Russian bard tradition and the author's song as both literary and musical genres. It also seeks to introduce three of the most influential artists of the Russian bard tradition and to examine the major themes represented in their poetic texts.

Keywords: *Russian Bards, Author Songs, A. Galich, V. Vsyotsky, B. Okudzhava*

Translating the Same "Error": A Descriptive Analysis of L'Impératrice's "Erreur 404" and "Error 404"

Osman Rüçhan ŞEKER
Kafkas University

Abstract
The rapid spread of technology has introduced numerous novelties and practices to the field of translation. Today, devices such as mobile phones, tablets, and personal computers, which are used by almost everyone, have become key sites for the rapid and easy consumption of all forms of translated digital content. Among such content, songs stand out as a prominent form, just like television series, films, and social media videos. Digital music platforms play a key role in this prominence, as they accelerate the global circulation of songs and increase the visibility of their versions in different languages. Song translation, at this juncture, comes to the fore as a complex decision-making process that goes beyond the simple translation of words. This process involves multidimensional relationships ranging from semantic layers and musical structure to rhythmic and phonetic features and the possibilities for performance in the target language. It also acquires a distinct dimension when artists and bands release their own works in another language, creating a unique relationship between the source song and its target version. Against this backdrop, this study examines "Erreur 404" and "Error 404," both written and performed by the French band L'Impératrice, and aims to reveal the overall nature of the transformation that occurs as the French source song is recirculated in English. Franzon's options for song translation are used to position the English version, while Low's Pentathlon Principle, comprising sense, rhythm, rhyme, naturalness, and singability, provides the analytical framework. Drawing on the lyrics and recordings of both songs, the comparative analysis aligns the French and English lyrics at the level of verses and choruses and examines them according to Low's criteria. Rhythm is assessed through line structure and syllabic density, while rhyme is examined through line-final sounds and the patterns they form. Under the criterion of sense, the analysis considers the "404" metaphor, the struggle for dominance within the relationship, the dynamic of escape and capture, and the mocking farewell motif. Naturalness is discussed in terms of the fluency of the English text as target-language pop lyrics. Singability is examined through the recorded performance, focusing on whether fitting the English lyrics to the existing melody requires audible compression, syllabic reduction, or altered word stress. The findings obtained across the five criteria are brought together as a final step to reveal the priorities and trade-offs shaping the English version. The study reveals how the French source song is transformed into English and how this transformation constitutes a multidimensional act of translation extending beyond word-level transfer. With its unique case, it also contributes to the relatively limited body of research on song translation.

Keywords: *Song Translation, Translation Studies, Pentathlon Principle, L'Impératrice, Error 404*

Constructing Institutional Voice in Translation: English Institutional Naming Practices in Turkish Public Institutions

Özge AKSOY
Amasya University

Abstract
When public institutions translate their texts, they do far more than simply transfer information to an international audience: they communicate the institution's identity. As Koskinen (2008) says in her discussion of institutional translation, when an organization uses translation to communicate, the voice readers hear isn't that of an individual writer or translator, it belongs to the institution itself. From this perspective, institutional voice raises a crucial question about how institutions build a recognizable linguistic identity across their translated communications. This study examines how Turkish public institutions construct their institutional voice through official naming practices on their English-language websites. The study is based on the Dictionary of Public Institutions (Kamu Kurumları Sözlüğü), published in 2021 by the Directorate of Communications of the Presidency of the Republic of Türkiye. As the primary reference resource for foreign-language institutional communication, this dictionary outlines standard Turkish and English designations for public entities and their administrative sub-units. The study analyzes how closely these official English designations match the terms institutions actually use across their English-language websites. It focuses on how consistently institutional names are maintained across these websites and what variations in terminology and structure reveal about how institutional voice is established and maintained. To answer these questions, the study uses a qualitative approach based on descriptive and comparative analysis. A purposively selected group of Turkish ministries is examined as institutional cases by comparing the English names listed in the Dictionary of Public Institutions with those used on the ministries' official English-language websites. The analysis focuses on patterns of consistency and variation in institutional naming and considers what these patterns reveal about the construction and maintenance of institutional voice. By examining the relationship between standardized terminology and actual institutional usage, the study is also expected to contribute to institutional translation research and provide insight into how institutions develop a recognizable voice in their digital communication.

Keywords: *Institutional Translation, Translation Studies, Institutional Naming, Terminology*

Liveness in Transition: Rethinking Theatre across Traditional and Digital Performances of Ersin Doğan's "Şairler Mezarlığı"

Özlem ÇAKMAKOĞLU
Karadeniz Technical University

Abstract
This study examines the transformation of theatrical liveness in Ersin Doğan's "Şairler Mezarlığı," written in 2024, staged in 2025, and subsequently recorded and presented on The House Seat digital platform in 2026. Drawing on Philip Auslander's theory of liveness, the study challenges the conventional opposition between live and mediated performance and investigates how liveness is reconfigured when a theatrical event moves from the physical stage to a digital environment. Rather than treating the digital version as a secondary reproduction of an authentic live performance, the study approaches it as a mediated form of performance that produces its own conditions of presence and spectatorship. In this context, the study comparatively examines how the transition between the two media transforms the relationship among performer, spectator, body, voice, space, and visuality. The analysis focuses on the work's distinctive integration of poetry, movement, bodily expression, rhythm, sound, and shifting theatrical spaces, examining how these elements operate differently under live and digitally mediated conditions. The study further considers how the physical co-presence of performers and spectators is altered through technological mediation and how such mediation reshapes the perception of theatrical presence. It examines digital performance as a form of liveness shaped by processes of mediation and technological transformation. Following Auslander, the study proposes that liveness is itself shaped by the technological and cultural conditions through which performance is produced, circulated, and experienced. Thus, "Şairler Mezarlığı" provides a case for rethinking liveness beyond a rigid live/mediated binary.

Keywords: *Liveness, Mediatisation, Digital Performance, Live Performance, Spectatorship*

Speaking in the Shadow: A comparative Study on Turkish EFL Teachers' Perceptions, Challenges and Pedagogical Needs

Özlem ÇUKURLU AYDIN, Zeynep BÜTÜN IKWUEGBU, Hafize AYAZ YILMAZ, Zeynep BAŞER
Ondokuz Mayıs University

Abstract
Despite multiple reforms on educational practices, speaking remains the most neglected skill in English language teaching in Türkiye. While this gap has been documented at the policy level, little is known about teachers' perceptions, challenges, and professional development needs in speaking instruction and how these aspects vary across different school contexts. This study addresses that gap by investigating and comparing the perspectives of English as a (Foreign Language (EFL) teachers working in state secondary schools, state high schools, and science and art centres (BİLSEM), through TUBİTAK 4005 project (Konuşma Becerilerine Yenilikçi Bir Yaklaşım: Dijital Oyunlaştırma). Adopting a qualitative survey design, the data were collected from 269 EFL teachers across 70 provinces of Türkiye-including 117 state secondary school teachers, 107 state high school teachers, and 45 BİLSEM teachers. Data were gathered through a qualitative questionnaire, including 3 open-ended questions addressing teachers' perceptions of EFL speaking instruction, their classroom challenges, and their pedagogical development needs. Findings revealed both shared and context-specific patterns. Across all groups, speaking instruction was reported as undervalued due to grammar-oriented teaching practices resulted by exam-driven expectations while student reluctance and a fear of making mistakes emerged as persistent affective barriers. However, notable differences appeared across school types: state secondary teachers reported the structural constraints related to class size and curriculum pressure; high school teachers described a sharper tension between exam demands and communicative outcomes; and BİLSEM teachers, while facing fewer structural barriers, identified a stronger need for sophisticated, differentiation-oriented digital approaches suited to gifted learners. Pedagogical development needs similarly varied, with secondary and high school teachers prioritizing accessible, classroom-ready techniques, and BİLSEM teachers seeking theoretically grounded activity design competencies. These findings suggest that professional development programs targeting speaking instruction cannot be one-size-fits-all, and underscore the importance of school-context-sensitive approaches to EFL teacher education in Türkiye.

Keywords: *EFL Speaking Instruction, Challenges, Pedagogical Development Needs, Comparative Study*

Research Trends in Türkiye Concerning AI and EFL writing: A Systematic Review

Özlem ERDEM ÇAVDAR, Sinem KOPARMAL, Ufuk ATAŞ
Artvin Çoruh University

Abstract
The integration of artificial intelligence (AI) tools into foreign language writing instruction has expanded rapidly since 2022, yet the scope and direction of this research within the Turkish EFL context remain unmapped. Accordingly, lack of a systematic overview limits researchers' and practitioners' ability to identify established findings, methodological trends, and existing gaps, making it difficult to determine how AI can be most effectively and appropriately integrated into EFL writing instruction in Türkiye. This systematic review synthesizes empirical studies published between 2022 and 2026 examining the use of AI in EFL writing classes in Türkiye. The review addresses one main research question: How is AI used in recent research on EFL writing instruction? Following PRISMA guidelines, a comprehensive search was conducted across major databases (e.g., Web of Science, Scopus, and TR Dizin). Records were screened against predefined eligibility criteria to identify indexed empirical studies. The preliminary findings indicate increasing interest in research on artificial intelligence and EFL writing instruction in the Turkish context. Studies also point at a close and multifaceted link between artificial intelligence and the nature of EFL writing across different contexts. The review highlights both the pedagogical potential of AI-assisted writing tools and gaps in the current literature in the Turkish context. Implications for integrating AI in EFL writing instruction and directions for future research in the Turkish context are discussed with the aim of strengthening the empirical foundation of AI-assisted writing instruction in the Turkish EFL context.

Keywords: *Artificial Intelligence, EFL Writing, Turkish Context, Systematic Review*

Questioning and Unveiling the Reality of Borders and Boundaries in "Strange Meeting"

Özlem SAYAR
Adıyaman University

Abstract
Borders and boundaries are among the essential determinants of social and political relations, shaping individuals' attitudes and perspectives in society, especially in wartime. Wilfred Owen, as a military officer serving in World War I, was one of those who fought for the borders and boundaries of their country. However, while receiving treatment at a hospital in Edinburgh because of shell shock, Owen met Siegfried Sassoon there and was influenced by his realist approach to war. Therefore, observing the war atmosphere from a realistic viewpoint, Owen drew an inference about the futility of war and its borders and boundaries, and expressed his protest through his works. In his verse, he mainly focused on portraying scenes reflecting pain, terror, and suffering as the destructive outcomes of war for the individual. "Strange Meeting" is one of his poems, in which Owen depicts the soldiers who meet in hell and reconsider what they fought for in life as the victims of war. Thus, this paper aims to analyze the criticism of borders, boundaries, and war in "Strange Meeting" and discuss whether the soldiers in this poem succeed in eliminating borders and boundaries. By examining the poem through this perspective, the study also highlights Owen's humanistic vision, questioning nationalist divisions and emphasizes the shared suffering and common humanity of soldiers beyond political borders.

