



YABANCI DİLLER FAKÜLTESİ

ULUSLARARASI DİL ÇALIŞMALARINDA YENİ YÖNELİMLER SEMPOZYUMU 3: TAM METİN KİTABI



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TAM METİN KİTABI**

Editör

Prof. Dr. İsmail ÇAKIR

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Mizanpaj

Sempozyum Sekreteryası

Uluslararası Dil Çalışmalarında Yeni Yönelimler Sempozyumu 3: Tam Metin Kitabı

Editör: Prof. Dr. İsmail ÇAKIR

ASBÜ Yayınları

Ankara Sosyal Bilimler Üniversitesi

Hükümet Meydanı No: 2 06050 Ulus/Altındağ/Ankara

bilgi@edu.asbu.tr

Telefon: +90 312 596 44 44-45

Fax: +90 312 311 86 00

PTT keş: Asbü@hs01.keş.tr

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ÖNSÖZ

Dil üzerine yapılan her çalışma ilgili alana önemli katkı sunmakla birlikte dilin varlığının daha çok kendini hissettirmesi açısından da önem taşımaktadır. Teknolojinin hızla gelişmesi, yapay zekâ uygulamalarının dil çalışmalarına olan olumlu ve olumsuz etkileri bu alanın farklı boyutlarda ele alınmasını kaçınılmaz hale getirmiştir. Bu bağlamda, Ankara Sosyal Bilimler Üniversitesi Yabancı Diller Fakültesi ve Hoca Ahmet Yesevi Uluslararası Türk-Kazak Üniversitesi Filoloji Fakültesi ile ortak düzenlenen **III. Uluslararası Dil Çalışmalarında Yeni Yönelimler Sempozyumu**'nda 21. yüzyılda insanların hayatına uluslararası düzeyde yön veren ve iletişimin en önemli unsuru olan dil kavramı her yönüyle tartışıldı.

Hızla değişen dünya mevcut uygulamaların ve çalışmaların gözden geçirilmesini ve yeni eğilimlerin ve yaklaşımların tartışılmasını zorunlu hale getirmektedir. Bir ihtisas üniversitesi olarak Ankara Sosyal Bilimler Üniversitesi sosyal bilimler alanında eğitim, araştırma, girişimcilik ve toplumsal sorumluluk faaliyetleriyle bilimin, toplumun ve insanlığın ilerlemesine katkı sağlama misyonu ve öncü çalışmalar ile bu alanının ilerlemesine liderlik yapma vizyonuna sahiptir. Bu vizyon doğrultusunda 10-11 Ekim 2025 tarihleri arasında Ankara ve Türkistan'da üçüncüsü düzenlenen bu sempozyumda Yabancı Dil Öğretiminde Yeni Yaklaşımlar, Yabancı Dil Olarak Türkçe Öğretimi, Teknolojik Gelişmeler Işığında Çeviribilim Çalışmaları, Dijitalleşme ve Dil Öğretim Teknolojileri, Çokdillilik, Dil Politikaları ve Göç, Çeviri ve Yerelleştirme Çalışmalarında Güncel Eğilimler, Kültürlerarası İletişim ve Dil, Doğal Dil İşleme ve Yapay Zekâ Destekli Dil Çalışmaları, Edebi Eserlerde Aile Kavramı, Dil Öğrenimi ve Aile gibi konular ele alındı. Bu konularda ulusal ve uluslararası araştırmacılar tarafından 80'den fazla bildiri sunuldu. Sempozyuma katılan bilim insanları bilgi ve tecrübelerini Türkçe, İngilizce Rusça, Arapça, Çince, Japonca ve İspanyolca olarak ilgili alanlarda çalışan araştırmacıların istifadesine sundu.

Sempozyuma katkı sunan araştırmacıların tam metin olarak göndermiş olduğu çalışmalarının bildiri kitabında yayımlanması daha fazla araştırmacının yararlanmasına imkân sağlayacaktır. Bu nedenle yayımlanması için gönderilen ve hakem süreçlerini tamamlayan 12 adet çalışmaya bu kitapta yer verilmektedir. Aile ve edebi üslup, İngilizce konuşma programlarında kaygı, yabancılara Türkçe öğretimi, makine çevirisi, dil öğretimi, Bulgar sosyal medya söyleminde kelime oyunları, Rusça konuşan annelerin çocuklara Rus dilini aktarmadaki rolü, Kazak öğrencilerin İngilizce öğrenmesi, çocuklara konuşma becerileri kazandırmada teknoloji kullanımı, kültürlerarası iletişim, çevrimiçi eğitim gibi konuların yer aldığı bu kitabın araştırmacılar için faydalı olacağını düşünüyorum.

Dördüncüsünü yapmayı planladığımız Uluslararası Dil Çalışmalarında Yeni Yönelimler Sempozyumuna daha fazla ulusal ve uluslararası katılımcının katılarak dil konusunda her türlü araştırma ve tecrübe paylaşımının gerçekleşmesini temenni ediyorum. Bu sempozyumun gerçekleşmesinde ve bu bildiri kitabının hazırlanmasında emeği geçen herkese şükranlarımı sunuyorum.

Ankara, 2025

Prof.Dr.İsmail ÇAKIR

Sempozyum Düzenleme Kurul Başkanı

Editör

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Güvâhî'nin Pendnâme'sinde Aile Kavramı ve Edebi Üslup

Dr. Öğr. Üyesi Orhan Gazi GÖKÇE

Giriş

XVI. yüzyıl Osmanlı kültür dünyası hem saray çevresinin yüksek edebî zevkini hem de halkın sözlü kültür birikimini aynı dönemde taşıyan, katmanlı bir dil ve değerler evreni üretmiştir. Bu evrende nasihatnâme/pendnâme geleneği, bireyin ahlâkî terbiyesi ile toplum düzeninin devamı arasında köprü kuran en işlevsel türlerden biri olarak öne çıkar. İnsanı erdemli kılmayı, sosyal davranışları düzenlemeyi ve geniş anlamda bir ahlâk ufku kazandırmayı hedefleyen bu didaktik metinler, Türk edebiyatında *Orhun Abideleri*'nden itibaren izlenebilecek öğüt verme damarının farklı biçimlerde sürekliliğini temsil eder (Uğur, 2001, s. 1).

Agâh Sırrı Levend, ümmet çağı olarak nitelendirdiği dönemde edep literatürünü konu ve amaçlarına sınıflandırmıştır. Ona göre genel ahlâk, siyasetnameler, nasihatnâmeler, mevıza yollu eserler, fütüvvet-nâmeler, *Kâbusnâme* tercümeleri bu literatür içinde zikredilebilir. Bu sınıflandırma içinde nasihatnâmelerin konularının genel ahlâka dair ve ortak olduğunu değişikliğin sadece şekilden ibaret olduğunu dile getiren Levend, bu literatürün bu bağlamda bir bütünlük arz ettiğini ifade eder (1964, s. 96).

Nasihatnâmeler; manzum, mensur ya da karma yapılarda yazılabilmekle birlikte manzum biçimin akılda kalıcılığı, atasözlerinin yarı manzum karakteriyle birleştiğinde pendnâme geleneğini daha da etkili hâle getirir. Bu geleneğin pendnâme adıyla anılmasında Ferîdüddîn-i Attâr'ın *Pendnâme*'sinin model etkisi belirleyici olmuş; zamanla nasihat kitapları ahlâknâme, bûstân-ı nasâyih, ibretnâme gibi isimlerle anılır olmuş ve çokça telif edilmiştir (Bilgin, 1998, s. 16). Ne var ki Attâr'ın etkisi, bütün pendnâmeleri aynı kalıba sıkıştırılmaz. Türk edebiyatında yerel kültüre, yerli dil malzemesine ve anlatım stratejilerine yaslanan telif pendnâmeler de ortaya çıkmıştır. Bu bağlamda Güvâhî'nin *Pendnâme*'si, konusu ve kuruluşu itibarıyla yerli karakteri en belirgin örneklerden biri olarak değerlendirilir.

Güvâhî hakkında biyografik kaynaklarda yeterli ve kesin bilgi bulunmadığı araştırmacıların ortak tespitidir. Buna rağmen tezkire ve biyografi kaynaklarının işaret ettiği birtakım veriler, şairin sosyo-kültürel konumuna dair bir çerçeve sunar. Güvâhî'nin Geyveli olduğu, Latîfî *Tezkire*'sine göreyse Geyve'ye sonradan yerleştiği kaydedilir. *Sicill-i Osmânî*'de “müellif, ticaret erbabındandır” bilgisi yer alır (Mehmed Süreyya, 1996, s. 550). Bu kayıt, Güvâhî'nin sadece

edebî muhitlerden değil hayatın iktisadî ve gündelik taraflarından da beslenmiş bir tecrübeye sahip olabileceğini düşündürür.

Şairin doğum ve ölüm tarihleri kesin olarak bilinmemekle birlikte, *Pendnâme*'nin 1526 yılında tamamlandığı dikkate alındığında bazı kaynaklarda geçen erken ölüm tarihleriyle bu bilginin örtüşmediği görülür. Bu durum, Güvâhî'nin söz konusu tarihlerden sonra vefat etmiş olduğu ihtimalini güçlendirir. Ayrıca Güvâhî'nin Yavuz Sultan Selim'in Mısır Seferi'ne katıldığı bilgisi, onun devlet hayatını ve sefer tecrübesini yakından gözlemlediğini göstermesi bakımından önemlidir (Güvâhî, 1983, s. 13-15).

Pend-nâme'nin kime ithaf edildiği hususu, kaynaklarda yer alan bilgiler arasında bazı farklılıklar göstermektedir. Latîfî, Âşık Çelebi, Hasan Çelebi ve Âlî, eserin Yavuz Sultan Selîm adına kaleme alındığını ifade etmektedir. Ancak eserin telif tarihi 933/1526 olarak kabul edildiğinde bu tarihin Kanunî Sultan Süleyman devrine karşılık geldiği görülmektedir. Dolayısıyla eserin Kanunî'ye sunulmuş olması daha kuvvetli bir ihtimaldir. Nitekim metnin çeşitli bölümlerinde Kanunî Sultan Süleyman'ın adı zikredilmekte ve dönemin hükümdarı olarak övgüyle anılmaktadır. Buna karşılık Yavuz Sultan Selîm'in adına yalnızca bir yerde, Kanunî'nin babası olduğuna işaret etmek amacıyla yer verilmektedir. Bu durum, eserin başlangıçta Yavuz Sultan Selîm'e takdim edilmek üzere düşünüldüğünü ancak onun vefatının ardından Kanunî Sultan Süleyman'a sunulduğunu düşündürmektedir (İsen, 2024).

Güvâhî'nin edebî kişiliği, klasik divan şiirinin süslü ve ağır dil anlayışından ziyade halkın gündelik diline ve tecrübesine yaslanan bir çizgiye sahiptir. Güvâhî'nin dili, Eski Anadolu Türkçesi özellikleri taşır; arkaik kelimeler, sade söz dizimi ve doğrudan anlatım tercih edilir. Fuat Köprülü Güvâhî'yi XV. yüzyılda “Türki-i basit” üslubunu benimseyen, pek sade, özentisiz şairler arasında zikreder (1966, s. 283). Latîfî ise Güvâhî'nin şiiri hakkında “nezâket ve zerâfet”in olmadığı yönünde bir tespitte bulunurken ve *Pendnâme*'sine atıfla “her meseli bir nesneye temsil” ettiğinden söz eder (2018, s. 454). Bu durum, Güvâhî'nin şiiri bir sanat gösterisinden çok bir anlatım ve öğretim aracı olarak gördüğünü düşündürmektedir.

Kaynaklarda Güvâhî'ye dört eser nispet edilmektedir. Bunlar; *Tazarrunâme*, *Pendnâme*, *Gurbetnâme* ve *İbretnâme*'dir. Bunlar içinde *Pendnâme*'den sonra en muteberi olan *Tazarrunâme*, 1501 tarihli olup Allah'a yakarış temasını işleyen 542 beyitlik bir mesnevidir. Bu eser, Güvâhî'nin didaktik-dinî çizgisinin erken bir örneği olarak kabul edilir. Tezkirelerde *Kenzü'l-bedâyî* veya *Kenâzü'l-bedâyî* adıyla anılan bir eserden söz edilse de yapılan karşılaştırmalar bunun büyük ihtimalle *Pendnâme* ile aynı eser olduğunu göstermektedir (Güvâhî, 1983, s. 15-18).

Güvâhî, *Pendnâme*'yi adeta atasözlerini şiirleştirmek amacıyla kaleme almış gibidir. Zira eserde yer alan atasözü ve deyim sayısı, benzer türdeki pek çok eserden daha fazladır. Güvâhî, divan şairleri arasında şiirlerinde atasözlerine en çok yer veren şairdir (Oy, 1991). Bu hususta Güvâhî'nin eşsiz bir kudret gösterdiğinden ve buna o kadar muvaffak olduğundan söz eder ki kendisinin yalnız bu işi başarmak için dünyaya geldiği ve bu hususta kullandığı vezin de adeta atasözleri için hassaten icat edilmiş olduğu fikrini dile getirir.

Pendnâme, mesnevi nazım şekliyle kaleme alınmıştır ve klasik mesnevi geleneğine uygun olarak besmele, tevhid, münâcât, na't ve dört halifeye övgü bölümleriyle başlar. Eserin vezni hezec bahrinde *mefâilün/mefâilün/feûlün* kalıbıdır. Atasözlerinin kalıplarını bozmamak adına vezinde imâlelerin arttığı ancak bunun bilinçli bir tercih olduğu belirtilir (Güvâhî, 1983, s. 16).

Beyit sayısı nüshalara göre değişiklik göstermekle birlikte bazı çalışmalarda eserin 2133 beyitten oluştuğu ve içinde yaklaşık 60 hikâye ve fıkra bulunduğu ifade edilir Güvâhî, anlatıya başlamadan önce “hikâyet”, “latife”, “şikâyet”, “fasıl” gibi başlıklar kullanarak metnin yapısını belirginleştirir ve bu yönüyle okuyucunun metni takip etmesini kolaylaştırır (Güvâhî, 1983, s. 17-18).

Pendnâme, ideal insan tipini ahlâk, edep, kanaat ve sorumluluk kavramları etrafında inşa eder. Platoncu idealizmin Doğu düşüncesindeki bir yansıması olarak değerlendirilebilir. Nitekim Güvâhî, değişmez ahlâkî değerleri halk hikmeti aracılığıyla görünür kılar. Bu yönüyle eser bireysel erdemleri anlatmakla kalmaz bir toplumsal düzen de öngörür. Atasözleri, bu ahlâkî çerçevenin temel taşıdır. Toplumun kolektif hafızasında yer eden bu sözler *Pendnâme*'de bireyin gündelik hayatına rehberlik eden kısa ahlâk yasaları hâline gelir. Bu durum, eserin değerler eğitimi açısından da önemli bir kaynak olarak değerlendirilmesine imkân tanır.

Attâr'ın *Pendnâme*'sinden farklı olarak Güvâhî, öğütlerini doğrudan başlıklar hâlinde sıralamak yerine hikâye ve atasözleriyle iç içe geçirir. Bu yapı, metnin didaktik yönünü yumuşatır ve öğütlerin yaşanmış tecrübe olarak algılanmasını sağlar. Güvâhî'nin *Pendnâme*'sinde öğüt verilen alanlar arasında aile, açık bir başlık altında ele alınmasa da evlilik, eş seçimi, kadın-erkek ilişkileri, çocuk terbiyesi ve ev içi düzen gibi temalar üzerinden sürekli olarak inşa edilir. Ahlâkın ilk öğrenildiği vasat olarak aile, eserde bireysel fazilet ile toplumsal düzen arasındaki en kritik ara yüzdür. Bu nedenle *Pendnâme*, aileyi biyolojik bir birliktelikten ibaret görmez; kanaat, sabır ve sevginin sınılandığı bir ahlâk mektebi olarak sunar. Çalışmanın bundan sonraki bölümünde *Pendnâme*'de aile kavramının hangi beyitler ve anlatım stratejileri üzerinden kurulduğu bu kurguya eşlik eden edebî üslup özellikleri ayrıntılı biçimde ele alınacaktır.

Güvâhî'nin *Pendnâme*'sinde Aile Kavramının İnşası

Güvâhî'nin *Pendnâme*'sinde aile, müstakil bir başlık altında sistematik biçimde ele alınmaz ancak eser bütünü dikkate alındığında ev, evlilik, çocuk, kadın-erkek ilişkileri ve mahremiyet etrafında yoğunlaşan bir ahlâk evreni kurulduğu açıkça görülür. Bu yönüyle *Pendnâme*, aileyi biyolojik bir birlikten ziyade ahlâkın üretildiği ve sınandığı temel sosyal kurum olarak konumlandırır.

Güvâhî, aile içindeki sorumlulukları sosyal statüden bağımsızlaştırarak ev içi hizmeti bir erdem alanı olarak tanımlar:

Evünde arlanma hizmet için / İdecek sensin anda hizmet için (b. 883)

Gerekse âlemün begi ol / Gerek her kişi evinde karadul (b. 884)

Bu beyitlerde âlemin beyi olmakla evinde hizmet etmek arasındaki karşıtlık bilinçlidir. Şair, kamusal iktidarın özel alanda üstünlük üretmemesi gerektiğini vurgular. Böylece aile, hiyerarşik tahakkümün değil tevazu ve sorumluluğun öğrenildiği bir ahlâk sahası hâline gelir.

“Ev” *Pendnâme*'de barınılan bir mekân olmanın ötesindedir ve ahlâkî sınırların korunduğu bir alan olarak işlenir:

Evün var ise havlun içre hâli / Kimesne koyma yığ içine çalı (b. 916)

İl il üzre olur âlemde çokdur / Ev ev üzre velî olduğu yokdur (b. 917)

Her evin kendine özgü bir düzeni olduğu fikri, ailelerin kıyaslanmasına karşı bir uyarıdır. Bu düşünce, aile huzurunun dışarıdan ölçülerle değil iç düzen ve ahlâkî dengeye bağlı olduğunu ima eder. Bu bağlam, komşuluk hukukuyla tamamlanır:

Sakın konşı hakkından olma gâfil / Ki konşı hakkı Tanrı hakkıdur bil (b. 919)

Güvâhî, çocuk terbiyesini özellikle baba merkezli bir sorumluluk alanı olarak ele alır:

Olacak böyle oğlancuk söz ehli / Revâ görmek hatâdur ana cehli (b. 1093)

Ata ta 'lîm-i 'ilmi ana te 'hîr / İderse itmiş olur hayra taksîr (b. 1094)

Bu beyitlerde çocuğun cahil kalmasına sebep olmanın vebaline işaret edilir ve bu, doğrudan ahlâkî bir kusur olarak değerlendirilir.

Kız verme meselesi, *Pendnâme*'de en çarpıcı ahlâkî vurguların yapıldığı alanlardan biridir. Güvâhî bu hususu şu beyitlerde dile getirir:

Bu pendî hem tutar akli olan kes / Ki dimişler kızı vir köpriyi kes (b. 1116)

Kızın ardınca çoğ varmayı kogl / Gönül virme güyegü olmaz oğul (b. 1117)

“Kızı ver, köprüyü kes” ifadesi, evlenen kızın artık ayrı bir aile birimi oluşturduğunu ve ebeveyn müdahalesinin ahlâkî sınırları ihlal edeceğini dile getirir. Bu söylem, geleneksel aile bağlarını reddetmez ancak bağımlılığa dönüşen ilişki biçimlerini eleştirir.

Güvâhî'nin kız evlatlara dair uzun tasnifi, biyolojik değil ahlâkî ölçütlere dayalı bir sınıflandırmadır. Üç tip kızdan söz edilir. Bunlar edep ve hayâ sahibi olan, dışa dönük ve süse düşkün olan, edep ve terbiye yoksunu olanlarıdır. Bu tasnifin merkezinde şu uyarı yer alır:

Kızı evde katı büyütmek olmaz / Belâdur yendek anı gütmek olmaz (b. 1157–1172)

Aşırı baskı, edep üretmez aksine fitneye yol açar. Aile, bu noktada koruyucu olduğu kadar ölçülü olmak zorundadır. Mahremiyetin ihlali yalnız bireyi değil aile onurunu da zedeler.

Bir değer taraftan Güvâhî, evlilik konusunda gerçekçi bir tavrı benimser. O, aşkı ve duygusal yakınlığı evlilik için yeterli bir zemin olarak görmez:

Heve-dâr olma değme hûba der-hâl (b. 1214)

Sevüp zâr olma hercaî nigârı (b. 1218)

Aşk burada geçici bir hâl, evlilik ise kalıcı bir sorumluluk alanıdır. Bu yaklaşım, *Pendnâme*'nin evliliği duygusal romantizmden ziyade ahlâk, sabır ve istikrar temelinde değerlendirdiğini gösterir.

Evlilik müessesesi bir bakıma toplumun iktisadi düzeniyle de ilişkilidir. Aile kurmak maddi bir külfet gerektirir. Bu bağlamda metinde evlilik sıkça ve açık biçimde ekonomik kudretle ilişkilendirilir:

Velî evlenmeğe kudret gerekdür / Huzûra irmeğe devlet gerekdür (b. 1293)

Fakîr evlense gayet tuzsuz olur / Er olsa cimri avret yüz­süz olur (b. 1293–1294)

Dürüş harç it nitekim düğün için / Ki ağ akçe olur kara gün için (b. 117)

Burada fakirlik ahlâkî bir kusur olarak değil aile huzurunu zorlayan bir durum olarak ele alınır. Cimrilik ise aile içi çatışmanın temel sebebidir. Güvâhî, evliliği idealize etmez; onu dirlik düzeni çerçevesinde okur. Evliliğin hem maddi hem de manevi olgunluk üzerine inşa edileceğine vurgu yapa şairin zihin dünyasında “kudret” geçim gücünü, “devlet” ise ruhi ve psikolojik olgunluğu simgeler. Şair, düğün için yapılan masrafın bile kara gündeki dayanışma için bir hazırlık olduğunu

söyler. Bu, evliliğin sadece mutluluk anlarında değil zorluk zamanlarında da emek gerektirdiğini anlatır. Bu beyitlerde Güvâhî, evliliği duygusal bir birlikteliğin üstünde görerek iktisadî ve ahlâkî bir sorumluluk alanı olarak ele alır. “Tedbir” ve “kudret” kavramları, aile kurumunun sürdürülebilirliğini doğrudan ekonomik dengeye bağlar. Bununla birlikte Güvâhî, evliliği dünyevi bir birliktelik olmanın ötesinde konumlandırarak eşlerin birbirini bütünlediği bir dayanışma alanı olarak görür.

Boşanma İslam hukukunda her ne kadar belli şart ve usullere bağlanan meşru bir tercihtir. Bu hususta Güvâhî bu ilkeyi ve tecrübeyi ön plana çıkararak boşanma sonrası eski eşe geri dönüş hususunda şöyle bir söylemi dile getirir:

Boşasan avreti iy yâr sakın / Yine aluban olma ana yakın (b. 1386)

Olan âkıl giçen hâlini bilür (b. 1388)

Bu beyitlerde aile, kararsızlıkla değil tutarlılıkla korunabilecek bir kurum olarak sunulur. Güvâhî, denenmiş olanı denemeyi tecrübesizlik ve akılsızlıkla eşleştirir.

Sonuç olarak *Pendnâme*’de aile sadece duygusal ve fiziki bir birliktelik alanı değildir. Aile; ahlâkî birliğin nüvesi, toplumsal düzenin mikro ölçekte modeli ve sorumluluk temelli bir kurum olarak inşa edilir. Güvâhî, aileyi insanın ilk ahlâk imtihanı olarak görür; edep, ilim, mahremiyet, iktisat ve sabır bu imtihanın temel ölçütleridir. Bu yönleriyle *Pendnâme*, Osmanlı toplumunda aile ahlâkının rasyonel ve deneyim temelli bir zeminde kurulduğunu gösteren güçlü bir metindir.

Aile Temasının Edebî Üslup, Hikâye Tekniği ve Atasözü Kullanımıyla Kuruluşu

Güvâhî’nin *Pendnâme*’sinde aile teması kurgu ve anlatım stratejileri bakımından farklı bir üslupla işlenmiştir. Şair, aileye dair ahlâkî hükümleri doğrudan vaaz eden bir söylemle sunmak yerine hikâye, tip tasviri, atasözü ve deyimlerle örülmüş çok katmanlı bir anlatım tercih eder. Bu yöntem, eserin didaktik yönünü sertleştirmek yerine okuyucunun tecrübeyle özdeşlik kurmasını sağlar.

Pendnâme’de aileyle ilgili hükümler çoğu zaman kısa hikâye parçaları veya temsiller aracılığıyla verilir. Özellikle kız evlat, evlilik ve boşanma konularında şair, soyut ahlâk kuralları koymak yerine olası sonuçları gösteren örnek durumlar üretir. Kız tipolojileri (b. 1157–1172) bunun en açık örneğidir. Güvâhî burada “iyi-kötü” karşıtlığını teorik bir ahlâk tartışması şeklinde değil sosyal hayatta karşılığı olan davranış örüntüleri üzerinden kurar. Bu yaklaşım, aileyi idealize edilmiş bir kurum olmaktan ziyade yanlış kararlarla bozulabilen, doğru tedbirlerle korunabilen canlı bir yapı olarak resmeder. Böylece okuyucu, aile ahlâkının olması gerekenden ziyade “Şöyle olursa ne olur?” sorusu üzerinden kavrar.

Güvâhî'nin edebî üslubunun en ayırt edici yönü daha önce vurgulandığı gibi atasözlerini süsleyici unsur olmanın ötesinde yapısal bir taşıyıcı olarak kullanmasıdır. Aileyle ilgili bölümlerde atasözleri, çoğu zaman anlatının düğüm noktasında yer alır ve verilen dersin hafızaya kazınmasını sağlar:

Kızı vir köpriyi kes (b. 1116), *Bir çiçekle yazılmaz yaz* (b. 1224) *Ev ev üzre olmaz* (b. 917)

Bu atasözleri, aile ilişkilerinde sınır, sabır ve gerçekçilik ilkelerini kısa ama kesin hükümler hâline getirir. Güvâhî, atasözünü çoğu zaman beytin merkezine yerleştirerek sözlü kültürün otoritesini yazılı metne taşır. Bu sayede aileye dair öğütler, şairin kişisel kanaati olmaktan çıkar; kolektif tecrübenin sesi hâline gelir.

Aile bahsinde kullanılan dilin dikkat çekici bir yönü de yer yer sert, hatta rahatsız edici olabilmesidir. Fakirlik, cimrilik, edepsizlik ve heves düşkünlüğü açıkça eleştirilir (b. 1293–1294; b. 1214). Güvâhî, aile kurumunu koruma adına yumuşatıcı bir dil kullanmaz aksine yanlış davranışları doğrudan teşhir eder. Bu üslup tercihi, *Pendnâme*'nin ahlâk anlayışının romantik değil tecrübeye dayalı ve gerçekçi olduğunu gösterir. Aile, sevgi kadar disiplin; merhamet kadar sınır gerektiren bir yapıdır. Şairin dili de bu dengeyi yansıtır.

Güvâhî, aile konusunda konuşurken kendini mutlak bir bilge olarak konumlandırmaz fakat “çok görmüş, çok yaşamış” bir anlatıcı tavrı benimser. Sık sık kullanılan “bil ey dost”, “sakın”, “işit” gibi hitaplar, okuyucu ile hoca-talebe ilişkisinden ziyade tecrübeli-tecrübesiz ilişkisi kurar. Bu durum, aile ahlâkının yukarıdan dayatılan bir norm olmaktan öte yaşanmışlığın süzgecinden geçmiş bir tecrübe olduğu izlenimini güçlendirir.

Sonuç

Bu çalışmada Güvâhî'nin *Pendnâme*'si, aile kavramı ekseninde incelenmiş; eserde ev, evlilik, kadın-erkek ilişkileri, çocuk terbiyesi ve mahremiyet gibi unsurların nasıl bir ahlâk sistemi içinde kurulduğu ortaya konulmuştur. İnceleme sonucunda *Pendnâme*'de ailenin, biyolojik bir birlikten ziyade ahlâkın üretildiği ve sınandığı temel toplumsal kurum olarak ele alındığı görülmüştür.

Güvâhî, aileyi duygusal idealler üzerinden değil sorumluluk, edep, iktisat, sabır ve sınır kavramları üzerinden inşa eder. Evlilikte ekonomik kudretin vurgulanması, aşkın evlilik için yeterli görülmemesi, kız evladın evlilik sonrası bağımsız bir aile birimi olarak kabul edilmesi ve çocuk terbiyesinde ebeveynin rol model olarak konumlandırılması, bu ahlâk anlayışının temel göstergeleridir.

Eserde kullanılan hikâye tekniği ve atasözleri, aile temasının soyut bir ahlâk öğretisi olmaktan çıkmasını sağlar. Aileye dair öğütlerin sert, gerçekçi ve yer yer sarsıcı bir dille verilmesi ise Güvâhî'nin toplumsal düzeni koruma konusundaki tavizsiz tutumunu yansıtır. Bu üslup sayesinde *Pendnâme* kendi dönemini aşarak farklı çağların okuyucusuna da hitap edebilen bir ahlâk metni hâline gelir.

Sonuç olarak *Pendnâme*, Osmanlı ahlâk düşüncesinde ailenin merkezî rolünü göstermesi bakımından olduğu kadar halk dili, atasözü kullanımı ve anlatı tekniğiyle bu rolü edebî bir bütünlük içinde sunması bakımından da dikkate değer bir eserdir. Güvâhî'nin, yaşadığı dönemin değer yargılarına yaslanan ve ayrıca kendine has katkılar sunduğu bu metin, günümüz değerler eğitimi ve aile tartışmaları açısından son derece okunaklı ve farklı yorumlamalara açık bir zemin sunmaktadır

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Extracurricular English Speaking Program to Reduce Anxiety

Dr. Öğr. Üyesi Şahin GÖK

Introduction

Language anxiety is a well-documented barrier in second language acquisition, particularly in oral communication. According to Krashen's Affective Filter Hypothesis (1982), high anxiety can inhibit language input from being processed effectively, thus impeding acquisition. Chen (2013) further confirms that foreign language anxiety correlates negatively with speaking performance. Traditional classrooms, while structured, can often heighten stress due to peer comparison, teacher evaluation, and fear of failure.

Recent studies have expanded this discussion. A meta-analysis of intervention programs found that speaking anxiety reduction efforts produce moderate but significant effects, confirming the importance of targeted interventions (Kayhan, 2025). Peer teaching in online settings has also been shown to mitigate public speaking anxiety significantly, reducing average anxiety scores from 64.23 to 54.44 (Putri, 2024). Further research highlights the psychological and emotional roots of classroom speaking anxiety, including fear of mistakes, negative evaluation, and feelings of inadequacy (Rahmawati, 2022). Similarly, Moroccan pre-service teachers reported that fear of negative evaluation was the most critical factor influencing speaking anxiety, emphasizing the need for supportive and safe learning contexts (El Khamlichi, 2025). These findings underscore the rationale for developing out-of-class, low-stakes speaking environments such as the one examined in this study.

Methodology

Setting and Participants

The study was conducted at İstanbul Gelişim University, School of Foreign Languages. The program took place in the university's foyer area, designed to resemble a café-like atmosphere with tea and cookies provided. Sessions were held weekly on Saturdays over a period of three months.

A total of 193 students volunteered to participate in the extracurricular speaking program. The participants were enrolled in 22 different academic departments taught in English at İstanbul Gelişim University. The age of the participants ranged from 17 to 21 years. The cohort included 161 Turkish students and 32 international students. The international participants came primarily from African countries, Arab countries in the Middle East, and Turkic republics in Central Asia.

The program was open to students from all academic disciplines, providing a diverse learning environment that encouraged intercultural communication and the use of English in authentic social interactions. By the end of the program, 68 students completed the full series of sessions. Post-program feedback was collected from 26 students, representing 38.2% of completers and 13.5% of the initial volunteers.

Instruments

The study utilized a structured questionnaire developed by the Quality Assurance Unit of the School of Foreign Languages at Istanbul Gelişim University as part of the institution's annual self-evaluation and continuous quality improvement procedures. The instrument has been routinely administered to monitor students' perceptions of educational activities, engagement levels, and overall learning experiences. For the purposes of this study, questionnaire items related to speaking anxiety, confidence in oral communication, participation in discussions, and satisfaction with the extracurricular speaking program were analyzed. Responses were collected using a three-point Likert-type scale (Agree/Strongly Agree, Neutral, and Disagree/Strongly Disagree), following the response format originally proposed by Likert (1932). Since the questionnaire was developed internally for institutional quality assurance rather than adapted from a previously validated research instrument, no external source exists for the questionnaire itself.

Procedure

Students attended weekly sessions involving free discussion, small-group activities, and guided conversations with teachers facilitating in an informal capacity. No grading or evaluation was imposed, aligning with the program's aim to reduce affective barriers.

Data Analysis

Quantitative data from Likert-scale responses were analyzed descriptively. **Of the 26 completed questionnaires, 89% of participants expressed agreement that the program helped reduce anxiety and increased their willingness to speak.** Qualitative reflections highlighted key themes: comfort of the environment, absence of formal evaluation, and increased motivation to engage in speaking activities.

