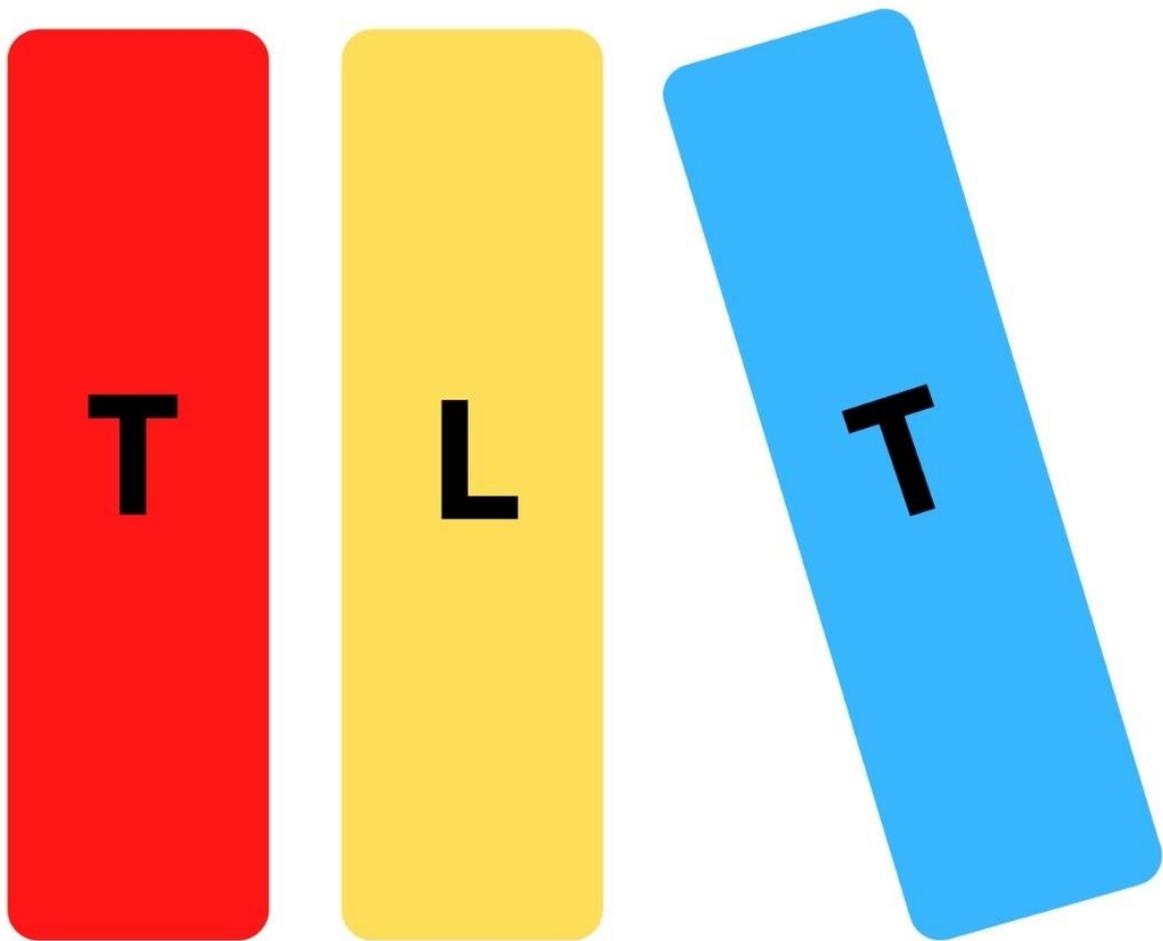


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Leveraging online news for language learning across diverse educational contexts

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Abstract

Digitization has made the news accessible to many people worldwide. Since it contains large quantities of authentic language input, online news has riveted language learners, teachers, and educators. Despite the availability of multitudes of studies on online news, research is needed to explore its potential benefits and drawbacks to guide language education. To that end, this exploratory research presented the possible educational impacts of online news on language education, offered a practical guideline for language teachers, and suggested specific news websites to utilize. The examination of a systematic literature review revealed eight potential advantages (real-world context, vocabulary expansion, grammatical/syntactical practice, heightened cultural awareness, practice/improvement in four skills, authentic language input, and content diversity) and disadvantages (linguistic complexity, content bias and inaccuracy, limited interactivity, time consumption, accessibility, and technology dependency, information overload, digital distraction, and privacy concern). Accordingly, a five-step practical guideline for using online news for classroom teaching is suggested for language teachers. The research offers news websites beneficial to multilingual and multicultural learning and awareness. Finally, the research concludes with some limitations and recommendations for future studies.