Keywords: *War Poetry, Wilfred Owen, Borders, Boundaries, Strange Meeting*

Şarkı Çevirisi Uyarlamalarının Peter Low'un Stratejileri Üzerinden İncelenmesi

Pelin UYGUN, Şennur BAKIRTAŞ
Karadeniz Technical University

Abstract
Bu projede araştırma alanları Çeviri Kuramı, Fransız şiiri ve şarkısı olan aynı zamanda 1990'larda Fransızca-İngilizce üzerine dersler geliştirmiş olan hem çevirmen hem akademisyen olarak şarkı çevirisi alanında uzman Peter Low'un Translating Song: Lyrics and Texts adlı kitabında "Penthatlon Stratejisi" olarak adlandırdığı beş ilke göz önünde bulundurularak popüler kültürden, klasik şarkılara ve hatta Türkçeden İngilizceye uyarlanmış şarkılara kadar özenle seçilmiş olan 7 şarkı çevirisi ve uyarlaması incelenmiştir. Projede, genelden özele bir yaklaşımla ilk olarak Yabancı Dil Öğrenmenin Nedenleri, İngilizce Öğrenmenin Nedenleri, Şarkılarla İngilizce Öğrenimi, Şarkı Çevirisi ve Peter Low, Penthatlon Stratejisi başlıkları özenle incelenmiş ve yorumlanmıştır. Daha sonra Çeviri ve Uyarlamaların İncelemesi bölümünde seçilen 7 özgün şarkı incelenmiştir. Seçilen şarkılar şu şekildedir; 1) Kaynak şarkısı Galt MacDermot ve Tom Pierson'dan "Let the Sunshine In" olan Gülriz Sururi'den Doğsun Güneş 2) Kaynak şarkısı Nathan Evans'dan "Wellerman" olan Çağlar Ertuğrul'dan Kaptan Vahşi Kelebek 3) Kaynak şarkısı Glaria Gaynor'dan "I Will Survive" olan Ajda Pekkan'dan Bambaşka Biri 4) Kaynak şarkısı Rosemary Clooney ve Perez Prado'dan "Sway" olan Ajda Pekkan'dan Kim Ne Derse Desin 5) Kaynak Şarkısı Sol Raye'den "If We Were Free" olan Ajda Pekkan'dan Kimler Geldi Kimler Geçti 6) Kaynak Şarkısı Sezen Aksu'dan " Biliyorsun" olan Elsu J'den "You Know That Too" 7) Kaynak Şarkısı Doris Day'den "Perhaps, Perhaps, Perhaps" olan Athena'dan Senden, Benden, Bizden. Bu şarkılar Peter Low'un "Penthatlon Stratejisi" kapsamında Sense (Anlam), Naturalness (Doğallık), Rhytm (Ritim), Rhyme (Kafiye), Singability (Şarkı söylenebilirlik) ilkeleri göz önünde bulundurularak detaylı bir şekilde, çeviri yorumlarıyla birlikte incelenmiştir. Ayrıca uyarlama şarkılardaki kültürel ögelerin tanımlanması ve karşılaştırılması yapılmış; yerelleştirme, yabancılaştırma, ekleme veya çıkarma gibi çeşitli çeviri teknikleri kullanıldıysa bunlar da olası nedenleriyle birlikte belirtilmiştir. Projemizin özgün değerini oluşturan bir diğer yönü ise proje sonunda proje yürütücüsü Pelin UYGUN tarafından oluşturulan bilgilendirici videolardır. Projemizin görsel yönünü de oluşturan bilgilendirici videolar sayesinde Atatürk Üniversitesi İngilizce Mütercim Tercümanlık Bölümü Çeviri ve Uyarlama derslerinde kullanılabilecek küçük bir materyal oluşturulmuştur. Bu materyal Çeviri ve Uyarlama dersi, şarkı çeviri ve uyarlamaları haftasında öğrencilere gösterilecek, benzer çalışmalar yapmaları için fikir verecektir. Ayrıca sadece Atatürk Üniversitesi ile sınırlı kalmamayı şarkı çevirisi, uyarlama şarkılar, dil öğrenimi ile ilgilenen herkese ulaşmayı hedefliyoruz.

Keywords: *Peter Low, Çeviri, Şarkı, Uyarlama, Penthatlon Stratejisi*

Dub It, Don't Sub It: An Intralingual Dubbing Contest in EFL Teacher Education

Rabia MAHMOOD
İstanbul Okan University

Abstract
Although Didactic Audiovisual Translation (DAT) has generated growing evidence for dubbing as a productive language learning resource (Talaván & Ávila-Cabrera, 2015; Talaván et al., 2024), most accounts describe single implementations rather than practices refined across successive cohorts. This presentation addresses that gap through an intralingual dubbing contest (Talaván & Costal, 2017), in which learners revoice audiovisual material in the target language, developed and revised over several years within a Teaching Language and Literature course. Most recently implemented with fifty four third-year ELT undergraduates in nine groups, students select a classroom-appropriate scene, rewrite the script, adapt its dialogue to match lip movement while preserving grammatical accuracy, record all dialogue in their own voices, compose original sound effects and background music without downloaded audio, and edit the result into a submitted collage video. Framed by models of communicative competence extending beyond grammatical accuracy to pragmatic and strategic dimensions of language use (Hymes, 1972; Canale & Swain, 1980), and by the CEFR's action oriented approach (Council of Europe, 2020), the task positions learners as producers who actualize language in context, adapting tone, voice, and register to character and situation. Submissions were evaluated by a jury of three teachers against set criteria, with symbolic awards presented across nine categories. In practice, script adaptation and sound design appeared as the strongest engagement drivers, sustaining motivation through recognition based incentives despite task complexity. This presentation argues that constraint based tasks offer teacher educators a low-cost means of extending familiar formats toward pragmatic dimensions of communicative competence.

Keywords: *Didactic Audiovisual Translation (DAT), Intralingual Dubbing, Communicative Competence, Pragmatic Competence, Task Based Language Learning*

Undergraduate ELL Students' Intrinsic Views of Academic Research through Metaphor Elicitation

Raşide DAĞ AKBAŞ
Karadeniz Technical University

Abstract
Academic research, defined as systematic inquiry, is a foundational aspect of tertiary-level education. Despite its significance, undergraduate students often lack an understanding of the relationship between academic research and their programs, resulting in a detachment from the research communities that include academicians within their respective departments. This detachment limits students' engagement with research initiatives, hindering their social and academic development as tertiary-level students and qualified professionals in their future fields. Therefore, it is vital to raise students' awareness regarding the role of academic research within their programs and encourage their active participation in these research communities. To achieve this objective, it is essential to first gain an understanding of their perspectives on academic research. This qualitative study explores the intrinsic views of undergraduate English Language and Literature (ELL) students on academic research. Using metaphor elicitation techniques, the current study collected and analyzed metaphors generated by approximately 110 volunteer freshmen students at a Turkish state university officially designated as a "Research University" by the Council of Higher Education. The findings may offer guidance for cultivating research engagement within academic programs and provide foundations for future investigations into student-researcher identity development.

Keywords: *Academic Research, English, Qualitative Research, Higher Education, Metaphor*

From Graduation to Career: A Comparative Study of Employment and Networking Among English-Related Postgraduates in Türkiye?

Rumeysa Nur ERDAĞ
Artvin Çoruh University

Abstract
The growth of foundation universities alongside public universities in Türkiye has raised questions about how institution type shapes the career paths of graduates in English-related fields such as English Language and Literature (ELL), English Language Teaching (ELT), and Translation Studies (TS).This study aims to examine the similarities and differences in career development, professional networking processes, and employment opportunities among individuals who have completed postgraduate education in English-related fields, such as ELL, ELT, and TS at public and foundation universities in Türkiye. It focuses on how institutional opportunities, social networks, and university structures shape career development. The study considers the influence of socioeconomic background on educational and career trajectories and the role of education in social mobility, drawing on the theoretical perspectives of social capital, field, and weak ties. Adopting a qualitative research approach, the study employs semi-structured interviews with individuals who have completed master's degrees in English-related fields and are pursuing academic careers. The target sample consists of ten participants, including five graduates of public universities and five graduates of foundation universities. As the study is ongoing, preliminary analysis has currently been completed for interviews with six participants (five public university graduates and one foundation university graduate). The data were analyzed thematically, resulting in four preliminary themes: postgraduate education, which captures participants' varied academic and career development experiences; academic and professional networks, reflecting the role of advisors, peers, and professional ties in accessing opportunities; institutional opportunities and university type, addressing the influence and limitations of the public–foundation university distinction; and individual, opportunity-related, and structural factors, encompassing the personal effort, chance, and broader employment conditions shaping career outcomes. Preliminary findings show varied postgraduate experiences: some participants report academic and career growth, while others note limited development and weak skill transfer to careers. Academic and social networks—advisors, peers, and professional ties—played a key role in accessing opportunities, though some networking limitations were also noted. The public–foundation distinction alone did not determine career outcomes; academic environment and institutional opportunities mattered more. Individual effort was important across all cases, but so were chance and structural employment conditions. Overall, career development appears to be shaped by both personal and social/institutional factors.

Keywords: *Professional Network, English Related Postgraduates, Career Development, Public University, Foundation University*

Monsters and Their Creators from Frankenstein to Doctor Moreau: A Posthumanist and Ethical Perspective on Artificial Intelligence

Ruveyda YALÇIN
Karadeniz Technical University

Abstract
The boundaries of creation and nature serve as central building blocks of early science fiction and Gothic literature. Narratives such as Mary Shelley's Frankenstein and H.G. Wells' The Island of Doctor Moreau push these boundaries to their limits, connecting them to unchecked human ambition and scientific overreach. These stories present a modern adaptation of the mythical Promethean tale, where scientific experimentation inevitably ends in tragedy. While Doctor Frankenstein achieves a god-like power through creation, he fails to control his monster and faces devastating consequences. Similarly, Doctor Moreau crosses the boundaries of natural order and human knowledge, once again resulting in disaster. Both novels offer deep explorations of power, control, ethics, and moral responsibility. This research analyzes these texts within a comparative literature framework to shed light on ongoing artificial intelligence (AI) dilemmas. Unlike the existing literature that predominantly focuses on Frankenstein, this study offers a unique contribution by incorporating The Island of Doctor Moreau. Examining these two classic texts through an interdisciplinary lens establishes the distinctiveness of this research. By discussing the insights gained from this comparative reading in parallel with contemporary AI debates, the study evaluates these narratives through the lenses of ethics and posthumanism. Consequently, this approach provides a multi-dimensional perspective to current technological discourses. In conclusion, this paper aims to map out contemporary technological anxieties by demonstrating how AI and the posthuman identity blur the line between human and machine. Ultimately, this research illustrates that our modern fears regarding technology find a powerful historical reflection in 19th-century Gothic literature.

Keywords: *Artificial Intelligence, Ethics, Gothic Literature, Posthumanism, Comperative Literature*

Inventing the Past: Folk Gothic and the Politics of Tradition in Sarah Moss's "Ghost Wall"

Seçil ÖZDEN
Haliç University

Abstract
Sarah Moss's Ghost Wall (2018) reconceptualizes Britain's ancient history not as a venue for historical recovery but as a debated cultural construction. Set during an experimental archaeology camp in rural Northumberland, the novel follows a family whose attempts to recreate Iron Age life gradually expose the violent consequences of romanticizing an imagined national past. This paper contends that Ghost Wall uses folk gothic not only to create a sense of rural discomfort or highlight ancient rituals but also to uncover how fabricated traditions serve as tools of patriarchal power and ideological dominance. Drawing on Adam Scovell's conceptualization of "Folk Gothic" and Eric Hobsbawm's theory of "the invented tradition", this paper approaches folklore and ritual not as authentic survivals of the past but as cultural constructions repeatedly reinterpreted to sustain particular identities and power structures. From this perspective, Bill's obsessive commitment to reconstructing Iron Age Britain transforms historical re-enactment into an ideological performance through which patriarchal dominance and exclusionary notions of national belonging are legitimized. Rather than preserving history, his rituals fabricate a mythical continuity between past and present, exposing tradition as a political practice rather than a cultural inheritance. The article also argues that the novel shifts Gothic horror from the realm of the supernatural to the domain of ideology. The true source of horror lies not in ancient Britain itself but in the modern desire to recover a mythical origin capable of validating patriarchal and nationalist fantasies. By exposing the violence embedded in the invention of tradition, Ghost Wall redefines Folk Gothic as a mode that interrogates the politics of memory, identity, and historical authenticity. This revision of Folk Gothic in Ghost Wall questions idealized stories of cultural purity and illustrates how a politically constructed past can transform into a potent tool of violence in contemporary times.