Attrition analysis indicated that while participation dropped from 193 to 68, the majority of dropouts were due to scheduling conflicts rather than dissatisfaction. Nonetheless, the limited response rate (26 of 68 completers) restricts the generalizability of the findings.

Table 1. Participation and Response Rates

Stage	Number of Students	Percentage of Initial Volunteers
Initial Volunteers	193	100%
Program Completers	68	35.2%
Questionnaire Respondents	26	13.5% (of all volunteers)
Satisfaction/Agreement (Yes)	23	89% (of respondents)

Table 2. Questionnaire Items and Responses

Question	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
1. The program reduced my anxiety in speaking English.	22 (85%)	3 (11%)	1 (4%)
2. I felt more comfortable speaking in this informal environment.	24 (92%)	2 (8%)	0 (0%)
3. The program increased my willingness to participate in discussions.	23 (89%)	2 (8%)	1 (4%)
4. I would recommend this program to other students.	25 (96%)	1 (4%)	0 (0%)

5. Overall, I am satisfied with my participation in this program.	23 (89%)	3 (11%)	0 (0%)
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Results Summary: Table 2 shows that the majority of respondents strongly endorsed the program. Eighty-five percent agreed it reduced anxiety in speaking, while 92% reported feeling more comfortable in the informal environment. **Nearly 90% confirmed increased willingness to join discussions, and 96% would recommend the program to peers.** Overall satisfaction was high at 89%, with no participants reporting dissatisfaction. These findings collectively suggest that the program successfully created a supportive space for speaking practice, consistent with recent literature.

Discussion

The findings suggest that extracurricular, informal learning environments can play a significant role in lowering anxiety and supporting learner autonomy. By shifting practice away from evaluative classroom contexts, students reported greater comfort and confidence in speaking English. This aligns with Krashen’s theoretical framework and supports prior research on the benefits of autonomous learning (Benson & Murray, 2010; Chen, 2013).

The results are also consistent with recent research on foreign language anxiety. Meta-analytic evidence indicates that anxiety-reduction interventions in language learning produce moderate but consistent positive effects on learners’ performance and confidence (Kayhan, 2025). Similarly, studies have shown that supportive learning environments, peer-based interaction, and low-pressure speaking opportunities can effectively reduce speaking anxiety and encourage greater participation in communication activities (Putri, 2024; Rahmawati, 2022; El Khamlichi, 2025). In line with these findings, the present program demonstrates the potential of extracurricular speaking activities to create a safe and supportive environment in which learners can practice English more confidently and autonomously.

However, the study is limited by the small sample size of respondents and the absence of pre- and post-program standardized anxiety measures such as the Foreign Language Classroom Anxiety Scale (FLCAS). The lack of a control group further constrains causal inferences. Despite these limitations, the high level of positive participant feedback underscores the potential of extracurricular programs as valuable complementary interventions in language education.

Conclusion

This study provides evidence that extracurricular English speaking activities in a relaxed setting can positively influence learners' attitudes and reduce anxiety. Future implementations should incorporate pre- and post-assessments, expand participant engagement strategies to reduce attrition, and consider comparative designs with control groups. Such measures would enhance the robustness of findings and provide stronger empirical support for the integration of extracurricular learning opportunities into language programs.

Implications for Further Research

Future studies should explore the long-term impact of extracurricular speaking programs on learners' communicative confidence using larger and more diverse samples. Incorporating standardized anxiety measures and control groups would strengthen causal interpretations. Comparative studies across different cultural or institutional contexts could also clarify how informal learning environments contribute to sustained language development and learner autonomy.

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Динамика образа семьи в языковом сознании носителей казахской и русской культуры.

Бурумбаева Бакыт Советкановна

Языковое сознание – это не только знание языка, но и способ, которым человек мыслит, воспринимает мир и выражает свои мысли. Влияние языка на сознание проявляется в том, что человек усваивает не только слова, но и способ мышления, и определенные культурные ценности, связанные с этими словами. Образ семьи в языковом сознании формируется на основе личного опыта, наблюдений за своей собственной семьей, а также на основе информации, полученной из литературы, кино, средств массовой информации, и других источников, которые используют язык. Содержание образа семьи может быть различным для разных людей, в зависимости от их личного опыта, культурных особенностей, социального окружения. Например, для одного человека образ семьи может быть связан с теплом, поддержкой, любовью, а для другого - с конфликтами, напряженными отношениями или недостатком внимания. Функция образа семьи в языковом сознании заключается в том, что он регулирует поведение человека в отношениях с семьей, помогает ему понимать свои роли в семье, определять свои ожидания от других членов семьи и ориентироваться в семейных ситуациях.

Каждому естественному языку соответствует уникальная языковая картина мира. Институт семьи является важнейшим общественным институтом, в котором формируется личность со всеми ее индивидуальными качествами, обуславливающими культурную, психологическую и социальную адаптацию человека в конкретном лингвокультурном сообществе. Вступая в межкультурную коммуникацию с представителями иного социокультурного пространства, люди оценивают их с точки зрения тех ценностей и стереотипов, которые восприняли в собственной культуре, в первую очередь, в семье. Именно семейные ценности и стереотипы, закладываясь в детстве, являются определяющими, хотя и подвергаются изменениям на протяжении жизни. Концепт семья, отражающий общечеловеческие и национально-специфические (социальные, этические, нравственные) представления о феномене семьи, можно отнести к числу универсально значимых концептов. Исследование концепта семья и других частотных концептов в сопоставительном аспекте важно как с теоретической, так и с практической точки зрения, так как эти знания дают возможность строить отношения в рамках межкультурной коммуникации, успешно применяя не только лингвокоммуникативные навыки, но и

лингвокультурные знания. Национальную специфику концепта можно постичь только в сравнении с содержанием данного концепта в другой культуре. Вследствие этого основным направлением нашего анализа является сопоставительный подход. Концепт семья рассматривался в научной литературе на примере одного языка или в сопоставительном аспекте (Ю.В. Железнова, А.А. Мамедгасанова, Н.Н. Занегина, М.А. Терпак, А.С. Трущинская, А.С. Сказко, Е.С. Сироткина). Кроме того, исследователей привлекали и другие концепты, репрезентированные терминами родства, которые так или иначе связаны с концептом семья. Особенно много работ было посвящено в культурологии, лингвокультурологии и когнитивной лингвистике концепту мать (Ж.Л. Фландран, Л. Стоун, Р. Трамбэч, Э. Шортер, А.Т. Аллен, Ф. Хейер, О. Хаутон, П.А. Андреева, Н.Л. Пушкарева, Н.М. Жанпеисова, Г. Шоным и др). Проблемам брака, семьи и родственных отношений, а также семантике терминов, обслуживающих эту сферу социальных отношений в казахском языке, посвящено немало работ казахстанских исследователей, среди которых можно выделить труд Х. Аргынбаева “Казахская семья” [1], представляющий собой итог более чем 20-летнего изучения материалов этнографических экспедиций и архивных данных. Анализ лексикографических изданий разных типов позволил выявить как универсальные характеристики лексемы семья («группа близких родственников, живущих вместе»), так и национально-специфические, обусловленные различиями в культурно-историческом развитии, а также различиями языковых систем. Именно эти особенности формируют национально-культурную специфику концептов семья в сопоставляемых языках.

Так, в русско-казахском словаре слово семья переведено на казахский язык как “1. отбасы, уй-іші; 2. урпак, аулет, топ” [2, с. 640]. Казахское слова урпак означает «поколение, потомство» [3, с. 899], аулет—«род, династия, потомки» [4, с. 108], топ – группа [3, с. 820]. В Толковом словаре казахского языка, изданного в 2008 году [4, с. 968], к слову отбасы дана отсылка «к. Жануя», т. е. «смотри слово жануя». Однако самого слова жануя мы в указанном словаре не обнаружили. Вместе с тем, в данном словаре имеются слов отау “Жаңадан тұрмыс құрып, енші алып бөлінген ұлдың үйі, отау үй” [4, с. 643], т. е. «выделившаяся (из отцовского дома) молодая семья» [3, с. 648]. Слово жануя—неологизм, который появился в казахском языке в конце XX века и нередко употребляется в текстах публицистического жанра, иногда – в разговорной речи. Неологизм близок по огласовке к ставшему привычным носителям казахского языка русскому слову семья и представляет собой сложное образование: жан—«душа», уя – «гнездо». Слово обладает яркой образностью, так как его внутренняя форма прозрачна. В официально-деловом и научном стилях казахского языка функционирует исконно-казахское слово отбасы (буквально: «у

огня, у изголовья огня»), возвращение статуса которому в конце XX века потребовало немалых усилий: государственной терминологической комиссией было указано о недопустимости употребления в официальной речи слова – жануя вместо отбасы. Словосочетание *уей іші*, употребляемое преимущественно в разговорной речи, в переводе означает «те, кто внутри дома». Глагол *тасу* значит «жить совместно» [3, с. 648]. Для казахского языка актуальным является и употребление в качестве обозначения понятия «семья» слова *ошак* [3, с. 649]. Интересно, что тюркизм *очаг* в русском языке, так же, как и в казахском, употребляется в прямом и в переносном значениях, ср.: – очаги войны/ согыз ошактары. Кроме того, русское словосочетание –семейный очаг является эквивалентом казахского слова *ошак*–«очаг». Таким образом, мы видим, что в казахском языке понятие семья выражено несколькими стилистическими синонимами: *отбасы* – нейтральное, официально-деловое и научное, *жануя*– публицистическое и разговорное, *уей іші*, *ошак*– нейтральное и разговорное. Кроме того, имеется слово – *отау*, которое содержит *сему* «молодой». Глагол *отасу*, который означает – «жить совместно», также является нейтральным. В содержании казахских слов-синонимов *отбасы*, *жануя*, *уей іші*, *ошак*, *отау* нет ни одного из переносных значений русского слова *семья* («объединение людей, сплоченных общими интересами», «группа животных», «группа родственных языков»). Словосочетание *языковая семья* эквивалентно казахскому *тілдер тоб* [5, с. 329], т. е. «группа языков, языковая группа». Остальные значения русского слова *семья* также передаются посредством слова *топ*–«группа». Таким образом, в казахском языке слово *семья* (*отбасы*, *ошак*, *жануя*, *отау*) сохраняет свою закреплённость за конкретной сферой социальных отношений, в то время как русское слово *семья* обрело в процессе языкового развития некоторые семантические признаки категориальности, способность употребляться для обозначения класса явлений (например, «семья берез», «семья груздей», «семья языков») [6, с. 633]. В жизни людей брак и брачные отношения играют важную роль. Поэтому большинство людей старается подходить к женитьбе и замужеству со всей серьёзностью, о чем свидетельствует также большое число народных изречений. Брак и семья для казахов– это ценности на всю жизнь для основной массы населения. В брак вступают взрослые люди, уже сформировавшиеся под влиянием наследственности, семьи и воспитания, со своими привычками и вкусами, с определенным жизненным опытом. Поэтому к женитьбе, выбору второй половины народная мудрость призывает подходить серьёзно, со всей ответственностью. Ярко и четко выражено это в казахских пословицах и поговорках: "Сүйген жардың көлеңкесі де тәтті"- «Тень любимой души сладка»; "Келін – қайын енесінің топырағынан"-«Сноха создана из праха свекрови» "Ақылды әйел – үйдің берекесі" –«Умная женщина - благословение дома».

Брак и семья занимают в системе общечеловеческих ценностей большинства народов одно из главных мест. Слову жениться в казахском языке соответствует слово ұйлену, т.е. вступление в брак предполагает создание дома (ұй – дом, ұйлену – обзавестись домом). Итак, понятие вступление в брак выражено в русском и казахском языках словами с разной внутренней формой: обзавестись женой (в русском) и создать дом(в казахском). Причем оба слова обозначают это понятие с позиции мужчины, т.е. мужчины женятся - жігіттер ұйленеді. Что касается девушек, то при вступлении в брак они выходят замуж, т.е. обретают мужа. В казахском языке это понятие выражено словосочетанием күйеуге шығу (выйти замуж) или тұрмысқа шығу. Согласно «Казахско-русскому словарю» под ред. Г.Мусабаева: Тұрмыс 1. жизнь; быт; тұрмыс жағдайы бытовые условия; халықтың тұрмыс дәрежесін арттыру подъем жизненного уровня народа; 2. қоғамдық сананы тұрмыс билейді общественное бытие определяет общественное сознание; 3. тұрмысқа шығу – выйти замуж. Внутренняя форма тұрмысқа шығу дословно выйти в жизнь, быт) подчеркивает органическую связь между вступлением девушки в брак и ее неминуемым столкновением с бытом, жизненными проблемами.

О месте брачного союза в системе жизненных ценностей у казахов можно судить по следующей пословице: бірінші байлық – денсаулық, екінші байлық – ақ жаулық, үшінші байлық – он саулық (первое богатство – здоровье, второе – белый платок (т.е. жена), третье – овец десяток). Итак, второе место отведено жене, т.е. браку, семье.

Казахи при выборе жены советуют: 1) аяғын көріп асын іш, шешесін көріп қызын ал (за еду берись, осмотрев посуду, на девушке женись, узнав ее мать); 2) не привередничать: таңдаған тазға жолығады (привередливому жениху плешиная жена достанется); 3) жениться на любящей: өзің сүйгенді алғанша, өзіңді сүйгенді ал (не женись на той, которую любишь, а женись на той, которая тебя любит).

Одобрятся браки между равными: 4) теңін тапса тегін бер (если дочь найдет ровню, отдай без выкупа); 5) лучше иметь одну жену, многоженство оценивается отрицательно: екі қатын алыпсың, бір пәлеге қалыпсың (двух жен взял – в беду попал), екі қатын алғанның құлағы тынбас, есекке мінгеннің аяғы тынбас (сел на ишака – ногам отдыха нет, взял двух жен – ушам покоя нет). Кроме мира, покоя и согласия, необходимых для счастливого брака, казахи отмечают также 1) как неперенный атрибут, наличие детей, желательно большого количества: балалы үй базар, баласыз үй қу мазар (дом с детьми базар, дом без детей могила). 2) взаимоуважение: отбасы сәні – сыйластық, достық сәні – қимастық (дружба

прочна чувством искренним, семья крепка уважением взаимным);3) домашний уют: үйің жаман болса, күйің жаман (когда в доме уюта нет, радости в жизни нет).

Слово семья в «Русско-казахском словаре» передается двумя словами: үй іші, бала-шаға (үй-іші – это то, что в доме, бала-шаға – это детвора, дети). Таким образом, в семантической структуре казахских слов, обозначающих семью, можно выделить формально выраженные семы дом и дети, что еще раз подтверждает вышесказанное: семья – это дом и дети.

В русском языке, как и в казахском, слово семья не употребляется для обозначения группы родственных языков (языковая семья). Вместе с тем, семья, в представлении казаха, это и дом, и группа близких родственников, живущих вместе, и общность людей, объединенных трудовой деятельностью либо идеологией, направлением искусства, и род, фамилия. В казахском языке для передачи указанных смыслов используются различные лексемы (уй «дом», отбасы/жануя/ошак «семья», топ «группа», ру «род», аулет «династия, фамилия»). Одним из ключевых принципов построения отношений между кровными родственниками в русской культуре является принцип оппозиции «старших» и «младших» членов семьи. Для русской культуры характерна строгая иерархия членов семьи по старшинству: младшие родственники должны повиноваться старшим, чего мы не наблюдаем в современной казахской лингвокультуре, хотя уважение к старшим считается важнейшей нормой казахского социума.

Семья является основной базовой ценностью казахского народа, что подтверждается устойчивостью семантической группы реакций с положительно-окрашенным оттенком значения: взаимопонимание, любовь, счастье, верность, дружба, помощь, тепло, мечта, родительство, сплоченность, самое главное, многодетная, добрая.

Современная семья 21 века уже не представляется патриархальной семьей, состоящей из родителей и большого количества детей, а состоит из трех-четырех человек, что показывают ассоциаты, отражающие численное соотношение ее членов. Наряду с этим характерными тенденциями изменений анализируемого образа становятся: 1)исчезновение из ядра ассоциативного поля 2) выравнивание частотности реакций мама – папа/ отец; 3) ослабление семантического поля негативно-оценочных ассоциаций за счет снижения частотности и количества ответов, связанных с разводом и распадом семьи; 4)появление новых оценочно-прагматических и тематико-ситуационных периферийных реакций, отражающих реалии современного социума: рано (2), позже (1); жилье, кредит (1). Одним из общих ключевых элементов семьи остаются дети. Детальный анализ показал, что, несмотря на относительную стабильность ядра исследуемого образа, в нем произошли

существенные изменения. Об этом говорят результаты анонимного опроса среди обучающейся молодежи студентов 1 курса вуза, где я преподаю русский язык. Современная молодежь ставит на первое место не только создание семьи, но и карьерный рост, путешествия, личные амбиции и цели. Зачастую первыми ассоциациями к слову «семья» у них могут быть ответственность, обязательства, заботы, хлопоты (1). Динамика образа «ребенок» отмечена также исчезновением отрицательных ассоциаций, связанных с проблемой детей, оставшихся без попечения родителей, и фиксацией реакций, отражающих материальную соотнесенность: большие затраты, 250 тысяч, план (1) и благоприятный возраст для рождения детей еще рано (2), РАНО!, после 30 лет (1). Анализируя данные, полученные на этапе анализа образов муж и жена, хотелось бы выделить наиболее интересные результаты. В ассоциативном поле стимульного слова жена наряду с сохранением семантической зоны «семья – дом» мать (7), домохозяйка (4), кухня (3), дом (3), мама (2), хозяйюшка, хранительница очага, скалка, готовить, уют, очаг, 1) происходит исчезновение частотных реакций, свидетельствующих об отрицательном отношении респондентов к образу и сокращение количества негативно-оценочных ассоциатов, связанных с изменой. Среди основных тенденций динамики отмечено значительное усиление группы ассоциаций внешней соотнесенности за счет выдвижения ее в разряд ядерной-самодостаточность (9), красота (4), молодость (3), карьера, платья (1) и снижения количества эмоциональных и ценностно-ориентированных реакций. Аналогичные изменения, относящиеся к ослаблению зоны ценностно-эмоциональных ответов, произошли и с содержанием образа муж, где значимую периферийную группу логико-понятийных реакций стали занимать ассоциаты, иллюстрирующие материальное благополучие и состоятельность образа: богатый (3), деньги (2), работа, зарплата, власть, лидер, продуманный, перспективный, доход, стабильность (1). Среди ядерных реакций происходит исчезновение группы ответов, изобличающих неверность супруга, выдвижение на первый план личностноориентированной реакции я (6) и усиление семантической зоны «муж-дети/ семья»: отец; ответственность (5); семья (4). Тенденции изменений, описанные выше, в полной мере соответствуют и динамике образов отец/ папа. Традиционный образ отца/ папы в языковом сознании русских может быть представлен следующим списком, отражающим соотнесенность образов с: а) функциональной ролью с семье – папа: защита (13), глава(9), кормилец, надежность, глава семьи (1); отец: защита (3), опора (2), надежность, глава семьи (1); б) чертами характера – папа: сильный, надежный мужчина, мужественный (1); отец: строгий (5), строгий, но понимающий, строгость, суровый, опытный (1); с) общественными реалиями: папа работает, (2), легчик, работа, компьютер, успех (1); отец: работа, работать (1). В ядре ассоциативного поля образов мы отметили усиление семантической зоны функциональных обязанностей и

снижение количества эмоционально-оценочных ответов; увеличение числа реакций в периферийной группе личностно-ориентированной соотнесенности: папа – образец, пример, мой идеал, гордость; отец – пример (6), образец мужчины, друг, помощник, герой (1); папа – уважение (6); отец – уважение (3), очень сильно уважаю (1); сокращение реакций, связанных с пьянством. Из всех изучаемых терминов родства для носителей русской культуры наиболее значимыми, несущими все самые лучшие положительные эмоции, связанные с семьей, являются образы мамы/ матери. Детальный анализ ассоциативных полей показал, что статус материнского начала является важнейшим составляющим жизни социума в целом на всех этапах его развития. •

Анализ динамики изменений образов бабушка/ дедушка в русских семьях. В образе бабушки происходит расширение границ ядра за счет включения в него реакций из семантических групп, описывающих место традиционного проживания образа и его функциональные обязанности: пирожки (10), деревня (9), мудрость (5). Последнее из данных семантических полей существенно увеличивается за счет появления новых личностно-ориентированных ассоциатов вторая мама, вторая мать, мама, поддержит, помощь, оберег, поможет и др. (1). В ходе проведенного анализа нами также была выделена группа реакций, свидетельствующая о мобильности современного общества далеко, в другом городе, расстояние, давно не видел (1). Изменения ассоциативного поля дедушка отмечены и актуализацией поля «мудрость»: мудрость (13), умный (8); расширением группы реакций, иллюстрирующих типичное времяпрепровождение образа работает, отдых, кожаное кресло, шансон, интернет.

Таким образом, обобщая вышесказанное, проведенный анализ позволяет сделать вывод, что семья остается фундаментальным социальным институтом, обеспечивающим не только социализацию личности, но и ее эмоциональную стабильность. Несмотря на трансформацию семейных форм, роль семьи как первичного агента воспитания и трансляции культурных ценностей остается незаменимой, обеспечивая преемственность поколений.

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Avantaj ve Dezavantaj Bakımından Yabancılar Türkçe Öğretiminde Sosyal Medyanın Kullanımı: Tiktok Örneği

Öğr. Gör. Selin ORHUNTAŞ DENİZ

GİRİŞ

Dijital teknolojilerin hızlı gelişimi ve COVID-19 pandemisinin etkisiyle eğitim süreçlerinde köklü dönüşümler yaşanmıştır (BBC Türkçe, 2020; Nartiningrum & Nugroho, 2020). Eğitim, sınıf merkezli olmaktan çıkarak uzaktan ve hibrit modellere yönelmiş, özellikle yabancı dil öğretimi bu dönüşümden doğrudan etkilenmiştir (Okur, 2024; Tekin & Karakahraman, 2025). Bu süreçte sosyal medya platformları, bireylerin hem içerik tüketicisi hem de üreticisi olarak aktif rol üstlendiği yeni öğrenme ortamları sunmuş ve yabancı dil öğreniminde alternatif bir mecra olarak öne çıkmıştır (Whiting & Williams, 2013; Reinhardt, 2019).

Bu bağlamda kısa video platformları, özellikle genç kuşak öğrencilerin dikkatini çekme kapasitesiyle öne çıkmaktadır. TikTok, kısa süreli ve eğlenceli içerikleri ile motivasyon yükselten bir araç olarak değerlendirilmektedir. Platform, aynı zamanda gündelik dil kullanımına dair otantik örnekler sunmaktadır (Bahri vd., 2022; Chen & Kang, 2023; Lee, 2023).

Bu etki alanı, Türk popüler kültürünün uluslararası alandaki yükselişi ile güçlenmektedir. Özellikle Türk dizilerinin küresel pazardaki başarısı ile Türkçe şarkıların yayılımı, yabancı hayran kitlelerinde Türkçeye olan ilgiyi ve öğrenme isteğini tetikleyen temel faktörler olarak belirlemektedir. Küresel çapta 1,59 milyar aktif kullanıcıya sahip olan TikTok, bu dizilerden alınan sahnelerin ve popüler şarkıların kesitlerinin coğrafi sınırları aşarak hızlıca yayılmasına olanak tanımaktadır. (Statista, 2025) Bu durumun doğal bir sonucu olarak, platform üzerinden Türkçe öğreten hesaplar bir pedagojik fırsat yakalamıştır. Bu hesaplar, yalnızca dizi sahnelerinin sunduğu otantik diyalogları değil, aynı zamanda şarkıların ritmik ve akılda kalıcı sözlerini de didaktik materyal olarak kullanılmaktadır. Böylece, görsel-işitsel araçlar kullanılarak telaffuz, sözcük dağarcığı ve kültürel referanslar; eğlenceli ve bağlam içinde sunulmakta, bu da öğrenme sürecinin hızını ve kalıcılığını arttırmaktadır. Ancak, literatürde bu içeriklerin pedagojik açıdan taşıdığı eksikliklere de sıkça değinilmektedir (Fitria, 2023; Kuş vd., 2022).

Bu çalışmanın amacı, TikTok'un yabancılar Türkçe öğretiminde sunduğu avantaj ve dezavantajları ortaya koymak, alana yönelik pedagojik öneriler geliştirmektir. Bu kapsamda aşağıdaki araştırma sorularına yanıt aranmıştır:

- TikTok içerikleri yabancılar Türkçe öğretiminde ne tür avantajlar sunmaktadır?

- Bu içeriklerin pedagojik açıdan dezavantajları nelerdir?
- Sosyal medya içerikleri YTÖ'de tamamlayıcı bir araç olarak nasıl işlev görebilir?

3. ARAŞTIRMA YÖNTEMİ

3.1. Araştırma Deseni

Bu araştırma, nitel araştırma yaklaşımı çerçevesinde betimsel içerik analizi yöntemiyle desenlenmiştir. İçerik analizi, birbirine benzeyen verileri belirli kavramlar ve temalar çerçevesinde bir araya getirerek anlaşılır biçimde düzenleme ve yorumlama amacı taşıyan sistematik bir tekniktir (Yıldırım & Şimşek, 2016). TikTok platformunda yayımlanan yabancılara Türkçe öğretimine yönelik videoların içerik, biçim ve pedagojik nitelikleri açısından çözümlenmesi amaçlandığı için bu desen tercih edilmiştir.

3.2. Çalışma Grubu ve Örneklem Seçimi

Araştırmanın çalışma grubunu, TikTok platformunda yabancılara Türkçe öğretimine yönelik içerik üreten hesaplara ait 10 video oluşturmaktadır. Videolar amaçlı örneklem yöntemiyle belirlenmiştir. Örneklem seçiminde aşağıdaki ölçütler dikkate alınmıştır:

- TikTok'un dahili arama motoruna "Türkçe öğreniyorum", "Türkçe" ve "learn Turkish" anahtar sözcükleri girilerek tarama yapılmıştır.
- Arama sonuçlarında dil bilgisi (grammar) anlatımı yapan hesaplar seçilmiştir.
- Yabancılara Türkçe öğretimi içeriği üretmeyi süreklilik hâline getirdiğinin göstergesi olarak 10.000 ve üzeri takipçiye sahip hesaplar değerlendirmeye alınmıştır.
- Belirlenen ölçütleri karşılayan her hesabın en çok izlenen videosu çalışmaya dâhil edilmiştir.

3.3. Veri Toplama Süreci

Veriler, Mayıs 2024 döneminde TikTok platformundan doğrudan gözlem ve dijital arşivleme yoluyla toplanmıştır. Her video; kullanıcı adı/kanal, video başlığı/konusu, erişim tarihi, süresi, izlenme sayısı, hedeflediği CEFR seviyesi ve bağlantı adresi bilgileri kayıt altına alınarak araştırmacı tarafından oluşturulan bir veri tablosuna işlenmiştir (bk. Tablo 1).

3.4. Verilerin Analizi

Veriler, içerik analizi yöntemiyle çözümlenmiştir. Analiz sürecinde Yıldırım ve Şimşek'in (2016) önerdiği aşamalar izlenmiştir: (a) verilerin kodlanması, (b) temaların bulunması, (c) kodların ve temaların düzenlenmesi, (d) bulguların tanımlanması ve yorumlanması. Kodlama işlemi tek kodlayıcı

(araştırmacı) tarafından gerçekleştirilmiş; kod ve tema listesi önceden belirlenmemiş, veri analizi süreci içinde tümevarımcı bir yaklaşımla oluşturulmuştur. Elde edilen kodlar; videoların pedagojik içeriği, kullanılan öğretim teknikleri, sunulan dil bilgisi yapıları, hedef CEFR seviyesi ile videoların avantaj ve sınırlılıkları çerçevesinde temalar altında toplanmıştır. Bulgular sunulurken videolardaki izlenme sayıları, süre ve seviye gibi nicel veriler tanımlayıcı amaçla kullanılmış; yorumlar bu metriklerden bağımsız olarak içerik üzerinden yapılmıştır.

4. Bulgular

İncelenen 10 TikTok videosundan elde edilen bulgular, araştırma sorularına paralel biçimde iki başlık altında sunulmaktadır: (1) TikTok içeriklerinin yabancılara Türkçe öğretiminde sunduğu avantajlar ve (2) bu içeriklerin pedagojik açıdan dezavantajları. İncelenen videoların konu dağılımı beş ana tema etrafında çeşitlenmektedir: temel sayılar ("NUMBERS"), selamlama ve günlük ifade kalıpları ("İYİ GÜNLER", "Seni İstemiyorum"), argo ve duygusal tepki ifadeleri ("Are You Stupid", "Hıağh in Turkish", "Adi / adi"), dil bilgisi yapıları ("-n", "-(s)I", "-lArı" iyelik/ilgi ekleri) ve kültürel öğeler (Türk kahvesi yapımı, Kapalıçarşı'da alışveriş). Bu temalar dışında incelenen videoda başka bir konu alanına rastlanmamıştır. İçeriklerin CEFR seviyesi, izlenme sayısı, video süresi ve konu çeşitliliğine ilişkin sayısal veriler, ilgili avantaj maddeleri içinde kanıt olarak sunulmuştur.

4.1. TikTok içeriklerinin yabancılara Türkçe öğretiminde sunduğu avantajlar

Yabancı dil olarak Türkçe öğretiminde TikTok'tan ve burada üretilen videolardan faydalanmanın avantajları şu şekilde sıralanabilir:

1. Motivasyon Artışı: TikTok videolarının kısa ve dikkat çekici yapısı, öğrencilerin motivasyonunu artırma potansiyeli taşımaktadır. İncelenen videolar arasında @speakinturkish'in 26 saniyelik "NUMBERS" videosu 2,5 milyon, @alloabout_turkish'in 23 saniyelik "Adi / adi" videosu 2,4 milyon ve @learnturkishforbeginners'in 15 saniyelik "Are You Stupid" videosu 1,7 milyon izlenmeye ulaşmıştır. Burada izlenme sayıları içeriğin geniş kitlelere erişebildiğini gösteren bir görünürlük göstergesi olarak değerlendirilmelidir; TikTok'un keşfet akışı algoritması nedeniyle bu rakamların ne kadarının Türkçe öğrenmek amacıyla içeriğe yönelen kullanıcılardan, ne kadarının ise algoritmik öneriyle videoyla rastlantısal olarak karşılaşan izleyicilerden geldiği bu çalışma kapsamında ayırt edilememektedir. Bu sınırlılıkla birlikte, hesapların ölçüt olarak alınan 10.000+ takipçi kitlesi ve eğitim odaklı içerik profilleri, platformun yabancı dil olarak Türkçe öğrenmek isteyenler için motive edici bir mecra oluşturabileceğine işaret etmektedir (Smith, 2023; Sarışın, 2023).

2. Doğal Dil Kullanımı: İçeriklerde gündelik konuşma diline ait örnekler bulunması, öğrencilerin otantik dil girdilerine maruz kalmasını sağlamak ve telaffuz, akıcılık becerilerinin gelişmesine katkı sağlamaktadır. Örneğin @learnturkishforbeginners hesabının "Are You Stupid" başlıklı videosu ve @turkey.study hesabının "Seni İstemiyorum" başlıklı içeriği, ders kitaplarında genellikle yer almayan duygusal tepki ifadelerini ve günlük konuşma kalıplarını doğal bağlamlarında sunmaktadır (Lee, 2023; Fitriainingsih & Nurjaleka, 2023).
3. Erişilebilirlik: Öğrenciler, zaman ve mekân sınırlarını aşarak içeriklere kolaylıkla erişebilmektedir. İncelenen 10 videonun 8'inin bir dakikanın altında olması ve en kısasının 6 saniye süreyle (@turkishwithferide, "İYİ GÜNLER") sunulmuş olması, içeriklerin günlük yaşamın herhangi bir kısa zaman diliminde tüketilebilir nitelikte olduğunu göstermektedir (Backlinko, 2024).
4. Kültürel Boyut: Videolar, dilin kültürel bağlamda kullanımını yansıtarak öğrencilere kültür aktarımı sağlamaktadır. Bu durumun en belirgin örnekleri arasında @turkiswithbaha hesabının "Making Turkish Coffee" videosu ile @turkishwithsema hesabının Kapalıçarşı'da geçen "Let's shop in the Grand Bazaar" videosu yer almaktadır; her iki içerik de hedef dili kahve kültürü ve geleneksel ticaret mekânı gibi özgül kültürel bağlamlar içinde sunmaktadır (Erdal, 2017; Akgül & Baş, 2024). Bu tür içerikler, öğrencilerin dil bilgisel bilgi dışında kültürlerarası farkındalık kazanmasına da yardımcı olmaktadır.
5. Anlık Tekrar ve Pekiştirme (Mikro Öğrenme): Kısa video formatının hızlı ve hedeflenmiş tekrar imkânı sayesinde öğrenci kelime veya kural pekiştirmesi yapabilir. Örneğin @speakinturkish'in 26 saniyelik "NUMBERS" videosunda yalnızca sayılar, @turkishwithferide'nin 6 saniyelik "İYİ GÜNLER" videosunda yalnızca bir günlük selamlama kalıbı tek bir öğretim hedefine odaklanılarak sunulmaktadır; bu yoğunlaştırılmış format öğrencinin aynı içeriği kısa aralıklarla defalarca izleyerek pekiştirmesine olanak tanımaktadır.
6. Görsel ve İşitsel Öğrenme Desteği: TikTok ve benzeri platformlar yüksek görsel ve işitsel uyaran kullanır. İncelenen içerikler içinde @turkiswithbaha'nın "Making Turkish Coffee" videosunda kahve hazırlama eyleminin görsel adımlarıyla ilgili sözcükler eş zamanlı olarak sunulmakta; @turkishwithsema'nın Kapalıçarşı videosunda ise çarşı ortamının görüntüsü hedef dildeki ifadelerle birleştirilmektedir. Bu çoklu duyuşal girdi, görsel ve işitsel öğrenme stillerine sahip öğrenciler için materyali daha akılda kalıcı hâle getirmektedir.