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Keywords

Computer-assisted language learning, Digital learning, Digital news, Online news, Web 2.0

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Introduction

Language education is at a critical juncture in an era marked by an unprecedented surge in digital information and the ongoing development of information communication technologies. The widespread availability of the Internet and online news sources has completely altered language learning and teaching contexts besides the dissemination of information (Kern, 2014; Whelan et al., 2010). Language educators face a unique challenge and opportunity in today's digital world: leveraging the vast and ever-changing world of online news to improve language learning outcomes.

Traditionally confined to textbook use and classroom instruction, language education is increasingly supplemented and enhanced by exploiting authentic, real-world language resources, with the emergence of online news as a potent tool (Moglen, 2014; Warschauer & Meskill, 2013). In addition, the digitization of news has created a globalized space for language learners to obtain and interact with authentic content worldwide (Reese, 2016). Through this democratized information, learners are not only exposed to a wide variety of languages and dialects. Still, they are also immersed in the cultural environments in which these languages are spoken. In a globalized environment where intercultural communication is paramount, incorporating online news into linguistic education is a strategic necessity (Jackson, 2019).

The role of online news in the current information environment is essential, as it integrates seamlessly with ideas related to computer-assisted language learning (CALL) and other digital literacy competencies. As more and more people rely on the internet for their daily news (Caled & Silva, 2022), they unintentionally become part of continuous language education (Gu et al., 2014). Due to its dynamic nature, online news content exposes readers to a wide variety of vocabulary (Dang & Long, 2023), language structures (Taqiyyah & Aswir, 2022), and writing styles (Liunokas, 2016), which, in turn, contributes to language proficiency. In addition, online news platforms have interactive elements, such as comment sections and user-generated content, which encourage language learners to engage in discussions and voice their views, improving their language skills in real-life situations (Deffor, 2015). In addition, access to international news facilitates intercultural knowledge and introduces students to various accents and dialects (Gómez-Rodríguez, 2018; Lee & Drajadi, 2019). Online news is a practical tool for keeping oneself informed and aids in language learning, digital literacy, and intercultural competency, making it an essential element of modern language education.

Considering all these, this study aims to explore the impact of online news as a valuable digital resource on language education. It, therefore, intends to investigate the potential benefits and drawbacks of online news in language learning and teaching for teachers and educators to serve as a practical pedagogical guide. To this end, harnessing online news is initially grounded on a theoretical rationale. Previous work on using online news is then cited. The potential educational gains and pitfalls of online news are

next explained. A framework for employing online news in classroom teaching is later provided. Ultimately, the article is concluded with limitations to the present research and recommendations for further ones.

Literature Review

Theoretical Background

Using online news as part of language learning can be based on diverse educational theories and concepts. The first is Krashen's (1985) Input Hypothesis, which posits that language learners benefit most from language input slightly above their current proficiency level. This type of input can be provided through the wide range of vocabulary and sentence structures in online news articles, facilitating language learning. A second relevant concept is the theory of task motivation (Locke, 1968), which postulates that motivational factors influence an individual's attitude toward a particular task. Online news articles can increase learner motivation by providing engaging and relevant assignments pertinent to learners' interests and requirements, thus increasing their intrinsic motivation to learn (Dörnyei, 2001).