Keywords: *Folk Gothic, Invented Tradition, Historical Memory, Patriarchy, Nationalism*

Medieval Women in Fables: Gender and Authorship in Marie de France

Seher AKTARER
Recep Tayyip Erdoğan University

Abstract
This study aims to examine the Fables of Marie de France (12th century) with a particular emphasis on her critique of conventional representations of women and her strategies for reconstructing female identity in the Middle Ages. Within a world of predominantly male-defined literary authority, Marie attempts not only to reclaim her authorial presence as a woman but to refashion fable tradition by introducing new female perspectives as well. Thereby, her fables provide purpose beyond mere translations and extend past adaptations of classical sources to address gender, societal, and moral issues of the period. This study focuses particularly on her selected fables that are overtly or subtly engaged with female identity and seeks to analyse the ways Marie deviates from the stereotypical representations of medieval portrayals of female vice and frailty. The women in Marie's Fables are distinct individuals, operating based on their desires and exhibiting signs of intelligence, autonomy, and flexibility. Marie destabilizes monolithic perceptions of femininity during the Middle Ages by reinterpreting and altering previous narratives while broadening the spectrum of female roles. In this light, this study argues that Marie de France's Fables constitutes a significant advancement in the medieval fable tradition and in the early literary portrayals of female identity and authority, transcending established misogynistic preconceptions.

Keywords: *Marie De France, Fable, Medieval Women, Women's Writing, Medieval Literature*

William Faulkner's Revealing Silence in Polyphony

Selçuk YAZICI
Atatürk University

Abstract
The Gothic interest, which began in Europe, became a narrative of dark, unpleasant situations that forced people to confront the past or the present when it reached America. Religious oppression and its manifestations, racism, repressed sexuality, all forms of violence, and family tragedies were very suitable for the Deep South, where farming and slavery were common, racism was extreme, and religion had a strong influence on daily life. With this thought, it was inevitable that Gothic literature would be identified with Southern literature. Almost every character seems cursed for a different reason. On the other hand, none of the characters are likable. They never reveal themselves in an empathetic way. Southern Gothic does not merely present us with the real or the uncanny; it can be seen as a tool to confront the dark realities of a society as a world. In this society, there is a cornucopia of topics that must be repressed and hidden for ordinary people but can proliferate for writers. Gothic best describes the crumbling record of this society, which has made Black people experience the pain of slavery and racism for a longer time. William Faulkner, a master at revealing the harsh truths of Southern society, explores the breakdown and transformation of identity through mobility in As I Lay Dying, using fifteen distinct narrators to trace a rural family's journey. As they traverse a shifting landscape, their movement becomes a metaphor for disconnection and the tenuous potential for reconnection not only within the family but also with broader cultural realities beyond their insular world.

Keywords: *William Faulkner, As I Lay Dying, Southern Gothic, Polyphony, Silence*

The Archival Sanctuary: Nostalgia, Epistolary Poetics, and Trauma Integration in Virginia Evans's The Correspondent

Selma PARLAKAY TOPBAŞ
Karabük University

Abstract
Virginia Evans's epistolary novel The Correspondent (2025) uses nostalgia and memory as both a defence and a form of treatment. The novel follows the letters of Sybil Van Antwerp, a retired legal clerk in her seventies who is losing her sight and writing both physical letters and emails to lots of different people as part of her daily routine. The novel sets the physical permanence of a handwritten letter against the speed and disposability of anything digital. Evans doesn't treat nostalgia as simple sentimentality; instead, she draws on what Svetlana Boym calls reflective nostalgia: an ambivalent, self-aware reckoning with time passing, guilt, and grief that has never been resolved. In effect, the novel shows the tension between Boym's reflective and restorative nostalgia through Sybil's sent letters, which sit alongside decades of unsent ones addressed to her late son, Gilbert. These unsent letters serve as witnesses to a closer diary and, more importantly, highlight the deliberate impulse to treat the past as imagined. And together they show how letter-writing started as a way to manage trauma, keep people at a safe distance, and avoid real closeness. As evidenced by Pennebaker and others, this kind of expressive writing helps Sybil relieve the suppressed experience of a loss. The relatively stable routine changes once Sybil's failing eyesight and a series of accidents force their way into her carefully managed routine. Sybil's upcoming blindness functions both as a physical disability that requires the help of others and as a spiritual upgrade for inner wisdom. Either way, Sybil acknowledges that she is more forgiving toward herself and others. Nostalgia stops being a way to avoid the past and becomes the means by which she works through it, moving from guilt toward self-forgiveness. Reading the novel through epistolary politics, the material history of letters, and trauma recovery, this analysis argues that Evans turns nostalgia into something that pulls Sybil out of solitary grief and back into contact with other people.

Keywords: *The Correspondent, Virginia Evans, Nostalgia, Epistolary Narrative, Trauma And Grief, Literary Blindness, Material Culture*

Yapay Zekânın Feminist Dipnotları: The Garden Party Öyküsü Üzerine Bir Vaka İncelemesi

Sema Dilara YANYA, Senem ÖNER BULUT
İstanbul Yeni Yüzyıl Üniversitesi

Abstract
Bu çalışma, Katherine Mansfield'ın The Garden Party [Bahçe Partisi] adlı öyküsünde kadının kimliği ve sınıfsal konumu arasındaki ilişkinin yapay zekâ tarafından yapılan Türkçe çevirilerde yeniden üretilip üretilemediğini incelemektedir. Yapay zekâ destekli çeviri teknolojilerinin edebiyat metinleri çevirisinde kullanımı giderek yaygınlaşsa da bu sistemlerin feminist çeviri stratejilerini uygulama ve kaynak metindeki örtük anlamları yanmetinsel müdahaleler aracılığıyla belirginleştirme kapasitesi henüz yeterince araştırılmamıştır. Feminist çeviri kuramı çerçevesinde hareket eden bu çalışma, özellikle ana karakter Laura Sheridan'ın kadın kimliği ile sınıfsal konumunun kesiştiği metinsel unsurlara odaklanmaktadır. Bu amaçla kaynak metinden seçilen kesitler ChatGPT 5.2'ye verilen istemler ile Türkçeye çevrilmiştir. Çeviri sürecinde istemlerin içeriği kademeli olarak ayrıntılandırılmış ve son aşamada Luise von Flotow'un "dipnot ekleme" stratejisinden (1991) yararlanılmıştır. Feminist çeviri bağlamında gerçekleştirilen istem tasarımı sonucunda elde edilen çeviriler karşılaştırılarak farklı istem koşullarının toplumsal cinsiyet ve sınıf ilişkilerinin aktarımı üzerindeki etkileri incelenmiştir. Bulgular, yapay zekânın kuramsal olarak yapılandırılmış istemler aracılığıyla "dipnot ekleme" stratejisini uygulayabildiğini ve ana metinde örtük bırakılan toplumsal cinsiyet ve sınıf ilişkilerini çevirmen dipnotları aracılığıyla belirginleştirebildiğini göstermektedir. Bu doğrultuda feminist müdahalenin çeviri metni doğrudan değiştirmeden yanmetin düzeyinde de gerçekleştirilebildiği görülmüştür. Bununla birlikte, yapay zekâ tarafından oluşturulan dipnotların kaynak metindeki bazı örtük anlamları açık hâle getirebildiği ve bu nedenle nihai çevirinin insan çevirmen tarafından değerlendirilmesinin gerekebildiği sonucuna varılmıştır. Elde edilen sonuçların feminist çeviri kuramı ile yapay zekâ destekli edebiyat metinleri çevirisi arasındaki ilişkiye yönelik güncel tartışma ve araştırmalara katkı sunacağı düşünülmektedir.

Keywords: *Feminist Edebiyat, Feminist Çeviri, Yapay Zekâ Destekli Çeviri, Toplumsal Cinsiyet Ve Sınıf, Istem Tasarımı, Chatgpt*

Turkish Tragic Heroes in Renaissance English Drama: A Comparative Analysis of Renegado, Ward, Eleazar, and Mulleasses within the Aristotelian and Shakespearean Tradition of the Tragic Hero

Şevval ÖZEN, Hasan BAKTIR
Erciyes University

Abstract
This study comparatively examines Renegado, Ward, Eleazar, and Mulleasses, featured in Renaissance English dramas, in light of Shakespearean and Aristotelian understandings of the tragic hero. Within this framework, Aristotle's definition of tragedy and the tragic hero, as presented in Poetics, is examined through Oedipus Rex, Antigone, and Agamemnon, which exemplify the characteristics of an Aristotelian tragic hero. Similarly, Shakespeare's conception of tragic hero is analyzed through four famous characters Hamlet, Othello, King Lear, and Macbeth. This paper further explores four Turkish characters from selected plays: The Renegado, Lust's Dominion, A Christian Turn'd Turk, and The Turke. Through comparative analysis of these characters, it aims to re-categorize Turkish heroes, who form a distinct group within themselves, and discuss the extent to which they align with the traditional understanding of the "tragic hero". The research employs comparative literary analysis, close reading technique, character analysis, and an interpretive approach based on a theoretical framework. The original value of this study lies in its departure from the existing literature, which predominantly analyzes Turkish characters through lenses of stereotyping, othering, and historical, cultural, or geographical contexts. Instead, it offers a comparative examination of these characters based on the principles of the tragic hero articulated in Aristotle's Poetics and the tragic hero qualities frequently observed in Shakespeare's plays. The findings are expected to contribute to discussions concerning the representation of Turkish characters in Renaissance English drama and to offer an assessment of the universality of the concepts of the tragic hero and tragedy.

Keywords: *Tragic Hero, Renaissance Drama, Aristotle, Shakespeare, Turkish Characters*

English Language Teaching in the Artificial Intelligence Era: Assessing Teachers' AI Literacy

Şeyma VAROL ŞANLI
Ordu University

Abstract
The aim of this study is to examine the artificial intelligence literacy levels of English teachers working at different levels and the areas in which teachers' use artificial intelligence. Artificial intelligence is defined as a technological information processing system that can model and imitate human thinking and cognitive abilities. Rapid advancements in artificial intelligence are significantly impacting teachers' approaches to technology and their roles in education. Teachers who are AI literate can integrate this technology into educational practices and teaching processes, thereby helping students acquire these skills as well. In this regard, it is extremely important for teachers to increase their artificial intelligence literacy both for their professional development and for their students to be better equipped in the future. In particular, the increase in artificial intelligence tools makes it necessary for teachers to benefit from these tools as well as to understand the basic working principles of artificial intelligence, the opportunities it provides and its limitations, and to analyze this technology within the framework of pedagogical and ethical principles. In this regard, teachers' artificial intelligence literacy levels stand out as an important area of competence for the effective and conscious implementation of educational practices supported by this technology. However, the limited number of studies on English teachers' AI literacy indicates the need for more research in this area. The survey model, one of the quantitative research methods, was used in the study. The study group of the research consists of 124 English teachers working at various institutions and levels in Turkey. In the study, data were collected through questions about the demographic and professional characteristics of the participants and their purposes for using artificial intelligence, as well as the 'Artificial Intelligence Literacy Scale' developed by Wang, Rau and Yuan (2023) and adapted into Turkish by Eniş-Erdoğan and Ekşioğlu (2024). The quantitative data obtained were evaluated using descriptive statistics such as frequency, percentage, and mean. The findings show that the majority of English teachers had not received training on artificial intelligence; and teachers mostly use artificial intelligence for the purpose of developing activities and creating visuals. The findings reveal that English teachers' artificial intelligence literacy is generally at a positive level in all sub-dimensions of the scale. The highest positive rate was obtained in the ethics sub-dimension, followed by awareness, usage and evaluation sub-dimensions. In general, the findings show that English teachers' awareness of the ethical use of artificial intelligence is high, but their awareness, evaluation and use of artificial intelligence tools are at a lower level.