4.2. TikTok içeriklerinin pedagojik açıdan dezavantajları

Yabancı dil olarak Türkçe öğretiminde TikTok'tan ve burada Türkçe öğretmek amaçlı üretilen videolardan faydalanmanın dezavantajları şu şekilde sıralanabilir:

1. Pedagojik Eksiklikler: İncelenen videoların büyük bölümünde açık bir öğretim hedefi, ön bilgi gereksinimi veya CEFR düzeyine ilişkin bir bilgilendirme bulunmamaktadır. Örneğin @speakinturkish'in "NUMBERS" videosunda sayılar herhangi bir bağlam ya da kullanım örneği sunulmaksızın art arda telaffuz edilmekte; @turkey.study'nin "Seni İstemiyorum" videosunda ise yalnızca tek bir cümle, yapısal veya iletişimsel bir açıklama yapılmadan verilmektedir. Bu durum, içeriğin didaktik etkinliğini azaltmaktadır (Tunç, 2024).
2. Dil Bilgisel Hatalar: Çeşitli içeriklerde yazım ve dil bilgisi düzeyinde hatalar tespit edilmiştir. Örneğin @turkishçe hesabının videosunda başlığın "Hıağh in Turkish" biçiminde yazıldığı; @soeasyturkish hesabının "Learn Turhis With Us" başlıklı videosunda ise hedef dilin adının ("Turkish") yanlış yazıldığı görülmüştür. Bu tür hatalar, yayın öncesi herhangi bir uzman denetiminden geçmeyen içeriklerde sıkça karşılaşılmakta ve hatalı kullanımların yayılmasına neden olmaktadır (Dinçel & Ungan, 2022).
3. Yüzeysellik: Kısa video formatı, dil bilgisi kurallarının veya karmaşık kültürel bağlamların derinlemesine açıklamalarına fırsat vermemektedir. Örneğin @turkishonboard hesabının 46 saniyelik videosunda "-n", "-(s)I" ve "-lArI" gibi birbiriyle ilişkili üç farklı iyelik/ilgi eki yapısı tek bir kısa içerikte birlikte sunulmakta; ancak bu yapıların kullanım koşulları, istisnaları ve örnek bağlamları yeterince işlenememektedir. Bu da öğrenmenin sığ kalmasına yol açabilmektedir (Postman, 2019).
4. Tutarlılık Sorunu: İncelenen 10 videonun konu dağılımı incelendiğinde, sayılar, selamlama kalıpları, argo ifadeler, kültürel sahneler ve dil bilgisi ekleri gibi birbirinden bağımsız konuların aynı hesap içinde dahi belirli bir sıra veya seviye akışı gözetilmeksizin yayımlandığı görülmektedir. İçerikler bu yönüyle sistematik bir öğrenme planı veya müfredat akışı sunmamakta; bu durum öğrencilerin bütüncül bir beceri gelişimi sağlamasını zorlaştırmaktadır.
5. Denetim Mekanizmasının Eksikliği: Kullanıcılar tarafından üretilen bu içerikler yayınlanmadan önce herhangi bir uzman veya eğitim bilimci denetiminden geçmemektedir. Nitekim @turkishçe ve @soeasyturkish hesaplarında video başlıklarında dahi yazım hatalarının yer alması, içeriklerin temel bir editoryal süzgeçten geçirilmeden yayımlandığını göstermektedir. Bu durum, kalitesiz veya hatalı bilginin yüksek izlenme sayılarıyla birlikte hızla yayılması riskini beraberinde getirmektedir.
6. Etkileşim ve Üretkenlik Eksikliği: İncelenen videoların tamamında içerik tek yönlü bir anlatım biçiminde sunulmuş; izleyiciden cevap, üretim veya alıştırmaya yapması istenmemiştir. Ne @speakinturkish'in sayı videosunda ne de @turkishonboard'un ek anlatımında öğrencinin

sözlü ya da yazılı bir karşılık üretmesini sağlayan bir görev bulunmaktadır. Kısa video formatı bu yönüyle öğrenciyi pasif bir tüketici konumuna getirmekte; anlık geri bildirim, pratik veya üretken dil becerilerinin gelişimi için fırsat sunmamaktadır. Tek yönlü bilgi akışı, dil öğreniminin temel ilkelerinden olan katılım ve etkileşimi sınırlamaktadır.

Sonuç ve Öneriler

İncelenen içerikleri, kısa formatın ve temel seviye konuların milyonlarca izlenmeye ulaşmasıyla TikTok, yabancılara Türkçe öğretiminde motivasyonu artıran, otantik dil örnekleri sunan ve erişimi kolay bir araç olduğunu kanıtlamaktadır.

Ancak pedagojik planlama eksiklikleri, dil bilgisel hatalar ve içeriklerin yüzeyselliği, öğrenmeyi pasif tüketim düzeyinde bırakarak derinlemesine öğrenme ve üretken beceri gelişimini engellemektedir. Bu nedenle sosyal medya, tek başına bir öğrenme modeli yerine, pedagojik ilkelere dayalı tamamlayıcı bir araç olarak YTÖ’de etkili biçimde kullanılabilir.

Araştırma bulguları, TikTok’un YTÖ’de tamamlayıcı bir araç olarak değerlendirilebileceğini göstermektedir. Daha önce yapılan çalışmalar da (Bahri vd., 2022; Susanto & Suparmi, 2024; Saputra vd., 2024) sosyal medyanın özellikle motivasyon ve otantik dil girdisi sağlamada faydalı olduğunu ortaya koymuştur. Ancak bu faydalar, pedagojik çerçeveye dayandırılmadığında sürdürülebilir değildir. Bu bağlamda, öğretmenlerin sosyal medya içeriklerini seçici biçimde kullanmaları, içerik üreticilerin ise öğretimsel hedefleri net biçimde belirleyerek videolarını tasarlamaları gerekmektedir (Canale & Swain, 1980; Lightbown & Spada, 2015).

Bununla birlikte, araştırmanın bazı sınırlılıkları bulunmaktadır. Çalışma, yalnızca TikTok platformunda yayımlanan ve 10 bin üzeri takipçiye sahip hesaplardan seçilen 10 video ile sınırlıdır; bu nedenle bulgular Türkçe öğretimi alanındaki tüm sosyal medya içeriklerine genellenemez. Ayrıca araştırma, içeriklerin yalnızca üretici tarafını incelemekte; öğrenenlerin bu videolardan elde ettiği gerçek kazanımlar veya kullanım davranışları bu çalışmanın kapsamı dışında kalmaktadır. TikTok’un keşfet akışı algoritması içerikleri kullanıcı niyetinden bağımsız biçimde dağıttığı için, raporlanan izlenme sayıları izleyicilerin ne kadarının Türkçe öğrenmek amacıyla videoya yöneldiğini, ne kadarının ise algoritmik öneriyle videoyla rastlantısal olarak karşılaştığını ayırt etmeye olanak vermemektedir; bu nedenle izlenme verileri çalışmada içeriğin görünürlüğüne ilişkin betimleyici bir gösterge olarak ele alınmış, öğrenen motivasyonunun doğrudan ölçüsü olarak kullanılmamıştır. Çalışma, içerik analizine dayalı nitel bir incelemeden oluştuğu için sonuçlar herhangi bir nicel etki ölçümü içermemektedir. Gelecekteki çalışmaların, sosyal medya temelli dil öğretimi içeriklerinin öğrenci başarısı üzerindeki uzun vadeli etkilerini deneysel veya boyamsal yöntemlerle ölçmesi; farklı

sosyal medya platformlarını (Instagram Reels, YouTube Shorts vb.) karşılaştırmalı olarak incelemesi; ayrıca içerik üreticileri için pedagojik standartların nasıl belirlenebileceğini araştırması önerilmektedir.

ÖNERİLER

Bu çalışmanın bulguları ve tartışması ışığında, sosyal medyanın Yabancılar Türkçe Öğretiminde (YTÖ) daha etkili ve güvenilir bir araç olarak kullanılabilmesi için aşağıdaki öneriler sunulmaktadır:

1. İçerik Denetiminde Yapay Zekâ Entegrasyonu

Platform İş birliği: İçerik kalitesi ve güvenilirliğinin sağlanması amacıyla, TikTok gibi popüler sosyal medya platformlarıyla iş birliğine gidilmelidir.

Yapay Zekâ Destekli Denetim Modeli: Dil öğretim videolarındaki pedagojik ve dil bilgisel hataları tespit etmek üzere, eğitim uzmanları ve dil bilimcilerle iş birliği içinde çalışan yapay zekâ (YZ) tabanlı denetim mekanizmaları geliştirilmelidir.

Bu YZ, videolar yayınlanmadan önce içerik üreticisine uyarı verebilir.

Yayınlanmış videolarda hata tespit edildiğinde ise, Twitter'daki "Topluluk Notları" benzeri bir modelle, izleyicilere düzeltme veya uyarı ibaresi eklenerek bilginin yanlış yayılımı önenebilir.

2. Pedagojik Çerçevenin Güçlendirilmesi

Öğretmen Eğitimi: Türkçe öğretmenleri, sosyal medya içeriklerini seçici biçimde kullanma, eleştirel değerlendirme ve bu içerikleri sistematik ders planlarına entegre etme konularında eğitilmelidir.

İçerik Üreticileri İçin Kılavuz: İçerik üreticilerine yönelik, videoların öğretimsel hedeflerini (CEFR seviyesine uygunluk) net biçimde belirlemelerini ve bilginin yüzeysellikten kaçınılması teşvik eden pedagojik tasarım kılavuzları hazırlanmalıdır.

3. Aktif Öğrenmeyi Teşvik Etme

Kısa video formatının yol açtığı pasif tüketim dezavantajını gidermek için, içerik üreticileri videolarına anlık interaktif testler, yorum alanı etkileşimleri veya pratik yapmayı teşvik eden görevler ekleyerek öğrenciyi aktif üretici konumuna taşınmalıdır.

Bu önerilerin uygulanması, sosyal medyanın erişilebilirlik ve motivasyon avantajlarını korurken, pedagojik kalite ve güvenilirlik sorunlarını minimize etmeye yardımcı olacaktır.

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Ek 1. Tablo 1: İncelenen TikTok Videoları

N o	Kullanıcı Adı / Kanal	Video Başlığı veya Konusu	Erişim Tarihi	Süre (sn)	İzlenme Sayısı	CEFR Seviyesi	Link
1	@speakinturkish	NUMBER S	20.09.20 25	26 sn	2.5M	A1	video
2	@turkishwithferide	İYİ GÜNLER	20.09.20 25	6 sn	17.9K	A1	video
3	@learnturkishforbeginners	Are You Stupid	20.09.20 25	15 sn	1.7M	A2	video
4	@soeasyturkish	Learn Turkish With Us	20.09.20 25	12 sn	43.3K	A1	video
5	@turkishwithbahar	Making Turkish Coffee	20.09.20 25	02:22	21.2K	A2	video
6	@turkishwithsema	Let's shop in the Grand Bazaar	20.09.20 25	00:19	810.5K	A1	video
7	@turkishçe	Hıağh in Turkish	20.09.20 25	00:21	610.6K	B1	video
8	@turkey.study	“Seni İstemiyorum”	20.09.20 25	00:12	10.8K	A1	video
9	@turkishonboard	-n , “-(s)I or “-lArI”	20.09.20 25	00:46	403.3K	A1	video
10	@alloabout_turkish	Adi / adi	20.09.20 25	00:23	2.4M	B1-2	video

Could Machine Translation Get Caesar Killed and How?

Hicran SAKA

Introduction

Everyone knows how the cliché goes: “translation acts as a bridge between different cultures and languages in the rapidly globalizing world.” Discussing the missing political context in machine translation renderings, this paper will mainly criticize and update this sentence in various aspects, trying not to delve into an excessively philosophical discussion.

It is a long-accepted fact that the world is globalizing. But the process of globalization is hardly over. The planet Earth is still in an effort to align its name and adjective form: the globe is yet to get fully global. Although globalization is still an ongoing process, one essential step has already advanced significantly: mobility. Today’s world is on the go; it is a world of mobility. Both humans and technologies are mobile. Mobility is one of the most popular topics studied by both social and natural sciences. While natural and applied sciences traditionally address technological and mechanical mobility—such as in transportation, telecommunications, and robotics— social sciences look to human mobility through the lens of the 'new mobilities paradigm,' which encompasses highly contested contexts like forced displacement, uneven free movement, and digital nomadism (Sheller & Urry, 2006). While research in transport planning and logistics engineering continuously seeks to optimize global infrastructure and enhance physical movement, a growing body of critical mobilities scholarship focuses heavily on analyzing and mitigating the socio-political inequalities and disruptions arising from this intensified movement (Cresswell, 2010; Salazar, 2018).

With increased mobility around the world, cross-cultural communication is no longer limited to diplomatic, business or touristic contexts. Encounters between members of different cultures, i.e. different languages, may happen and are indeed happening in more than daily

frequency. Such increased frequency is a credit to the “death of distance” (Couclelis, 1996). Mourners of the distance are indicting the same old “digitalization”.

Intercultural communication has already fitted on its new definition. Digital cross-cultural communication is here now for all our needs including e-mail, social networks, video conferences, instant messaging, and collaborative tools. And for users of all these communication channels who are not speaking a shared language, translation has to step in to save the day, but more real-time now.

The Digital Shift: Real-Time Communication and Translation Mobile Apps

Being “real-time” is one of the distinctive elements one can list in comparing translation and interpretation. Translation is by definition the written rendering of a text from one language (i.e., source language) into another (i.e., target language). As it is a written activity, it cannot be—or rather could not be—real-time or simultaneous or almost-real-time. Language interpreting, on the other hand, is verbal rendering of any narration from a source language into a target language. Compared to translation, interpretation is more time-bound, whether simultaneous or consecutive. The verb interpret is derived from the Latin *interpretari*, meaning to explain, expound, or understand. This term traces back to the noun *interpretes*, which denotes an intermediary or translator, combining the prefix *inter* ('between') with a second element that historical linguists link to the Proto-Indo-European root **per-*, signifying trade or commerce (De Vaan, 2008; Oxford English Dictionary, n.d.). Moving on to an analogy, inasmuch as we use online media to sell a wide choice of items, i.e. sell your commodities, opinions or self-image, across different languages and different cultures, it would be right to rename the act of translation as “trans-pretation” since the translation apps one uses for such sales need and do behave like interpretation.

Although being real-time has long been an innate characteristic of oral interpretation, it has now become a standard expectation for online translation tools embedded within digital

communication media (Bowker, 2020). These tools, driven by advancements in neural machine learning and deep learning, are increasingly offered as part of integrated AI service suites. While everyday users routinely celebrate these tools for their immediate utility and 'good enough' fluency, this layman satisfaction often overlooks critical criteria—such as systemic bias, lack of cultural nuance, and stylistic precision—that remain paramount within academic translation studies (Cronin, 2013; Kenny, 2020).

Researchers from Malaysia probed actual features of various translation applications and quality expectations of their users. (Kuek et al., 2024). The authors included 12 applications in their scope and studied the correspondence between users’ expectations and realistic features of the applications as described by their developers. While Kuek et al. (2024) identify a total of 16 distinct operational and technical attributes, these features can be broadly synthesized into four core dimensions of application evaluation: core performance, user utility, technical constraints, and market availability (see Table 1).

Table 1

Classification and Description of Translation Application Features (adapted from Kuek et al., 2024)

Category	Features	Brief Description
Core Performance	Accuracy, Clarity, Speed, Operationality of language	Refers to the linguistic precision, semantic clarity, processing velocity, and structural handling of target languages.
User Utility	Functionality, Practicality, User-	Measures how easily a regular user can navigate the interface, its day-

	friendliness, Language learning tool	to-day utility, and its educational value.
Technical Specs	Features, Compatibility, Being up to date, Application size	Encompasses the specific technical tools included, software updates, operating system compatibility, and storage requirements.
Access & Market	Cost, Availability, Variety of languages, Downloading platform	Covers the financial barriers to access, global availability, total language pairings offered, and host app stores.

Culling out the technical features relating to information technologies (IT) and practical daily usage convenience, the only remaining item which relates to translation studies is seen to be accuracy.

And what about the users' point of view? What place do translation-related features have in the users' list? Below is an analysis of the types of problems faced by the users as presented by the same authors:

In addition to evaluating software features, Kuek et al. (2024) investigated the primary friction points encountered by translation application users. Rather than isolated glitches, these issues represent systemic technical and operational barriers that directly degrade the user experience. To provide a clearer framework for readers, these problems have been classified into four distinct operational dimensions: linguistic failures, technical and platform barriers, financial friction, and interface or support deficits (see Table 2).

Table 2

Typology and Description of Translation Application User Problems (adapted from Kuek et al., 2024)

Problem Category	Specific User Grievances	Academic / Operational Description
Linguistic Failures	• Mistranslation • Inconsistent translation • Language not operational	Occurs when the software fails to maintain semantic accuracy across a text, outputs contradictory vocabulary, or completely fails to process the grammatical syntax of specific target languages.
Technical & Platform Barriers	• Technical problems • Not compatible • Not available offline • Negative modification	Involves core software glitches, incompatibility with specific device operating systems or communication media platforms, a lack of offline functionality, and disruptive updates ("negative modifications") that break existing features.
Financial Friction	• Pricing issues • Subscription issues • Advertisement issues	Encompasses prohibitive costs, rigid subscription models, and

		excessive third-party advertisements that disrupt the translation workflow, consume mobile data, and clutter the user interface.
Interface & Support Deficits	• Not user-friendly • Lack of services/language variety • Poor customer support	Refers to unintuitive UI design, a restrictive selection of language pairs, a lack of specialized features, and inadequate technical assistance when software failures occur.

Both tables above highlight the core of machine translation: accuracy of translation, the absence of which is coined as mistranslation, i.e. a problem which is seen as being limited to inaccuracy of meaning and inconsistency of translation. But, does no one have anything to say about the nuances?

The Theoretical Boundary: The Challenge of Context

While the technical limitations of translation applications—such as speed or interface design—can be solved through software engineering, the fundamental barrier to automated translation remains conceptual: the processing of context. Context is the homeland of nuances in language and translation. Meaning of words, phrases and sentences may change based on their context, i.e. the circumstances and environment they are used in. Context-dependency exists at all linguistic levels and almost all the time, which also makes translation dependent on context. The vital importance of context has been a drive for many scholars of translation studies to devise

different approaches focusing on the potency of context, e.g. communicative translation approach. “Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original” (Newmark, 2006).

Contextual translation handles the relevant background information to reproduce the same meaning in target language. And situational context “... takes into account the broader circumstances surrounding the text such as cultural factors, political context and ideologies.” A human translator does it naturally because they have learned about every such factor contextually.

Processing, analyzing and reproducing the context is still an area where human translators outperform MT. In order to cover the gap, large language models (LLMs) are now learning more from context, particularly long contexts (Chen et al., 2024). In a setting where social and cultural background is the determining factor, LLMs still have a long way to go before they will be at least as successful as a human translator in correctly rendering such contextual elements in the target language. Now, we are referring to the context that is larger than the visible—or audible in the case of interpretation—linguistic units’ conglomeration.

An element of context is political information as to the circumstance and speakers. Statuses of the speakers, the hierarchy of relations between them, the situation they are in at that moment and they were in back in past and even they aspire to be in future are all embedded in the speakers’ utterances, starting with the very first word.

Evaluative Case Studies: Turkish-English MT Analysis

In order to keep things simple, three quite basic language uses will be taken as examples in this paper. All three examples given below are source and target texts in Turkish<->English language combination. The expressions shown in the left hand side column in each example are translated with different MT tools, to obtain the target texts indicated in the right column.

Example 1:

Turkish	English
Günaydın	Good morning
Hayırlı sabahlar	
İyi sabahlar	
Güzel sabahlar	
Sabahınız hayrolsun	Have a good morning

From a politically neutral point of view, all of the above source expressions may feel the same to the receiver of the message, i.e. The message merely being a salutation. But could the message be neutral? Supposing you are in a meeting with an authority, would you not want to know if the first word of that authority, which is indeed a form of salutation, were giving you a message about his/her political identity? You may as well suppose you are starting to chat with someone upon your first online encounter. Would you not like to know how the winds of culture and politics blew before the other computer monitor?

Example 2:

Turkish	English
Hayırlısı	For the best
	Let's hope for the best

	Hope the best Good luck with it It is all the good
--	---

Beauty in simplicity, or rather complexity in simplicity! Could this one single-word source sentence be translated accurately, even adequately, into the target language? Is the speaker saying this before or after a long-awaited instance? Is the speaker hopeful, regretful or happy about the end result?

Example 3:

Turkish	English
Şükür!	Thanks! Thank you! Thankfully! Thanks God! Thank the Lord! Halleluiah! Fortunately! Happily!

	Thank Heaven! It's about time! Finally!
--	--

Which religion do you think the speaker follows? May the speaker have been waiting for the end result so long? To whom is the speaker thankful in the first place?

Discussion: The Political Dimension of 'Simple' Salutations

The users of translation and interpretation services provided by human translators and interpreters have been taking for granted all these analyses and compliant reproductions. Maybe it is only now we look back on those *good old days* and notice that the refined and nuanced human craft of translation/interpretation performed its best and shined with its subtle graceful touch in those cases which are allegedly the simplest. As this is intended to be a discussion paper, it may rightfully ask the following questions:

- Is the “simple” really simple?
- Do we expect from the MT tools the same level of precision in rendering of the target text as we have been doing from human translators/interpreters?
- Do we succeed in properly giving our acknowledgments to those poor decent human translators/interpreters who have been doing all this so far naturally, intrinsically and—for sure—upon yearslong comprehensive training and experience?
- Is the human community of the contemporary age and near future looking for contextual clues and distinctions in their communications and encounters or would human speakers prefer being neutral vis-à-vis the political identity of their interlocutors in future?
- If we can train the language models with sufficient context, which may not be so easy a task as to train a young human individual, and employ models that are large enough and

long enough and consequently if we happen to generate AI tools which are able to detect any identity-related properties of human individuals and to render translations accordingly, would it not be a fertile ground for prejudice and discrimination, against which humankind has been fighting with all its might since many years?

Conclusion

The globalized world may be flattening. But in a flat world, shall we, humans, choose to go blunt? (Friedman, 2005) How shall we treat the subject of refining and nuances? How should we decide whether we need them or not? Even better, who should make such call?

A translator's world is one where content is the king and context is the queen, so it is a political world with its own rulers. To conclude with an analogy, after all the historical adventures of humankind, we may argue that it is not enough to know about just Julius Caesar and Cleopatra. One may also need to know something or at least get a hint of Marcus, who could after all turn out to be Marcus Brutus or Marcus Antonius.

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Is Cognition Modular or Unitary? Evidence From Stuttering

Fadime Türkköşe¹

Dr. Bilal Genç²

1. Introduction

Stuttering is a speech disorder known as repeating or prolonging sounds, syllables or words while speaking. It can also be seen that there is difficulty in initiating speech or difficulty in producing certain sounds or words, prolonging them. “Stuttering is typically defined as involuntary dysfluency in verbal expression. Usually, stuttering manifests as repetitions of sounds, syllables, or words or as speech blocks or prolonged pauses between sounds and words” (Prasse & Kikano, 2008, p. 1271). Individuals with stuttering problems know what they want to say, but have difficulty saying it. For example, they may repeat a word, a consonant or a vowel sound, prolong it, or pause for a long or short time during speech, which is called a block. This disrupts the flow of speech and can lead to difficulties in communication. According to Perez and Stoeckle, “Stuttering is a speech disorder, common in persons of all ages, that affects normal fluency and time patterning of speech” (2016, p. 479). Stuttering often has negative effects on a person's self-esteem, self-confidence and interactions with other people.

The etiology of stuttering is complex and multifactorial. Although the exact cause is not yet fully known, it is thought to occur as a result of the interaction of genetic, neurological, environmental and psychological factors.

The etiology of stuttering is controversial, but contributing factors may include cognitive abilities, genetics, sex of the child, and environmental influences. Research has shown that more than 80 percent of stuttering cases are classified as developmental problems, although

¹ Erciyes University, Faculty of Letters, English Language and Literature Department Fadime Türkköşe,

fadimeturkkose@gmail.com

² Erciyes University, Faculty of Letters, English Language and Literature Department, Prof. Dr. Bilal Genç, bgenc@erciyes.edu.tr,

ORCID: 0000-0002-6231-6057

stuttering can also be classified as a neurologic or, less commonly, psychogenic problem (Prasse & Kikano, 2008, p. 1271).

If we look at the history of stuttering, it is known that the first records of stuttering were seen on Sumerian tablets dating back to 3500 BC. In ancient Greece, it was known that orators such as Demosthenes suffered from stuttering. Various theories were put forward about stuttering during this period, but they were not based on a scientific basis. In the Middle Ages, stuttering was often associated with demonic powers or evil spirits, and treatments often included religious rituals or magic. During the Renaissance, a more scientific approach to stuttering began to be adopted, with anatomical and physiological studies and research on the mechanism of speech. Today, it is accepted that stuttering is related to neurological and genetic factors. Modern treatment methods such as speech therapy have been developed, and various treatment methods such as behavioral therapies and drug treatments are used. Research focuses on better understanding the causes of stuttering and developing more effective treatment methods.

Now, to touch upon the subject of cognition, which is one of the main topics of the study; there are several articles and academic research on this subject and it is a comprehensive field that is still being done. Unfortunately, despite the rich literature data, it continues to divide the world of science into two and therefore, a consensus has not been reached among scientists. While some scientists argue that cognition is modular and that cognitive processes operate in the form of independent modules, some believe that it is a unitary system, that is, all cognitive processes occur within a holistic and unified system. Both viewpoints contain both rational and irrational ideas, creating uncertainty in the research community and among the general readership. Before touching upon these distinctions in detail, it would be more appropriate to focus on the concept of cognition and the previous definitions of this concept in the literature. Cognition refers to mental processes and the ability to obtain, process, store and use information. These processes enable us to perceive information, make sense of it and interact with the world. To give a definition found in the literature on this subject: “Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. In other words, cognition refers to the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses” (Subedi, 2022). “Cognition is defined as the brain’s ability to acquire, process, store, and retrieve information” (Khera & Rangasamy, 2021, p. 1). “In general, cognition refers to those, sometimes mysterious, covert processes that have to be inferred from behavior” (Robbins, 2011, p. 1).

Focusing on the main topic, the question of whether cognition is modular or holistic is central to this article and forms the basis of the discussion. Based on this question, the cognitive processes

of stutterers and healthy children will be compared. In light of the data obtained, modular and unitary mind approaches will be examined in the context of stuttering children between the ages of 7 and 10 who receive speech and language therapy. On the one hand, there is the modular approach, which argues that cognition operates in independent modules, and on the other, the holistic approach, which argues that cognition is more holistic and interconnected. These two differing perspectives are supported by various scholars. This debate provides an important foundation for understanding the structure of cognition. The study is expected to contribute to filling gaps in the literature, such as the fact that stuttering is often treated solely as a speech disorder, and that studies on this topic have limited age ranges. Additionally, while most studies have used a single test, this study used various tests on the same sample to ensure data diversity. Therefore, this study aimed to fill this gap by examining the cognitive system of primary school children with stuttering using various cognitive measures.

2. Literature Review

This section discusses two different perspectives that form the basis of this study and will be supported by previous literature. Although stuttering is generally thought to be solely related to speech, many linguists and therapists have considered it to be not just a speech disorder, but related to cognitive processes and processing speed, and have tried to investigate its true cause. This literature review aims to establish the basis of the study by utilizing existing information and highlighting the gaps in the research focus.

2.1 Modular Mind

The modular theory of mind is a view that cognition is not comprised of a single system, but rather independent of each other, with each part performing its own function. According to this view, the mind is thought to be fragmented, with each part operating independently but synchronously. For example, vision has a distinct and independent structure from speech. These two operate independently, located in different areas of the brain and possessing their own management systems; in other words, they are not governed by a single, superordinate structure. We can compare these to an apartment building: from the outside, it appears as a whole, but when you enter, it becomes a larger structure divided into apartments, each apartment distinct from the next. Each component specializes in its own field, and these specialized subsystems are called "modules." This idea may raise the question: Do these modules then operate sequentially? Is one active while the other is inactive? In fact, no. These modules are automated and fast-paced in their own domains, so the operation of one is not dependent on the other, and they operate in tandem rather than sequentially.

Many scientists agree with this view, such as Noam Chomsky, Jerry Fodor, and Steven Pinker. Fodor even has a book dedicated to this topic: "The Modularity of Mind." According to him, the mind is composed of independent modules, functioning separately in areas such as facial recognition and memory. According to this perspective, the mind is not a single entity but a collection of units that share tasks. Chomsky agrees with Fodor and, in addition, argues that language is an independent component of the brain. With his concept of the Language Acquisition Device (LAD) in his book of "The Modularity of Mind", he proposes that humans have an innate capacity to learn languages, and that language functions as a module independent of general intelligence or other cognitive functions. Scientists who believe in modular mind theory have searched for cases to prove their point, and one of the groundbreaking studies in this field was the study of Christopher by two distinguished linguistics professors, Smith and Tsimpli (1995). Christopher is a savant (a person with extraordinary talent in a particular field despite cognitive or physical disabilities) who is notable for speaking nearly 20 languages and being able to translate them, despite having severe cognitive and motor impairments. Researchers have demonstrated that while Christopher performed comparable to healthy adults in complex syntactic and morphological structures, he struggled in areas such as world knowledge, abstract concept formation, and problem-solving in daily life. This difference provides empirical evidence that language function operates independently of general intelligence.

Further evidence in this area comes from individuals with Williams syndrome. Individuals with Williams syndrome typically exhibit an unbalanced cognitive profile. These individuals often have very poor visual-spatial skills and, as in Christopher's case, problem-solving skills. However, their language abilities in verbal expression and communication are quite strong. According to Capirci et al. (1996), "Despite impaired intellectual skills, initial delay in language development and delayed motor milestones, older Williams Syndrome children are sometimes described as exhibiting unusually strong linguistic abilities" (p. 1018). These examples show that the mind is not a single whole, as Fodor suggests, but rather consists of specialized sections (modules).

2.2 Unitary Mind

The unitary view of the mind stands in stark contrast to modularity, arguing that the mind is not composed of independent modules, but rather of interconnected, interacting processes that function as a unified whole. In other words, processes such as memory, vision, attention, and language are intertwined and in constant interaction. This approach also has many supporters, though not as many as modularity. Those who support the modular idea have strong evidence, but there are also those who support the unitary idea: Down syndrome and Alzheimer's disease.

People diagnosed with Down syndrome have slow vocabulary development and experience problems with language structures and articulation. In the context of a unitary mind, cognitive processes and language are affected together. This brings with it the idea that there is no single "speech" or single "mental" disorder, but rather that these two functions are interconnected. In Alzheimer's disease, people often struggle to remember words, speak fluently, or construct meaningful sentences. As the disease progresses, language may disappear entirely. This supports the idea that language is not a separate module but part of overall mental functioning, that language and cognition decline together, and that unitary thinking supports this idea.

3.Method

This study was conducted to examine the differences in speech and cognitive task performance between children who stutter and those who do not. The data were collected under controlled conditions. The research methodology aimed to obtain reliable and valid results by implementing tasks, using objective measurements, and relying on validated analyses. This study is a comparative, experimental, and quantitative research.

3.1 Participants

Participants were selected using convenience sampling. Convenience sampling involves selecting participants who are easy to access and willing to participate in the study (Etikan et al., 2016). Participants were selected from primary school children between the ages of 7 and 10. Ten students (4 boys, 6 girls) were selected for the stuttering group and 10 (4 boys, 6 girls) for the non-stuttering group. Participants were selected on a voluntary basis and with the written consent of their families. Primary school children who stutter receive speech and language therapy. The native language of all participants is Turkish, and Turkish is also chosen as the test language. The independent variable of the study is stuttering status, and the dependent variable is reaction times. Three purposefully selected tasks are given to the stuttering and non-stuttering groups, and the students' reaction times are compared. Group differences were analyzed using Mann-Whitney U tests, and the results were interpreted in the context of modular and unitary cognitive theories. Since the data did not show a normal distribution, parametric measurement was not appropriate; therefore, the results were analyzed using the Mann-Whitney U Test, a non-parametric measurement tool.

3.2 Data Collection Instruments and Data Analysis

The data collection tools used for the study were Nonsense Word Repetition Tasks, Picture Naming Tasks, and The Stroop Color-Word Task tests. The Mann-Whitney U test was used to

analyze the data. The results were interpreted in the context of modular and unitary cognitive theories.