Incorporating online news also accords with the general trend of technology-enhanced language learning, acknowledging the advantages of digital resources to facilitate language learning and provide varied learning opportunities (Levy & Stockwell, 2006). Another theoretical ground that online news can be based on is content-based language teaching (Snow & Brinton, 1997), which combines language learning with other study areas. By using online news as a resource, learners can explore various topics, assisting them in learning languages from different genres. An additional conceptual framework to ground the subject of interest is the information processing theory, suggesting that learners are more likely to process and retain information thanks to meaning and relevance (Slate & Charlesworth, 1988). The content of online news articles, frequently related to real-world events and topics of interest to learners, can stimulate cognitive processes, thereby improving language retention and comprehension.

Task-Based Language Teaching (TBLT) is another theoretical concept that might be grounded in harnessing online news in language education. TBLT aims to facilitate language acquisition through activities that learners may encounter in their everyday lives (Willis & Willis, 2007). Tasks such as analyzing news articles, summarizing key points, or discussion of news stories encourage the authentic use of language in practice. Another relevant theoretical concept, critical language awareness (Fairlough, 2014) concentrates on developing learners' cognitive abilities to think critically about the language use in different contexts, such as its utilization in the media and society. Learners can acquire the necessary skills through the analysis of online news to become more discerning consumers of information and gain an understanding of language usage in journalism.

Additionally, Vygotsky's (1978) sociocultural theory, which emphasizes social interaction and cultural context in learning, might justify using online news for language learning and teaching. Online news articles often represent cultural, social, and political dimensions of the language, thus providing valuable resources for examining these dimensions in language education. Finally, Piaget and Vygotsky's constructivist theories, which maintain that learners build their knowledge through experience and interaction (Ertmer & Newby, 1993), might underpin the framework for employing online news for language education. In sum, these theoretical frameworks all support online news as an excellent tool for language learning. They emphasize the value of authentic input, meaningful tasks, cultural content, and critical awareness inherent to online news as a language learning tool.

Research on Using (Online) News in Language Education

An earlier study investigating the role of the news in language learning belongs to Brinton and Gaskill (1978). Their study on using news broadcasts reported enhanced learner comprehension, heightened learner interest, and better understanding of the target culture. Another leading study was Morrison's (1989), asserting that radio broadcasts might improve listening comprehension due to authenticity, interesting/motivating nature, currency, and flexibility. In her study incorporating intercultural correspondence and news stories, Marden (2007) revealed promising results for heightened learner interest in Italian language and culture. Park's (2011) study showed that the linguistic resources provided by news articles and

personal/cultural experiences helped learners build critical literacy. In a study, Marchand and Rowland (2013) designed a course that included web materials based on news, asked learners to reflect on the news stories weekly, and found that learners' self-expressive confidence and active engagement in virtual discussions improved. Supporting evidence was reported by Lee's (2014) study, which revealed that digital news stories helped enhance learners' self-confidence, self-expression, and multiliteracy skills. A heightened learner interest in performing speaking activities through news reports was concluded in Aboe's study (2016). Similarly, Walters (2017) reported improved critical literacy awareness of moral leadership thanks to weekly articles. Higher critical intercultural awareness levels of learners were reported by Gómez-Rodríguez's (2018) study, where learners were exposed to news stories including stereotyping and culturally conflicting content (e.g., injustice and gender inequality) and asked to reflect on them. Pranoto (2020) demonstrated that learners exhibited positive attitudes toward exploiting news voiceover activities in their pronunciation course. Chong (2021) examined the role of a dictation activity using news stories in practicing speaking and revealed that learners became more self-confident in verbal English practice. The same year, Rozak et al. (2021) indicated that employing similar news stories in narrow listening instead of extensive listening enabled student teachers to become familiar with similar grammatical structures and vocabulary of spoken texts from similar themes/subjects.

On the other hand, negative findings were also cited in the literature. In a study by Zulfikar et al. (2020), the following learner problems were reported when listening to news stories: uncommon topics and vocabulary, accentual diversity, rapid speech, unclear pronunciation, complex grammar, and lengthy texts. This finding suggests the significance of choosing news stories appropriate for learners' levels. However, Bahrani and Sim (2012) found contradicting results, reporting that the groups exposed to authentic input via cartoons and movies outperformed the ones who received input via news. In addition to being a context-dependent finding, this result might have stemmed from the low-proficiency learner levels and inappropriate choice of news material. Similarly, Setyowati and Sukmawan (2021) found no impact of news stories on learners' written performances. This might have been because of the delivery mode of the course (hybrid) during the pandemic when learners might have had other priorities.