Keywords: *Artificial Intelligence, AI Literacy, English Teachers, English Language Teaching, Teacher Competence.*

ChatGPT as a Writing Feedback Tool: Turkish EFL Learners' Perceptions

Şeyma YAĞLI, Elif SARI
Karadeniz Technical University

Abstract
The emergence of Large Language Models (LLMs) has significantly transformed English as a Foreign Language (EFL) education, particularly with the increasing integration of these technologies into EFL writing classrooms. LLMs have the potential to support writing instruction by providing feedback on various aspects of writing, including content development, organizational structure, language use, and mechanical accuracy. To better understand the potential of LLMs to enhance writing instruction, it is important to examine how learners perceive their benefits and challenges and what factors shape these perceptions. Accordingly, the present study aimed to investigate learners' perceptions of ChatGPT, one of the most widely used and freely accessible LLMs, as a writing feedback tool, as well as the factors underlying these perceptions. The participants were 61 Turkish EFL learners enrolled in the preparatory program at a state university. The study adopted an explanatory sequential mixed-methods research design. Quantitative data were first collected through a questionnaire, followed by the collection of qualitative data through semi-structured interviews. Quantitative data were analyzed using descriptive statistics, whereas qualitative data were analyzed through thematic analysis. It can be concluded that students held predominantly positive perceptions of ChatGPT feedback. They perceived ChatGPT as beneficial for improving their overall writing performance, expanding their lexical repertoire, and enhancing the organization and rhetorical structure of writing. In addition, students valued ChatGPT for its technical advantages, particularly its rapid and convenient accessibility, real-time responsiveness, and opportunities for unrestricted interaction. However, they expressed concerns about technical challenges and potential risks to academic integrity. Moreover, the findings suggested that learners' positive perceptions were largely shaped by teacher-related factors, underscoring the important role of teachers in guiding and facilitating the effective use of ChatGPT.

Keywords: *Chatgpt Feedback, AI-Generated Feedback, EFL Writing, Student Perceptions*

AI-Supported Reflective Practice in English Teacher Education: A Systematic Literature Review

Şeyma YILDIRIM SAMUK
Karadeniz Technical University

Abstract
Reflective practice is a fundamental component of teacher education and professional development, enabling teachers to systematically evaluate their teaching experiences, examine their pedagogical decisions, and inform their future practice. Technological advances are reshaping both the contexts in which reflection occurs and the support available to teachers. In particular, generative artificial intelligence (AI) tools, including those powered by large language models, have the potential to support reflection by providing timely feedback, helping teachers consider alternative perspectives, prompting inquiry, and facilitating dialogue. Against this background, this systematic literature review aims to examine empirical research on AI-supported reflective practice in teaching English as a foreign or second language (EFL/ESL). The review encompasses both pre-service and in-service teachers, reflecting an understanding of reflective practice as a process of professional learning that begins in initial teacher education and continues throughout teachers' careers. It distinguishes studies in which AI serves solely as a topic of reflection from those in which AI actively supports the reflective process by providing feedback, prompting reflection, or engaging teachers in dialogue. Systematic searches will be conducted in Scopus, Web of Science, and ERIC. Eligible empirical studies will be selected according to predefined inclusion and exclusion criteria. The included studies will be systematically analyzed in terms of their research contexts, participant characteristics, AI tools, the roles of AI in supporting reflection, forms of reflective practice, research methods, and reported contributions and limitations.

Keywords: *Reflective Practice, AI Tools, Professional Development, EFL/ESL Teacher Education, Systematic Literature Review*

Demographic Differences of Gen-AI Adoption Among Graduate Students

Şeyma YILDIRIM SAMUK, İsmail Fırat ALTAY
Karadeniz Technical University

Abstract
Generative artificial intelligence (Gen-AI) tools can support a range of academic activities, including acquiring knowledge, generating text, translating, and conducting research. Examining how students' acceptance and use of these tools vary across demographic groups may offer insights into their adoption in graduate education. Accordingly, this study examined whether graduate students' acceptance and use of Gen-AI tools for academic purposes differed by age, gender, and level of study. The study included 145 master's and doctoral students in English-related fields, including English Language Education, English Language and Literature, Translation Studies, Comparative Literature, and Linguistics. Data were collected through a survey based on the UTAUT2 framework and analyzed using R. The Mann–Whitney U test was used to examine differences by gender and level of study, while the Kruskal–Wallis H test was used to compare age groups. Male participants scored significantly higher than female participants on Social Influence, Facilitating Conditions, and Hedonic Motivation ($p = .003$, $p = .028$, and $p = .006$, respectively). Significant differences across age groups were found only in Price Value ($p = .027$) and Use Behavior ($p = .007$). Pairwise comparisons revealed that participants aged 36–40 scored higher on Price Value than those aged 21–25. It was also found that higher Use Behavior scores were observed in the 21–25 age group. Regarding level of study, a significant difference was found only in Price Value, with doctoral students scoring higher than master's students ($p = .004$). These findings suggest that demographic differences in graduate students' acceptance and use of Gen-AI tools are limited to specific constructs. The results may inform the development of initiatives that take demographic variation into account when supporting the academic use of Gen-AI tools in graduate education.

Keywords: *Gen-AI Adoption, Graduate Students*

Terminological Equivalence in the English Translation of the Turkish Criminal Code: A Relevance-Theoretic Approach

Sezin ÖCAL, Büşra ÖZER ERDOĞAN
Ankara Yıldırım Beyazıt University

Abstract
Legal translation requires close attention to the concepts and institutions behind the relevant legal terms, especially when the source and target languages belong to different legal systems. In this study, we examine terminological and conceptual equivalence problems in the English translation of selected criminal law terms from the Turkish Criminal Code (TCC) through the framework of Relevance Theory. Our study mainly focuses on 30 terms selected for their legal significance, frequency of use, and potential to create meaning differences when translated into English. The Turkish terms and their English equivalents are compared and subsequently grouped under four categories: meaning shift, narrowing of scope, broadening of scope, and cultural or system-bound non-equivalence. During the analysis, we use the concept of optimal relevance to assess whether each English equivalent allows the target reader to reach the intended legal meaning with a reasonable level of interpretive effort. In fact, special attention is given to terms that may appear equivalent at first sight but carry a broader, narrower, or different legal meaning in the target system. The data are coded and organised in NVivo to support a consistent and transparent analysis, and the findings are eventually interpreted with reference to the legal function of each term in its context. In the study, we aim to identify recurring patterns of non-equivalence in Turkish-English criminal law translation and to show how Relevance Theory can help evaluate translation choices beyond surface-level lexical similarity. It may be suggested that the findings contribute to legal translation training, bilingual legal terminology resources, and more context-sensitive approaches to translating criminal law terms.

Keywords: *Legal Translation, Turkish Criminal Code, Terminological Equivalence, Relevance Theory, Criminal Law Terminology*

Great Goddesses: Feminist Mythological Retellings in Nikita Gill's "Instapoetry"

Shaymaa ZUHAIR AL-WATTAR, Shaimaa ALOBAIDI
University of Mosul

Abstract
Upon the rapid growth of digital media, instapoetry sprung up to be one of the fastest subgenres of poetry. Instapoems has changed the traditional way of printing poetry collections, and, therefore, created a virtual space to post them. Whether it is a simple liking of poetry or a profound immersion, the readers of instapoetry are able to effectively and presently interact and participate with instapoetry by liking, commenting and sharing, which creates a new kind of experience, especially for the younger generation. For many young women poets, like Rupi Kaur, Nikita Gill, and Lang Leav, among others, instapoetry creates a space for them to publish their work expressing freely their thoughts, feelings, and experiences, reviving women's silenced voices and narratives. Through a textual analysis of selected instapoems, this paper investigates the revision of women stereotypes prevalent in classic Western myths. Typically, two roles are assigned to women in mythology; the first is the role of the obedient, submissive daughter, wife, mother and the second is the role of completely villainized, malicious, and monstrous women. Such dominating stereotypes have a callous impact on the readers, especially young women, and are engaged in promoting suppression of women, marginalizing, and stripping them of their agency and voice. In order to prevent the projection of such harmful stereotypes, especially on the younger generation, Nikita Gill uses the classic myths, revising them to criticize and challenge patriarchal ideologies. She endeavors to reconstruct feminine identity, reclaiming and reviving the silenced voice of the women of the classic mythology, contributing to the empowerment of the21st century women and regaining their free voices, right roles, and narrative.

Keywords: *Great Goddesses, Feminism, Mythological Retellings, Nikita Gill, Instapoetry*

Sosyal Medyada Astroloji Söylemi: Söylem Tarihsel Yaklaşım Çerçevesinde Bir İnceleme

Sibel ÇAPAN TEKİN
Karadeniz Technical University

Abstract
Dijitalleşme süreçleri, pek çok alanda olduğu gibi geleneksel inanç pratiklerini de dönüştürmüş, özellikle sosyal medya platformlarında yeni bir anlamlandırma alanı yaratmıştır. Bu dönüşüm, dijital iletişim ortamlarında kendine özgü söylemsel biçimleri yapılandırmış, astrolojinin de gündelik yaşamın belirsizliklerine ilişkin açıklama işleviyle söylemsel etkisini artırmasına olanak sağlamıştır. Günümüz astroloji söylemi toplumsal ve bireysel konuların anlamlandırılmasında popüler bir başvuru kaynağı haline gelmiştir. Bu çalışma, sosyal medya platformlarında üretilen astroloji metinlerinin ikna söylemi ve örtük savlama yapısını Eleştirel Söylem Çözümlemesi yaklaşımlarından biri olan Söylem Tarihsel Yaklaşım çerçevesinde incelemeyi amaçlamaktadır. Bu yaklaşım, sosyal medyadaki güç odaklarının dilsel araçlarla baskın söylemleri nasıl ürettiğini ortaya koymaktadır. Çalışmanın veri tabanını, X platformunda en çok takip edilen üç popüler astroloji hesabının 2026 yılı içerisinde gerçekleşen gökyüzü olaylarına (Merkür retrosu, Güneş/Ay tutulmaları ve yeniay/dolunay döngüleri) ilişkin paylaştığı amaçlı örneklem yoluyla seçilen 20 metin oluşturmaktadır. Veriler, Wodak'ın (2001) Söylem Tarihsel Yaklaşım'ı kapsamında savlama stratejisi çerçevesinde derinlemesine çözümlenmiştir. Çalışmanın bulguları, astroloji metinlerinde savlama stratejilerini gösteren önerme yapılarının dayandığı konu alanlarını ortaya çıkarmıştır. Astroloji söylemi kaçınılmazlık, tehdit, önlem, otorite ve adalet konu alanları etrafında yapılanmıştır. Metinlerde gökyüzü olaylarına örtük anlamlar yüklenerek bireylerin yaşadığı toplumsal kriz ve sorunların dilsel olarak astrolojik bir zorunluluk olarak gösterildiği, bu paylaşımların takipçilerin gündelik pratikleri üzerinde bir yönlendirme kurduğu ortaya çıkmıştır. Çalışmada, dijital astroloji metinlerinin yalnızca popüler kültür ürünleri olmadığı; belirsizlik dönemlerinde bireyler üzerinde kılavuzluk ve kontrol kuran sistematik bir savlama düzeni barındırdığı sonucuna ulaşılmıştır.

Keywords: *Astroloji, Savlama, Sosyal Medya, Söylem-Tarihsel Yaklaşım*

Researching One's Own Family: Reflexivity, Ethics, and Positionality in Family Bilingualism Research

Sibel YILDIZ, Mustafa Naci KAYAOĞLU
Karadeniz Technical University

Abstract
Can a parent rigorously and ethically study her own children? This presentation addresses this question through a seven-year (2019–2026) retrospective-prospective longitudinal case study of a Turkish-English household in a province in northeastern Türkiye, where intentional bilingualism was sustained through the One Parent, One Language strategy (the mother speaking English and the father providing Turkish input in daily interaction). The researcher, who was both the children's mother and the principal investigator, occupied what Dwyer and Buckle (2009) call "the space between" insider and outsider roles. This dual position offered distinct strengths: 160 video recordings of naturalistic family interaction, complemented by record logs, reflexive journals, and interviews with the children, the father, and the children's teachers. Yet it also introduced methodological risks — emotional proximity, parental authority over the participants, and the possibility of interpretive bias. Three questions organize the discussion: How does being a parent shape what we observe? How do we protect children who are also participants, in terms of consent, assent, privacy, and their future digital identity? How can readers trust interpretations produced from such intimate data? The study answers with sustained reflexivity — a reflexive lens maintained throughout the research process to acknowledge insider status and secure trustworthiness — supported by triangulation, external evaluations, and transparent reporting. The presentation closes with a broader claim: parent-research should be judged neither as inherently superior nor as inherently biased; its scholarly value depends on how transparently the dual role is acknowledged and how systematically its methodological consequences are addressed.