3.2.1 Nonsense word Repetition Tasks

The non-word repetition task is a verbal test that measures individuals' short-term memory and phonological information processing skills. The test consists of words that have no real-world meaning but are constructed according to specific phonological rules. "In non-word repetition tasks, children are asked to repeat items that, by definition, they have not heard before and are not part of their learned vocabulary" (Chiat, 2015, p. 125). Because the words are made up, the individual's ability to draw on memory is eliminated, making the measurement more reliable. This test has several purposes, including identifying language disorders, examining typical and atypical language development patterns (as in this study), and measuring memory capacity. The experimental groups (CWS-CWNS) were given a list of 20 made-up words (Table 3) based on specific phonetic rules (e.g., difficult-to-pronounce letters, letters that are difficult to read when placed side by side), and the students were asked to pronounce these words. Table 1 shows the reaction times for this task. Response times were calculated by keeping each response to a split-second.

3.2.2 Picture Naming Tasks

The picture naming task is a measurement tool used to assess cognitive abilities, access vocabulary, examine speech production outcomes, or measure language skills. According to Johnson et al. (1996, p. 113), picture-naming tasks may help identify various neurological and developmental disabilities. In this section, research participants are shown a series of images and are asked to name these images. As a result, reaction time, pronunciation accuracy and language memory can be measured. For this study, both groups were shown 20 pictures and asked to name the images with the first word that came to mind. Response times were calculated by keeping each response to a split-second. Table 4 shows the reaction times for this task.

3.2.3 The Stroop Color-Word Task

The Stroop color word test is a test in which color words are printed with different ink colors. For example, the color "green" can be written in red ink, and the subject is asked to name the color of the ink, not the text itself. The purpose of this test is to measure cognitive abilities such as attention, memory, temporary memory, and processing speed. The different ink colors used in writing create cognitive complexity, allowing for the measurement of attention and

processing speed. “The most interesting feature of the Stroop test-the conflict or interference situation in which the subject must name the color of the ink of color-words when the color and the word are incongruous” (Jensch, 1929, as cited in Jensen & Rohwer, 1966, p. 37). The test results are shown in Table 6.

4. Results

This section compares the results of three cognitive tests administered to elementary school-level children who stutter while receiving speech and language therapy, as well as to healthy, non-stuttering children. The results of the study are presented in the paragraph below this section, and the *Mann Whitney U test* was used for the analysis. The study yielded the expected results.

4.1 Nonsense Word Repetition Task Results

Nonsense word repetition test is a verbal test that measures individuals' short-term memory and phonological information processing skills. Tables 1 and 2 show the times taken to perform this task. Table 3 shows the words used in this test.

Table 1

Descriptive Statistics Results for Nonsense Word Repetition Reading Times of Children with and without Stuttering

Group	N	Mean	Minimum	Maximum	Standard Deviation
CWS	200	3,70	1,00	14,08	2,10
CWNS	200	1,98	0,54	5,08	1,14

As can be seen in the table 1, the test results used in the study showed that children who stutter and children who do not stutter read almost twice as slowly during non-word repetition. Children who stutter read in an average of 3.70 seconds, while healthy children who do not stutter read in 1.98 seconds.

Table 2

Mann Whitney U Test Results for Nonsense Word Reading Times of Children With and without stuttering.

Group	N	Mean Rank	Sum of Ranks	U	z	p	Effect size
CWS	20	260,48	52096,50	8003,500	-10,376	,000	0,51
CWnS	20	140,52	28103,50				

This significant difference between the two groups was indicated by the Mann-Whitney test ($p < 0.001$). Furthermore, the high effect size ($r = 0.51$) demonstrates the significance of this difference. The mean rank of the CWS group (260.48) was considerably higher than that of the CWnS group (140.52), indicating that children with stuttering had higher reading-time scores. In addition, the effect size was large ($r = .51$), suggesting that the observed difference was substantial.

Table 3

Words used for the non-word repetition task

Kapoş	Budek	Çitok	Dubat	Pekir	Kabudota	Çopetagi	Bidoku
Gotek	Kupada	Tebike	Daguta	Çubete	Kobaki	Patige	Çedoku

4.2 Picture Naming Task Results

Picture naming tasks are an assessment tool used to evaluate cognitive abilities, examine vocabulary, evaluate speech production outcomes, or measure language skills. Tables 4 and 5 show the response times performed for this task.

Table 4

Descriptive Statistics Results for Picture Naming Times of Children with and without Stuttering

Group	N	Mean	Minimum	Maximum	Standard Deviation
CWS	200	2,67	1,01	7,04	1,31
CWNS	200	1,48	0,43	5,06	,93

Table 4 shows the reaction times for this task for children who stutter and those who do not stutter. Children who stutter (CWS) required an average of 2.67 seconds to name a picture, while children who do not stutter (CWNS) required an average of 1.48 seconds for the same task.

Table 5

Mann Whitney U Test Results for Picture Naming Task Times of Children with and without stuttering.

Group	N	Mean Rank	Sum of Ranks	U	z	p	Effect size
CWS	200	257,18	51435,00	8665,00		,000	0,49

CWn	20	143,8	28765,0	-
S	0	3	0	9,804

A Mann-Whitney U test was performed to determine whether this difference was statistically significant. The difference was found to be $p < 0.001$ and the effect size was $r = 0.49$. The high effect size also demonstrates the practical significance of this difference. According to these data, children who stutter (CWS) showed a significant difference in this task, responding more slowly than children who do not stutter (CWNS).

4.3 Stroop Color-Word Test Results

The purpose of this test is to measure cognitive abilities such as attention, memory, short-term memory, and processing speed. The different ink colors used in the writing create cognitive complexity, allowing for the measurement of processing speed. The numerical data obtained from the test results are shown in Tables 6 and 7.

Table 6

Descriptive Statistics Results for Stroop Color-Word Test Times of Children with and without Stuttering

Group	N	Mean	Minimum	Maximum	Standard Deviation
CWS	200	2,40	0,90	11,03	1,60
CWNS	200	1,48	0,43	6,08	1,00

Table 6 shows the reaction times for Stroop Color-Word task for children who stutter and those who do not stutter. As seen in the table, children who stutter (CWS) again showed a significant difference compared to children who do not stutter (CWNS) on this confusing task.

The mean reaction time of CWS children was 2.40 seconds, while the mean reaction time of CWNS children was 1.48 seconds. This indicates that children who stutter respond more slowly to the stimuli on the Stroop test. In other words, children who stutter are significantly slower.

Table 7

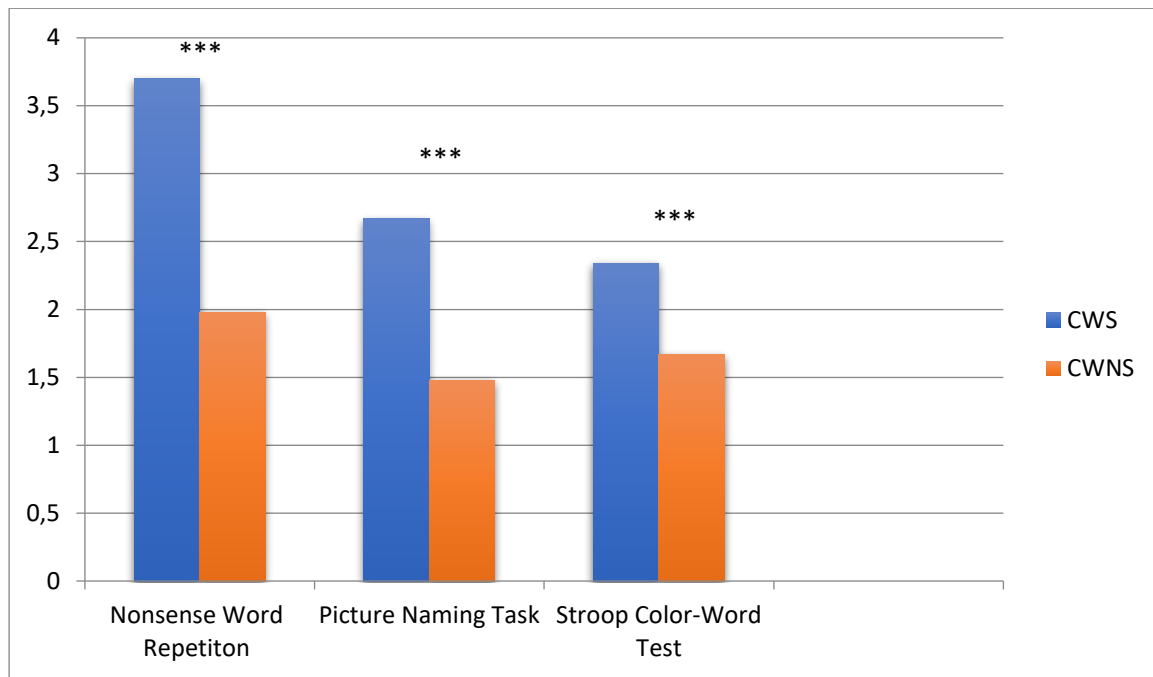
Mann Whitney U Test Results for Stroop Color-Word Test Task Times
of Children with and without stuttering.

Group	N	Mean Rank	Sum of Ranks	U	z	p	Effect size
CWS	20	234,37	46873,50	13226,50	-5,856	,000	0,29
CWnS	20	166,63	33326,50				

The p-value was found to be $p < 0.001$, indicating that this difference is not coincidental and is significant. The effect size for this test was found to be $r = 0.29$, meaning the difference is real and significant, but not as strong as in previous tests. This is because other tasks are more language-focused, while the Stroop test is attention-focused. So, stuttering makes more significant differences in speech and language tasks, but less so in tasks like attention and color selection, because being a stutterer does not mean being inattentive. Table 8 graphs the test results for both the stuttering and non-stuttering groups. This table represents the results of all three tasks.

Table 8

Mean reaction times of Cws and Cwns groups ($\pm$) SD



5. Discussion

These consistent findings suggest that stuttering is associated with slower processing across verbal and cognitive tasks, with the strongest disparities in nonsense word reading—a task demanding phonological encoding. The smaller Stroop effect may reflect domain-general cognitive load rather than speech-specific delays. Future research could explore whether these differences stem from motor planning, attentional allocation, or linguistic processing deficits. In terms of Nonsense Word Repetition task, the average time for stutter children was higher, but it is twice as low in children who do not stutter. Stuttered children spent 3.70 millisecond to read aloud each word while children who do not stutter spent only 1.98 millisecond. In the Picture Naming Task, however, the magnitude of this difference is relatively small. This suggests that these differences do not indicate a functionally or clinically significant delay, as limited differences between groups are to be expected in this test, which involves naming familiar words and is a largely automated process. Stroop Color-Word Test is significant because there is small difference between the averages of two groups. Since stroop test related with the inhibitory factor of the memory, we believe our study supported to view that mind is not unitary but modular. Regarding Picture Naming Task and Non-Word Repetition task as can be seen in the tables, there are great differences since stroop test reveals only little difference this means mind is modular.

6. Conclusion

This study compared cognitive development processes, information processing speed, and automatic response skills in individuals with and without stuttering. Data were collected in a

clinical setting; the study group consisted of 10 children with stuttering and 10 children without stuttering, aged 7-10 years, and data were obtained from 200 task responses. These data were analyzed using the Mann-Whitney U test. Since the data did not show a normal distribution, parametric measurement was not appropriate; therefore, the results were analyzed using the Mann-Whitney U Test, a non-parametric measurement tool. The Stroop Test, nonsensical word repetition (non-word repetition), and picture naming tasks were used as measurement tools in the study.

The findings revealed that children with stuttering performed significantly slower on all three tasks, suggesting that stuttering involves differences in cognitive processing and that cognition is more prone to modularity. This indicates a need for further research on different cognitive processing mechanisms in children with stuttering, using a wider variety of cognitive tasks and larger groups, highlighting the inadequacy of the current literature in this area. Future research could be conducted on a larger sample size to obtain more generalizable results. This can inform targeted interventions and improve our understanding of the underlying neuropsychological basis of the disorder.

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Playing on (Proper) Names: Wordplay in Bulgarian Social Media Discourse

Dr. Öğr. Üyesi Ralitsa DECHKOVA DEMIRKOVA

1. Introduction – “What’s in a name?”³

Proper names⁴ are considered a very controversial subject but at the same time they are fundamental with regards to the issues of reference and connotation, and how they are related. There are two main groups of theories of proper names. According to the first one⁵, proper names have reference but no meaning or sense, and the second group of theories⁶ suggests that proper names have reference but also meaning which can be described in terms of characteristic features invoked by the bearer of the name. The present paper is not meant to dwell on these theories in detail. Rather, its aim is to analyse playfully manipulated proper names in relation to the associations they carry and to the punning mechanisms used by their creators (social media users).

Most definitions⁷ of proper names focus on their referential function, i.e. a proper name is considered a word or group of words (i.e. a linguistic expression) employed to refer to or name a person, a place, an organization, a thing and is usually capitalized. Although proper names are used first and foremost for the identification of their bearers, in certain contexts proper names can exhibit connotative nuances. Therefore, they are not only linguistic but also cultural items whose connotative use is often in the form of some idiosyncratic characteristics of the referent (Heois, 2020) and, as van Dongen et al. (2021, p. 747) point out, this use depends on the communicative intentions of the speaker, the assumed shared knowledge and the discourse-relative perspective of the interlocutors.

Similarly to Baltes (1991), the thorny issue of “meaning of proper names” is understood in terms of the so-called “scripts”⁸. According to Raskin (1985) a script is a cognitive structure including semantic information surrounding the word/phrase that has activated it. This information is not restricted to the lexical meaning of the item but also contains the speaker’s

³ This is a famous quote from *Romeo and Juliet* by William Shakespeare.

⁴ Proper names are also known as proper nouns.

⁵ See Lyons (1977), Searle (1969), Katz (1977), etc.

⁶ See Jespersen (1965), Carroll (1980), van Langendonck (2007), etc.

⁷ Such definitions can be found in Oxford English Dictionary, Encyclopedia Britannica, etc.

⁸ Also known as “frames” or “schemata” – (see Fillmore, 1982; Gumperz, 1982).

knowledge base related to particular entities, events, individuals, etc. derived from real-world experiences. Thus, proper names are thought to give rise to “a mental image or descriptive set of characteristics” (Baltes, 1991, p. 75) via its referent or via its phonological form. This set of features does not necessarily correspond to the bearer of the name. As Langendonck (2007, p. 86) puts it, the key feature of names is that “they have an inherent presupposed meaning”. Within the “presupposed meaning” category, he distinguishes categorical, associative, emotive and grammatical meanings (such as definiteness, number, gender, etc.). Langendonck (2007, p. 86) positions the categorical meaning at the level of *langue* (“competence”) whereas associative meaning – at the level of *parole* (language use/performance). The former is related to the basic categories such as *woman*, *man*, *river*, *mountain*, *street*, *country*, etc. while the latter to the connotations carried by the name form or the (inter)subjective descriptions given to the name referent. Emotive meaning can be appreciative and depreciative and is either inherent in the name form or found at the level of connotations, i.e. interpreted personally (Langendonck, 2007, pp. 82–83).

According to Baltes (1991, p. 76) connotations arise from the relationships established between pre-existing knowledge structures, i.e. scripts, and develop through previous experiences. As a result, words may acquire various associations (personal and/or shared). Quite often these socially shared associations are utilized to assign meaning to a given name without referring to a specific name-bearer. This is a common strategy used in literary texts, advertisements, as well as in everyday interaction. The section that follows is devoted to various wordplay-based strategies used by social media users to modify proper names in such a way as to turn them into meaningful names and trigger strong (mostly negative) associations.

Punning on proper names

The very essence of punning is conveyed through the exploitation of the creative potential of language. It is tightly linked to the pun creator’s linguistic personality and his/her strive for ingenuity, playfulness and originality (Demirkova, 2023, p. 7). Most commonly, puns⁹ involve lexical ambiguity, i.e. polysemy or homonymy. Wordplay is a broader term and can be defined as a confrontation between two (or more) linguistic structures. These structures are formally similar

⁹ See Leech (1969, p. 209).

or identical but semantically incompatible in the given context, which leads to linguistic ambiguity and cognitive incongruity (Attardo, 1994; Demirkova, 2023, p. 9). In the present paper “wordplay” and “punning” are used interchangeably to refer to the deliberate exploitation of various expressive means in order to produce ambiguity/incongruity or double meaning for various purposes, most often to produce humorous or derisive effect, or to spark off associations.

Wordplay is a frequently and cleverly used strategy in social media discourse aiming at attracting attention, making fun of someone or moulding public opinion. The category of proper nouns is extensively played upon by social media users resulting in a large amount of invented meaningful names, i.e. name puns. These are mainly names of political figures, celebrities, political parties, institutions, newspapers, etc. Creativity manifests itself in the skillful exploitation of various word-formation mechanisms motivated by sound similarity/identity (i.e. punning) and the activation of different extralinguistic factors.

A systematic approach to punning names necessitates building on existing taxonomies of wordplay, while also recognizing their limitations as far as proper names in contemporary social media discourse are concerned. Previous taxonomies have made important contributions by focusing on the structural and semantic transformations involved in wordplay, as well as the linguistic mechanisms that allow for ambiguity and incongruity. Yet they were not designed specifically for proper names, nor do they provide a complete account of the evaluative and pragmatic dimensions that are characteristic of social-media interaction.

Consequently, the present study does not rely on a single classification but seeks to integrate and apply insights from several authors. The goal is to establish a framework that is sufficiently precise to encompass the formal (structural) and linguistic (functional) processes underlying punning on names, yet flexible enough to address the pragmatic functions these puns perform in media discourse. This approach allows for a more comprehensive analysis, one that treats name-based wordplay not merely as a set of formal and semantic manipulations but as a complex phenomenon employed for humor, satire, ridicule, and other communicative purposes.

The following section introduces a threefold analytical framework comprising the structural-semantic, functional-linguistic, and pragmatic dimensions. Taken together, these dimensions serve as complementary tools for examining the corpus. They allow the analysis to capture not only the formal/structural mechanisms behind punning on names, but also the broader pragmatic effects such plays on proper names bring about.

3. Classification of Name-Based Wordplay

3.1 Theoretical Background

As outlined above, existing typologies of wordplay provide the basis for the analysis of punning names. To analyse name-based wordplay in a more comprehensive way, the present study proposes a three-dimensional framework designed to account for its formal (structural), linguistic (functional), and pragmatic facets.

The discussion begins with a brief theoretical overview of earlier classifications. Particular attention is paid to the categories developed by Bondzholova (2006), Veisbergs (1997), and Delabastita (1996, 1997), which respectively highlight the structural-semantic transformations, the interplay between structure and meaning, and the linguistic mechanisms that trigger ambiguity and incongruity. The study also introduces an integrated model comprising three dimensions. This model provides the conceptual framework for the subsequent analysis of the corpus.

3.1.1 Bondzholova’s classification

As has already been pointed out, Bondzholova (2006) provides a very detailed typology of word-formation processes used in Bulgarian media to create *occasionalisms*, i.e. nonce words that are invented for specific contexts. She focuses on morphological and structural transformations by which new, playful, and often evaluative lexical units emerge, including proper names. Table 1 below is a summary of Bondzholova’s classification which consists of some general mechanisms, most of which are further divided into subcategories.

Table 1: Classification of word-formation mechanisms

MECHANISM	DESCRIPTION
<i>Morphemic derivation</i>	Evaluative suffixes or pejorative affixes, or both are used to reshape names – a very productive process, especially in social media discourse.

<i>Composition</i>	Combining bases into compounds, often producing hybridized lexical items with a distinct meaning that carry political or cultural connotations.
<i>Abbreviation</i>	Shortening of words or phrases by clipping, initialisms, etc. that produces compact, catchy forms with humorous, critical or colourful effect.
<i>Univerbization</i>	Merging of two (or more) words into a single lexical unit, increasing its playful potential.
<i>Semantic transformation (appellativization)</i>	Shifting proper names into common nouns, often to stereotype or generalize.
<i>Conversion</i>	Altering the grammatical category of a lexical unit, typically turning nouns into verbs to mock behaviors and to add expressiveness.
<i>Formal and semantic lexicalization</i>	Transforming a phrase or a sentence into a nonce word through semantic and formal/graphic transformations. It is usually accompanied by substantivation.
<i>Re-etymologisation</i>	Reinterpreting lexical units through false or folk etymology by highlighting their inner form giving it a new understanding, thus yielding satirical or other effect.
<i>Blending</i>	It is a combination of abbreviation and composition by means of which new lexical units are created.
<i>Reduplication</i>	Repeating sounds or sequences of words for emphasis or for conveying a mocking tone.
<i>Substitution (substitute derivation)</i>	Replacing a component of a word (phoneme, syllable, morpheme) with another, with the aim of creating a particular effect.
<i>Epenthetic word formation</i>	Inserting an extra component (a vowel or a consonant) within the base of a lexical unit for humorous distortion.
<i>Metathesis (spoonerism)</i>	Transposing sounds or letters to produce playful and witty effect.
<i>Rederivation (back formation)</i>	Reversing derivational processes, i.e. removing morphemes or other parts of the word perceived as morphemes as a result of reinterpretation, thus generating novelty
<i>Graphic word formation</i>	Transforming the letter composition of the lexical unit and grapheme substitution – manipulating spelling, capitalization, or typographic form.

Overall, these word formation mechanisms highlight the creative flexibility of Bulgarian language. As far as punning on proper names is concerned, Bondzholova's categories are especially relevant because names can also be subject to the same morphological, semantic, and graphic transformations as other nonce words, revealing that personal, institutional and brand names are not static designators but dynamic material for humorous play. Thus, structural-semantic manipulation lays the foundation for the humorous, critical, or derogatory reinterpretations that characterize punning names in social media.

3.1.2 Veisbergs' classification

Veisbergs (1997, p. 157–162) approaches idiomatic wordplay through a typology distinguishing between structural and semantic transformations, which can be adaptable to proper names, as well. Structural transformations include substitution, addition, ellipsis, and insertion, demonstrating how applying some formal changes to idioms or other lexical units, can open them up to reinterpretation. Semantic transformations involve dual actualization, extended metaphor and zeugma, where form remains unchanged but meaning shifts markedly. Veisbergs' key contribution lies in highlighting how formal adjustments can bring about discernible semantic shifts. Punning idioms preserve recognizability and at the same time their meaning can be reinterpreted in a humorous and often unexpected way.

If considered in relation to Bulgarian social-media discourse, Veisbergs' categories complement Bondzholova's more morphologically and structurally oriented typology. Where Bondzholova details the mechanism of word formation (derivation, blending, abbreviation, graphic play), Veisbergs focuses on how these changes lead to semantic (cognitive) reinterpretation. A transformation in a proper name, for example, is not only a structural operation but also a semantic (and cognitive) one by means of which the name is considered in a new evaluative frame. Thus, his taxonomy is essential for understanding how punning names achieve their rhetorical effect.

3.1.3 Delabastita's classification

Delabastita's (1996, 1997) taxonomy of wordplay mechanisms focuses on how ambiguity or incongruity are generated by means of various linguistic triggers. These are phonological and orthographic mechanisms such as: homonymy, homophony, homography and paronymy alongside polysemy.

According to Delabastita (1996, p. 128) wordplay is a result of a communicatively significant confrontation between two (or more) linguistic structures that are formally linked but semantically incompatible. Applied to names, this explains why various transformations like an altered phoneme,

an added letter or a changed suffix – can trigger its humorous or satirical reinterpretation. Thus, Delabastita's typology supplies the inventory of linguistic mechanisms that underlie onomastic wordplay.

Taken together, these classifications reveal the diversity of the approaches to wordplay and highlight its inherently multifaceted nature. Each of the above-mentioned frameworks contributes important insights into particular aspects of the phenomenon. At the same time, when taken in isolation, they cannot capture its full – from formal (structural) manipulation through linguistic mechanism to pragmatic function. To resolve this issue, the present study proposes a three-dimensional typology – structural-semantic, functional-linguistic, and pragmatic – designed to account systematically for the transformations of proper names in social-media discourse.

3.2 A Three-Dimensional Approach to Name-Based Wordplay

The analysis of punning on proper names requires an approach that can account not only for the formal transformations of names but also for the linguistic mechanisms that lead to ambiguity and incongruity and the pragmatic functions that these transformations perform. To this end, the present study proposes a three-dimensional model consisting of structural-semantic, functional-linguistic, and pragmatic dimensions. This model synthesizes insights from earlier taxonomies while tailoring them to the specific features of name-based wordplay in Bulgarian social-media discourse.

Structural-semantic dimension

The structural-semantic dimension covers the formal modifications applied to proper names and the semantic shifts that accompany them. It is based on Bondzholova's typology of formal transformations producing nonce words and Veisbergs' structural and semantic transformations producing idiomatic wordplay. It focuses on the productivity of these processes in generating name puns which have recognizable yet reinterpretable name forms and demonstrates how even subtle formal shifts lead to different semantic interpretations which bring about various evaluative effects.

Functional-linguistic dimension

The functional-linguistic dimension draws on Delabastita's taxonomy. It focuses on wordplay functional mechanisms. They aim at identifying the linguistic triggers that render puns humorous. These triggers include phonological resemblance (homonymy, homophony, paronymy, rhyme), graphemic and orthographic manipulations, and polysemy. This dimension explains how linguistic form manipulation leads to ambiguity and incongruity. Thus, the gap between observable structural transformations and the reinterpretation that renders the pun effective is bridged.

Pragmatic dimension

The pragmatic dimension concerns the discourse functions of punning names. It considers how these forms operate in a given context with the aim of ridiculing or delegitimising political actors, parties or institutions, engaging in satire, vulgarizing and intensifying criticism. Taking into consideration Vlahov and Florin (1990, pp. 213–246) who focus on the cultural and value-laden aspects of proper names, this dimension highlights that name-based wordplay is rarely an end in itself: it is a strategic discursive resource utilized in ongoing political and cultural debates.

These three dimensions provide a comprehensive analytical tool: they analyse punning names starting from their formal construction, through the linguistic/functional mechanisms that generate ambiguity and incongruity, to the communicative purposes these transformed forms fulfill in media discourse. They are both powerful linguistic resources and instruments for humour, satire or ridicule. The Appendix presents a shortened and illustrative selection from the larger corpus consisting of 100 name-based wordplays, which are analysed in the study.

Having established the three-dimensional approach, the section that follows is focused on the analysis of the corpus. The examples below illustrate how structural-semantic, functional-linguistic, and pragmatic dimensions intersect in authentic instances of name-based wordplay in Bulgarian social media.

4. Corpus Analysis

The excerpted corpus consists of 100 instances of name-based wordplay. It is collected from posts, comments, and memes circulating on Facebook between 2022 and 2024. This period is marked by intense political polarization in Bulgaria and frequent electoral campaigns. The selection of name-based wordplay was based on two criteria. The first criterion is the presence of a formally modified proper name (politicians, parties, institutions, companies, or public figures). And the second criterion is the availability of sufficient context by means of which both the formal transformation and its intended pragmatic effect can be reconstructed.

The excerpted corpus is particularly appropriate for studying punning on names. Social media setting is where linguistic creativity is very much stimulated. As Androutsopoulos (2014, pp. 62–64) points out, social media is characterized by context collapse, which means that speakers address multiple and overlapping audiences and their linguistic choices are adapted accordingly. Thus, punning names can be quickly and widely invented and circulated through social media. In such a context, proper names are no longer just neutral labels. They become powerful tools where playful linguistic changes are used to express criticism, irony, or satire.

At the same time, it should be noted that the corpus is illustrative rather than exhaustive. The examples analysed do not claim to cover the entire range of punning manipulations used in Bulgarian social media discourse. Instead, they have been selected for their recurrence and representativeness of

broader tendencies. The aim is to focus on the most widely used and productive patterns of name-based wordplay rather than to provide a statistical overview.

The analysis that follows applies the three-dimensional model introduced in Section 3. Each example is examined along its structural-semantic, functional-linguistic, and pragmatic dimensions, in order to demonstrate how form, linguistic mechanism, and discourse function contribute to the creation of punning names.

In light of this, the following analysis examines selected examples from the corpus, beginning with the transformation of the proper name *Elena Yoncheva*. She is a Bulgarian freelance journalist and politician who has been serving as a Member of the European Parliament since 2019.

Example 1: Elena Yoncheva → Elena Millyoncheva

Structural-semantic dimension:

The punning form is created by means of blending where the original surname *Yoncheva* is transformed into *Millyoncheva*. The two lexical items blended are the common name *million* and the family name *Yoncheva*. As a result of the existing homophony between the segments *-ion* and *yon-* of the two lexemes, it is possible to integrate the English numeral lexeme *million* via overlap into the name *Yoncheva* – MILL[ion] + [yon]CHEVA → MILL[y]ONCHEVA. This mechanism demonstrates how cross-linguistic similarity can be exploited to reshape a name while preserving recognizability.

Functional-linguistic dimension:

As has already been pointed out, functionally, the wordplay relies on homophony and paronymy: the phonological continuity between *Yoncheva* and *Millyoncheva* allows the altered form to remain transparent, while simultaneously activating a semantic association with wealth/large sums. The lexical trigger (*million*) shifts the interpretive frame, recasting the politician's identity through financial innuendo.

Pragmatic dimension:

The pragmatic effect is strongly pejorative. By turning *Yoncheva* into *Millioncheva*, the pun implies personal enrichment, corruption, or dubious financial connections (she was under fire in 2021 for alleged money laundering). It functions as a concise rhetorical weapon in online

discourse: easy to remember, easy to share, and effective in discrediting the politician through ridicule and suspicion.

Example 2: Volen Siderov → Bolen Liderov

Structural-semantic dimension:

Volen Siderov is a Bulgarian far-right politician and leader of the nationalist party “Attack”. He is famous for his hate speech rhetoric, intolerance and aggression. The punning variant of his name is created through substitution of the initial consonant of the first name (*Volen* → *Bolen*). There is also a root substitution of the surname (*Sider* → *Lider*). As a result, the first name becomes the adjective *bolen* (“ill, sick” in Bulgarian), while the surname aligns with *lider* (meaning “leader” in Bulgarian). The -ov suffix is kept thus retaining the Bulgarian patronymic pattern.

Functional-linguistic dimension:

The pun is based on paronymy. The phonological change from *Volen* to *Bolen* brings about a significant semantic shift (‘willful’ → ‘sick’). The surname’s transformation from *Siderov* to *Liderov* leads to lexico-semantic transformation. It relies on phonological proximity of *s* and *l* while using the English-borrowed lexical item *lider*. The original name is recognizable but at the same time it is reinterpreted in a mocking way. The neutral personal name becomes a punning name meaning a ‘sick leader.’

Pragmatic dimension:

From pragmatic point of view, the punning name can be described as derisive and delegitimising. By naming *the politician Bolen Liderov*, his persona is undermined. He is described as both mentally unstable (*bolen*) and unfit for leadership (*liderov*). The political criticism is encapsulated into a memorable label. It can easily circulate in social media thus reinforcing negative perceptions of the politician’s extremist stance.

Example 3: Vazrazhdane → Vah-razhd@ne

Structural-semantic dimension:

The pun alters the far-right and ultranationalist political party's name *Vazrazhdane* ("revival" in Bulgarian) through prefix substitution (*vaz-* → *vah!*). An interjection is introduced which substitutes for the original morpheme. From etymological point of view, transparency of the word is disrupted. According to Bondzholova's (2006) classification, the transformation can be described as re-etymologisation (false etymology). The interjection *vah!* is treated as if it were a legitimate prefix of the lexeme. As a result, a new segmentation is produced (*vah!* + *razhdane*¹⁰). This pseudo-motivation shifts the word from "revival" to "birth preceded by an exclamation." The addition of the symbol @ in place of the vowel *a* constitutes a case of graphic transformation.

Functional-linguistic dimension:

The wordplay is based on morphemic substitution (*vaz* vs. *vah*) and graphemic play. The humorous trigger lies in paronymy between the real prefix and the exclamation, together with the incongruity of juxtaposing an ideologically loaded lexeme (*revival*) with an exclamatory particle (*vah!*), which underestimates the party's ideological seriousness.

Pragmatic dimension:

The pragmatic effect is scorn, derision and delegitimation. The transformation delegitimises the party's name. By turning *Vazrazhdane* into *Vah-razhd@ne*, social media users disgrace the party, presenting it as laughable or clownish. The interjection *vah!* connotes mockery and exaggerated surprise, while the @ symbol signals informality and digital playfulness. The party's pretensions are ridiculed because its name was presented as linguistically shallow and emphatically exaggerated.

Example 4: Georgi Lapchev → Georgi Lapachev

Structural-semantic dimension:

Georgi Lapchev is a former mayor of a small municipality. His surname is transformed through epenthetic word formation. An insertion of a single vowel *a* into the surname *Lapchev* occurs. The lexeme *lapa* ("to gobble, gulp") is foregrounded and activated. It remains latent in the original form. This structural manipulation focuses on the semantic potential of the verb "lapa", suggesting greed or voracity. The neutral family name is transformed into a transparent, negatively charged punning name.

Functional-linguistic dimension:

¹⁰ In Bulgarian "razhdane" means "birth".

The functional mechanism relies on paronymy through phonemic insertion: the added vowel creates a paronymic form that still preserves recognizability. At the same time, the pun triggers resemantization (cf. Blank, 1999; Veisbergs, 1997) as the surname is reinterpreted as being derived from the verb *lapa*.

Pragmatic dimension:

The intended pragmatic effect is derisive labeling. The politician is presented as someone who “gobbles” or “grabs greedily”. This is in unison with common discursive practices of portraying mayors as corrupt or self-serving. The pun thus operates as a tool of delegitimation. The politician’s public image is reduced to a stereotype of gluttony and greed.