Methodology

Research Design and Questions

Employing a systematic literature review (Feak & Swales, 2009) and being exploratory (Bernd, 2017), this study aims to examine the educational implications of online news on language education, evaluate its inherent advantages and disadvantages, devise a practical guide for educators to effectively integrate online news in their teaching methods, and identify particular news sources that are conducive to language learning. The following research questions were addressed in this regard:

RQ (1). What are the potential benefits and drawbacks of using online news in language education?

RQ (2). How can online news be effectively incorporated into language teachers' teaching methods?

RQ (3). What are the available news websites that are optimal for language pedagogy?

Data Collection

Data were collected from databases such as ERIC, Google Scholar, Sage, ScienceDirect, and Taylor & Francis to address the research questions. These databases were searched for all the potential studies about using online news in language education. The search was not limited to time; however, queries were made using such keywords as “news,” “online news,” “language,” “language education,” “digital news,” “language learning,” and “language teaching.” Further criteria were adopted in the database search: (i) The language of the article must be English, (ii) The study must include the keywords in its title, and (iii) The study must be in language and education contexts. The initial screening revealed 423 research articles in five databases (ERIC =95, Google Scholar =70, Sage =147, ScienceDirect =62, and Taylor & Francis =49). Relevant theses and dissertations (e.g., Jeong, 2012) were also added to the search to eliminate publication bias. Following the close examination by three researchers and the excluded articles that did not meet the inclusion criteria, the total sum was finalized as 64.

Data Analysis

Qualitative content analysis was utilized to analyze the raw data following the suggestions of previous research (Hsieh & Shannon, 2005; Mayring, 2000; Patton, 2002). In this context, the data were initially prepared. The coding units were then defined as the entire document, specifically referring to physical linguistic units (e.g., words such as online news, benefits, and drawbacks). Categories (e.g., real-world context and linguistic complexity) were identified next, followed by labeling them under coding schemes (i.e., advantages and disadvantages). A sample was coded to establish coding consistency between the three coders. Following a high inter-coder agreement, all the data set was coded. The entire coding was rechecked for consistency. Subsequently, conclusions were made from the coded data. Finally, the findings were ready for reporting.

The recommendations of Lincoln and Guba (1985) were followed for trustworthiness (i.e., credibility, transferability, dependability, and confirmability). To this end, peer debriefing was utilized for credibility. Also, the coders were all knowledgeable in the field of language education, contributing to the credibility. The findings are assumed to be transferrable to other contexts since the content was analyzed objectively and consistently. Raw data, memos, coding manuals, and process notes were used to maintain dependability and confirmability within the auditing context.

Findings and Discussion

The Potential Benefits and Drawbacks of Using Online News in Language Education

Following a systematic literature review, the following benefits and drawbacks (Table 1) were cited as to the utilization of online news in language education:

Table 1

The references to the potential pedagogical benefits and drawbacks of using online news in language education