Keywords: *Family Bilingualism, Family Language Policy, Parent-Researcher, Reflexivity, Research Ethics, Positionality, Longitudinal Case Study, One Parent One Language, Non-Native Parents, Sibling Scaffolding*

Beyond Native-Speaker Input: Rethinking OPOL in Non-Native English-Speaking Families

Sibel YILDIZ, Mustafa Naci KAYAOĞLU
Karadeniz Technical University

Abstract
The One Person, One Language (OPOL) approach is often discussed in relation to families where one or both parents are native speakers of the languages used with children. However, in many English as a Foreign Language contexts, parents who attempt to raise bilingual children are not native speakers of English. This raises an important theoretical question: should parental input be evaluated primarily in terms of native-speaker status, or in terms of its functional, emotional, and interactional quality?
This presentation offers a conceptual discussion of OPOL in non-native English-speaking family contexts. It argues that native-speaker assumptions may discourage highly proficient non-native parents from using English with their children, even when they can provide sustained and meaningful input. Drawing on Family Language Policy and functional views of bilingualism, the presentation proposes that the key issue is not whether parental input is native-like, but whether it is consistent, emotionally secure, interactionally rich, and embedded in everyday family life. The presentation does not report empirical findings from a specific dataset. Instead, it develops a theoretical argument for rethinking OPOL beyond native-speaker family models. It suggests that non-native parental input deserves greater attention in bilingualism and bilingual education research, especially in low-exposure contexts where children have limited opportunities to use English naturally outside school.

Keywords: *OPOL, Nonnative Parents, Family Language Policy, Native-Speaker Ideology, Intentional Bilingualism*

The Use of Hedges in Academic Discourse: A Comparative Analysis of Turkish Writers

Sultan KESİK ÜLKER
Pamukkale University

Abstract
Academic writing requires writers to present claims clearly while also acknowledging uncertainty and avoiding excessive assertiveness. Hedges play an important role in achieving this balance by allowing writers to qualify claims and express degrees of certainty. Although hedging has been widely investigated in academic discourse, comparatively less attention has been given to how Turkish writers employ hedging devices when writing in Turkish and English within the field of language teaching. Therefore, this study aims to compare the use and distribution of hedging devices in Turkish and English academic texts written by Turkish authors. The study focuses on two research questions: (1) Do Turkish and English articles on language teaching differ in terms of hedge frequency? and (2) Do Turkish writers employ different hedging strategies when writing in their native language compared to English? The data consist of the introduction sections of 20 research articles published in language teaching journals between 2014 and 2024, including 10 articles written in Turkish and 10 written in English by Turkish authors. The articles were examined manually to identify and categorize hedging devices, which were subsequently analyzed using descriptive statistics. The findings indicate that Turkish articles contained a higher proportion of hedges (9.41%) than English articles (6.49%). Modal auxiliaries were the most frequently used category in both corpora, although differences were observed in the distribution of other hedging categories. The findings suggest that Turkish writers may employ hedging devices differently depending on the language of academic writing. These differences highlight the potential influence of linguistic and cultural factors on academic rhetorical practices and contribute to a better understanding of cross-linguistic variation in academic discourse.

Keywords: *Hedging, Academic Discourse, Academic Writing, Turkish Writers, Language Teaching, Cross-Linguistic Analysis*

"Frankenstein" in the Late Ottoman Empire: Strategic Infidelities, Cross-Cultural Adaptation, And Narrative Indigenisation In Çağan Irmak's "Yaratılan"

Taner CAN
TED University

Abstract
This paper examines Çağan Irmak's Netflix series Yaratılan (Creature, 2023) as a cross-cultural adaptation and localisation of Mary Shelley's canonical novel Frankenstein (1818). Drawing on Robert Stam's framework of "revisionist adaptation" and "strategic infidelity," the study analyses how the series strips the Western source text down to its narrative "skeleton" to recontextualise it within the socio-political, intellectual, and scientific anxieties of the late Ottoman Empire. The analysis unfolds across two primary movements. First, it explores the narrative indigenisation of the Gothic source text through the lens of late Ottoman modernisation, medical history, and local cultural practices, notably replacing the traditional patchwork creature with the folkloric figure of the hortlak and transposing the original De Lacey subplot into a critique of structural gendered violence through the reality of honour killings. Second, it investigates the mythic recursion of the Prometheus archetype within the Turkish imagination. The article demonstrates how Yaratılan shifts between an affirmative reading of Prometheus as a secular beacon of Enlightenment progress in the Turkish literary tradition of and a universal, Faustian critique of scientific arrogance and hubris. To sum up, the study positions Yaratılan as a compelling case of how global literary classics are repurposed within the global "aesthetic commons" to assert localised interpretive strategies.

Keywords: *Cross-Cultural Adaptation, Frankenstein, Yaratılan, Prometheus Myth, Ottoman Modernisation*

The Reception of Chingiz Aitmatov's Work in Spain: The History of Spanish Translations of His Works

Tinca RENZONI GARDENGHI
Unviersity of Valencia

Abstract
In this presentation, I will discuss the reception of Chingiz Aitmatov's work in the Spanish-speaking world, with particular attention to Spain. I will focus on how his works have been translated, published, and interpreted over time, showing that their circulation has been uneven and often shaped more by political, publishing, and cultural factors than by sustained philological interest. I will examine the main stages of Aitmatov's presence in Spain: the first encounters with his work in the 1960s–1970s, the more active dissemination of translations in the 1980s, a long period of relative neglect following the collapse of the Soviet Union, and finally the recent revival of new translations. Using Aitmatov as a case study, I will highlight the role of translation, publishing policies, and geopolitical context in shaping the international reputation of a writer, and I will also discuss the contemporary position of Central Asian literature within the European cultural space.

Keywords: *Life and Works of Chingiz Aitmatov, Soviet And Post-Soviet Literature*

Translation Strategies in Vietnamese-English Literary Translation: A Case Study of Ticket to Childhood

Tra MAI
Long An University of Economics and Industry

Abstract
Literary translation plays a vital role in introducing Vietnamese literature to international readers, facilitating cross-cultural understanding and promoting the global recognition of Vietnamese literary works. However, research on Vietnamese-English literary translation remains relatively limited. This study investigates the translation strategies employed in William Naythons' English translation of Nguyễn Nhật Ánh's novella entitled Cho tôi xin một vé đi tuổi thơ (Ticket to Childhood). It aims to identify the translation strategies adopted by the translator and examine how these strategies facilitate the transfer of linguistic meanings from Vietnamese into English. Using a qualitative approach supported by document analysis and descriptive statistics, the study analyzes 99 samples manually collected from the Vietnamese work and its published English translation. The data were organized into a bilingual Vietnamese and English parallel corpus for systematic analysis. The findings reveal seven translation strategies employed in the translation: Synonymy, Reduction, Expansion, Paraphrase, Modulation, Compensation and Transposition. Among these strategies, Reduction and Expansion are the most frequently used, reflecting the translator's efforts to balance fidelity to the source text with naturalness and readability in the target language. The study contributes to a better understanding of Vietnamese-English literary translation, offers implications for translation teaching and learning, and suggests potentials for future further research.

Keywords: *Translation, Translation Studies, Literary Translation, Translation Strategies*

Meaning at the Limits of Life: A Logotherapeutic Reading of Kazuo Ishiguro's "Never Let Me Go"

Tuba AYDAN
Karabük University

Abstract
Kazuo Ishiguro's (1954–) Never Let Me Go (2005) explores the world of human clones who are created for medical purposes and whose lives are predetermined. The novel interrogates, through the stories of Kathy, Tommy and Ruth, whether biological origins or functions can establish the value of life and whether being human can be reduced to biological parameters. These clones are shaped by memory, art, love, friendship and loss as fully as any other human being although they are designed as donors. In this respect, this study employs Viktor E. Frankl's (1905–1997) logotherapy to explore the characters' sources of meaning in their predestined journeys and inevitable demises. Applying Frankl's Tragic Triad (pain, guilt and death) and Triad of Pathways (creative, experiential and attitudinal), the study reveals the gap between the clones' biological survival and their quest for meaning. Their physical and emotional suffering reflects pain, Ruth's retrospective remorse towards Tommy and Kathy embodies guilt, and their predetermined mortality makes death an unavoidable presence throughout the narrative. Art, music and literature open a creative pathway for them, whereas their emotional attachments sustain the experiential one. Their responses to continuous donations and severely restricted living conditions epitomise the attitudinal pathway and reveal what Frankl calls "responsibleness", the capacity to respond meaningfully to what cannot be changed. The pathways they take foreground the idea that human life is beyond biology, duration, or function. Never Let Me Go ultimately reflects Frankl's conviction that the transitoriness of life does not render it meaningless, since what has been fulfilled is preserved in the past.

Keywords: *Never Let Me Go, Viktor E. Frankl, Logotherapy, Tragic Triad, Meaning Of Life*

Use of Turnitin and AI Tools in Academic Report Writing: A Study of Student Reflections

Tuğçenur KAVGACI ERDAL
Atılım University

Abstract
While plagiarism-detection software and generative AI tools are now routine parts of academic writing, how students combine these technologies during extended writing tasks remains an open question. This study explores how undergraduate students utilize Turnitin similarity reports alongside AI applications (e.g., ChatGPT, Grammarly) while drafting an academic report, with a specific focus on their revision practices and awareness of academic integrity. Data were collected from 45 students using a 10-item Likert-scale survey supplemented by qualitative open-ended questions. The study investigates the extent to which students engage with Turnitin feedback compared to AI assistance, while also examining specific AI usage patterns—ranging from linguistic refinement to content generation. Additionally, the relationship between students' reliance on similarity reports and their use of generative AI is evaluated. The findings are discussed in terms of student self-regulation and ethical AI literacy, offering practical implications for writing pedagogy and assessment design in higher education.

Keywords: *Turnitin, Artificial Intelligence, Academic Writing, Academic Integrity, Student Perceptions*

Analysis of Turkish EFL Students' Writing Error Types and Frequencies

Tuncay GEZDER
Recep Tayyip Erdoğan University

Abstract
Writing activates higher-order thinking skills to stimulate cognitive functions and it is a very complex ability which leads to the production of different kinds of errors. Learners' errors need to be seen not as symptoms of lack of good performance, but as signs that there is an active learning process going on. Finding these errors help for eliminating them. Error Analysis (EA) is the most common approach to find them. Thus, using a screening model, the study sought to uncover types and categories of errors in Turkish English as a Foreign Language (EFL) learners' writing performances, as well as potential differences in error frequencies. The data gained from the research was processed by means of document analysis. In the study, the sample consisted of 33 students from different departments of a state university in Türkiye. They were at preparatory classes for English and at A1 level. They were requested to write an essay in 100-150 words on the same topic. The analysis showed that Turkish EFL students made 148 errors in their writing performances. In order to show the kinds of errors, they were categorized into intralingual and interlingual. Overall the results of this study indicated that the most common errors were intralingual. Furthermore, the errors were summarized based on two types: grammatical and semantical to display error frequencies. Among these, grammatical errors were the most common, involving a wide range of categories including verb/tense errors, article errors, preposition errors, pronoun errors, adjective and adverb errors, noun errors, gerund errors, and auxiliary verb errors. Semantical errors, involving word choice, followed next in frequency.

Keywords: *Writing, Error, Error Analysis, Intralingual, Interlingual*

Crow at the Threshold of Care: Grief and Nonhuman Companionship in Max Porter's "Grief is the Thing with Feathers"

Tuncer YILMAZ
Karadeniz Technical University

Abstract
This paper examines Max Porter's Grief Is the Thing with Feathers (2015) through feminist ethics of care, arguing that the novel's central nonhuman figure, Crow, exemplifies what I term configured companionship: a form of relation in which companionship emerges not from prior intimacy, mutual choice, or organic attachment, but from a specific need that gives the relation its function. Drawing on Joan Tronto's account of the practices of care and María Puig de la Bellacasa's understanding of care as material and practical involvement, I argue that Crow enters the grieving household not as a figure who gradually becomes a caregiver, but as one whose identity is immediately constituted through acts of care. His presence therefore unsettles the humanist assumption that autonomous subjects first exist and subsequently enter caring relations. The novel's fragmented narration, distributed across the alternating voices of Dad, Boys, and Crow, similarly disperses grief and care rather than locating them within a single consciousness. Crow is therefore not simply a symbolic embodiment of mourning, nor is grief individually borne; instead, bereavement becomes a relational process in which human and nonhuman participants acquire their roles and identities through their involvement with one another. In this sense, the novel presents subjectivity not as the precondition of care but as one of its effects. By placing Crow's unsolicited and functional intimacy within the broader vocabulary of care ethics, the paper proposes configured companionship as a conceptual framework for understanding forms of appointed, designed, or circumstantial companionship in contemporary fiction.