Example 5: Ivan Geshev → Ivan GERBeshev

Structural-semantic dimension:

Ivan Geshev is a former prosecutor general of Bulgaria. The name-based wordplay is created by means of blending. An acronym is inserted and overlap occurs. The party acronym *GERB* fuses with the initial syllable of *Geshev* (*Ge-* → *GERB-*). As a result, a hybrid surname is produced. The recognizability of the original proper name is preserved. The punning name is semantically loaded with political associations.

- **Functional-linguistic dimension:**

The linguistic mechanism used involves graphemic transformation. The party name *GERB* is capitalized inside the surname. Paronymy is also used because the pun relies also on phonological overlap. The acronym is visually prominent. This fact strengthens the semantic reinterpretation, ensuring that readers immediately recognize the political allusion. The pun thus achieves its effect by equating Geshev with the GERB party.

- **Pragmatic dimension:**

The communicative effects achieved by the wordplay are delegitimation and political satire. The pun portrays Geshev as subordinate to or controlled by the ruling party. He is lacking independence. There is also a hint at political bias. The punning name reinforces a common criticism in Bulgarian public discourse that the Prosecutor General acted in service of GERB’s political interests rather than as an impartial institution. The capitalization not only increases visibility but also magnifies the mocking effect. The punning name thus functions as both ridicule and an indirect political accusation.

Example 6: Multigroup → MultiTRUP

Structural-semantic dimension:

Multigroup is the name of a Bulgarian business conglomerate founded and led by Iliya Pavlov, assassinated in 2003. The conglomerate is linked to the shadowy intertwining of business, politics, and the former communist security services during the post-1989 transition. The punning transformation is based on substitution: the final segment *-group* is replaced with *-trup*. In Bulgarian, *trup* means “corpse, dead body.” The rest of the word (*Multi-*) is preserved, which secures recognizability of the original company name. The resulting punning form allows for the re-reading of the name.

Functional-linguistic dimension:

The analysed punning name uses paronymy as a functional mechanism. The mechanism is based on phonological similarity between the two lexemes *group* and *trup*. As it becomes clear from the analysis, the initial segment of the proper name is changed (*group* → *trup*). A new lexical item is created, i.e. a punning name, with distinctly different semantic content. The functional mechanism also involves a shift. A business term (*group*) with a neutral meaning is substituted with a lexeme with negative connotations (*trup*, “corpse”). This leads to the evocation of morbid association.

Pragmatic dimension:

The communicative function can be characterized as stigmatizing satire and delegitimation. The pun equates the conglomerate with death, hinting at its alleged criminal ties and the violent fate of its leader. It also functions as a form of negative labeling, reinforcing public perceptions of its mafia-like character. By equating the corporate name with the Bulgarian word for “corpse,” the pun symbolically links *Multigroup* to the criminal underworld and to the assassination of its leader. The effect delegitimises the company by branding it as both corrupt and doomed.

Example 7: Kornelia Ninova → Kornelia NiNova-NiStara

Structural-semantic dimension:

Kornelia Ninova is a former leader of the Bulgarian Socialist Party (BSP), later founder of a new political party. The surname *Ninova* is reinterpreted through formal-semantic lexicalization and rederivation (Bondzholova, 2006). In this case, the final segment *-nova* is not treated as part of a proper name but as the adjective *nova* (“new”), which enables its integration into the evaluative phrase *ni nova, ni stara* (“neither new, nor old”). The result is two punning forms: *NiNova* (“not new”) and

NiStara (“not old”), both of which detach the surname from its onomastic function and reframe it as a lexical element within a negated construction, carrying evaluative meaning.

Functional-linguistic dimension:

The mechanism rests on homonymy and morphological reinterpretation: the surname morpheme *-nova* is simultaneously read as the adjective *nova* (“new”). The particle *ni-* functions both as a productive negating element and as a graphemic manipulation of the surname. In *NiNova*, the pun exploits phonological identity and orthographic segmentation to generate ambiguity between a personal name and a phrase (*not new*). In *NiStara*, the substitution sharpens the semantic play by activating an antonymic opposition (*new* ↔ *old*), thus reinforcing contrastive evaluation. The pun thus generates meaning through phrase-level ambiguity, collapsing the boundary between a proper name and a colloquial evaluative expression.

Pragmatic dimension:

The punning name analysed above performs the function of political ridicule and delegitimation through paradox. Kornelia Ninova’s political identity and credibility is questioned by means of the playful manipulation of the Bulgarian phrase *Ni nova, ni stara*. The first part of the pun *NiNova* implies that Ninova is not genuinely new to the political scene. Her reformist rhetoric related to the future of BSP is undermined. The second part of the pun *NiStara* adds a further nuance of ridicule. The authenticity of being “old” is also denied to her. She is portrayed as a leader without ideological consistency or direction. The pragmatic effects of the punning name clearly show that Ninova’s leadership is contested and she is marginalized. It should also be pointed out that the easy circulation of such punning names in social-media discourse makes them readily recognizable.

The findings from the analysis of the examples from the corpus are summarized in the table below. Each illustrative example is described in relation to its main structural transformation, the functional-linguistic mechanism used, and its pragmatic effect. The table highlights both the diversity of formal transformations and communicative functions.

Table 2: Illustrative examples analysed in the present paper

Example	Structural-semantic dimension	Functional–linguistic dimension	Pragmatic dimension
Elena Yoncheva → Millyoncheva	Blending with overlap (<i>million</i> + <i>Yoncheva</i>)	Homophony / paronymy	Ridicule via financial innuendo (corruption, enrichment)

Example	Structural-semantic dimension	Functional-linguistic dimension	Pragmatic dimension
Volen Siderov → Bolen Liderov	Substitution (first name consonant + surname root)	Paronymy + lexico-semantic substitution (<i>lider</i>)	Delegitimation: “sick leader” mockery
Vazrazhdane → Vah-razhd@ne	Prefix substitution + re-etymologisation + graphic play	Paronymy (<i>vaz</i> → <i>vah</i>), graphemic distortion (@)	Scorn and ridicule of party ideology
Georgi Lapchev → Lapachev	Epenthesis (insertion of <i>a</i>)	Phonemic insertion foregrounding <i>lapa</i> (“to gobble”)	Derisive labeling: greedy, corrupt mayor
Ivan Geshev → GERBeshev	Blending with acronym insertion/overlap	Graphemic transformation (capitalization), phonological overlap	Satire: portraying lack of independence, tied to GERB
Multigroup → MultiTRUP	Substitution (<i>group</i> → <i>trup</i>)	Paronymic substitution; semantic inversion (<i>business</i> → <i>corpse</i>)	Stigmatizing satire: mafia ties, death, delegitimation
Kornelia Ninova → NiNova, NiStara	Formal-semantic lexicalization + rederivation	Morphological reinterpretation (<i>-nova</i> as <i>nova</i> “new”); antonymic substitution (<i>stara</i>)	Political ridicule: paradoxical framing, loss of credibility

The corpus analysis above revealed the creativity and flexibility of Bulgarian social media users in relation to proper names manipulation. There are diverse instances of wordplay on proper names, which apply various formal and structural transformations such as blending, substitution, insertion, acronym play, or re-etymologisation. These newly coined punning names produce powerful pragmatic effects. The functional-linguistic mechanisms used range from phonological similarity and graphemic manipulation to morphological restructuring. These allow for the altered form to remain recognizable while simultaneously activating new, often pejorative associations. As far as pragmatic effects are concerned, the punning names can be considered as powerful tools of ridicule, delegitimation, and political satire. They carry implications of corruption, voracity, opportunism, or criminal ties. The analysis also demonstrates how Bulgarian users creatively exploit the linguistic/formal features of proper names to contribute to political or other heated debates, turning the play on words into a form of opinion voicing.

5. Discussion

Punning on proper names in Bulgarian social media is far from random or merely playful or witty. Instead, it follows recurrent patterns that can be systematically encompassed through the proposed three-dimensional model. The significance of the corpus findings lies less in the individual examples than in the broader patterns they reveal about language use in Bulgarian social media. The targeting of politicians, parties, companies, and institutions by means of punning names indicates that such wordplay is not an incidental result of online creativity but a key strategy of political satire, where humour is directed at socially salient targets (Davies, 2011). What distinguishes these practices is their ability to express various socio-political narratives – corruption, favouritism, ideological hypocrisy – into single, memorable pun names. This shows that punning on names functions not only as a play on words but also as a form of shaping public perception and reinforcing collective attitudes (Fairclough, 1995; van Dijk, 2006).

At the same time, the corpus reveals how strongly Bulgarian punning practices are tied up into local culture. Many of the examples draw on acronyms, stereotypes, and historically loaded references that are intelligible only within the Bulgarian socio-political context. It should be pointed out that this observation relates with Atanassova's (2022) analysis of the local linguistic landscape. It highlights how public linguistic creativity reflects collective cultural scripts and shared social meanings within specific communities. For instance, embedding GERB into Geshev's surname or reshaping Multigroup into *MultiTRUP* is effective because it activates widely shared public perceptions of political dependency and mafia-like business structures. Similarly, transformations like *NiNova*, *NiStara* depend on familiar colloquial expressions. These cases illustrate that the pragmatic effect of punning on names cannot be separated from the scripts it activates (Wierzbicka, 1997; Sharifian, 2017): ridicule and delegitimation gain their impact not only from incongruity, but also from their ability to evoke collective memory and shared cultural evaluations.

As Atanassova (2022, p. 118) points out, “the imitation of foreign letter shape and spelling [...] can result in creative interpretations symbolising other countries and cultures,” thus effectively turning abstract notions of the global “other” into concrete, culturally situated representations in the local space. Such visual adaptations of foreign letter shapes can be seen in the graphemic puns in the

corpus (e.g. *RuZZia*¹¹, *VaZZrazhdane*¹²). They reveal how orthographic imitation can acquire symbolic meaning, representing ideological “others” through visual form.

The present study contributes to existing taxonomies by introducing a three-dimensional model that brings together the structural-semantic, functional-linguistic, and pragmatic dimensions of punning on names. Earlier models have tended to focus on only one aspect – formal transformations (Bondzholova, 2006; Veisbergs, 1997) linguistic mechanisms (Delabastita, 1996), or cultural associations (Vlahov and Florin, 1990). The approach proposed here allows for a more comprehensive account of how punning on proper names operates simultaneously at the level of form, linguistic mechanism, and pragmatic effect. In this way, the model provides a fuller account of the phenomenon and a tool of analysis that can be applied to different corpora.

6. Conclusion

The present study has shown that name-based wordplay used in Bulgarian social media is far more than a display of linguistic ingenuity. It can be considered as a systematic practice of playful manipulation of linguistic material with the aim of producing political satire and delegitimation. By transforming the names of politicians, parties, and institutions, users create memorable punning names that expose corruption, ridicule hypocrisy, and question authority. In this sense, punning on names, is a phenomenon that is part of everyday social-media discourse, reflecting how linguistic creativity is used as a tool for criticism, satire, and ridicule.

The three-dimensional model consisting of structural-semantic, functional-linguistic, and pragmatic dimensions provides a comprehensive account of name-based wordplay as compared to earlier taxonomies. The punning of names is analysed starting from the formal transformations applied, through the linguistic mechanisms that generate ambiguity and incongruity, to the pragmatic functions performed within social and political contexts. Thus, the model not only systematizes diverse strategies of punning but also foregrounds its communicative and pragmatic effects.

The findings of the present paper have a wider significance and can be applied beyond the Bulgarian context. They are indicative of how ordinary social-media users contribute to shaping political narratives, intensifying collective attitudes through playful yet powerful manipulation of language. In other words, punning on names can be considered a cultural practice that combines humor with ideology, creativity with criticism, and playfulness with delegitimizing.

¹¹ A name pun based on Russia.

¹² A pun based on the play with a political party's name *Vazrazhdane*.

Future research could extend the scope of analysis. Gathering larger corpora would allow for more precise quantitative analysis of patterns that occur across time and platforms. Comparative and cross-linguistic studies could reveal similarities and differences in name punning across languages and cultures. They would be especially valuable for showing how universal mechanisms of wordplay demonstrate culture-specificity and dependence on political realities. The contribution of such studies is seen as a possibility to broaden the theoretical understanding of wordplay and also to shed light on the ways digital communication shapes, and is shaped by political and cultural life.

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Appendix: Overview of the Three-dimensional Model for Name-based Wordplay

Dimension	Analytical category	Description	Example of name-based wordplay
Structural-semantic	Blending	A fusion combining two proper names: <i>Putin</i> and <i>Hitler</i> .	Putin + Hitler → Putler
	Substitution	Replacement of morphemic or non-morphemic segment while preserving recognizability of the original name. Substitution of <i>Stat-</i> to <i>Lazh-</i> meaning “lie”), maintaining morphological symmetry.	Natsionalna Staistika (statistical institute) → Natsionalna Lazh istika
	Epenthesis/insertion	Epenthetic word formation – adding <i>-t</i> sound. The result – the ending segment <i>–chanta</i> means ‘bag’.	Krasimir Karakachanov (politician) → Krasimir Karakachantov
	Graphemic transformation and substitution	Substitution of “s” sound with the dollar sign \$. Graphemic transformation which visually implies money.	Boyko Borissov → Boyko Bori\$sov
Functional-linguistic	Paronymy	Phonological similarity is exploited to trigger semantic reinterpretation. Substitution of the final syllable <i>-prom</i> with <i>–porn</i> . The two syllables are paronymic.	Gazprom (company) → Gazporn
	Allusion and phonological similarity	Substitution and allusive renaming, replacing <i>Gabriel</i> with <i>Gargamel</i> (villain from <i>The Smurfs</i>)	Mariya Gabriel (politician) → Mariya Gargamel
	Homonymy	<i>Homonymy</i> between the acronym and the lexical base. The acronym <i>BAN</i> (Bulgarian Academy of Sciences) is reinterpreted as the root of the common noun <i>banitsa</i> , the traditional Bulgarian pastry.	BAN (Bulgarian Academy of Sciences) → BANitsa
	Homophony	Homophony and semantic reinterpretation, turning <i>Siyka</i> into <i>seek-a</i> (English “seek”). Anglicized pseudo-translation and graphemic transformation of the first name.	Sijka Mileva (prosecutor) → Seek-a Mileva

Pragmatic	Ridicule	Ridicule and stigmatization leading to political criticism by labeling the person as <i>gnusen</i> (“disgusting”).	Kostadin Kostadinov (politician) → Gnustadin Gnustadinov
	Delegitimation	The acronym <i>GERB</i> is distorted graphically to <i>GE’P</i> . The result is the verb “gep” colloquial for “steal” leading to delegitimation of the political party and its ridicule. It implies moral decay or corruption.	GERB (political party) → GE’P
	Political satire and derision	Semantic reinterpretation of the name of the Bulgarian president, creating a paronymic connection with “ruble” and “theft.” The pragmatic effect is political satire and derision portraying the president as pro-Russian and corrupt.	Rumen Radev (Bulgarian president) → Rublen Kradev
	Satirical criticism	Substitution by insertion and capitalization of <i>STRES</i> (“stress”) within <i>ministerstvo</i> (‘ministry’). Expresses satirical criticism, implying that the Ministry of Education generates stress rather than education.	Obrazovatelno ministerstvo (“Ministry of education”) → Obrazovatelno miniSTREStvo

Роль русскоязычных матерей в передаче русского языка детям в турецко- русских семьях Анталии

Svetlana ZAKHVATAEVA

1. ВВЕДЕНИЕ

В условиях современной глобализации и интенсивных миграционных процессов вопрос сохранения и передачи «наследственных языков» (heritage languages) в интернациональных семьях приобретает особую актуальность. Наследственный язык является не просто средством коммуникации, но и важнейшим инструментом формирования культурной идентичности ребенка, связующим звеном между поколениями и культурами. В условиях, когда один язык является доминирующим в обществе, сохранение второго (материнского) языка требует осознанных усилий и определенных стратегий со стороны родителей.

Турция, и, в частности, регион Анталии, в последние десятилетия стали местом активного формирования масштабного русскоязычного сообщества. Как отмечают исследователи Айла Дениз и Мурат Озгюр (Deniz & Özgür, 2013), процессы миграции привели к значительному росту числа турецко-русских браков. Результатом этого процесса стало появление нового поколения билингвов, для которых турецкий язык является основным (государственным и образовательным), а русский — наследственным, усвоенным в кругу семьи. Актуальность данного исследования подтверждается тем, что в настоящее время в Университете Акдениз на отделении русского языка и литературы с первого по четвертый курс обучается 96 студентов, из которых 11 человек из таких семей, где русский язык наследовался непосредственно от матери.

Основная научная проблема данного исследования заключается в анализе механизмов сохранения русского языка в условиях иноязычной среды. Несмотря на наличие русскоязычной инфраструктуры в Анталии, ключевой фигурой в процессе языковой социализации остается мать. Именно на нее ложится основная нагрузка по созданию языковой среды, преодолению социального давления и поиску мотивации для ребенка в изучении «языка мамы».

Настоящая работа выполнена в рамках программы поддержки исследовательских проектов студентов TÜBİTAK 2209-А. Целью исследования является комплексное изучение роли русскоязычных матерей в передаче русского языка детям в турецко-русских семьях Анталии, выявление материнских стратегий, мотивов и трудностей, с которыми они

сталкиваются на разных этапах взросления ребенка. Мы исходим из гипотезы, что русский язык в таких семьях выполняет не только коммуникативную, но и глубокую символическую функцию, выступая «эмоциональным домом» и фундаментом для формирования толерантной, мультикультурной личности.

Исследования Анеты Павленко (Pavlenko, 2002) и ряда других исследователей (Schwartz & Verschik, 2013; Протасова, 2021) подтверждают, что в двуязычных семьях русский язык как эритажный (наследственный) выполняет важнейшую символическую и эмоциональную роль, выходящую далеко за рамки простого обмена информацией. Павленко подчеркивает, что для билингвов первый язык (L1) часто является «языком сердца» и обладает глубоким эмоциональным резонансом, который невозможно полностью воспроизвести на втором языке (Pavlenko, 2002, с.48-49). Ярким подтверждением этого служит высказывание известной писательницы китайского происхождения Минфунг Хо: «Китайский — это язык с самым глубоким эмоциональным резонансом для меня. Это был единственный значимый язык, и я считаю его языком своего сердца. Возможно, именно поэтому даже сейчас, когда я плачу, я плачу по-китайски» (цит. по: Pavlenko, 2002, с.47).

Несмотря на наличие глубоких социологических исследований брачной миграции в регионе (Deniz & Özgür, 2013) и отдельных лингвистических работ, посвященных анализу речевых ошибок и межъязыковой интерференции у двуязычных детей (Далкылыч, 2016), в турецкой научно-исследовательской литературе наблюдается дефицит трудов, комплексно анализирующих семейную языковую политику. Таким образом, результаты настоящего исследования призваны восполнить этот пробел, описывая стратегии сохранения русского языка в уникальном социолингвистическом контексте Анталии, и могут послужить практическим ориентиром для других многоязычных семей.

2. ОБЗОР ЛИТЕРАТУРЫ И ТЕОРЕТИЧЕСКАЯ БАЗА

Теоретическую основу данного исследования составляют работы в области социолингвистики, двуязычия (билингвизма) и теории сохранения наследственных языков.

2.1. Понятие «наследственного языка» и билингвизм

В современной лингвистике под «наследственным языком» (heritage language) понимается язык, на котором говорят дома или который является языком предков, в то время как окружающее общество говорит на другом, доминирующем языке. Как отмечают А. Забродская и О. Иванова (Zabrodskaia & Ivanova, 2021), русский язык сегодня обладает

уникальной "лингвистической судьбой", совмещаая в себе множество функций. В контексте нашего исследования в Анталье особенно важна роль русского языка как эритажного (наследственного) и домашнего языка, который существует в специфической социоллингвистической ситуации, балансируя между культурным наследием и инструментом повседневного общения в смешанной семье. Исследователь Франсуа Грожан (Grosjean, 1997) подчеркивает, что билингвизм — это не просто знание двух языков, а сложная динамическая система, где языки распределяются по сферам общения. В турецко-русских семьях русский язык зачастую ограничивается «эмоциональной» и «бытовой» сферами, что делает его уязвимым перед лицом доминирующего турецкого языка.

2.2. Использование статистических данных: Анталья как «Русский центр»

Статистические показатели: Трансформация Антальи из туристического центра в масштабный социально-лингвистический регион является результатом многолетнего процесса, в котором временное пребывание сменилось постоянным проживанием и глубокой интеграцией (Deniz & Özgür, 2013).

Согласно источникам, динамика этого развития выглядит следующим образом:

Эволюция моделей миграции: на смену преобладавшей в начале 2000-х годов туристической и краткосрочной трудовой миграции пришла четкая трехэтапная система, последовательно ведущая от статуса туриста к роли работника или партнера и, наконец, к статусу постоянного жителя либо гражданина, приобретаемому посредством брака или покупки недвижимости (Deniz & Özgür, 2013). При этом заключение брака стало стратегическим инструментом легализации статуса и получения гражданства (Deniz & Özgür, 2013).

Демографический взрыв: В 2012 году в Анталье проживало около 18 тысяч «русских жен», а общая численность россиян составляла около 30 тысяч человек (Hürriyet, 2012). К маю 2024 года ситуация изменилась кардинально: число иностранцев с видом на жительство в регионе превысило 100 000 человек, при этом россияне занимают первое место (почти 30 тысяч только по официальным разрешениям на проживание, не считая тех, кто уже получил гражданство) (Antalya Haberleri, 2024; Göç İdaresi Başkanlığı, 2025).

Экономическое и институциональное присутствие: Анталья стала центром притяжения российского капитала: 85% всей недвижимости, купленной россиянами в Турции,

приходится именно на этот регион. Город Кемер даже получил неофициальное название «Маленькая Москва» (Deniz & Özgür, 2013). В регионе активно действуют русские общества и школы, которые помогают сохранять язык и культуру (Deniz & Özgür, 2013).

Лингвистические последствия: В регионе сформировалось новое поколение билингвов, для которых турецкий язык является государственным, а русский — «эритажным» (наследственным), сохраняемым внутри семьи. Это превращает регион в уникальную лабораторию по изучению языковых контактов и сохранения родной речи в иноязычной среде.

Таким образом, если раньше русское присутствие в Анталии напоминало сезонный прилив, который уходил с окончанием лета, то сегодня это — полноводная река, которая проложила постоянное русло. Регион превратился в «живой мост», где русский язык перестал быть языком «гостей» и стал полноправным языком повседневной жизни, бизнеса и воспитания новых поколений.

Для нашего исследования эти данные имеют ключевое значение: они показывают, что русскоязычные матери в Анталии действуют не в изоляции, а в условиях сформированной языковой среды, которая может как поддерживать передачу языка, так и создавать специфические вызовы (например, преобладание «бытового» русского языка над академическим).

2.3. Роль матери в языковой социализации

Центральное место в процессе передачи языка занимает мать как первичный агент социализации. Согласно исследованиям Е. Ю. Протасовой (Протасова, 2021), сохранение родного языка в условиях иноязычного окружения критически зависит от объема и качества «инпута» (поступающей речи), который ребенок получает в семье. Мать выступает не только как носитель грамматики, но и как транслятор культурных кодов, праздников и традиций. В ситуации, когда отец является носителем доминирующего (турецкого) языка, на мать ложится двойная ответственность: она должна мотивировать ребенка использовать русский язык, несмотря на отсутствие внешней необходимости вне дома.

2.4. Мотивация и стратегии

Теоретическая база исследования также опирается на стратегии семейной языковой политики (Family Language Policy). Семейная языковая политика (Family Language Policy, FLP) — это относительно молодая междисциплинарная область исследований, изучающая

совокупность процессов регулирования (менеджмента), усвоения и согласования языковых практик внутри семьи (Schwartz & Verschik, 2013). Исследование стратегий, используемых матерями в Анталье, подтверждает классическую теорию К. Бейкера о необходимости установления четких "языковых границ" (language boundaries). Бейкер отмечает, что модель "один родитель — один язык" (OPOL) является одной из наиболее эффективных моделей благодаря формированию четких контекстуальных границ общения (Baker, 2001). Такой подход позволяет минимизировать риски хаотичного смешения языковых систем, однако полностью не исключает естественных процессов интерференции, переключения кодов и заимствования безэквивалентной лексики для номинации специфических турецких социокультурных реалий. Однако в условиях Анталии матери часто используют смешанные стратегии, адаптируясь к школьной нагрузке ребенка и позиции турецкого супруга. Как показывают предварительные данные нашего проекта TÜBİTAK 2209-A, эмоциональная привязанность к языку является таким же сильным стимулом для сохранения билингвизма, как и чисто практические соображения.

3. МЕТОДОЛОГИЯ

3.1. Участники исследования

В исследовании приняли участие 20 русскоязычных матерей, состоящих в браке с гражданами Турции и постоянно проживающих в Анталье в течение срока от 10 до 30 лет. Все участницы имеют одного или более детей и активно вовлечены в процесс их воспитания.

3.2. Сбор данных

Основным методом сбора данных послужили полуструктурированные интервью, проведенные в период с июля по сентябрь 2025 года. Интервью включали вопросы о мотивации сохранения языка, используемых стратегиях (например, модель OPOL), роли отца и влиянии социальной среды.

3.3. Анализ данных

Для систематизации и глубокого анализа полученных транскриптов интервью была использована программа для качественного анализа данных **MAXQDA**. Процесс обработки данных включал в себя несколько этапов:

Кодирование: Выделение ключевых смысловых единиц в текстах интервью (например, «мотивация», «поддержка супруга», «трудности»).

Категоризация: Группировка кодов в более крупные тематические блоки.

Тематический анализ: Выявление повторяющихся паттернов и взаимосвязей между стратегиями матерей и их эффективностью. Использование MAXQDA позволило обеспечить объективность анализа и наглядно проследить частотность упоминания тех или иных факторов, влияющих на передачу наследственного языка.

4. РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

В данном разделе представлены основные результаты качественного анализа интервью, направленного на изучение роли матери в передаче русского языка. Анализ данных позволил выделить несколько ключевых тематических блоков.

4.1. Мотивация матерей в сохранении русского языка

Анализ качественных данных, проведенный в программе MAXQDA, позволил выявить ключевые стимулы для сохранения русского языка в семьях. Распределение основных категорий мотивации представлено на Рисунке 1.



Рис. 1. Иерархия мотивов передачи русского языка (по частоте упоминания кодов)

В ходе кодирования интервью были выделены три доминирующие группы мотивов (см. Рис. 1). Наибольший удельный вес имеют инструментальные мотивы, связанные с карьерными и образовательными перспективами (75 сегментов). Это коррелирует с теорией К. Бейкера (Baker, 2001) о "лингвистическом капитале": родители стремятся передать язык, который обеспечит ребенку мобильность на рынке труда.

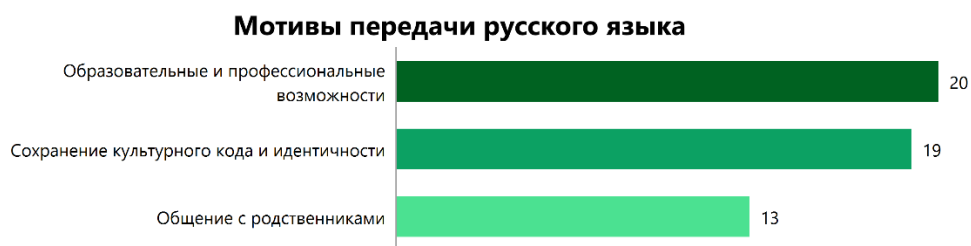


Рис. 2. Количество документов (интервью), содержащих упоминания основных мотивов сохранения языка.

Однако данные Рис. 2 демонстрируют, что ценностно-ориентированные мотивы (сохранение идентичности) практически не уступают инструментальным по охвату аудитории (19 респондентов против 20). Это позволяет сделать вывод, что сохранение русского языка в исследуемой группе опирается на баланс между прагматическим подходом и глубокой связью с этническим самосознанием. Как отметила одна из участниц (Мама 19): *«Мы живём в Турции, но у нас дома — кусочек России»*. Язык воспринимается как «эмоциональный дом», обеспечивающий психологический комфорт в иноязычной среде.

4.2. Стратегии языковой передачи

Согласно данным, в исследуемых семьях наблюдается распределение между тремя ключевыми моделями:

Стратегия OPOL (One Person — One Language): Зафиксирована в 13 семьях (25 упоминаний). Это самая популярная модель, где мать последовательно выступает носителем русского языка.

Ситуативное переключение кодов: также зафиксировано в 13 семьях (18 упоминаний). Высокое совпадение с количеством семей, выбравших OPOL, указывает на то, что в присутствии турецкого супруга или в определенных социальных ситуациях границы стратегии размываются.

Стратегия mL@H (Minority Language at Home): реализуется в 9 семьях (14 упоминаний). Это семьи, где русский язык является доминирующим языком домашнего общения (см. Рис. 3 и 4).

Семейная языковая политика

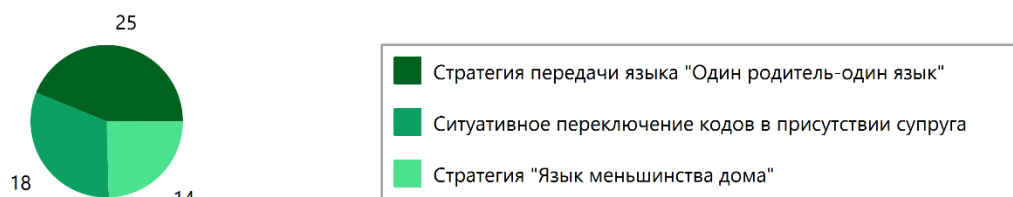


Рис. 3. Распределение стратегий языковой передачи по интенсивности их обсуждения (количество упоминаний).

Семейная языковая политика



Рис. 4. Типология семейных языковых моделей в исследуемой группе (количество семей).

Количественные данные, свидетельствующие о популярности стратегии OPOl находят подтверждение в интервью. Респонденты описывают четкое функциональное разделение языков, где ребенок выступает активным посредником: *"...nana разговаривает с ним только на турецком, я с ним разговариваю на русском. И он, соответственно, также, он со мной разговаривает на русском, с nапой говорит на турецком"* (Мама 9). Согласно Бейкеру (Baker, 2001), такая последовательность является ключевым фактором формирования сбалансированного билингвизма.

Тем не менее, в ряде семей фиксируется постепенный языковой сдвиг в сторону турецкого языка под влиянием привычки и окружения: *"Мы уже привыкли просто все на турецком, у нас в семье тут тоже на турецком"* (Мама 10). Этот пример иллюстрирует эрозию стратегии сохранения языка, когда удобство коммуникации и доминирование мажоритарной среды становятся сильнее осознанного планирования».

Использование медиаресурсов и литературы: 90% опрошенных активно используют русские мультфильмы, книги и образовательные платформы. (см. Рис.5.)

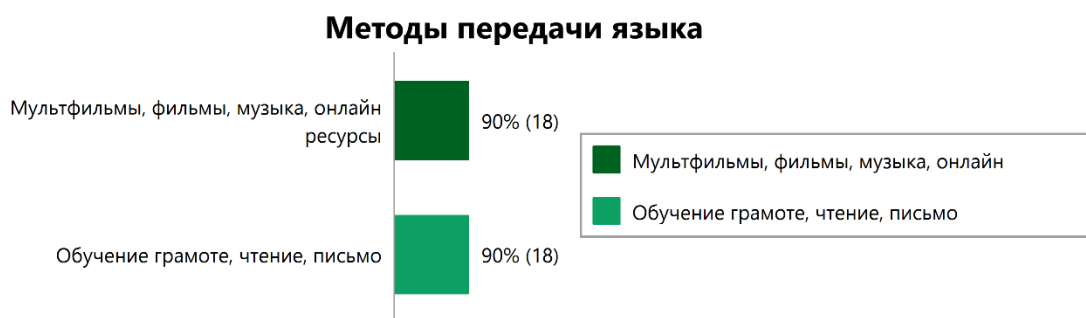


Рис.5. Методы передачи языка

Социальная среда Антальи: Матери подчеркивают важность «русской инфраструктуры» Антальи (кружки, парки, общение с другими русскоязычными детьми) как фактора, легитимизирующего использование языка вне дома. Мероприятия для русскоязычных семей в Анталье выполняют роль "безопасных лингвистических зон", где ребенок видит живой пример успешного билингвизма у сверстников: *«...в Анталье очень много разных организаций... праздники организуются, мы посещаем мероприятия на русском языке. На этих мероприятиях много таких семей, где дети знают хорошо два языка, они там знакомятся, общаются»* (Мама 3).

Согласно К. Бейкеру (Baker, 2001), такие контакты критически важны для формирования позитивных установок к языку меньшинства. Когда ребенок видит, что русский язык используется не только мамой, но и большой группой людей для успешного социального взаимодействия, это значительно повышает субъективную витальность языка и мотивирует ребенка продолжать его использование вопреки давлению мажоритарной (турецкой) среды.

4.3. Роль турецкого отца и семейного окружения

Результаты MAXQDA-кодирования показывают, что позиция турецкого отца является критическим фактором успеха. Выделяется три типа участия отцов:

Активная поддержка: Отец поощряет изучение языка, учит базовые слова или сам владеет в достаточной мере языком, подчеркивает престиж русского языка.