Keywords: *Configured Companionship, Ethics Of Care, Grief, Posthuman Subjectivity, Nonhuman Companionship, Max Porter*

The Role of Communicative Strategy in Speech Activity

Türkane İSRAFİLLİ
Bakü Avrasya Üniversitesi

Abstract
Although the concept of communicative strategy is widely employed in contemporary discourse studies, its psychological mechanism of emergence, its stages of formation within speech activity, and the functional relationship between strategy and tactics have not been fully explained. In particular, the question of whether communicative strategy is a product not only of pragmatic but also of psycholinguistic activity has not been sufficiently substantiated in a systematic manner. The aim of the study is to determine the linguo-psychological essence of the communicative strategy of discourse, to relate its mechanism of emergence to the psychological stages of speech activity, to explain the process of its transformation into tactical means, and to substantiate the role of psychological factors in the realization of the communicative goal. The author demonstrates that the organization of discourse is not a random sequence of linguistic units, but the result of a previously formed communicative intention and psychological planning. The theoretical basis of the study comprises Mayil B. Asgarov's theory of linguo-psychological unity, A. A. Leontyev's conception of speech activity, L. S. Vygotsky's theory of psychological activity, and the scholarly propositions of O. S. Issers, V. I. Karasik, T. N. Khomutova, and other scholars concerning communicative strategies. These theoretical approaches make it possible to explain speech activity as an inseparable part of the individual's general psychological activity and to determine the cognitive-planning nature of communicative strategy. The research shows that a communicative strategy is formed at the planning stage of speech activity. Its starting point is the communicative intention, which arises through the determination of a goal within the individual's psychological activity; this goal is subsequently transformed into a communicative plan through cognitive processing and directs the construction of discourse. In this respect, the strategy functions as a program of psychological activity expressed on the plane of speech. The author substantiates that the realization of the strategy is ensured through the selection of tactical means. Tactics are the functional elements of the strategy applied in a concrete situation and are carried out through such communicative devices as informing, persuading, evaluating, referring to authoritative sources, evasion, and politeness. Thus, tactics, being a derivative stage of the strategy, ensure its practical realization. The scientific novelty of the study lies in explaining communicative strategy not merely as a pragmatic phenomenon but as a psycholinguistic mechanism. Consequently, it is established that the communicative strategy of discourse is a cognitive mechanism originating in the individual's psychological activity, formed on the basis of communicative intention, and structured at the planning stage of speech activity.

Keywords: *Communicative Strategy, Speech Activity, Communicative Intention, Psycholinguistics, Cognitive Planning, Tactics, Discourse, Linguo-Psychological Unity, Communicative Goal, Evasion*

Love in the Reflection of Modernity: "Layla and Mecnun" from Fuzuli to the Screen

Umut Buğra CİVAN, Fatma DOĞAN AKKAYA
Marmara University

Abstract
The themes of love, reunion, and separation have been discussed throughout history in many artistic fields, including literature. Cultural, societal, and religious circumstances heavily influenced these themes. Post-structuralist literary criticism has built a legacy on examining the works of Western literature, namely Shakespeare's Romeo and Juliet and Othello, questioning the binary oppositions and identity fragments in those love narratives through the theoretical lens of Derrida and Deleuze. However, this point of view remains limited to Western literature, indicating its absence in Classical Turkish literature. However, love narratives in classical Turkish literature are adapted into modern narration forms through TV series nowadays, and this provides a novel facet for examining these love narratives. This research examines the masnavi Layla and Mecnun, which Fuzuli had written in the 16th century, and the TV series Leyla ile Mecnun directed by Onur Ünlü, which aired on TRT 1 in 2011 and consists of three seasons and 104 episodes, comparatively in a post-structuralist perspective. This research aims to demonstrate the transformation of the characters and the concept of love and to suggest that the process of love does not take place in a linear, hierarchical manner but is constructed as a fragmented and multi-centered experience. In this sense, this research adopts Derrida's concept of deconstruction and Deleuze and Guattari's concept of rhizome as the theoretical framework, applying comparative text analysis as a qualitative method. The concepts of separation, death, and the relationship between Mecnun and the animals were examined in Fuzuli's Layla and Mecnun, while the transformation of the characters' identities was explored in the TV series. It can be seen that, through deconstruction, binary oppositions such as love and loss and union and separation produce impassable tension in both narratives. As an example, the concept of separation can be inherent to the concept of union, as in the moment when Mecnun meets Layla in the desert. The findings of this research suggest that in both works, love is not represented as a process that has certain starting and ending points but is formed as a contradictory and fragmented experience that contains separation within togetherness and loss within union. The transformation of the characters' identities throughout the narrative and the role uncertainty plays in the concept of love may refer to the rhizomatic feature of Layla and Mecnun. Applying a post-structuralist perusal that has been prominent in the examination of Western classics to Classical Turkish literature constitutes the original contribution of this study. The findings of this research are thus expected to provide a methodological foundation for comparative studies on Turkish literature.

Keywords: *Post-Structuralism, Rhizome, Deconstruction, Layla And Mecnun, Love Narrative*

The Concept of Intention in Wolfgang Iser and Peter Brooks and the Production of Meaning in Narrative: An Application to Doris Lessing's "The Grass is Singing"

Yakup BOR, Mehmet Resul ÖNALAN, Yasemin BAYSAL
Karadeniz Technical University

Abstract
This study reconsiders the concept of intention in literary interpretation by bringing Wolfgang Iser's theory of aesthetic response into dialogue with Peter Brooks's theory of narrative desire and by testing their combined explanatory power through a close reading of Doris Lessing's The Grass Is Singing. Moving beyond the traditional opposition between authorial intention and interpretive freedom, the article argues that intention need not be understood as a recoverable message located in the author's private consciousness. Drawing on the debate initiated by Wimsatt and Beardsley's critique of the intentional fallacy and Hirsch's concern with interpretive validity, it proposes instead that intention can be reconceptualized as a form of textual and narrative directedness. In this model, Iser locates intention in the communicative event between text and reader, particularly through textual blanks, the implied reader, and readerly realization, whereas Brooks situates it in the temporal organization of plot through delay, repetition, retrospection, narrative desire, and closure. Methodologically, the study combines comparative theoretical analysis with close textual reading. The Grass Is Singing provides a particularly productive test case because Mary Turner's murder and the identity of her killer are disclosed at the outset, while the meaning of the event remains unresolved. The analysis demonstrates that this apparent early closure activates rather than terminates interpretation. From an Iserian perspective, Mary's psychological disintegration, Moses's restricted interiority, Tony's silence, and the contradictions of colonial discourse function as indeterminate spaces that require readerly completion. From a Brooksian perspective, the novel's circular and retrospective structure transforms the known ending into a source of narrative desire, compelling the reader to reconstruct the social, psychological, gendered, and colonial conditions that make the murder intelligible. The study therefore argues that readerly intention and narrative intention operate simultaneously in Lessing's novel. Meaning emerges neither from unrestricted reader response nor from a fixed authorial message, but through the interaction between textual gaps and the temporal pressures of plot. By linking the production of meaning to the novel's critique of colonial truth-making, racialized knowledge, gendered power, and ideological closure, the article shows that plot is not merely a vehicle for thematic content but a mechanism through which ideology is both produced and interrogated. The resulting framework offers a process-oriented account of intention in which literary meaning is guided, temporally organized, and actively realized in reading.

Keywords: *Intention, Wolfgang Iser, Peter Brooks, Narrative Desire, Aesthetic Response, Readerly Intention, Narrative Intention, The Grass Is Singing, Doris Lessing, Meaning Production*

Who Makes the Song, Who Bears the Silence? Authoritative Discourse and Gendered Heteroglossia in Barry Unsworth's "The Songs of the Kings" and Pat Barker's "The Silence of the Girls"

Yasemin BAYSAL, Yakup BOR, Mehmet Resul ÖNALAN
Bingöl University

Abstract
Contemporary rewritings of classical narratives often interrogate the authority of the epic tradition, laying bare the political agendas, gendered hierarchies and silenced voices that underlie the language of heroism. This study comparatively examines Barry Unsworth's The Songs of the Kings and Pat Barker's The Silence of the Girls, arguing that the two novels represent overlapping stages in the production of epic authority: the creation of legitimising narratives by powerful men and the exclusion of women's embodied experiences from public memory. While Unsworth shows how songs, prophecies, political rhetoric, and appeals to divine necessity turn an economically motivated war and the sacrifice of Iphigenia into collective obligation, Barker relocates narrative authority to Briseis and the enslaved women whose suffering is peripheral to the heroic account of the Trojan War. The study draws on Bakhtin's notions of heteroglossia, dialogism and authoritative discourse in investigating how competing social voices question the apparent unity of epic history. It combines this framework with a sociolinguistic-stylistic analysis of modality, transitivity, naming practices, evaluative language and presentation of speech and thought. Particular attention is given to the ways in which expressions of necessity and duty legitimise violence; to how grammatical structures distribute or suppress agency; and to how gendered and status-marked registers differentiate kings, prophets, soldiers, captives, and sacrificial women. These linguistic differences are not considered to be historically valid ancient sociolects but rather stylisations of socially stratified discourse. The comparison demonstrates that the songs of kings and the silence of girls are not opposing but causally connected formations. And while Unsworth exposes the discursive fabrication of war, Barker reveals its bodily and mnemonic consequences. The novels together make the case that women's silence is not the absence of narrative but the political outcome of authoritative narratives that decide whose speech enters history and whose suffering is excluded from epic memory.

Keywords: *Authoritative Discourse, Gendered Heteroglossia, Narrative Legitimation, Modality, Agency, Sociolectal Stylisation.*

"I Can Fix This": Outlaw Anger, Ugly Feelings, and the Feminist Adaptation of Faustian Self-Command in Chris Bush's Faustus: That Damned Woman

Yıldız Hazal ALTINDAĞ
Haliç University

Abstract
Chris Bush's Faustus: That Damned Woman (2020) has been interpreted as a feminist and science-fictional version of Christopher Marlowe's Doctor Faustus, as it replaces magic with technology. However, little attention has been paid to how Bush takes over Marlowe's mechanism of self-command and alters its gendered political significance. This paper compares the instruction in Faustus to "be resolute" with Johanna Faustus's repeated assertion that "I can fix this". In Marlowe, a male scholar who is acknowledged as such overcomes his fear and doubt to maintain a fantasy of mastery, only for that self-command eventually to break down into theological despair. Bush applies this mechanism to a woman in the seventeenth century who was denied both education and authority because of her gender and class. Using Alison Jaggar's idea of "outlaw emotions", the paper understands Johanna's anger not as an irrational outburst but as a recognition of the inequalities that dominant norms pretend are natural. Nevertheless, Faustian power does not eliminate those inequalities. Since Johanna's efforts to prevent war, famine and disease fail to bring about lasting change, the play's emotional tone moves towards frustration, anxiety, irritation and exhaustion. Through Sianne Ngai's notion of "ugly feelings", these emotions reveal that agency is blocked: Johanna may act, but she cannot achieve lasting change. "I can fix this" thus expresses both determination and the pressure to prove she deserves authority. By changing "be resolute" into a demand for continuous competence, Bush reveals a limitation of representational feminism: placing a woman in the Faustian position does not overthrow the masculinist ideal of mastery but instead turns structural injustice into a problem that the exceptional woman must overcome on her own.