Пассивная лояльность: Отец не вмешивается в процесс, позволяя матери самой выстраивать языковую среду.

Скрытое сопротивление: Отец выражает недовольство по поводу изучения русского языка детьми из-за давления внешней среды, родственников, неприятия русской культуры.

Детальный анализ системы поддержки показал, что в русско-турецких семьях Антальи сформирована благоприятная среда для билингвизма. Активная поддержка со стороны

отца зафиксирована в 14 семьях (70%), что выражается в поощрении использования русского языка и признании его ценности. Еще 30% отцов придерживаются позиции пассивной лояльности, не препятствуя языковому планированию матери. Таким образом, в 19 из 20 случаев (95%) идеологический фон в семье способствует сохранению русского языка как наследственного. Случаи скрытого сопротивления (5%) являются исключением и связаны с индивидуальными особенностями внутрисемейной динамики, а не с общими тенденциями в диаспоре.

4.4. Трудности: внешнее давление и «кризис школьного возраста»

Процесс передачи русского языка в Анталье протекает в условиях мощного внешнего давления, которое Колин Бейкер (Baker, 2001) классифицирует как факторы, способствующие языковому сдвигу (language shift). Как отмечают Забродская и Иванова (2021), функциональный потенциал унаследованного языка вне домашней сферы играет критически важную роль в процессе его сохранения. На общую жизнеспособность эритажного языка существенное влияние оказывают как частота его использования, так и разнообразие доступных коммуникативных ролей не только в семейном контексте, но и за его пределами (Banfi, 2018, цит. по: Zabrodskaia & Ivanova, 2021). В ходе исследования было выявлено, что даже при наличии высокой мотивации и поддержки внутри семьи, внешняя среда выступает агрессивным агентом ассимиляции.

Образовательная система как катализатор субтрактивного билингвизма

Школа в Турции становится доминирующим агентом социализации, запускающим механизмы субтрактивного (или «вытесняющего») билингвизма. Согласно концепции К. Бейкера, данный феномен описывает ситуацию, при которой форсированное усвоение второго, мажоритарного языка среды происходит за счет постепенного ослабления компетенций в первом (родном) языке, что нередко ведет и к утрате связи с материнской культурой (Baker, 2001). В исследуемом контексте это выражается в переводе русского языка из категории активного общения в категорию «пассивного багажа». Основными препятствиями на пути сохранения баланса языков здесь выступает дефицит времени и высокая когнитивная нагрузка.

Респонденты отмечают, что с началом школьного обучения поддержание русского языка начинает требовать от семьи сверхусилий:

«...очень сложно было, когда дети пошли в школу, чтобы им передать русский язык, что ещё дополнительно с ними заниматься, это было действительно очень сложно, потому что в школе очень поздно заканчиваются занятия» (Мама 10).

Из-за плотного графика учебной и внеучебной деятельности на языке среды, неформальные и игровые методы поддержания русского языка часто вытесняются:

«...есть у нас несколько игр, привезённых из России, но поскольку он сейчас учится, и программа у него прям впритык заполнена... поэтому в данный момент сейчас не занимаемся» (Мама 14).

С точки зрения теории Бейкера, это ведет к субтрактивному билингвизму (Baker, 2001, с.114-115), при котором развитие второго языка (турецкого) происходит за счет вытеснения и ослабления первого (русского).

«Моноязычный миф» и институциональное давление

Помимо объективной нагрузки, матери сталкиваются с идеологическим давлением со стороны педагогов, которые часто транслируют научно необоснованные советы об «опасности» двуязычия.

«...каждый раз дети, когда шли в школу, старшие, средние, у нас обучение было и в частных и государственных школах, в каждой школе нам всегда говорили, чтобы мы с детьми говорили на турецком...» (Мама 3).

Такая установка со стороны школы формирует у родителей ложное чувство вины и страх, что родной язык может помешать академическим успехам ребенка.

Социальное давление и этнолингвистическая витальность

Давление со стороны расширенной семьи (родственников мужа) является еще одним фактором эрозии языка. Это давление часто обусловлено чувством лингвистической исключенности родственников:

«...родители мужа, для них очень сложно, да, то, что я говорю по-русски... они ничего не понимают, они каждый раз: "бросьте вы этот русский язык, давайте по-турецки говорите"...» (Мама 9).

Такое отношение окружения снижает субъективную витальность языка (ethnolinguistic vitality). В результате русский язык начинает восприниматься не как преимущество, а как

барьер для внутрисемейной интеграции. Термин «витальность языка» (языковая жизнеспособность) используется в трудах К. Бейкера (Baker, 2001, с.68-71) для описания способности лингвистической группы действовать как отдельная и активная единица в межэтническом контексте.

Анализ свидетельств матерей подтверждает, что успех сохранения наследственного языка в Анталье напрямую зависит от психологической устойчивости матери. Ей приходится противостоять двум мощным силам: школьной системе, физически вытесняющей язык из графика ребенка, и социальному окружению, требующему отказа от «непонятного» кода.

Без активного сопротивления этим внешним факторам, даже при поддержке мужа, семья неизбежно дрейфует в сторону турецкого моноязычия. Это подчеркивает необходимость создания русскоязычных общественных пространств (праздники, сообщества, школы выходного дня), которые могли бы компенсировать это давление и повысить социальный престиж русского языка в глазах ребенка.

5. ЗАКЛЮЧЕНИЕ И РЕКОМЕНДАЦИИ

Проведенное исследование роли русскоязычных матерей в передаче русского языка детям в турецко-русских семьях Анталии позволяет сделать следующие итоговые выводы:

5.1. Консенсус и стратегии внутри семьи

Исследование показало, что в русско-турецких семьях сформирован уникальный «лингвистический альянс». Несмотря на культурные различия, в **95% случаев (19 из 20 семей)** турецкие отцы поддерживают стремление матерей сохранить русский язык. Ведущей стратегией остается **ОПОЛ (13 семей)**, подкрепляемая активным участием отцов (**14 семей**). Однако реальная коммуникативная практика часто отклоняется от выбранной модели: в **65% семей** турецкий язык как язык междоусловного общения создает «фоновый шум», который ограничивает объем качественного русского инпута (речевого материала, адресованного ребенку).

5.2. Школа как агент «языкового вытеснения»

Школьное обучение в Турции выступает самым мощным барьером для сохранения наследственного языка.

Физический барьер: Плотный график и поздние занятия лишают детей сил на «дополнительный» русский язык (Мама 10, Мама 14).

Идеологический барьер: Институциональное давление педагогов, транслирующих мифы о вреде двуязычия (Мама 3), вынуждает матерей проявлять высокую психологическую устойчивость. Согласно теории Колина Бейкера (Baker, 2001), школа в данном контексте способствует субтрактивному билингвизму, превращая русский язык из активного в пассивный.

5.3. Социальное давление и витальность языка

Внешнее окружение (родственники супруга) часто негативно влияет на этнолингвистическую витальность русского языка, требуя отказа от него ради «прозрачности» семейного общения (Мама 9). В этих условиях сохранение языка перестает быть просто обучением и становится формой сохранения культурной идентичности и эмоциональной связи «мать-ребенок».

5.4. Мать как главный агент и гарант сохранения наследственного языка

Главным выводом исследования является то, что в турецко-русских семьях Антальи именно мать выступает основным агентом семейного языкового менеджмента и ключевым гарантом выживания русского языка. Её роль выходит далеко за рамки простого общения: она берет на себя функцию педагога, выстраивающего систему домашнего обучения, защитника миноритарного языка перед лицом турецкой школы и дипломата в отношениях с родственниками супруга. Такая многовекторная активность доказывает, что без осознанного и систематического материнского агентства сохранение эритажного языка в условиях доминирующей турецкой среды становится невозможным.

Рекомендации

Для успешного противостояния «школьному фактору» и социальному давлению, семьям рекомендуется:

Создание внешних опор: Посещение русскоязычных сообществ и участие в социокультурных мероприятиях, по свидетельству респондентов (Мама 3), является критически важным фактором осознания ребенком социальной значимости языка. Одной из наиболее эффективных форм институциональной поддержки наследственного языка выступает создание школ выходного дня. Как показало исследование, наиболее интенсивная эрозия языка начинается с поступлением ребенка в общеобразовательную школу (Мама 3, Мама 14). Деятельность школ выходного дня позволяет компенсировать дефицит русскоязычного инпута, не нарушая график основного обучения. В качестве практической меры локальным культурно-образовательным центрам и представителям

диаспоры рекомендуется инициировать создание лингвокультурных площадок выходного дня. Это позволит превратить изучение языка в социальный досуг, повышая **этнолингвистическую витальность** русского языка и обеспечивая необходимую "эмоциональную глубину" и статус "языка сердца", о которых пишет Павленко (Pavlenko, 2002).

Вовлечение отца: даже пассивное знание отцом нескольких русских фраз резко повышает статус языка в глазах ребенка.

Игровая компенсация: в условиях школьной нагрузки необходимо переводить русский язык из зоны «уроков» в зону «отдыха и игры».

Практическое применение:

Результаты данного исследования могут быть использованы специалистами в области билингвизма, а также стать методическим ориентиром для молодых многоязычных семей в Турции, помогая им заранее подготовиться к «школьному кризису» и выработать устойчивую семейную языковую политику. В заключение стоит отметить, что язык матери способен оставаться живым даже в иноязычной среде, если за ним стоит любовь, системная поддержка и осознание ценности своего культурного наследия. Как подчеркнула одна из участниц исследования (Мама 7): *«...Это не просто слова, которыми мы изъясняемся, это часть культуры...»*

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Between Policy and Preference: Why Kazakhstani Students Learn English

Öğr. Gör. Aruzhan KURBAN

Introduction

The selection of an academic major is a critical milestone that shapes a student's academic engagement and future career path. However, empirical research on these decisions remains limited in Central Asian contexts such as Kazakhstan. Previous research shows that choosing a university major is influenced by both internal and external factors (Sara & Abdelkader, 2022). According to Self-Determination Theory (SDT), these decisions range from autonomous choices, driven by intrinsic interest, to controlled choices, influenced by external factors such as parental expectations (Ryan & Deci, 2000). Students tend to choose majors based on interest, job prospects, personal aptitude, and expected income (Malgwi et al., 2005). Understanding these motivations is important for higher education institutions seeking to support student success. A poorly chosen major can lead to dissatisfaction, lower engagement, and limited professional development (Ghaleb & Dahiam, 2024; Schmitt et al., 2008; Wessel et al., 2008). Given these consequences, it is important to examine what motivates students to choose English degree programs.

In the context of post-Soviet Kazakhstan, the motivation to pursue higher education in English is strongly influenced by national language policies. For the past three decades, the English language has been widely seen as a pathway to social mobility, international integration, and personal success (Sartor, 2021). This perception was formalized through the implementation of the “Trinity of Languages” policy in 2007, an initiative aimed at fostering nationwide trilingualism by integrating English into the national linguistic landscape alongside Kazakh and Russian (Nazarbayev, 2007). To support this policy, the government has promoted English through educational reforms, including the rapid expansion of English Medium Instruction (EMI) across higher education institutions (Agbo & Pak, 2017). As a result, English is no longer just a subject but a highly valued academic and professional asset.

Despite this strong state-led promotion and the high social prestige surrounding the language, international literature on English enrolment motivations remains geographically skewed. Most studies examining why students choose English as a field of study have been conducted in distinct geopolitical environments such as Morocco, Mauritania, or Indonesia (Eli & Hamou, 2022; Fitria et al., 2022; Sara & Abdelkader, 2022;). Within Kazakhstan, previous studies have mainly examined English through language policy, sociolinguistic attitudes, and English-medium instruction, rather than students' decisions to choose English as a university major (Agbo et al., 2025; Akynova et al., 2014; Sartor, 2021). However, there is little empirical research on the decision to pursue English as a university degree — a high-stakes decision that influences students' academic paths and future careers. As a result, it remains unclear how students make decisions under the influence of national policies and family expectations in Kazakhstan.

This study directly addresses this empirical gap by investigating the motivations, perceptions, and experiences of 68 undergraduate students enrolled in English-related degree programs at Khoja Akhmet Yassawi International Kazakh-Turkish University. Grounded in the motivational constructs of Self-Determination Theory, this study explores how intrinsic interests, external influences, such as family expectations, and career considerations interact to shape students' academic pathways.

To guide this investigation, the study addresses the following research questions:

RQ1. What factors influence students' choice to major in English?

RQ2. How do students perceive the relevance of English to their future careers, social mobility, and personal development?

RQ3. How do students who reported voluntary and non-voluntary program choice describe their experiences in English-related programs?

Methods and Materials

Research Design

This study adopted an explanatory sequential mixed-methods design (Creswell & Creswell, 2017). In the first phase, quantitative survey data were collected to identify patterns in students' motivations and career perceptions. In the second phase, qualitative data from open-ended written

responses were used to contextualize and deepen the quantitative findings. Combining quantitative and qualitative data made it possible to examine both broader motivational trends and the subjective experiences underlying students' educational choices.

Participants and Context

A total of 68 undergraduate students from Khoja Akhmet Yassawi International Kazakh-Turkish University participated in this study. Participants were recruited using purposive sampling to ensure inclusion of students enrolled in English-related degree programs.

The sample included 58 female students (85.3%) and 10 male students (14.7%). Regarding academic year, 27 students were in their first year (39.7%), 10 in second year (14.7%), 18 in third year (26.5%), and 13 in fourth year (19.1%). Participants were enrolled in five degree programs: English Language and Literature (38.2%), Translation Studies (25.0%), Foreign Languages: English–Chinese (14.7%), Foreign Languages: English–Turkish (17.6%), and English Language (4.4%).

All participants provided informed consent prior to participation, and ethical procedures were followed in accordance with institutional guidelines.

Instruments

Data were collected using a researcher-developed instrument consisting of two parts: a structured quantitative survey and a qualitative open-ended response section. Content validity was ensured through evaluation by three experts in English language education, and revisions were made based on their feedback.

The quantitative survey included 12 items: multiple-choice questions on external influences and 5-point Likert-scale items (1 = *strongly disagree* to 5 = *strongly agree*) measuring motivational constructs based on Self-Determination Theory (SDT), including intrinsic and extrinsic motivation.

Internal consistency analysis was conducted on the Likert-scale items. The initial Cronbach's alpha was $\alpha = .612$. Based on item-total analysis, two items (Q5 and Q11) were removed due to low item-total correlations. After removal, reliability improved to $\alpha = .751$, indicating acceptable internal consistency.

The qualitative section included nine open-ended prompts exploring students' family influence, personal agency, and career orientation. A branching design was used: students reporting voluntary choice completed one version, while those reporting non-voluntary choice completed a parallel version.

Procedure

Data collection took place during the 2025–2026 academic year. The instruments were distributed via Google Forms through official university communication channels and email lists. Participants were informed about the study purpose, confidentiality, and provided digital informed consent.

The survey items were completed first. Depending on the categorical response to the program selection item ("Did you choose this major voluntarily?"), the platform automatically directed the participant to the corresponding open-ended narrative section.

Data Analysis

Quantitative data were analysed using IBM SPSS Statistics (Version 27). Multiple-response items were coded dichotomously (1 = selected, 0 = not selected) and analysed using Multiple Response Frequencies. Descriptive statistics (frequencies, means, and standard deviations) were used for Likert-scale items.

Qualitative data from the open-ended responses were analysed using MAXQDA (Version 24) following thematic analysis procedures outlined by Braun and Clarke (2006). Responses were read multiple times to identify recurring ideas and patterns related to students' motivations, career orientation, and external influences.

An initial coding framework was informed by motivational concepts associated with Self-Determination Theory, particularly intrinsic and extrinsic motivation. Additional categories were developed inductively based on recurring student responses and emerging patterns within the data. Similar responses were then grouped into broader thematic categories, including personal interest, career opportunities, family influence, global and international orientation, and perceptions of practical English learning.

The coded themes were then reviewed and refined to improve clarity and consistency before being summarized descriptively alongside the quantitative findings.

Results

Quantitative Results

Reliability of the Motivation Scale

The final five-item motivation scale demonstrated acceptable internal consistency ($\alpha = .751$). Q5 and Q11 were analysed separately as descriptive variables.

Influences on Program Choice

As shown in Table 1 multiple-response analysis showed that students most frequently identified themselves as the main influence on their choice of program. Specifically, 76.1% selected “myself,” followed by parents at 40.3%. Teachers were selected by 9.0% of participants, while school counsellors were selected by 4.5%. Peer influence and media influence were each selected by only 1.5% of participants.

Table 1

Influences on Students' Program Choice

Influence Source	n	% of Cases
Myself	51	76.1
Parents	27	40.3
Teachers	6	9.0
School counsellors	3	4.5
Peer influence	1	1.5
Media influence	1	1.5

Note. N = 68. Multiple responses were permitted.

Reasons for Enrolling in an English Program

The most commonly reported reason for enrolling in an English program was personal interest, selected by 77.9% of participants. Better job opportunities were also frequently identified, with 58.8% of students reporting this reason. Family influence was selected by 20.6%, while perceived prestige

was selected by 17.6%. Limited alternatives were reported by 7.4%, and situational constraints were reported by only 1.5% (Table 2).

Table 2

Reasons for Enrolling in an English Program

Reason	n	% of Cases
Personal interest	53	77.9
Better job opportunities	40	58.8
Family influence	14	20.6
Perceived prestige	12	17.6
Limited alternatives	5	7.4
Situational constraints	1	1.5

Note. N = 68. Multiple responses were permitted.

Attitudes and Motivation Toward English Programs

Descriptive statistics indicated generally positive attitudes toward English programs. As presented in Table 3 students generally reported strong agreement that English would support their future careers ($M = 4.57$, $SD = 0.76$) and reported high enjoyment of studying English ($M = 4.35$, $SD = 0.81$). Students also tended to agree that their program choice was mostly their own decision ($M = 4.21$, $SD = 1.06$). The item “I would choose the same major if I had full freedom now” had a lower but still positive mean score ($M = 3.68$, $SD = 1.26$). The overall motivation score was high ($M = 4.12$, $SD = 0.72$), suggesting generally positive motivation toward English-related studies. Items were measured on a five-point Likert scale, where higher scores indicate stronger agreement.

Table 3

Descriptive Statistics for Motivation and Attitude Items

Item	Mean	SD
Q3. I enjoy studying English	4.35	.81
Q4. English will help my future career	4.57	.76

Q6. My program choice was mostly my own decision	4.21	1.06
Q7. I would choose the same major again	3.68	1.26
Q10. My classes connect English to real-life or career tasks	3.78	1.13
Overall Motivation Score	4.12	.72

Responses to Q5 suggested that family opinion played a moderate role in students' educational decisions ($M = 3.62$, $SD = 1.26$). Responses to Q11 showed that exams and grades were a moderate reason for studying outside class ($M = 3.37$, $SD = 1.24$) (Table 4).

Table 4

Additional Descriptive Items

Item	Mean	SD
Q5. Family opinion affected my decision	3.62	1.26
Q11. Exams and grades motivate outside study	3.37	1.24

Career Orientation

Most participants reported that they planned to work in a profession requiring English fluency. In total, 88.2% answered "yes," 10.3% were unsure, and only 1.5% answered "no."

Among the coded profession responses, teaching was the most frequently mentioned career path (48.5%), followed by translation (39.7%). Other career categories included tourism (8.8%), business (5.9%), international professions (5.9%), and office-related work (4.4%) (Table 5).

Table 5

Intended Career Categories

Profession Category	n	% of Cases
Teacher	33	48.5
Translator	27	39.7
Tourism	6	8.8
Business	4	5.9
International professions	4	5.9

Office-related work	3	4.4
Unsure	5	7.4
No profession specified	4	5.9

Note. N = 68. Multiple responses were permitted.

Main Reasons for Studying English

Open-ended responses to the question about the main reason for studying English were grouped into thematic categories. As shown in Table 6, future and career opportunities were the most common category, reported by 53.0% of participants. Travel and international orientation, as well as personal interest, were each reported by 27.3%. Smaller categories included self-development (6.1%), external pressure or forced choice (4.5%), and access to information or media (3.0%).

Table 6

Main Reasons for Studying English (Open-Ended Responses)

Theme	n	% of Cases
Future/Career opportunities	35	53.0
Travel/International orientation	18	27.3
Personal interest	18	27.3
Self-development	4	6.1
External pressure/Forced choice	3	4.5
Access to information/media	2	3.0

Note. N = 68. Responses were coded into thematic categories. Multiple thematic categories could be assigned to a single response.

The findings showed that students' motivations were shaped by both personal and external factors, including intrinsic interest, career expectations, and family influence. While most participants viewed their decisions as primarily self-directed, external expectations also remained important for some students. These quantitative patterns were later examined in more detail through the qualitative analysis.

Qualitative Findings

The qualitative findings revealed multiple interconnected themes related to students' motivations, educational experiences, and future expectations regarding English-related degree programs. The findings demonstrated that students' decisions were shaped by both intrinsic and extrinsic motivations, including personal interest, career-oriented expectations, family influence, international aspirations, and perceptions of English as a global necessity. Participants also discussed dissatisfaction with overly theoretical instruction and emphasized the importance of practical communicative learning experiences.

Theme 1. Personal Interest and Intrinsic Motivation

Many participants described a long-term personal interest in English as a major reason for choosing their degree program. Several students reported becoming interested in English during childhood through music, films, social media, or positive school experiences. Others described being inspired by English teachers or language-learning experiences during school years. One participant stated:

When I was around eight to nine years old, I used to watch MTV as a kid and loved the songs they played. One day, I heard "Feel This Moment" by Pitbull and Christina Aguilera, and I wanted to understand the lyrics so badly (Participant 47).

Another participant stated: "I have been interested in English since childhood" (Participant 3).

Many students also connected their motivation to enjoyment of language learning and communication with people from different countries. For many participants, these experiences reflected relatively strong intrinsic motivation and long-term emotional engagement with English learning.

At the same time, intrinsic motivation was not equally present across all participants. Some students described entering the program because of limited academic alternatives, admission circumstances, grant placement, or uncertainty regarding other majors. In several cases, participants explained that English was chosen primarily because it was practical, available, or compatible with admission opportunities rather than because of strong personal interest. A smaller number of students also reported initially lacking strong interest in English before gradually developing more positive

attitudes toward the subject over time. These responses reflected different levels of personal interest, external influence, and practical circumstance. For example, one student explained: “I missed the pedagogy program by one point, so I entered translation studies instead” (Participant 18).

Theme 2. English as a Pathway to Career and Global Opportunity

A second major theme involved career prospects, international opportunities, and global mobility. Many participants described English as a “global” or “international” language that could provide access to employment, study abroad opportunities, travel, and communication with people from different countries. Students frequently associated English with future professional success in areas such as teaching, translation, tourism, international business, and international education. One participant described English as: “English is like the key to the doors of the whole world for me; if you know English, all doors are open to you,” (Participant 30) while another student stated: “English gives more opportunities for work and study” (Participant 43).

For many participants, English was viewed not only as an academic subject or career tool, but also as an essential skill required for participation in modern global society. Students repeatedly connected English with globalization, communication across cultures, technological access, and broader life opportunities. Several participants described English as necessary for travelling abroad, studying internationally, communicating with foreigners, and accessing global information online. Some students also associated English with professional competitiveness, financial stability, and broader social opportunities.

Many participants imagined English as a pathway toward international mobility and broader global participation. Students frequently discussed aspirations related to studying abroad, migration, exchange programs, international employment, and interaction with foreign communities. Several participants also described real-life situations where English became practically useful, particularly when communicating with tourists, foreign professors, or international students. For example, one student wrote: “I believe English will play a very important role in my future. It’s an international language that connects people from different countries” (Participant 57).

Many students perceived English as a form of social and professional capital closely connected to globalization, mobility, and future opportunity.

Theme 3. Family Influence and External Expectations

Family influence emerged as another important theme in students' educational decisions. Many participants stated that parents or relatives encouraged them to study English because they believed it would provide better career opportunities, financial stability, and future success. In several responses, family members were described as important advisors during the process of choosing a major. As one respondent explained: "My parents actually advised me to join this English program. They always believed that English would open many doors for my future" (Participant 57).

Many students also described family attitudes toward English positively, emphasizing emotional support and encouragement. Parents often viewed English as an important international language associated with education, employment, and social mobility.

However, not all participants described their choices as fully independent. Several students reported experiencing direct parental pressure or limited freedom in their academic decision-making. In some cases, participants suggested that family expectations strongly shaped or effectively determined their choice of major. As an example, a student explained: "Because of parental pressure" (Participant 19).

Although some students initially entered the program because of external expectations, several responses suggested that they later developed more positive attitudes toward English learning over time. Overall, the findings indicate that family influence functioned both as emotional support and as a source of external expectation in students' educational choices.

Theme 4. Need for Practical and Real-Life Learning

Many students emphasized the importance of practical learning experiences while simultaneously expressing dissatisfaction with overly theoretical instruction and insufficient real-world communication practice. Participants frequently requested more speaking practice, interaction with native speakers, exchange programs, and classroom activities connected to real work situations. One participant stated: "We study grammar and vocabulary, but we don't practice real situations"

(Participant 62) Another participant explained: “Students work hard and need more practice with real English situations” (Participant 43).

Students commonly suggested speaking clubs, communication-based activities, internships, and interaction with foreigners as ways to improve the meaningfulness of English learning. Although some participants believed their classes helped develop presentation, communication, and teaching skills, many criticized the limited amount of speaking practice, interaction with native speakers, and professionally oriented activities. Several participants stated that university instruction focused heavily on grammar, theory, repetition, or textbook-based learning without adequately preparing students for real workplace situations. Some students directly stated that their classes did not sufficiently prepare them for future employment, while others described their preparation as only “50/50” (Participant 49) or emphasized that real work would still require learning “from zero” (Participant 64).

Across all themes, participants described English not only as an academic subject, but also as a social, professional, and global resource connected to future opportunity and personal development. Overall, the qualitative findings both supported and complicated the quantitative results. While many students described strong personal interest in English and positive career-oriented motivation, the responses also revealed important external influences, including parental expectations, institutional constraints, and limited academic alternatives. Many participants viewed English as a global and necessary language that could provide opportunities for international communication, travel, education, and professional development. At the same time, students frequently expressed dissatisfaction with overly theoretical instruction and emphasized the importance of practical communicative experiences, speaking practice, and real-world application. Together, these findings suggest that students’ motivations toward English-related programs are shaped by an interaction of personal aspirations, family expectations, educational experiences, and broader global influences. The depth and detail of responses varied across participants, with some students providing brief comments while others shared more extensive personal experiences.

Discussion

The results of this study suggest that students' decisions to enrol in English-related degree programs are shaped by an interaction of intrinsic motivation, career-oriented expectations, and external social influences. Across both the quantitative and qualitative findings, personal interest emerged as the strongest factor influencing students' program choice. Most participants described English as a subject they enjoyed learning and associated with long-term personal interest, communication, and self-development. From the perspective of Self-Determination Theory (Ryan & Deci, 2000), students' strong personal interest in English may help explain their continued engagement with the field. At the same time, practical and career-oriented considerations also played a major role in students' decisions, particularly regarding job opportunities, career advancement, and future financial stability (Malgwi et al., 2005).

The findings are also consistent with studies on English-major choice in other contexts. In Morocco, students chose English partly because they enjoyed learning the language and associated it with better job opportunities (Sara & Abdelkader, 2022). Similarly, Indonesian students reported internal reasons such as interest in English, desire to improve oral and written skills, and career prospects, as well as external reasons such as prestige and institutional reputation (Fitria et al., 2022). The present study shows a similar pattern, as participants connected English with personal interest, employability, prestige, and international opportunity. However, the Kazakhstani case is different because these motivations are also shaped by national language policy and the broader prestige of English in post-Soviet Kazakhstan (Agbo et al., 2025; Sartor, 2021). Participants commonly described English as an international language that could provide access to travel, communication, study abroad, and broader life opportunities, which reflects broader perceptions of English within the Kazakhstani context (Agbo & Pak, 2017; Akynova et al., 2014). However, unlike many previous studies that focus primarily on language learning motivation, the present study examined the more specific decision to pursue English as a university major. This distinction is important because selecting English as a university major represents a long-term academic and professional commitment rather than simply expressing interest in learning the language. These findings also contrast with studies where students

held negative attitudes toward English majors or avoided English because they perceived it as difficult, impractical, or offering limited career opportunities (Duresa et al., 2025).

The study also highlights the importance of the Kazakhstani sociolinguistic context in shaping students' educational choices. In Kazakhstan, English has increasingly become associated with globalization, social mobility, and educational prestige (Sartor, 2021), particularly following the implementation of the "Trinity of Languages" policy (Nazarbayev, 2007) and the expansion of English Medium Instruction (EMI) in higher education (Agbo & Pak, 2017). Many participants described English not only as a school subject, but as a necessary skill for participation in global society. Students frequently connected English with international communication, migration opportunities, professional competitiveness, and broader educational access. These results imply that in addition to personal preferences, students' motivations are influenced by more general state policies, expectations of the labour market, and globalizing social discourses around English (Sartor, 2021).

Although most participants described their program choice as self-directed, family influence remained important for some students. This reflects broader research on career choice in Kazakhstan, where professional self-determination is shaped by interest, career prospects, social status, family influence, and accessibility (Shnarbekova & Mutalip, 2025). In the present study, family influence appeared in two forms: supportive encouragement and direct pressure. This distinction is important because family support may reinforce students' sense of autonomy and motivation, while pressure may reduce the sense of autonomy emphasized in Self-Determination Theory (Ryan & Deci, 2000). Similar patterns of family influence have also been identified in broader research on major choice, where students' decisions are shaped by parental influence alongside concerns about employment opportunities and career prospects (Malgwi et al., 2005). A smaller number of participants also reported experiencing direct parental pressure or limited freedom in choosing their major. However, several participants who initially entered the program because of external expectations later described developing more positive attitudes toward English learning. Because only a small number of participants reported non-voluntary program choice, these findings should be interpreted descriptively rather than as strong group comparisons.

Another important finding concerns students' dissatisfaction with overly theoretical instruction and limited opportunities for practical communication. Many participants emphasized the importance of speaking practice, interaction with native speakers, internships, and communicative classroom activities connected to real-world professional contexts. Students frequently described English as a practical tool for communication, work, and everyday interaction. Consequently, English-related programs may benefit from integrating more professionally oriented activities, communicative teaching approaches, and experiential learning opportunities into university curricula, particularly approaches emphasizing meaningful communication and real-world language use (Richards, 2006).

In conclusion, the findings demonstrate that students' motivations toward English-related degree programs cannot be explained through a single factor alone. Instead, students' educational decisions appear to emerge from the interaction of personal interest, career aspirations, family expectations, educational experiences, and broader societal perceptions of English as a language of mobility, opportunity, and global participation.

Conclusion

This study examined the motivations, perceptions, and experiences of students enrolled in English-related degree programs at Khoja Akhmet Yassawi International Kazakh-Turkish University. The findings demonstrated that students' decisions to pursue English-related majors are shaped by a combination of intrinsic interest, career-oriented expectations, family influence, and broader societal perceptions of English as a language associated with mobility, opportunity, and international participation. Across both the quantitative and qualitative findings, personal interest and future career opportunities emerged as the strongest motivational factors, while family influence also played an important role for some participants.

The results also shed light on Kazakhstan's larger sociolinguistic context, where English is increasingly linked to globalization, international mobility, educational status, and career opportunities. Many students saw English as a practical skill related to job, communication, and involvement in global society in addition to an academic topic. Participants particularly stressed the value of hands-on learning opportunities, interactive exercises, and closer interconnections between

academic programs and real-world professional settings. These results demonstrate that more communicative, professionally focused, and experiential learning opportunities should be incorporated into the curricula of English-related programs.

Several limitations should be acknowledged. First, the study was conducted within a single university context, which limits the generalizability of the findings to other institutions or regions of Kazakhstan. Second, the sample size was relatively small and predominantly female, which may not fully represent broader student populations. Third, the study relied primarily on descriptive statistical analysis, and only a small number of participants reported non-voluntary program choice, limiting the possibility of stronger group comparisons.

Future research could expand this study by examining English-related program choice across multiple universities and regions of Kazakhstan using larger and more diverse samples. Longitudinal studies may also provide deeper insight into how students' motivations and perceptions toward English-related education change over time. In addition, future studies could further explore the relationship between national language policy, employability, and students' long-term professional identities in the context of higher education.

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Appendix

Appendix A – Survey questions

Gender:

- Male
- Female

Year of Study:

- First year
- Second year
- Third year
- Fourth year

Program / Profession:

- English Language and Literature
- Translation Studies: The English Language
- Foreign Language: Two Foreign Languages (English-Chinese)
- Foreign Language: Two Foreign Languages (English-Turkish)
- English Language

1. Before entering university, who had the biggest influence on your choice of program?

(Select all that apply)

- Myself
- Parents
- Teachers
- School counsellors

2. Why did you enrol in an English program? (Select all that apply)

- Personal interest
- Family influence
- Perceived prestige
- Better job opportunities
- Limited alternatives

1

2

3

4

5

Disagree

Neutral

Agree

	Strongly disagree	Strongly Agree
3. I enjoy studying English.		
4. I study English mainly because it will help my future career.		
5. To what extent did your family's opinion affect your decision to study English?		
6. My program choice was mostly my own decision.		
7. I would choose the same major if I had full freedom now.		