Keywords: *Feminist Adaptation, Affective Self-Command, Outlaw Emotions, Ugly Feelings, Representational Feminism*

Postmodern Historiography in Zadie Smith's "The Fraud": on Fact, Fraud, and Fiction

Yılmaz YAZICI
Atatürk University

Abstract
This study examines Zadie Smith's The Fraud in light of postmodern theories of historiography developed by Hayden White, Linda Hutcheon, and Patricia Waugh. Centred on the real Tichborne Claimant trial of the 1870s, the novel dramatises what White calls the constitutive instability of historical narrative: its Victorian courtroom — where a fraudulent claimant, a formerly enslaved witness, and a declining novelist each struggle to have their testimony ratified — becomes a space in which the claim to historical truth proves inseparable from the claim to narrative authority. This study argues that Smith deploys the strategies of historiographic metafiction, in Hutcheon's sense, to enact the shift from an epistemological to an ontological historiography: rather than asking what happened at the trial, the novel asks what "happening" can mean once testimony, imposture, and fiction share the same narrative conventions. Smith's fragmented structure dismantles the three-volume Victorian form it imitates, while its incorporation of real historical figures and texts underscores the textuality of history that Montrose and White place at the centre of new historicist critique. Attending to whose account the novel authorises and whose it subordinates, the study contends that, far from dissolving the past into relativism, The Fraud's postmodern technique exposes who has historically been permitted to author it.

Keywords: *Zadie Smith, The Fraud, Postmodern Historiography, Historiographic Metafiction, New Historicism, Victorian Fiction*

T.S Eliot'ın "The Waste Land" (Çorak Ülke) Şiirinde Çevre Bilinci: Eko-kritik Bakış Açısıyla Bir İnceleme

Yunus DAŞ, Damla NAZ, Halime GÖK, Özlem SAYAR
Adıyaman University

Abstract
Bu araştırma, T.S.Eliot' ın "The Waste Land" (Çorak Ülke) şiirini eko kritik açısından ele alarak, modern çağda doğanın bozulmasının ve insan-doğa ilişkisinin şiirde nasıl ele alındığını incelemeyi hedeflemektedir. Bu araştırmada ekokritik kuramının temel kavramları ele alınarak şiirdeki doğa imgeleri ve su ve kuraklık motifleri bu teori ışığında incelenecektir. Çeşitli edebi kaynaklar, metin taramaları ve daha önceden yazılmış makaleler incelenip, araştırmayı daha derinlikli kılarak okura doğanın aslında geçmişten beri yok olma sürecinde olduğu gösterilecektir. Bu çalışma, "The Waste Land" üzerine Türkçe kaynaklar sınırlı olması nedeniyle bu tür araştırmaların literatürdeki eksikliğinin giderilmesine katkıda bulunma ve bu sayede edebiyatın doğa ve ekolojinin korunmasındaki ve doğaya karşı bilinç oluşmasındaki rolünü vurgulama gibi amaçları barındırmaktadır. Araştırma sürecinde elde edilen veriler, hem ekokritik hem de modernist edebiyat çalışmaların kesiştiği noktaları vurgulayarak disiplinler arası bakış açısı sağlayacaktır. Projenin etkilerinden bir diğeri ise çevre odaklı edebiyat çalışmalarına olan ilgiyi artırarak gelecekte yapılacak akademik çalışmalara katkı sunacaktır. Tüm bu sonuçlar ele alındığında, elde edilen bilgiler ekolojik okuryazarlığa yönelik farkındalık çalışmaları için önemli bir rol oynayacaktır. Böylelikle bu çalışma, modernist şiirin estetik bir anlatım biçimi olmasının yanı sıra çevresel krizlere yönelik eleştirel söylem geliştiren önemli bir edebî araç olduğunu da ortaya koymayı amaçlamaktadır. Bu yönüyle araştırmanın, ekokritik yaklaşımın edebiyat araştırmalarındaki görünürlüğünü artırması ve farklı edebî eserlerin çevre odaklı yaklaşımlarla yeniden değerlendirilmesine katkı sağlaması beklenmektedir.

Keywords: *Ekokritik Eleştiri, T. S. Eliot, The Waste Land, Doğa, Modern Çağ*

Digital Prospero and the Cyber-Subaltern: Epistemic Violence and Data Colonialism in Shakespeare's "The Tempest"

Yunus MAVİŞ, Fehmi TURGUT
Mardin Artuklu University

Abstract
This article proposes a radical reinterpretation of William Shakespeare's "The Tempest" within the framework of postcolonial theory and contemporary critiques of data colonialism. Whilst current decolonial literary criticism has succeeded in mapping the historical, physical and linguistic domination within the play, it largely overlooks the algorithmic and digital ontology of the colonial mind within today's artificial intelligence (AI) architecture. Aiming to contribute to filling this gap in the literature, this study will examine the new forms of domination emerging in the age of artificial intelligence across three dimensions: philosophy, sociology and psychology. The study draws an analogy between the colonial logic employed by Prospero against Caliban and Sycorax in "The Tempest" and the isomorphic structure of the technological hegemony of large language models (LLMs). Drawing on Edward Said's concept of Orientalism, Frantz Fanon's notions of psychocultural assimilation and alienation, and Gayatri Spivak's concept of epistemic violence, this article analyses how the contemporary digital user is transformed into a 'cyber-subaltern' in the face of rational codes. The mechanisms of behaviour modification and instrumental power, conceptualised by Shoshana Zuboff within the framework of surveillance capitalism, are examined in relation to the syntactic rules, patterns of rationality and hierarchical or economic access tiers imposed on users by prompt engineering. The article maps the historical prototypes of algorithmic bias within colonial discourse and, drawing on Dipesh Chakrabarty's perspective, reveals the reproduction of the linear concept of colonial time within the structural hierarchies of artificial intelligence data pools. Going beyond the decoding of domination, the study ontologically examines tactics of algorithmic resistance and sabotage developed by contemporary users-such as 'jailbreaking'.

Keywords: *Artificial Intelligence, Data Colonialism, Epistemic Violence, Cyber-Subaltern, The Tempest, Jailbreak*

Buffering Burnout: The Interplay of Motivation and Academic Satisfaction among Turkish EFL Learners

Zahra KOUHESTANIAN, Öznur SEMİZ
Karadeniz Technical University

Abstract
In recent years, academic burnout has represented a critical issue in language education, as it can compromise students' engagement and psychological well-being. Previous studies have shed light on the association between motivation and academic satisfaction and burnout, but their interrelationship has received less attention in private EFL contexts. This study aimed to investigate the relationship among motivation, academic satisfaction, and burnout in the Turkish EFL context, assessing potential gender-based differences and determining the extent to which these constructs collectively predict burnout. For this study, we have utilized a quantitative correlational approach. 53 English language learners from one of the English language institutes in Trabzon, Turkey, have been selected for this study. An adapted instrument measured motivation, academic satisfaction, and burnout, with the resulting data examined through Pearson correlation, multiple regression, and independent-samples t-test. While motivation and academic satisfaction were strongly correlated and each exhibited a significant negative relationship with burnout, only academic satisfaction uniquely predicted burnout in a multiple regression model, which explained 25.8% of the variance in burnout. Moreover, burnout levels didn't differ significantly by gender. The findings demonstrated a notable link between burnout, motivation, and academic context factors among EFL learners, emphasizing the value of evaluating their shared variance rather than treating them independently.

Keywords: *Student Burnout, Student Motivation, Academic Satisfaction, English Language Learners, Correlational Design, EFL Context*

Metacognitive Strategy Use in EFL Reading Comprehension: A Systematic Review Study of Learner Characteristics, Strategy Use, and Instructional Interventions

Zehra GÜVENÇALAN
Kafkas University

Abstract
The significance of metacognitive strategies, such as metacognitive reading strategies, metacognitive knowledge, and regulatory skills in EFL reading comprehension is commonly emphasised in previous research. Still, there is a need for review-based studies focusing on these aspects. Thus, the main aim of this study is to analyse the common trends and main findings of the current literature on metacognitive strategies in English as a foreign language reading comprehension. In this regard, a systematic literature review methodology was followed by searching for the studies through the Web of Science, ERIC, and SCOPUS databases. Accordingly, after a criteria-based selection process, 31 articles were identified for the study. As a result of the analysis, it was observed that there is no regular line in the number of studies conducted across the years. As to the research design followed, the researchers seemingly preferred a quantitative research design and generally studied with university-level students. In terms of overall findings, the studies on metacognitive strategies emphasised the advantages, obstacles, and significant effects on EFL reading comprehension. Thus, the commonly observed advantage was facilitating their reading skills, while the most common obstacles to metacognitive strategies use were the lack of metacognitive instruction and awareness. In terms of their effects, it was found that metacognitive strategies had a positive impact on the improvement in EFL reading comprehension, and EFL students had a positive attitude towards these strategies.

Keywords: *Metacognitive Strategies, Metacognitive Knowledge, Metacognitive Reading Strategies, English As A Foreign Language, Reading Comprehension*

Human Absence and Nonhuman Agency in Ray Bradbury's "There Will Come Soft Rains"

Zeki KANDAŞOĞLU, Tuncer YILMAZ
Hakkari University

Abstract
Ray Bradbury's "There Will Come Soft Rains" explores the relations among human absence, technological order, and nonhuman agency through an automated house that continues its daily routines after losing its human residents in the after math of nuclear war. Drawing on Actor-Network Theory and posthumanist theory, this paper examines how narrative action is redistributed in the absence of human characters. In Bradbury's narrative, the house, technological systems, animals, fire,and environmental destruction form a relational network that shapes the development of events.Within this framework, the house functions not as an independent substitute for human life, but as an actant that continues routines inherited from humans while also revealing the fragility of the order that sustains them. The story's anthropomorphic language and the house's destruction by fire make visiblethe limited and temporary nature of human control over technological systems. Rather than reading the story as a simple conflict between nature and technology, this study proposes an interpretation of the text as a field of distributed agency shaped by the reciprocal relations between human and nonhuman elements.

Keywords: *Ray Bradbury, There Will Come Soft Rains, Actor-Network Theory, Posthumanism, Nonhuman Agency, Science Fiction*

Landscapes of Unbelonging: A Postcolonial Ecocritical Reading of "The Enigma of Arrival"

Zeliha IŞIK
Karabük University

Abstract
This study examines V. S. Naipaul's The Enigma of Arrival through postcolonial ecocriticism. Employing close reading as its primary method, it explores how the novel constructs the English countryside as a dynamic landscape in which questions of migration, belonging, and postcolonial identity are negotiated. Rather than depicting nature as a passive backdrop, Naipaul presents the Wiltshire countryside as a historically constructed environment shaped by human intervention, decay, and continuous transformation. Through recurring images of abandoned houses, overgrown gardens, ivy-covered ruins, and changing rural landscapes, the novel reveals the interconnectedness of place, memory, and identity. The analysis argues that the narrator's engagement with the English landscape reflects a broader postcolonial experience of displacement and unbelonging. As a migrant from a former colony, he encounters the countryside not as a stable symbol of Englishness but as a site marked by loss, impermanence, and historical change. The novel challenges idealized notions of the pastoral by exposing the decline and vulnerability of both natural and human-made environments. In doing so, it foregrounds the ways in which landscapes function as repositories of memory and historical experience. This study contributes to postcolonial literary scholarship and ecocritical studies by demonstrating how The Enigma of Arrival reimagines landscape as a space where environmental change, cultural memory, and postcolonial subjectivity intersect. Through a postcolonial ecocritical reading, the novel emerges as a meditation on place, history, and the complexities of belonging in a postcolonial world.