8. Do you plan to work in a profession that requires English fluency?

- Yes
- No
- Unsure

9. If “Yes,” specify profession (write a short answer). If “No/Unsure,” skip.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
10. My classes connect English learning to real-life or career tasks.					
11. Exams and grades are the main reason I study outside class.					

12. In one sentence: What is the main reason you study English? (write a short answer)

Appendix B – Qualitative Response Prompts

Section A: Students Who Chose English Voluntarily

1. Tell me the story of how you ended up in this English program. (Probe: who advised you? when did you decide?)
2. What do you think English will do for your future (career, life)? Give examples.
3. Describe a moment in class or outside class when English felt useful or useless.

4. How does your family talk about English?
5. Were there any other majors or languages you considered before choosing English? What made you decide on English in the end?
6. How do your classes prepare you for real work?
7. What would make English learning more meaningful for you?
8. Why do you think students (including yourself) choose English as their major instead of another field of study?
9. Anything else you would like to add?

Section B: Students Who Did Not Choose English Voluntarily

1. Tell me the story of how you ended up in this English program. (Who advised you? When did you decide?)
2. What role, if any, do you think English might play in your future (career, life)? Give examples.
3. Describe a moment when English felt useful or not useful, either in or outside class.
4. How does your family talk about English?
5. If you could freely choose a different major or language now, would you? Which and why?
6. How do your classes prepare you — or not prepare you — for real work?
7. What would make English learning more meaningful for you?
8. Why do you think students (including yourself) choose English as their major instead of another field of study?
9. Anything else you would like to add?

The Use of Technology to Enhance Young Learners' Speaking Skills

Öğr. Gör. Zeynep MADEN

Introduction

The integration of technology into educational settings has gained increasing attention as a means of supporting young learners' language development, particularly their English-speaking skills. Speaking is considered a fundamental skill through which individuals express their ideas, feelings, and opinions; therefore, developing this ability effectively in young learners remains a priority in English Language Teaching (ELT). Similarly, Korovina et al. (2019) emphasize that developing speaking skills in young learners requires motivating and interactive learning environments that help learners overcome psychological barriers to communication. The present paper discusses how technology can be used to create more engaging, interactive, and productive speaking environments for young learners. Only recently did researchers start focusing on how digital resources, like MALL, online platforms, and virtual language labs or apps, can help in speaking development. Several researchers such as Sun et al. (2017), and Liu and Chu (2010), among other scholars, indicated the positive impact of such tools on learner motivation and linguistic output, in general, and found equally significant results in areas related to fluency and confidence in speaking. This integration of interactive platforms and game-based learning within the elementary language classes results in higher engagement and improvement in speaking skills (Hwang et al., 2016). Previous research has also shown that language-related computer use outside the classroom can contribute positively to young learners' English development (Sundqvist & Sylvén, 2014). On the other hand, most of the literature focuses on language development as a whole rather than on separate speaking skills and the studies are not mainly on young learners, which creates a certain gap in the effective use of technology for young learners.

While existing studies provide insights into how technology supports general language acquisition, there is still a need for empirical studies focusing specifically on speaking for young learners (De Wilde & Eyckmans, 2017; Sundqvist & Sylvén, 2014). However, as a result of the literature review, it is observed that many educational technologies have traditionally focused on vocabulary acquisition and grammar development rather than speaking-oriented tasks (Castañeda & Cho, 2016; Sun et al., 2017). Also, many previous interventions aimed at developing language competence have focused on written language tasks, while speaking-oriented interventions have received comparatively less attention (Sun et al., 2017; Terrell, 2011). The study seeks to bridge this gap in the literature by investigating how technology can be used to support spoken language or practices among young learners (Buckingham & Alpaslan, 2017; Sun et al., 2017). The purpose

is, therefore, to investigate the effectiveness of different digital tools that come under one umbrella term, "use of technology", including the use of different variances of tools. To this end, the study investigates technologies such as voice-recognition applications (Ahn & Lee, 2016) and interactive digital platforms for speaking practice (Sun et al., 2017; Buckingham & Alpaslan, 2017). By investigating these tools and platforms, this paper attempts to provide a deeper understanding of how technology helps speaking practices for better use by young learners of English.

Research Questions

This systematic review aims to address the following research questions:

RQ1. What types of technologies have been used to enhance young learners' English-speaking skills?

RQ2. What theoretical frameworks have been employed in studies investigating technology-supported speaking development among young learners?

RQ3. What research approaches and participant characteristics are reported in these studies?

RQ4. What outcomes have been reported regarding the effectiveness of technology in improving young learners' speaking skills?

RQ5. What gaps and future research directions can be identified in the literature?

Literature Review

Mobile-Assisted Language Learning

Mobile-assisted language learning (MALL) is a recent approach enhancing the speaking skills of EFL learners. MALL provides learner-centered and flexible learning experiences. It enables children to practice language at their own pace and in various contexts (Hwang & Chen, 2013). This learner autonomy is beneficial for young students, as it fosters language practice and offers a low-stressful environment which is very essential for reducing anxiety and boosting fluency in speaking. In their study on the effect of mobile social networking applications on supporting first graders' English-speaking practice in China, Sun et al. (2017) demonstrated significant benefits in fluency among students who engaged with the MALL platform, which allowed for audio recording, peer interactions, and communicative tasks which are very similar to real-life experiences. Significantly, students who used these applications not only reduced their anxiety but also exhibited improved fluency compared to those learning through traditional methods. This research also suggests that MALL environments can provide authentic, context-rich settings for language learning (Sun et al., 2017).

In another study, Liu et al. (2010) found that a mobile-speaking application with automatic speech recognition could enhance young learners' pronunciation. The study also highlights that these mobile applications encourage learner autonomy and engagement, which are particularly useful in overcoming reluctance to speak in English.

Furthermore, the ability to personalize learning through mobile apps has been found to boost learner motivation and promote autonomous language learning. Sun and Yang (2015) and Lin (2012) have found that MALL makes it possible to create low-anxiety environments that encourage students to practice language more often, helping them to overcome barriers to speaking, such as shyness and lack of confidence. These findings suggest that MALL's integration into language classes can support more self-directed language learning, especially when face-to-face practice is limited. Similarly, Bang et al. (2020) reported that young Chinese EFL learners who used a research-based digital learning platform demonstrated significantly greater language gains than learners in the control group. Their findings suggest that well-designed digital learning environments can effectively support language development while increasing learners' motivation and engagement.

Game-Based Learning

Game-based learning (GBL) also provides a platform for enhancing speaking skills among young learners. This approach emphasizes the interactive nature of digital games to immerse learners in language practice. This increases engagement and improves language learning. Previous studies have also highlighted that game-based and interactive learning environments can increase learners' motivation and create supportive conditions for oral communication (Korovina et al., 2019). Hwang et al. (2016) examined the effects of mobile game-based learning on elementary students' speaking skills and found that participants who used language games demonstrated greater confidence and accuracy in speaking. Furthermore, games create structured but low-stress environments where learners practice English in ways that make them feel more relaxed, helping them overcome reluctance, shyness, or fear of speaking in English. Similarly, Jin (2024) reported that technology-supported speaking activities can reduce speaking anxiety and increase learners' willingness to communicate.

In their study, De Wilde and Eyckmans (2017) found that children exposed to English through digital games before formal instruction developed better listening and speaking skills. This finding supports the idea that game-based contexts allow learners to acquire language naturally, often before they receive any formal classroom-based instruction. These findings align with Castañeda and Cho (2016), who investigated the impact of a mobile game application on Spanish verb conjugation and discovered that learners demonstrated significant improvements in accuracy and

confidence. The study suggests that game-like features or tasks, such as scoring, immediate feedback, and peer collaboration, foster a dynamic learning environment that promotes language use and builds learners' autonomy.

Moreover, the interactive nature of game-based environments creates opportunities for learners to engage in cooperative learning tasks that can boost their speaking skills (Korovina et al., 2019). Hwang et al. (2016) emphasized that structured game tasks facilitate both speaking and listening, and offer young learners repetitive, contextualized language exposure in a low-stressful environment. Such settings help children focus on meaning and fluency rather than precision, which reduces the anxiety that often accompanies formal language practice. Games also encourage learners to prioritize communication over correctness, an approach that research suggests can foster more natural language learning experiences (Jin, 2024).

Gaps in the Literature

While MALL and GBL have shown potential in enhancing young learners' speaking skills, there are notable gaps in the research. Much of the existing literature addresses general language learning benefits but does not sufficiently explore the unique needs and challenges faced by young learners in non-native English-speaking contexts. Moreover, few studies have examined the long-term effectiveness of MALL and GBL or how these approaches can be integrated for blended learning environments that combine the best aspects of both methods. For instance, while research like that of Kormos et al. (2020) has highlighted the benefits of mobile-assisted assessments in reducing learner anxiety and promoting motivation, the extent to which MALL and GBL together might foster improvement in speaking proficiency is still largely unexplored. Recent studies have also started to explore emerging technologies such as augmented reality (AR). For example, Liao et al. (2024) reported positive effects of an AR-based game application on elementary school students' language learning and motivation. However, research examining the specific contribution of AR to young learners' speaking development remains limited.

Methodology

Article selection

The search for the data for the current study started with (1) developing the keywords to search on the database, (2) selecting the database, and (3) precisising the criteria of inclusion and exclusion of the studies. While developing the keywords, a few studies were reviewed in the literature regarding the keywords and terminologies commonly used in the research area. As some words are interchangeably used (ESL=EFL), the same keyword combinations were searched by only changing the word with a synonym/corresponding term. Accordingly, the following keyword combinations were searched. Both the general search function and the advanced search function

of the database were used. The keywords used in the query are shown in parentheses in Table 1. Following formula of keywords was used in a Boolean search:

-(young learner) AND (esl OR efl) AND (online OR technology OR game OR media) AND (speaking)

As the database of the search, Web of Science was chosen since it encompasses a wide range of high-impact factor journals. As scholars have pointed out, this database "is one of the most extensive, popular and relevant research databases for the academic community" (Caseiro & Santos, 2018, p. 8). After selecting the database, inclusion and exclusion criteria were determined, stating what was to be included and excluded. According to EPPI-Centre (2006), the setting of clear criteria provides for transparency, replication, and consistency in data selection in a systematic review. In accordance with the inclusion criteria determined, the articles selected were:

- a) published between 2014-2024
- b) published in an SSCI, EHCI, or A&HCI journal
- c) published in peer-reviewed academic journals
- d) published in English
- e) empirical
- f) with the focus on technology use in TEYL
- g) with the full text available
- h) studies focusing on language development in general*
- i) studies focusing on different technologies**

The date range was limited to 2014–2024 to capture recent developments in technology-enhanced language learning, particularly the increasing use of mobile applications, digital platforms, and interactive learning tools in language education.

*The current systematic review focuses on enhancing young learners' speaking skills using technology. Accordingly, the studies that focus only on speaking skills are quite limited. For that reason, the studies focusing on speaking skills with other skills and on language development were also included in the review.

**As there are different types of applications and tools under the umbrella of "technology", while searching the keywords, "game", "song", "online", and "media" keywords were also used interchangeably.

Studies that did not meet the inclusion criteria were excluded. Also, the studies were not included as data for this systematic review if they:

- a) focused on the technology itself rather than its effects on teaching
- b) include older age groups
- c) focused on the different subjects (only reading or writing)

Table 1 shows the number of articles retrieved from the Web of Science database. A total of 193 records were initially identified. After removing duplicate records and applying the inclusion and exclusion criteria through title, abstract, and full-text screening, 10 studies were retained for the final review.

Table 1

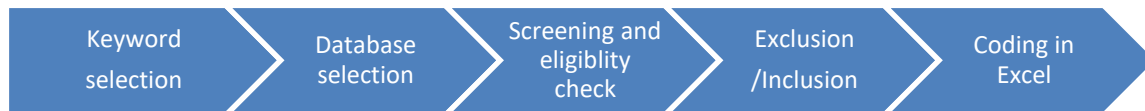
Keywords Searched and the Number of Articles Selected

Keyword	Results	Selected
((((ALL=(young learner and efl)) OR ALL=(young learner and esl)) AND ALL=(technology)) AND ALL=(speaking)	22	4
((((ALL=(young learner and efl)) OR ALL=(young learner and esl)) AND ALL=(online)) AND ALL=(speaking)	6	0
((((ALL=(young learner and efl)) OR ALL=(young learner and esl)) AND ALL=(game)) AND ALL=(speaking	4	1
((((ALL=(young learner and efl)) OR ALL=(young learner and esl)) AND ALL=(game))	29	1
((ALL=("young learner")) AND ALL=(technology)) AND ALL=(ESL or EFL)	1	0
(ALL=(young esl learners)) AND ALL=(media)	7	0
((ALL=("young learner*")) AND ALL=(game*)) AND ALL=(ESL)	4	1
((ALL=("young learner*")) AND ALL=(technology*)) AND ALL=(ESL)	7	0
((ALL=("young learner*")) AND ALL=(online*)) AND ALL=(ESL)	3	0
((((ALL=("young learner*")) AND ALL=(game*)) AND ALL=(EFL)) AND ALL=(speaking)	2	0
teaching speaking to young ESL learners	15	0
teaching speaking to young	27	0
teaching speaking to young ESL learners	1	0
teaching speaking to "young learners"	50	2
teaching speaking to "young learners" through technology	3	0
enhancing "young learner*" speaking	12	2
TOTAL Number of Articles	193	10

Having finished collecting data, Microsoft Excel has been used to help organize the results of a literature search according to categories.

Figure 1

Data Selection Process



Coding

Having collected all the relevant studies, codes were developed based on the research questions to systematically analyze each study according to specific features. The content analysis method (Wallen & Fraenkel, 2013) was used to identify the characteristics in studies. Twenty-one categories were initially coded across the studies. Eight key categories were subsequently selected for detailed analysis in this review. The categories coded are L1 of the participants of study (4), ages of the participants (8), education levels of the participants, theoretical framework stated in the study (9), research approach of the study (11), education level of the participants (15), type of technology used in the study (16), the tool used in the study (17), and outcomes of the study (21). Table 2 shows all categories coded.

Table 2

Coding categories

1. Study ID	8. Age of the Participants	15. Education Level
2. Title of the Article	9. Theoretical Framework	16. Type of Technology Used
3. Year of Publication	10. Research Method	17. Digital Tools
4. L1	11. Research Approach	18. Focus of Investigation
5. L2	12. Education Type	19. Data Collection Materials/Tools
6. Country	13. Task	20. Statistical Analysis
7. Journal	14. Length	21. Outcomes of the Study

Richards’ (2003) criteria for evaluation were used while developing categories to code, which helped make sure that codes were assigned to the right category, based on their content, and that categories were mutually exclusive.

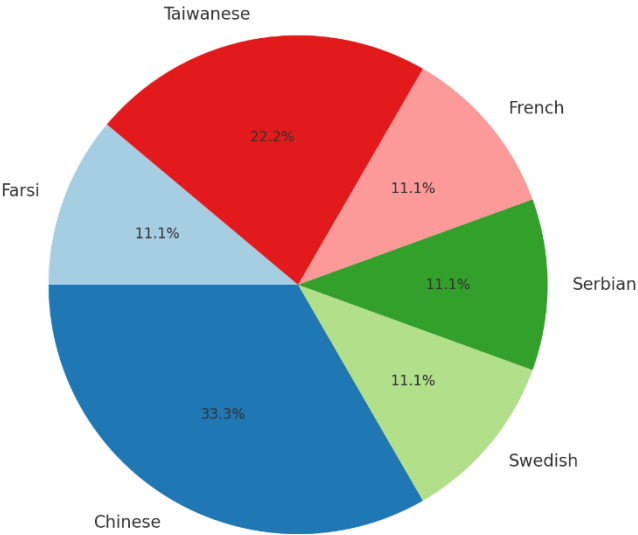
Based on several aspects that ran across most articles, the common features such as the theories, methods, and analysis used, and the results were extracted from the articles.

When no theoretical framework was explicitly stated or could be inferred, the article was assigned as “not reported”.

Findings

This section presents the findings of the systematic review based on eight coding categories selected for analysis: participants’ L1, age group, educational level, theoretical framework, research approach, type of technology used, digital tools/applications, and study outcomes. The findings are presented according to these categories to provide a systematic overview of how technology has been used to support young learners' speaking development.

Figure 2
Participants' L1



The first category reviewed is the L1 of the participants across the studies. Figure 2 shows the percentage distribution of participants' first languages (L1) across the reviewed studies. Chinese and Taiwanese are the most spoken languages with 33% and 22%, respectively. It is seen that there is a broad distribution of languages included.

Gadgets and tools used in studies are essential to understand the upward trends in teaching speaking to young learners. Table 3 shows the frequency of the gadgets included in research in the last decade.

Table 3*Types of Technology Used*

Gadget	Frequency (f)	Percentage (%)
Tablet	4	33.33
Smartphones	3	25.00
Computers	2	16.67
Robot	1	8.33
Tangible object	1	8.33
Gadgets used in playing digital games	1	8.33
Cospaces (a VR software package with VR headsets)	1	8.33

Table 3 shows that among devices examined, tablets emerged as the most frequently utilized, with 33.33% of the total; smartphones followed closely, accounting for 25% of reported studies. Computers represented 16.67% of usage, highlighting their moderate role in fostering speaking skill development. Other gadgets—including robots, tangible objects, digital game-playing devices and virtual reality tools, such as Cospaces with VR headsets—each comprised 8.33% of overall usage.

The type of applications, websites, and media is another category to be aimed to help understand the tendencies in fostering young learners' speaking skills. Table 4 shows the distribution of applications, websites, and media included in the studies.

Table 4*Digital Tools and Applications*

Type of application / website / media used	Frequency (f)
Club Penguin Island (online game)	1
R&T learning platform: Message Queuing Telemetry Transport (MQTT)	1
Papa (application)	1
No application mentioned	3
Cartoons (Peppa Pig)	1
ABCmouse English (created by Age of Learning, Inc.)	1
The StemUp application (AR-based mobile English courses)	1

Table 4 reveals that three of the studies did not report any applications, websites, or media. It is seen that there is a wide distribution of sources used across the studies. Club Penguin Island, an online game, and ABCmouse English, a structured language learning platform, represent tools aimed at providing engaging,

interactive learning experiences. The R&T learning platform, based on Message Queuing Telemetry Transport (MQTT), and The StemUp application, which incorporates augmented reality (AR) for mobile English courses, highlight the use of innovative technologies for language practice. The Papa application provides another individualized learning approach. One study cited cartoons, and three studies did not specify any application, indicating either a lack of digital integration or reliance on more traditional methods. Research approach is another category included to have a deeper understanding of the research done in the literature. Table 5 below shows approaches mentioned across the studies.

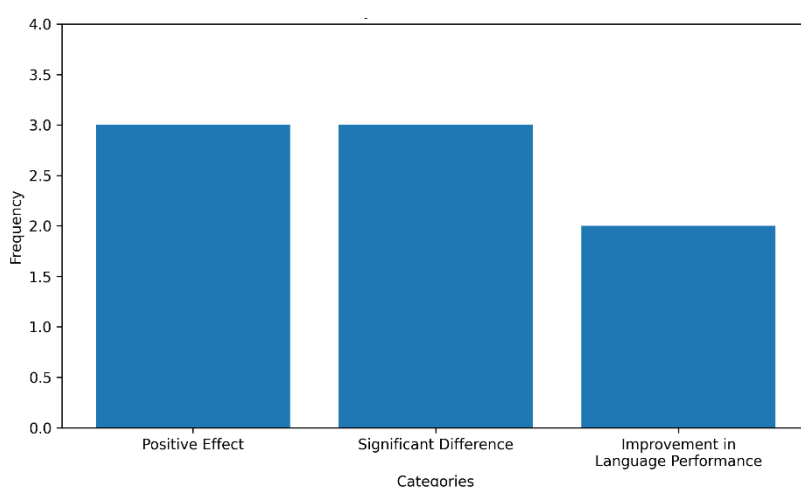
Table 5
Research Approaches

Research approach	Frequency (f)	Percentage (%)
Quasi-experimental design	2	20.00
Not reported explicitly	7	70.00
Case study	1	10.00

Regarding the research approach, which is another category reviewed in this paper, Table 5 shows that seven of the studies did not report the research approach applied in the study explicitly. Two of the studies run a quasi-experimental design.

Another category of the review is the outcome of the studies. Figure 2 reflects how outcomes are categorized across the studies.

Figure 3
Study Outcomes



In Figure 3, it is seen that studies reviewed revealed a range of outcomes concerning technology's efficacy in improving young learners' speaking skills. The findings were delineated into three primary themes:

1. A Positive Effect: Three studies illustrated a generally affirmative influence of technological tools on speaking abilities, indicating

enhancements in learner engagement, confidence, and willingness to communicate in English.

2. A Significant Difference: Conversely, another three studies revealed statistically significant disparities in speaking performance between learners utilizing technology-based interventions and those adhering to

traditional learning methods. This highlights the effectiveness of technology in securing measurable advancements.

3. An Improvement in Language Performance: Furthermore, two studies underscored remarkable improvements in overall language performance. These gains included fluency, pronunciation, and speaking accuracy, which are crucial components of effective communication. Although the findings are compelling, further research is necessary to solidify these conclusions.

Theoretical frameworks that studies were based on is another category coded to review in the paper. Table 6 shows the frameworks reported under the “theoretical framework” sections of the studies.

Table 6

Theoretical Frameworks

Theoretical Framework	Frequency
Negotiated interaction and focus on form by Varonis and Gass (1985)	1
Focus-on-form episode (FFE) defined by Ellis, Basturkmen, and Loewen (2001)	1
Task-Based Learning	2
Dialogue systems on pronunciation and WTC	1
Computer-assisted language learning	1
Van Lier’s (2004) ecological, semiotic and sociocultural perspective	1
Robot-Assisted Language Learning (RALL)	1
The engagement theory (Kearsley and Schneiderman, 1998)	1
Not mentioned under the theoretical framework section	3

In Table 6, it is seen that Task-based Language Learning has been used in two different studies while other frameworks were studied once. It can be concluded there is no specific theoretical framework emphasized in the literature.

The last two categories to be reviewed are the level of education and the age span of the participants, which are shown together in Table 7.

Table 7

The Level of Education and the Age Span of the Participants

Level of education	Age span	Frequency
Kindergarten	3-6	3
Elementary (no info about the grade)	5-6	1

4th and 5th grade	10-11	4
6th grade	11-12	2

Table 7 shows a diverse range of age groups (and educational backgrounds), illustrating a wide distribution of young learners across studies. Most of the studies run their research in 4th and 5th grades (%40 of the studies). Three studies concentrated on children in the early stages of education which corresponds to kindergarten (ages 3–6). Two studies concentrated on somewhat older learners, generally moving from elementary to middle school which is 6th grade.

Discussion

The current systematic review has been conducted to explore how technology can enhance the speaking of young learners within an English language learning environment. It examines 10 studies carried out over the period 2014-2024, presenting various digital tools and applications employed in language development, especially speaking. Findings were organized according to the eight key categories identified during the coding process, namely participants' L1, age group, educational level, theoretical framework, research approach, type of technology used, digital tools/applications, and study outcomes.

The review showed the heterogeneity in participant characteristics of age and education level. The majority of the studies involved 10 and 11-year-old learners from 4th and 5th grades. Few studies so far have involved kindergarten-age young learners, aged three to six years, and older 6th-grade learners. This means that even though technology is being used across a wide age range, further research is required concerning very young and older transitioning students.

With respect to the type of technology and digital tools used, results revealed the tablet as the most implemented device, followed by smartphone and then computer. Robots, virtual reality headsets, and augmented reality applications were innovative tools. These findings point to a growing variety of technological tools at educators' disposal that come with a series of quite singular advantages in terms of engagement and interaction. Similar findings were reported by Hsieh et al. (2023), who found that a robot and tangible object (R&T) integrated learning system improved elementary EFL learners' pronunciation and willingness to communicate in English. Furthermore, Wu and Hung (2022) reported that virtual reality-infused instruction significantly improved elementary school students' English-speaking performance, willingness to communicate, and learning autonomy.

The analysis of theoretical frameworks was highly diverse; TBL was the most-mentioned framework. Among others, a few studies are based on ecological and semiotic as well as on sociocultural perspective by Van Lier (2004) or negotiated interaction models. That diversity of framework is a sign of the lack of one unified ground of theory on using technologies to enhance speaking skills.

The outcomes of the studies on the effectiveness of technology in speaking skills were similarly positive across the studies reviewed. For instance, three studies reported a general effectiveness that included increased engagement, statistically improved speaking performance on technology-based interventions relative to non-technological ones, while two reported overall gains in language performance, including fluency and pronunciation. These findings align with prior literature emphasizing the potential of technology to create engaging, low-anxiety environments conducive to language practice (Hwang & Chen, 2013; Sun et al., 2017).

Despite these promising results, several gaps remain. First, many studies did not report their research approaches, and there was limited discussion of long-term outcomes. Besides, the limited number of studies using advanced technologies such as augmented reality and robotics calls for more empirical research in these areas.

Conclusion

This systematic review gives insights into the use of technology to enhance the speaking skills of young learners. It emerges from this study that different digital tool facilities like tablets, smartphones, virtual reality, and game-based platforms can assist in the process of language development. They have been seen to boost the engagement of the learner, reduce anxiety, and grow confidence in speaking English.

It certainly does have major implications for educators and curriculum designers. It is apparent that educators in the language classroom can use various technological tools to interactively engage learners with language learning, promoting speaking practice. Besides, this present study has shown that using a task-based learning approach combined with appropriate digital tools contributes to significant improvement in students' speaking performance. The successful integration of technology, however, also depends on teachers' perceptions, preparedness, and willingness to incorporate digital tools into language instruction (Taghizadeh & Hasani Yourdshahi, 2020).

This systematic review has several limitations. First, the review included only 10 studies that met the established inclusion criteria, which may limit the generalizability of the findings. Second, only studies indexed in the Web of Science database and published in English were included, which may have resulted in the exclusion of relevant studies from other databases or languages. Third, the review relied on the information reported in the selected studies, and some studies did not explicitly describe their research approaches or theoretical frameworks. Despite these limitations, the review provides valuable insights into the use of technology for enhancing young learners' speaking skills and identifies important directions for future research.

Future research should focus on longitudinal investigations of the long-term effects of technology on speaking development. In addition, more studies involving younger learners and emerging technologies, such as augmented reality and virtual reality, are needed. Researchers may also explore the combined use of multiple technologies to better understand their impact on speaking proficiency.

This review ends on the promising role of technology in developing speaking skills among young learners. The role of technology in language education will be more important when more empirical research and theoretical development are pursued to help young learners be more confident and proficient speakers of English.

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Evaluating Intercultural Communicative Competence of A Turkish Local EFL Textbook

Sinem YILDIZ

Doç. Dr. Eda DURUK

1. INTRODUCTION

Textbooks are the main lesson materials in an English as a foreign language class. Students from various backgrounds utilise textbooks to acquire many aspects of a second language, like vocabulary, grammar forms, language skills and culture. According to Richards (2002), textbooks are the main provider of language practice and input for the pupils. Especially in countries where learners are exposed to a small amount of language via media or cannot even be exposed to the language in their daily lives, textbooks are the main source for acquiring a second language. Additionally, focusing only on forms or vocabulary in foreign language teaching (FLT) is not adequate for effective communication, which is the main reason for FLT. Learners also must be familiar with communicative components to converse in the foreign language properly and effectively.

It is not surprising that a textbook is an important material to carry out the culture to the pupils who cannot gain the target culture in their daily lives. Therefore, a textbook should convey the cultural elements objectively without any bias. Nida (2003) states that vocabulary, idioms, expressions, and the structure of a language reflect culture as well as how culture shapes language, and intercultural interactions create both new opportunities and challenges for foreign language study. The importance of culture and intercultural communicative competence (ICC) in foreign language teaching classes has been emphasised over the years. Intercultural competence is the ability of learners to communicate properly and effectively in different social contexts with individuals from other cultures. Skills, knowledge, and critical and behavioural cultural awareness that create effective communication are integrated with the acquisition of intercultural communicative skills (Byram, 1989); hence, designing and using textbooks that present balanced intercultural elements (local culture, the target -foreign language's- culture, and global culture) are crucial for language acquisition to provide cultural communication skills, which are necessary for effective communication, to pupils.

In Türkiye, the textbooks are designed by local publishers, and then the ones that are approved by the Ministry of National Education (MoNE) are distributed to all schools around the country. It is mandatory to use these textbooks as main lesson materials. Even though this is a good strategy to provide standard textbooks to all pupils in the country, it is highly possible that some bias or deficits about reflecting different aspects of culture may occur in the textbooks that are locally developed. The most observed limitations of locally developed textbooks are a lack of target and intercultural features, stereotyped or superficial cultural situations, limited interactions, and non-authentic materials (Byram, 1997; Kramsch, 1993). To prevent or detect this possibility,

textbook evaluation is crucial to developing the quality of the textbooks that are mainly the source of intercultural communicative competence.

2. LITERATURE REVIEW

3.1. Intercultural Communicative Competence and Textbook Designing

Textbooks must include balanced global, local, and target culture aspects to provide a better understanding of language. ‘Glocalization’, which means combining local and global features to form a balanced cultural presentation, generates better support for intercultural communicative competence and fulfils educational standards (Toprakci & Özaydinli, 2021). According to Dasli (2011), there are three moments for acquiring ICC: cultural awareness occurs when the learners get exposed to the local culture; another moment is cross-cultural mediation, which requires tolerance and respect for other cultures; and the last moment is critical intercultural language pedagogy, which creates awareness about the limitations of looking from the perspective of only one dominant culture and creates a need for communication with individuals from other cultures.

There are some specific ways available to design textbooks according to ICC. Using authentic texts, integrating cultural learning into foreign language teaching, providing various cultural perspectives, encouraging critical thinking, fostering empathy, and using hands-on activities such as cooking traditional foods or organising cultural events (like Halloween and New Year’s Eve) can be utilised while designing not only textbooks but also any foreign language materials to promote ICC (Bennett, 1993; Byram, 1997; Kramsch, 1993).

3.2 Previous Studies in Türkiye

Numerous studies have examined Turkish EFL coursebooks to determine how well they include cultural components and ICC. Divergent trends in the representation of target, local, and global cultures, as well as qualitative gaps in the pedagogical integration of these elements, are revealed by a critical analysis of the literature rather than a uniform progression over time. By synthesising these diverse findings, clear thematic patterns and significant research gaps regarding the depth and application of multicultural content emerge.

A prominent theme across the literature is the overwhelming dominance of target cultures, particularly British and American, often at the direct expense of local and global elements. Local or/and global cultures are often under-represented, neglected, (Arslan, 2016; Koç, 2017; Sarıçoban & Kırmızı, 2020; Uğurlu & Taş, 2020), or addressed superficially (Çelik & Erbay, 2013), according to several research. For instance, Toprak and

Aksoyalp (2015) measured this difference and found that the USA (42%) and the UK (48%) dominated the cultural content, whereas other English-speaking inner-circle countries including Australia (6%), Canada (3%), and New Zealand (1%) were much under-presented. Students' comprehension of global English diversity and authentic, real-world interactions among non-native speakers is restricted by this excessive focus on mainstream British and American English (Çakır, 2021). As a result, textbooks frequently portray a homogenised vision of target cultures (Dimici et al., 2018), which has led many educators to realise that locally focused materials do not provide the wide intercultural experience required to prepare students for communication in the real world (Toprakçı & Özaydınlı, 2021).

Although target cultures often dominate, certain studies show times of change or localised dominance, which are frequently linked to curricular changes or particular textbook choices. Kırkgöz and Ağçam (2011) noted a successful shift from a strictly target-culture concentration to a more desirable, balanced representation of local, target, and global cultures after the 2005 curriculum changes. On the other hand, other studies have discovered the opposite extreme in some situations, seeing a significant predominance of non-Western or local (outer-circle) cultural aspects over inner-circle ones (Ulum & Bada, 2016; Yiğit & Dolgunsöz, 2023). However, there are limitations to this localised approach as well. Textbooks that primarily emphasise local components frequently show little intercultural diversity, which makes them less useful for fostering students' general intercultural awareness (Toprakçı & Özaydınlı, 2021).

Beyond geographic differences, the literature reveals a serious lack of depth in the representation of diversity. Cultural aspects are sometimes criticised for being shallow; Toprak and Aksoyalp (2015) found that 58% of cultural representations were simple mentions rather than genuine depictions or expositions. Significant thematic blind spots remain even though higher-level textbooks often have more complex and realistic cultural descriptions (Toprak & Aksoyalp, 2015) and successfully balance 'Big C' (history, geography) and 'little c' (daily routines) subjects (Böcü & Razi, 2016). Important societal issues including political orientation, socioeconomic status, and disability are hardly ever discussed, while sexual orientation is completely absent (Dimici et al., 2018). Additionally, coursebooks usually fail to question students' underlying opinions, avoid sociopolitical issues or taboos, ignore racial and ethnic stereotypes, and offer little to no exposure to regional idioms, colloquial language, or slang (Gedik Bal, 2020).

Combining these results exposes significant educational flaws that indicate a glaring research need. Additionally, cultural content is primarily embedded within receptive skills (reading and listening) rather than productive skills, which limits students' active engagement with ICC. Even when textbooks successfully use authentic texts or multimedia to inspire students to compare cultures (Böcü & Razi, 2016; Gedik Bal, 2020), teachers are severely limited by a lack of specific guidance in teachers' manuals regarding how to successfully incorporate these elements into their lessons (Böcü & Razi, 2016). In the end, most of the material that is currently available concentrates on measuring the frequency and geographical distribution of cultural representations. Therefore, there is a large research gap in understanding how future learning materials can go beyond superficial

calculations to deeply integrate inclusive, critical multicultural realities into productive language skills and how to offer the thorough pedagogical frameworks needed for teachers to successfully teach these elements.