Keywords: *Ecocriticism, Unbelonging, Memory, Identity, The Enigma Of Arrival*

Reconceptualizing Home in Men in the Sun: Colonial Violence, Subjectivity, and Agency

Zeliha IŞIK
Karabük University

Abstract
The concept of home in Ghassan Kanafani's Men in the Sun has predominantly been examined either as a lost geographical homeland or as an emotional site of memory and belonging. This study addresses a gap in the existing scholarship by arguing that the novel overturns this conventional binary and reconceptualizes home as a traumatic colonial space that simultaneously shapes subjectivity and constrains agency. Drawing on postcolonial theory, particularly Frantz Fanon's account of the psychological effects of colonial violence, and Judith Butler's theorization of precarious life, vulnerability, and subject formation, the study explores how prolonged exposure to occupation transforms home from a place of refuge into a space where suffering, silence, and endurance become normalized modes of existence. Through a close reading of the novel, it argues that the refugees' displacement is not merely the loss of a physical homeland but the continuation of a traumatic mode of being that accompanies them into exile. Consequently, their failure to knock on the walls of the water tanker should be understood not simply as fear or passivity but as the manifestation of a subjectivity shaped by internalized oppression and diminished agency. Rather than depicting the protagonists as inherently passive, Kanafani exposes how colonial violence produces subjects whose capacity to act has been systematically eroded. By examining the dialectical relationship between the material space of home and the psychological formation of the colonial subject, this study contributes to Kanafani scholarship, postcolonial literary criticism, and home studies. It shifts the discussion of home beyond the binary of physical place and emotional belonging, demonstrating that home functions as a colonial structure that continues to produce vulnerable subjectivities even after the refugees have left it.

Keywords: *Home, Colonial Violence, Subject Formation, Judith Butler, Ghassan Kanafani*

Pedagogical Frameworks for Digital Multimodal Composing: A Conceptual Synthesis

Zeynep DAŞER
Atatürk University

Abstract
The rise of digital technologies has transformed the second language (L2) writing process, specifically with the introduction of digital multimodal composition (DMC), which involves the use of digital tools to produce texts that bring together multiple semiotic modes. Along with the growing research interest in DMC, a number of pedagogical frameworks have been presented to guide the implementation, assessment, and integration of this novel writing practice with artificial intelligence (AI) tools. However, it is challenging to examine how these models align, differ, and collectively impact L2 writing instruction since these proposed frameworks were developed for varying purposes and concentrate on different dimensions of DMC. This conceptual paper seeks to bridge this gap by synthesizing the current instructional DMC frameworks using an analytical matrix. In particular, the suggested models were compared regarding their pedagogical goals, theoretical underpinnings, composing processes, multimodal meaning-making, learner and instructor roles, assessment, and AI integration. The synthesis reveals that these frameworks offer complementary perspectives instead of opposing views and target different aspects of DMC pedagogy. Drawing on these points of convergence, the present paper suggests an integrative model that provides a conceptual foundation for perceiving DMC as a multifaceted approach to L2 writing instruction rather than a stand-alone digital writing practice.

Keywords: *Digital Multimodal Composing, L2 Writing, Artificial Intelligence, Pedagogical Frameworks, Conceptual Synthesis*

A Systematic Review of Post-Graduate Research on Effective English Language Teachers in Türkiye

Zeynep ÖZÜRK DUMAN
Karadeniz Technical University

Abstract
Despite the intense interest at both the international and national levels in the qualities of effective English language teacher which play one of the most fundamental factors determining success and quality in foreign language education, there appears to be a lack of systematic review of research focusing on post-graduate theses conducted in the Turkish context. This study aims to present a systematic review of graduate theses (8 master's theses and 1 doctoral dissertation) conducted at universities in Türkiye between 2009 and 2023 and archived in the Higher Education Council (YÖK) National Thesis Centre Database examining the characteristics of effective English teachers. The relevant theses were classified according to a systematic analytical framework that included degree type, scope of research, sample group, data collection methods used, and emerging thematic dimensions, and were subjected to descriptive content analysis. It was found that academic output in this field is largely concentrated in master's these, while doctoral level research remains quite limited. From a methodological perspective, it was observed that the theses predominantly adopted quantitative or explanatory mixed-methods designs based on surveys and scales and there are very few experimental, action research, or longitudinal studies. When considering the groups pf participants involved in the studies, it was notable that majority of the studies was conducted with university preparatory students and faculty members, while there is a scarcity of large-scale studies involving in-service teachers and teacher educators. Thematically, it was concluded that personal characteristics and socio-emotional skills are considered just as important as subject matter knowledge and pedagogical competencies. The current study offers methodological and thematic recommendations that will guide teacher education policies and future graduate-level research.

Keywords: *Effective Language Teacher, Effective English Language Teacher, Effective EFL Teacher, Good Language Teacher*

Cognitive Power and Fragile Masculinity in Daniel Keyes's Flowers for Algernon

Zeynep ŞENTÜRK
Ordu University

Abstract
This paper examines Daniel Keyes's Flowers for Algernon in relation to cognitive power and fragile masculinity. It focuses on Charlie Gordon's transformation after the operation as a shift in social position rather than a simple increase in intelligence. Before the operation, Charlie is mocked, pitied, and spoken to as someone who cannot fully claim adult authority. After the operation, his new intelligence changes how he speaks, judges, and sees others. He begins to occupy a position from which he can question people who once observed, instructed, or dismissed him. Intelligence, then, becomes a source of masculine power. The paper argues, however, that this power never becomes secure. Charlie's growing intelligence gives him voice and confidence, but it also intensifies his need to prove himself through knowledge, skill, and superiority. Using masculinity studies and the theory of precarious manhood, the paper examines his post-operative intelligence as a masculine performance shaped by delayed recognition. His arrogance and isolation are therefore not incidental effects of intelligence, but signs of masculine instability. His later decline does not produce this fragility; it exposes a weakness already present in a self-built on cognitive authority. Flowers for Algernon therefore asks what happens when a wounded male subject mistakes intelligence for wholeness, and power for selfhood.

Keywords: *Cognitive Power, Fragile Masculinity, Masculine Performance, Precarious Manhood*

The Centralisation of Planetary Knowledge: Canopus as Cloud Empire in Doris Lessing's "Shikasta"

Zeynep YANIK, Selçuk ŞENTÜRK
Ordu University

Abstract
Written decades before data extraction became a defining condition of twenty-first-century life, Doris Lessing's Shikasta (1979) imagines a planetary order in which connection, knowledge, and intervention are closely intertwined. The novel recounts an alternative history of Earth, first known as Rohanda and later as Shikasta, whose decline follows the disruption of its sustaining connection with the advanced civilization of Canopus and its growing vulnerability to the rival power Shammat. Told largely through Canopean reports, emissarial records, and archival documents, the narrative presents Shikasta as a world continually observed and interpreted from beyond itself. This article brings the novel into dialogue with Nick Couldry and Ulises A. Mejias's The Costs of Connection (2019), not to argue that Shikasta directly anticipates data colonialism, but to reconsider the structures through which Canopus knows and governs the planet. The Lock is examined as an infrastructure of connection that sustains planetary life while also creating dependency. Canopean observation, reporting, and classification are read alongside data relations, as Shikastan lives are rendered increasingly legible to an external authority. These practices culminate in the Canopean archive, where planetary histories and human classifications are centralised and preserved. The distinction between Canopus and Shammat remains crucial. Shammat exploits openly, whereas Canopus presents its interventions as protective and restorative. Yet this benevolent authority depends on asymmetries of knowledge and interpretation. Read from the twenty-first-century context of datafication, Shikasta reveals how systems of connection can also become systems of epistemic control. Canopus thus resembles the Cloud Empire not as a prediction of contemporary data colonialism, but as a model of power sustained through the centralisation of planetary knowledge.

Keywords: *Data Colonialism, Cloud Empire, Infrastructures Of Connection, Epistemic Power, Shikasta*

Haber Çevirisinde İdeoloji ve Manipülasyon: Savaş ve Çatışma Haber Metinleri Örneği

Zinnur KARABİBEROĞLU, Özge AKSOY
Amasya University

Abstract
Savaş ve çatışma haberlerinin çevirisi, dilsel tercihlerin tarafsızlık, ideolojik yönelim ve söylemin yeniden üretimi açısından belirleyici hâle gelebildiği hassas bir çeviri alanıdır. Özellikle sözcük ve fiil seçimleri, kesinlik derecesindeki değişimler, bilgi eksiltme veya ekleme ve aktörlerin sunuluş biçimi, kaynak metindeki olay çerçevesinin erek metinde farklı biçimlerde kurulmasına yol açabilmektedir. Bu çalışma, savaş ve çatışma konulu haber çevirilerinde söz konusu dilsel tercihlerin söylemi nasıl yeniden yapılandırdığını ve ideoloji ile tarafsızlık açısından nasıl bir görünüm sergilediğini incelemeyi amaçlamaktadır. Betimleyici nitel araştırma yaklaşımının benimsendiği çalışmada, farklı haber kuruluşlarından derlenen savaş ve çatışma konulu kaynak ve erek metinler Eleştirel Söylem Analizi ve Toury'nin çeviri normları çerçevesinde karşılaştırmalı olarak incelenmiştir. Analizde sözcük ve fiil seçimi, kesinlik derecesi, bilgi eksiltme, aktörlerin sunumu, bağlamsal daraltma ve söylemsel çerçeveleme gibi mikro düzeydeki tercihler ile bunların makro söylem üzerindeki etkileri değerlendirilmiştir. Bulgular, çevirilerin genel anlam ve bilgi yapısını büyük ölçüde koruyabilmekle birlikte, mikro düzeydeki dilsel müdahalelerin söylemin tonunu, kesinlik derecesini, aktör-eylem ilişkilerini ve olayların çerçevelenme biçimini değiştirebildiğini göstermektedir. Bu müdahalelerin özellikle fiil ve sözcük seçimleri, bilgi eksiltme, bağlamsal daraltma, dolaylılaştırma ve yeniden çerçeveleme yoluyla gerçekleştiği belirlenmiştir. Toury'nin çeviri normları açısından çevirilerin kaynak metne yakınlık ile erek haber söylemine uyum arasında değişken yönelimler sergilediği görülmüştür. Sonuç olarak çalışma, savaş ve çatışma haberlerinin çevirisinde mikro düzeydeki dilsel tercihlerin birikimli olarak makro düzeyde söylemin yeniden yapılandırılmasına ve tarafsızlığın farklı biçimlerde yeniden üretilmesine yol açabildiğini ortaya koymaktadır.

Keywords: *Haber Metinleri, Ideoloji, Çeviribilim, Söylem Analizi, Çeviri Normları*

The Ethical Boundaries of Collective Well-Being in Ursula K. Le Guin's "The Ones Who Walk Away from Omelas" and F. Dostoevsky's "Crime and Punishment"

Zumrud GASIMOVA
Azerbaijan National Academy of Sciences

Abstract
The article examines Ursula K. Le Guin's "The Ones Who Walk Away from Omelas," a story by one of the prominent representatives of American fantasy literature, and Fyodor Dostoevsky's novel Crime and Punishment from the same perspective—the critique of utilitarian philosophy and the framework of ethical choice. Although the two works were written in different periods and within different literary movements, both texts raise important issues such as the value of human life, ethical responsibility, and utilitarian thinking. The idea of sacrificing one person for the well-being of the majority is criticized through different artistic approaches in both works, focusing the reader's attention on the same fundamental question: Can the sacrifice of one person's life for a particular purpose or for the happiness of the majority be ethically justified? Dostoevsky presents the moral crisis of utilitarian thinking at the individual level through Raskolnikov, while Ursula K. Le Guin reflects how the same way of thinking becomes a social norm at the collective level through the society of Omelas. Most of the inhabitants of Omelas, who live in happiness and peace, not only think about saving the child in the dark basement, but also ignore his suffering, believing that if he is brought out of the darkness, their comfortable life in Omelas will be taken away from them. A very small number of the inhabitants of Omelas, however, refuse to join this collective silence and leave the city. If the well-being of thousands of people in Omelas is built on the suffering of a small child, then in Dostoevsky's novel, Raskolnikov's desire to save thousands of poor people from misery for the sake of greater goals leads him to commit a crime by justifying his decision to kill an old woman. The analysis in the article is based on the methods of comparative literary criticism and psychological analysis. The analysis shows that both Le Guin and Dostoevsky demonstrate that evaluating human life only according to the criteria of benefit and consequences can lead to serious questions concerning moral responsibility and individual conscience.

Keywords: *Ursula K. Le Guin, F. Dostoevsky, Utilitarianism, Individual Conscience, Collective Responsibility, Ethical Resistance*

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