3.3. Purpose of the Current Study

Findings of the studies in the field are not on common ground, even though some of them share similar results, which is not surprising due to examining different coursebooks written for different language levels, age groups, or needs. Every coursebook is individual, just like human beings in terms of features, so different results are expected. The focus must be on developing these lesson materials by detecting their handicaps and providing beneficial suggestions to train pupils to become global citizens who are open-minded, critical thinkers without prejudice, avoid stereotypes, look beyond limits, are curious about other cultures, and are tolerant of other ideas and cultures. Therefore, this study aimed to analyse reading texts of a MoNE-authorised local textbook, '*Move Up 5th Grade*', which is currently being used currently in Türkiye in terms of ICC by examining:

1. What are the frequencies of the target, local, and global cultures in the current textbook, and are these elements presented in balance?
2. How does the textbook present ICC according to Yuen's framework (2011)?

3. METHODOLOGY

Descriptive content analysis systematically categorises and defines the content and was adopted to examine the textbook. Instead of decoding the content's underlying meanings or implications, this approach highlights what is directly mentioned in the text, according to Krippendorff (2018), and aims to supply an objective and comprehensive synthesis of the subject under analysis. Without exploring their causes or effects, this method focuses on characterising the content's visible features, such as the frequency of certain specific themes or topics. Therefore, this method is suitable for categorising the elements of culture and measuring the frequency of these elements. Besides, by focusing on what is specifically presented in the dataset, descriptive content analysis seeks to maintain objectivity.

Additionally, Creswell's descriptive phenomenology pattern (2013), one of the qualitative research paradigms, was adopted while developing the study. As a result, research questions were developed first, followed by the selection of the coursebook. Lastly, the collected data were analysed considering the study's research questions.

3.1 The Material

The selected textbook, ‘*Move Up 5th Grade*’, written by Akseki et al. (2024), was authorised as a textbook by the Turkish Ministry of National Education (MoNE) between 2024 and 2030 for secondary school 5th-grade students for the new system of education. The EFL textbook was developed by Turkish authors and publishers for Turkish students.

The textbook is aligned with the MoNE’s new curriculum and aims to support foreign language learning through engaging content. The textbook includes interactive activities that support communicative skills and activities that integrate four skills. The topic-based textbook, with the integration of the communicative approach, is composed of 10 units.

Table 1. Content of the Textbook

The Unit	The Topic
Unit 1	Hello!
Unit 2	My Town
Unit 3	Games and Hobbies
Unit 4	My Daily Routine
Unit 5	Health
Unit 6	Movies
Unit 7	Party Time
Unit 8	Fitness
Unit 9	The Animal Shelter
Unit 10	Festivals

Image 1. A written example from a listening activity. (Unit: 2 - My Town,



Image 2. Example of a

page: 25)

visual that includes text

(Unit: 7 - Party Time, page: 65)



In terms of finding the answers to the research questions, cultural aspects of the written texts of the textbook were detected and then categorised according to the units, amounts, and sections that they were detected in and cultural aspects. Written texts, except for production activities, were included in the current study. Written examples of the listening activities were also included, as well as visuals that included texts such as infographics and posters. Various types of texts were available in the textbook, such as comics, blog entries, and social media messages.

4.2. Data Analysis

Reading texts of the selected textbook was evaluated by the descriptive content analysis according to Yuen's data analysis framework (2011). The framework focuses on how culture is portrayed in English-language textbooks, specifically looking at how cultural features are integrated into educational materials. The framework promotes an understanding of how cultural values, identities, and perspectives are expressed by offering a systematic method for classifying and analysing cultural elements.

Yuen categorises culture in four dimensions according to their origin: *source* culture (which defines the local culture of the EFL learners, for instance, Turkish culture in the textbook for the Turkish students), *target* culture (the culture of the foreign language content, such as British and American), *global* culture (the cultures of other countries except for the source and target cultures), and lastly, *neutral* culture (universal or culture-free elements like abstract themes). In the current study, all English-speaking countries were included in the target culture, while categorising, Turkish culture is named as the local culture, and neutral culture was not included.

Additionally, *products*, *practices*, *attitudes*, and *persons* are the four primary categories into which this model divides the cultural content. The first category, *products*, included abstract art concepts like folklore or legends and concrete art like poems or sculpture. Cultural features like entertainment, cuisine, clothing, education, laws, and religions were all regarded as products under the mentioned framework. The second category, *practices*, covers the behavioural patterns of a specific society, including its rituals, daily life regulations, and usage of

personal space. The third category is *perspectives*, which include a society's core values, beliefs, customs, traditions, and worldviews as well as its myths, superstitions, and sources of inspiration. *Persons*, the final category, encompassed both famous individuals and fictional or anonymous members of a specific culture.

4. RESULTS

4.1 The Frequencies of the Target, Local, and Global Culture

The analysis showed that the cultural aspect of the textbook displays a dominance of the target culture (Anglo-Saxon culture) (49.9%), with half of all cultural aspects that were presented in the textbook. Target cultures were followed by global culture (26.3%) and local culture (24.9%), with a minor difference between them. 76 aspects of culture were detected: 38 target cultures, 20 global cultures, and 19 local cultures.

Besides, the distribution of cultural aspects in the textbook reveals significant imbalances in how different cultures are represented in each of the units. As shown in Table 2, the first unit contains the highest number of cultural aspects (14) with an equal focus on local culture (5), global culture (5), and target culture (4). In contrast, the fifth unit includes only two cultural aspects, both from the target culture.

Table 2. Distribution of Cultural Aspects in the Textbook

	Local Culture	Target Culture	Global Culture	Total
Unit 1	5 (35.7%)	4 (28.5%)	5 (35.7%)	14
Unit 2	3 (33.3%)	1 (11.1%)	5 (55.5%)	9
Unit 3	2 (20%)	4 (40%)	4 (40%)	10
Unit 4	2 (66.6%)	1 (33.3%)	0 (0%)	3
Unit 5	0 (0%)	2 (100%)	0 (0%)	2
Unit 6	1 (12.5%)	6 (75%)	1 (12.5%)	8
Unit 7	1 (12.5%)	5 (62.5)	2 (25%)	8
Unit 8	2 (28.5%)	3 (42.8%)	2 (28.5%)	7
Unit 9	0 (0%)	9 (90%)	1 (10%)	10
Unit 10	3 (50%)	3 (50%)	0 (0%)	6
Total	19 (24.9%)	38 (49.9%)	20 (26.3%)	76

Some units do not include certain aspects of culture, while others include them in enormous amounts. Unit 4, unit 5, and unit 10 do not contain any global cultural aspects at all. Similarly, units 5 and 9 do not incorporate any local cultural aspects. On the other hand, target cultural aspects were present in every unit of the textbook. The most repeated cultural aspect in a unit is the target culture in unit 9, which appeared nine times.

Moreover, analysis of the distribution of global cultural aspects shows a dominance of Japanese culture, which was presented 10 times. It is possibly because one of the main characters of the textbook, Aki, is Japanese. It is followed by India, which appeared 7 times. Except for these two, Germany (4 times), China (2 times), Spain (2 times), Africa (1 time), and Northern Europe -Vikings- (1 time) were presented as global cultures.

4.2 The Cultural Aspects in Relation to the Four-P-Framework

Analysis of the Four-P-Framework that was developed by Yuen (2011) demonstrated that the predominant cultural aspect is persons (41.3%), which appeared 19 times. This aspect focuses on people who represent cultural ideals, including celebrities, historical figures, and regular people. By sharing personal tales and examples, highlighting individuals can increase the relatability and interest of the learning process. It is followed by practices (32, 6%), and it is presented 15 times. Practices include activities, rituals, and traditions like festivals and celebrations that are part of the cultural experience. This aspect helps learners understand how culture is lived and expressed daily. Products (26%) appeared 12 times throughout the textbook. Products are material cultural aspects, including music, art, literature, landmarks, places, and food. By incorporating items into the textbook, students can get an appreciation for the artistic and material creations of various cultures. The perspectives aspect is absent in the textbook except for the other aspects. Perspectives are about values, beliefs, superstitions, perspectives, myths, and inspirations of any society, and these elements are often abstract and require a level of cognitive maturity to understand fully.

Table 3. Distribution of Cultural Aspects in relation to the Four-P-Framework

Persons	Products	Practices	Perspectives	Total
19 (41.3%)	12 (26%)	15 (32.6%)	0 (0%)	46

The distribution of the cultural aspects in units of the textbook is unbalanced, as can be seen in Table 4. The most repeated cultural aspect is practised in unit 10, while some aspects were absent in some units. For example, products is absent in unit 3, unit 5, unit 7, unit 8, and unit 10. In addition, practices are missing in unit 4, unit 5, unit 6, and unit 9. The only aspect that was presented in all units is persons.

Table 4. Distribution of the Cultural Aspects in each unit

Unit	Persons	Products	Practices	Perspectives
Unit 1	3 (15.7%)	2 (16.6%)	1 (6.6%)	0 (0%)
Unit 2	1 (5.2%)	3 (24.9%)	1 (6.6%)	0 (0%)
Unit 3	5 (26.3%)	0 (0%)	1 (6.6%)	0 (0%)
Unit 4	1 (5.2%)	1 (8.3%)	0 (0%)	0 (0%)
Unit 5	1 (5.2%)	0 (0%)	0 (0%)	0 (0%)
Unit 6	1 (5.2%)	4 (33.3%)	0 (0%)	0 (0%)
Unit 7	2 (10.5%)	0 (0%)	5 (33.3%)	0 (0%)
Unit 8	2 (10.5%)	0 (0%)	1 (6.6%)	0 (0%)
Unit 9	2 (10.5%)	2 (16.6%)	0 (0%)	0 (0%)
Unit 10	1 (5.2%)	0 (0%)	6 (39.9%)	0 (0%)
Total	19	12	15	0

4.2.1 Aspect of Persons in the Textbook

Persons is the most repeated cultural aspect (41.3%) and is presented in all units. There were no famous or anonymous individuals presented in the textbook. Only the characters that were produced by the authors were available. This limits the cultural depth and real-world experience that learners can gain from these examples. Adopting real people from different parts of the globe presents better examples to the learners through their success stories, as well as create meaningful and authentic materials. Therefore, the persons presented in this textbook are problematic even though it is the aspect that has the highest amount.

4.2.2 Aspect of Products in the Textbook

Products is the least occurring aspect after the perspectives in this textbook, as they only appeared 26% by appearing 12 times. Moreover, this aspect is entirely absent in Units 3, 5, 7, 8, and 10. Products is represented in various ways, like cuisine (pancakes), street and school names (Misak-ı Milli Secondary School), movie names, and movie characters, such as ‘Ice Age’ and ‘Dobby’ (a fantastic character from the Harry Potter series). Some of the examples from the textbook can be seen above. On the other hand, some of the movie and character names were created by the authors of the textbook therefore they were not authentic, just as mentioned in the persons section. Products, especially those related to cuisine and popular media, which are related to daily life, can

significantly improve learner engagement and interest. Only one example of cuisine is available; locations were limited to school and street names.

Image 4. Example of products aspect (Unit: 2 - My Town, page: 26)

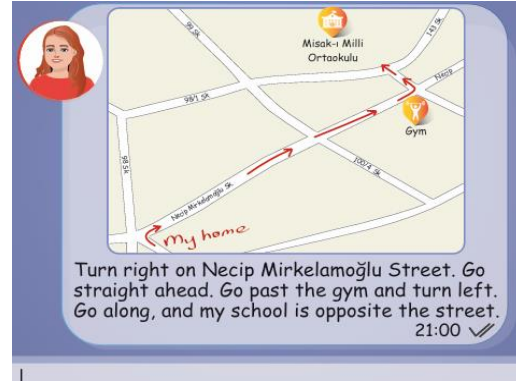
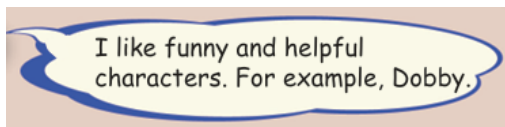


Image 3. Example of products aspect (Unit: 6 - Movies, page: 52)



4.2.3 Aspect of Practices in the Textbook

Practices is the second most common aspect (32.6%) in this textbook. It appeared 15 times on different occasions, like festivals and celebrations around the globe (e.g., Children's Day, US Open, Hanami, Holi India, and Mother's Day) and events like BBQ parties, as demonstrated in the images below. The most repeated practices are Indian festivals in the textbook.

Image 6. Example of practices aspect (Unit: 7 - Party Time, page: 63)



Image 5. Example of practices aspect (Unit: 10 - Festivals, page: 88)



5. DISCUSSION

The target culture (Anglo-Saxon), which makes up over half (49.9%) of all cultural aspects in the investigated textbook, is clearly dominant, according to the study's findings. This dominance of the target culture is consistent with a large body of prior research assessing EFL coursebooks that have been utilised in Türkiye, which often reports an excessive dependence on American and British cultures at the direct expense of local and global perspectives (Çakır, 2021; Çelik & Erbay, 2013; Sarıçoban & Kırmızı, 2020; Toprak & Aksoyalp, 2015;

Uğurlu & Taş, 2020). Although this emphasis seeks to acquaint students with the traditions of English-speaking nations, it inevitably limits students' exposure to real-world interactions with non-native speakers and their comprehension of the variety of English worldwide (Çakır, 2021; Dimici et al., 2018). On the other hand, some studies in the literature have noted opposite trends in particular contexts, such as a more balanced representation that was briefly achieved after the 2005 curriculum updates (Kırkgöz & Ağçam, 2011) or a strong dominance of local or outer-circle cultures (Ulum & Bada, 2016; Yiğit & Dolgunsöz, 2023). However, the current textbook's marked under-representation of both local (24.9%) and global (26.3%) cultures suggests a lost chance to promote ICC through 'glocalization', a pedagogical strategy that blends local and global characteristics to provide a necessary, balanced cultural presentation (Toprakçı & Özaydınlı, 2021).

Beyond the overall frequencies, the current analysis shows a highly uneven distribution of cultural elements within the textbook's many units, with some units having neither local nor global cultural features at all. The criticisms of the unequal integration of cultural elements in the larger literature are reflected in this uneven distribution. Çelik and Erbay (2013) criticised textbooks for presenting an unbalanced global perspective. Learners are denied a consistent and all-encompassing educational experience when cultural elements are dispersed unevenly and lack depth. Textbook authors must make sure that cultural components are systematically and fairly incorporated into every unit in order to truly promote ICC. According to Böcü and Razi (2016), this methodical approach allows students to consistently interact with and contrast foreign cultures with their own, a practice that has been effectively seen in internationally focused textbooks that incorporate actual content.

'Persons' is the most stated cultural feature (41.3%), followed by 'practices' (32.6%) and 'products' (26%), according to the study based on Yuen's (2011) Four-P Framework. However, the exclusive usage of fictional, author-created characters rather than real, well-known, or common people from different cultures is a crucial qualitative problem found in the current study. This lack of authenticity reflects instructional issues expressed in earlier research and lessens the materials' cultural depth. Scholars like Gedik Bal (2020) and Böcü and Razi (2016) emphasised how important it is to use genuine texts, pictures, and videos to inspire students and establish linkages to the real world. Additionally, the textbook's cultural diversity is restricted by the limited inclusion of tangible 'products' (like various international cuisines and monuments) and the frequent application of certain 'practices' (like an over-representation of Japanese and Indian aspects). According to Toprakçı and Özaydınlı (2021), using internationally inclusive and realistic materials provides students with more intercultural experience and significantly better prepares them for communication in the real world than localised, fake scenarios.

Lastly, a major thematic absence in the current textbook is highlighted by the total lack of the 'perspectives' element, which includes values, beliefs, myths, and perspectives. The 10–11-year-old target learners' cognitive developmental stage, which is Piaget's (1971) concrete operational stage, and the fact that they may have trouble grasping extremely abstract cultural concepts, is probably the cause of this absence. This result is in line with research showing that cultural descriptions tend to get more complicated as learners get

older and more proficient (Toprak & Aksoyalp, 2015). However, the larger body of research emphasises that a simplified and homogenised understanding of culture frequently results from the ongoing neglect of deeper cultural perspectives. Critical social topics, including socioeconomic status, political orientation, taboos, and stereotypes, are often ignored or completely omitted in Turkish EFL coursebooks, according to studies by Dimici et al. (2018) and Gedik Bal (2020). In order to move beyond superficial cultural awareness and lay the foundation for critical intercultural thinking, textbook designers must gradually introduce accessible perspectives, such as common cultural superstitions or everyday beliefs, while also ensuring that cultural content is aligned with the cognitive maturity of young learners.

6. CONCLUSION

The target culture (Anglo-Saxon) represents almost half (49.9%) of the cultural content in the textbook. Although this improves language skills, it restricts exposure to a wider variety of cultural experiences. The under-representation of local cultures (24.9%) and global cultures (26.3%) demonstrates the need for a more balanced approach. Besides, there is an unequal distribution of cultural elements among the units; some units completely lack particular cultural features. This difference may result in little exposure to other cultures. It is advised that local, global, and target cultures be more equally included in order to offer a thorough and inclusive educational experience that promotes intercultural communicative competency in addition to language proficiency.

In terms of Yuen's framework (2011), the textbook primarily focuses on the person's aspect and uses made-up characters, which reduces its relevance in the real world. Because practices and products are under-represented, cultural exposure varies throughout units. The lack of the perspectives aspects is perhaps because the learners are so young. The integration of real individuals from a variety of cultures and the development of tangible cultural items are among the recommendations. Moreover, a balanced presentation of the cultural aspects is suggested.

6.1 Limitations

This study only focused on one textbook; to deepen the study and improve the field, more than one textbook can be examined and compared. Furthermore, neither classroom observations from the lessons in which this book was used as material nor surveys or interviews with instructors or students who used it were conducted in this study. These might be used by researchers in future research.

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Turkish In-Service English Language Teachers' Perceptions of Online Education at the Primary, Secondary, and Tertiary Levels

Sibel AVCI

Introduction

The growing prevalence of technology in modern life has prompted its implications for educational contexts and has garnered significant scholarly attention. The advantages and disadvantages of integrating technology into the language classroom, which is deeply embedded in contemporary educational practices, remain a subject of ongoing debate among educators. Especially after the COVID-19 pandemic, which affected the whole world and caused school closures in over 150 countries, affecting more than 1.5 billion students (UNESCO, 2021), highlighted the importance of being able to adapt with technology, and benefiting from it is necessary for both teachers and students. Fueled by extensive research highlighting the effectiveness of online learning in facilitating language acquisition, particularly following the COVID-19 pandemic, online and blended learning models have become increasingly prevalent in ELT contexts (Anderson, 2020; Hodges et al., 2020). This sudden, unprecedented shift has unknown consequences for educators, as the world still observes its effects (Al-Samiri, 2021). Teachers' ongoing professional development was the indicator of the class's quality. However, after the pandemic, today, English teachers still have problems integrating technology and using online classes as their medium of instruction.

Online language teaching provides numerous benefits but also challenges for teachers and learners. Students could learn the language through multiple communication forms, new information could be received in different formats according to their needs and learning preferences, they can engage in meaningful student-student and student-teacher interactions, and it is more accessible and practical compared to traditional face-to-face education. However, there are also drawbacks to online education. In Lemay's (2021) research, students claimed they had obstacles with online learning. Obstacles were not only technological, but also had instructional, social, and affective challenges of isolation due to the social distancing (Lemay et al., 2021). In this virtual learning environment, effective factors, such as motivation, anxiety, and attitudes, play a key role in students' learning (Jiang et al., 2023). To overcome the issues related to online education, education stakeholders should improve their digital literacy to create safer and beneficial classrooms.

This study focuses on English language teachers' perceptions of online education in Türkiye. Research questions are:

1. What are the perceptions of in-service English language teachers in Türkiye regarding online education across primary, secondary, and tertiary levels?
2. Do perceptions of online education vary significantly according to teaching experience (1–5, 6–10, 11–15 years)?
3. Is there a relationship between teachers' confidence in teaching online and their willingness to attend further training?
4. To what extent do perceptions of the effectiveness of online education compared to face-to-face instruction differ between male and female in-service English language teachers?

Literature Review

Given the growing interest in this topic, particularly in the post-pandemic period, numerous researchers have conducted studies to examine the EFL teachers' attitudes toward online education. In Sarier and Uysal's (2022) study, teachers claimed that switching to online education provided lifelong learning opportunities, flexibility, experiencing ERT or hybrid education, digital transformation in education, and an alternative to student mobility. In Şener et al.'s (2020) research, although most participants reported positive perceptions toward online teaching, they highlighted some issues. Teachers claimed they have experienced a lack of technical equipment for virtual classes, teacher burnout due to increased workload, and a lack of financial support from the institution. Furthermore, they also claimed a lack of interaction between the teacher-learners and learners-learners caused low motivation, a lack of autonomy, a lack of standardization in the faculty, and general internet connectivity issues. In Kadirhan and Sat's (2024) systematic review, the results showed the challenges teachers faced with online education. The most important issues were shortcomings in technology and infrastructure, learner motivation and engagement, technology literacy among learners and educators, and social and emotional well-being. However, they also highlighted the positive outcomes of online education, such as learning improvement, flexibility, convenience, and digital tools and resources. Maleç's (2024) research with university instructors showed that due to the lack of technical infrastructure and supplementary online materials, ability to control the classroom and learners' participation, and inefficient grasp of lesson content made EFL instructors less volunteer to use online education as a medium of instruction after the pandemic therefore, they prefer face-to-face or blended learning over online learning.

According to research conducted after the COVID-19 pandemic, the reasons or causes that seem to explain language teachers' lack of preparedness could be attributed mainly to institutional factors, such as insufficient and low-quality available resources, scarce and low-quality training by institutions, and inadequate teaching conditions (Romero et al., 2024). However, after the emergency switch to online education, numerous chances for professional training and workshops in the field of new technology implementation may offer an excellent solution for teachers to implement online classes more effectively (Morska et al., 2022). To be able to adapt advantageous online lessons, teachers should restructure lessons to maintain student engagement, create new assignments and assessments suited to online learning, and develop proficiency with digital tools and resources to improve their digital literacy (Hodges et al., 2020). When shifting from traditional to online education, most teachers held negative attitudes. They implemented online teaching because the situation forced them, and they did not feel satisfied with their online teaching (Vo, 2022). As Dinçer & Yavuz (2022) claim teachers were primarily reluctant because of the infrastructure issues, lack of technical equipment (e.g., laptop, camera, and microphone), lack of communication, increase in workload, constant changes regarding the implementation of online teaching, students' unwillingness to turn on their cameras or microphones and just becoming passive listeners, lack of interaction, and lack of student motivation. However, after the initial adjustment period to this new reality, English language teachers claimed they are more confident in employing technological skills, materials, and assessment methods (Winter et al., 2021). They discovered new approaches and techniques to make their lessons more appealing and attractive (Morska, 2022). To maintain positive attitudes among language educators, Gao (2023) suggests that tool developers could collaborate with teachers to design online systems with a friendly interface that is easy to implement in lessons.

However, most of the studies examined the perceptions of online education among in-service EFL teachers during the pandemic. This study examines the changed or perpetuated perceptions toward online education among English language teachers in Türkiye who work at different levels of education.

Methodology

This research adopted a quantitative survey design to examine and compare the attitudes toward online education among Turkish ELT teachers who work across primary, secondary, and tertiary levels. The participants were **in-service Turkish English language teachers** working in state and private schools and universities. **One hundred twenty-five** teachers participated in the study, including 27

primary school teachers, 87 secondary school teachers, and 11 tertiary-level instructors. There were 102 female participants and 23 male participants. One hundred eight participants work in state schools, and 17 work in private institutions. A convenience sampling method was used to select the participants. An online questionnaire was shared via social media groups over 4 weeks, and the participation was voluntary and anonymous. Data was collected through a Google Forms questionnaire. The collected data was analysed through independent samples t-tests and ANOVA via Jamovi and JASP applications.

Findings

This research involved 125 in-service English Language Teaching (ELT) teachers working in Türkiye. One hundred two of them were female, and 23 were male. One hundred eight participants worked in public institutions, and 17 worked in private institutions. Twenty- seven teachers worked in primary school, 47 worked in lower secondary school, 40 worked in upper secondary school, and 11 worked at the tertiary level.

Demographic	Category	Frequency	Percentage
Gender	Female	102	81.6%
	Male	23	18.4%
Type of Institution	Public	108	86.4%
	Private	17	13.6%
Teaching Experience	1–5 years	41	32.8%
	6–10 years	42	33.6%
	11–15 years	10	8.0%
Teaching Level	Primary (Grades 1–4)	27	21.6%
	Lower Secondary (Grades 5–8)	47	37.6%
	Upper Secondary (Grades 9–12)	40	32.0%
	Tertiary (University Level)	11	8.8%

Participant Demographics

The questionnaire analyzed language educators' attitudes toward online education. Findings showed that ELT teachers mostly have moderately positive perceptions. Language instructors claimed that they have a high level of confidence in online tutoring ($M = 3.64$, $SD = 0.81$) and held a moderate belief that online education can be as effective as traditional, face- to-face instruction ($M = 3.62$, $SD = 1.08$).

ELT teachers who participated in this research showed strong self-efficacy for adapting their lesson plans in virtual environments and being involved in using various teaching tools and platforms (M=4.00). In addition, they claimed they know how to assess all four skills in online education in language teaching (M=3.45), and they felt motivated to improve their digital literacy and technological skills (M=4.00).

Instructors indicated a positive shift in perceptions for online education in the post- pandemic period (M= 4.10). Furthermore, many participants believed online education can be a valuable component of ELT education in terms of its practicality and accessibility (M=3.78). Lastly, a high proportion of the instructors also claimed that teaching in an online environment enhanced their overall teaching skills (M=3.87)

In contrast to the benefits of online education, many language instructors also stated that technical issues interrupted their lessons (M=2.89). However, teachers claimed that access to sufficient equipment and the Internet allowed them to conduct their lessons (M=3.92). Support received from the institutions was rated moderately (M=3.53).

	I feel confident teaching English in an online environment I believe online education can be as effective as face-to-face instruction. I can easily adapt my lesson plans for online instruction. I know how to assess students effectively in an online environment. Following the COVID-19 outbreak, I became more drawn to online education. Online education should continue to be a part of English language teaching. Online education has improved my overall teaching practices. I enjoy using technology for teaching English. I feel motivated to improve online my teaching skills. Online learning helps students become more autonomous learners.									
Valid	125	125	124	125	125	125	125	125	125	125
Mode	4.000 ^a	3.000 ^a	4.000 ^a	3.000 ^a	5.000 ^a	3.000 ^a	3.000 ^a	5.000 ^a	5.000 ^a	3.000 ^a
Median	4.000	3.000	4.000	3.000	4.000	3.000	3.000	5.000	4.000	3.000
Mean	3.624	2.832	3.677	3.456	3.664	3.312	3.256	4.464	3.896	3.240
Std. Deviation	1.141	1.268	1.000	1.125	1.204	1.187	1.106	0.866	1.183	0.919
Coefficient of variation	0.315	0.448	0.272	0.326	0.329	0.359	0.340	0.194	0.304	0.284
Variance	1.301	1.609	1.001	1.266	1.451	1.410	1.224	0.751	1.400	0.845
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000

Perceptions of EFL teachers

One-way ANOVA was applied to compare the differences across teaching levels. The findings showed no significant differences among the teaching levels. $F(3, 121) = 1.608$, $p = .191$. Even though the ANOVA results were insignificant, descriptive statistics analysis revealed variation in confidence levels among ELT instructors. Tertiary-level ELT teachers had the highest mean ($M = 4.00$, $SD = 1.095$), followed by upper secondary teachers ($M = 3.85$, $SD = 1.027$). Lower secondary teachers had a lower mean ($M = 3.49$, $SD = 1.159$), and primary school teachers reported the lowest confidence level ($M = 3.37$, $SD = 1.245$). However, despite the differences in means, there was no significant difference.

Cases	Sum of Squares	df	Mean Square	F	p
What is your current teaching level?	6.187	3	2.062	1.608	0.191
Residuals	155.141	121	1.282		

Descriptives - I feel confident teaching English in an online environment.

What is your current teaching level?	N	Mean	SD	SE	Coefficient of variation
Lower Secondary (Grades 5–8)	47	3.489	1.159	0.169	0.332
Primary (Grades 1–4)	27	3.370	1.245	0.240	0.369
Tertiary (University level)	11	4.000	1.095	0.330	0.274
Upper Secondary (Grades 9–12)	40	3.850	1.027	0.162	0.267

One-way ANOVA was applied to see the differences in perceptions regarding teaching experience. Between the teaching experience years, there was no significant difference among teachers, $F(4, 121) = 0.583$, $p = .627$. The descriptive statistics revealed that language teachers who have 6-10 years of teaching experience had the highest belief in online education's effectiveness ($M = 3.10$, $SD = 1.45$), while those with 11–15 years of experience had the lowest mean score ($M = 2.72$, $SD = 1.21$).

ANOVA - I believe online education can be as effective as face-to-face instruction.

Cases	Sum df Squares	of	Mean F Square		p
Teaching Experience	2.842	3	0.947	0.583	0.627
Residuals	196.630	121	1.625		

Descriptives - I believe online education can be as effective as face-to-face instruction.

Teaching Experience	N	Mean	SD	SE	Coefficient of variation
1-5 years	28	2.786	1.315	0.249	0.472
6-10 years	29	3.103	1.448	0.269	0.467
11-15 years	25	2.720	1.208	0.242	0.444
16 years or more	43	2.744	1.157	0.176	0.421

Male instructors had slightly higher beliefs in the effectiveness of online education ($M = 3.22$, $SD = 1.20$) than female teachers ($M = 2.75$, $SD = 1.27$). These findings were similar to the preference for online teaching over traditional, face-to-face instruction. Male teachers showed a higher mean preference ($M = 2.57$) than females ($M = 2.21$).

I believe online education can be as effective as face-to- I prefer online teaching to traditional classroom

	face instruction.		teaching.	
	Female	Male	Female	Male
Valid	102	23	102	23
Missing	0	0	0	0
Mean	2.745	3.217	2.206	2.565
Std. Deviation	1.272	1.204	1.146	1.237
Minimum	1.000	1.000	1.000	1.000

I believe online education can be as effective as face-to- I prefer online teaching to traditional classroom			
	face instruction.		teaching.
	Female	Male	Female Male
Maximum	5.000	5.000	5.000 5.000

Discussion

This research aimed to examine the attitudes of 125 in-service English Language Teaching (ELT) teachers in Türkiye regarding online English language education. The research highlights the effectiveness of online education due to its accessibility, flexibility, and adaptability. Findings showed that online education, in the Post-Pandemic period, is a valuable component of English language teaching; however, language instructors still held a cautious attitude toward it.

Similar to the Budiarta & Krismayani (2024) findings, in the post-pandemic period, ELT teachers' perceptions toward online education changed positively. Teachers claimed that they feel more confident in their digital literacy, assessment skills, classroom engagement, and use of technology. In the research, teachers also claimed that teaching in a virtual environment improved their overall teaching skills.

Technical issues were one of the biggest challenges teachers reported while conducting their online classes, similar to Akçayoğlu & Özer's (2024) research. The most highlighted issues were Internet connection issues, learners' lack of technological devices, teachers' knowledge of the technological materials, and how to adapt them in their classroom. To overcome this problem, most teachers were highly motivated to improve their digital literacy and teaching competence in technological environments.

Most participants wanted to continue using technology in their language teaching through online and blended teaching. Sun (2023) also showed the EFL teachers' positive attitude toward pursuing online education after the pandemic and their positive perceptions toward it. Er & Bayyurt (2022) also highlighted the effectiveness of technology integration in online language teaching. Technology makes language education more accessible, eliminating the limitations of time and space. EFL teachers' willingness and high motivation to implement digital tools in their classes show their readiness to engage with digital pedagogy.

Conclusion

In conclusion, this research examined the attitudes toward online education among in- service ELT teachers in Türkiye. The outcomes showed that, especially after the COVID-19 pandemic, most ELT instructors have moderately positive perceptions toward online education. Instructors claimed a high degree of confidence in their online teaching skills, strong self-efficacy in adapting their traditional lesson plans to online, employing digital tools, and testing and assessing all language skills effectively.

In contrast to these positive perceptions, this research highlighted some challenges, especially technical issues like internet connection issues and a lack of access to digital tools. Even though teachers could transfer their lessons online, these obstacles and insufficient institutional support affected their motivation. These findings are similar to those of Erarslan & Arslan (2019), Şahin-Durmaz & Kunt (2022), and Lo (2023).

There were no significant differences in teachers' attitudes toward online education based on their teaching experience or educational level. This implies that switching to the online environment has resulted in a generally uniform perception among ELT instructors. Another finding was that male teachers showed higher confidence in believing online education is effective than female teachers.

Considering the findings, educational institutions should enhance their support for instructors by providing them with the necessary tools and infrastructure. This will give teachers more opportunities to enhance their digital literacy. Future research can examine the long-term effects of online education and can give pedagogical insights for conducting and maintaining online classes more effectively.

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