Advantages	Relevant References
real-world context	Aayeshah, 2012; Abdurakhmanov, 2023; Oura, 2001
vocabulary expansion	Abeyweera, 2021; Bahrani & Sim, 2012; Chavangklang et al., 2019; Dang & Long, 2023; Katemba & Parilia, 2020; Munawarah et al., 2020; Rohmatillah, 2016; Shakibaei et al., 2019; Shamim et al., 2023; Singh, 2022; Sultana & Taghavi et al., 2012; Teng, 2015; Tran, 2023; Wijajanti, 2020; Zhang & Milton, 2022
grammatical /syntactical practice	Khodabandeh & Tharirian, 2020; Omar et al., 2018; Özkan, 2015; Taqiyyah & Aswir, 2022
heightened cultural awareness	Gómez-Rodríguez, 2018; Lee, 1999; Marden, 2007; Wang, 2018
practice/improvement in four skills	Bahrani & Sim, 2012; Barella & Linarsih, 2020; Chavangklang et al., 2019; Khorsheed & Rassoul, 2018; Lee, 2014; Liunokas, 2016; Morrison, 1989; Onoda, 1994; Rozak et al., 2021; Tasya, et al., 2018
improvement in critical literacy/thinking	Abduazizova et al., 2021; Al-Shaye, 2021; Bury, 2015; Jeong, 2012; Lestari & Mutia, 2023; Park, 2011; Sibanda, 2021; Walters, 2017
authentic language input	Bahrani & Sim, 2012; Bahrani et al., 2014
content diversity	Alexander & Cunningham, 2004; Minns, 2021
Disadvantages	
linguistic complexity	Berardo, 2006; Lesmy et al., 2019; Wiredu, 2012
content bias and inaccuracy	Kim & Grabe, 2022; McCracken, 2011; Shultziner & Stukalin, 2021
limited interactivity	Clifford, 1998; Seelig, 2008
time-consumption	Dincer, 2020; Ekstrand et al., 2020
accessibility and technology dependency	Lai et al., 2018; LeLoup & Ponterio, 2004
information overload	Feroz et al., 2022; Mrah & Tizaoui, 2018
digital distraction	Leithner, 2009; Nge et al., 2012
privacy concern	González-Bailón, & Xenos, 2023; McWhorter & Bennett, 2020; Swart, 2023

The present exploratory study found eight advantages and eight disadvantages of online news in language education. Online news provides students with real-time information reflecting real-world language usage, helping students to understand current events and conversational language (Aayeshah, 2012; Abdurakhmanov, 2023; Oura, 2001). For instance, the floods caused by Hurricane Daniel in the east of Libya in

September 2023 (Figure 1) are one of the recent news stories the international press covers. Learners might be informed about such current events through online news.

Figure 1

An example of real-world context (<https://www.euronews.com/embed/2368514>)



Online news was also found to improve vocabulary, as indicated in previous studies (Abeyweera, 2021; Bahrani & Sim, 2012; Chavangklang et al., 2019; Dang & Long, 2023; Katemba & Parilia, 2020; Munawarah et al., 2020; Rohmatillah, 2016; Shakibaei et al., 2019; Shamim et al., 2023; Singh, 2022; Sultana & Taghavi et al., 2012; Teng, 2015; Tran, 2023; Wijajanti, 2020; Zhang & Milton, 2022). News articles often contain a wide variety of vocabulary, which introduces learners to new terms and phrases, assisting them in building vocabulary, like specific vocabulary items or phrases in news headlines or articles (Figure 2), such as “gruta” in Spanish, meaning “grotto” in English. As Table 1 illustrates, the impact of (online) news on vocabulary learning was the most researched linguistic aspect.

Figure 2

An example of specific vocabulary item in Spanish

(<https://www.elmundo.es/internacional/2023/09/12/64ff9b29e4d4d862098b45b4.html>)

Rescatan al espeleólogo estadounidense atrapado a mil metros bajo tierra tras nueve días en una gruta

Ha sido una de las operaciones de rescate subterráneo más amplias y complicadas jamás organizadas

Additionally, news articles provide examples of complex sentence structure and diverse grammar usage, enabling students to enhance their knowledge of syntax (Omar et al., 2018; Özkan, 2015; Khodabandeh & Tharirian, 2020; Taqiyyah & Aswir, 2022). For example, the relative pronoun “qui” (meaning who/that) in French (Figure 3) might be learned through online news stories.

Figure 3

An example of a complex grammatical feature in French

(https://www.lemonde.fr/economie/article/2023/09/12/dans-les-landes-les-derniers-vestiges-de-l-extraction-du-petrole-en-france_6188946_3234.html)

Dans le « Texas landais », les derniers vestiges de l'extraction du pétrole en France

On compterait environ 500 puits pétroliers en France, selon le ministère de la transition énergétique, qui permettent d'extraire l'équivalent de 0,9 % de la consommation nationale de pétrole annuelle.

Previous studies also showed that online news might promote cultural awareness (Lee, 1999; Marden, 2007; Gómez-Rodríguez, 2018; Wang, 2018). Reading different kinds of news from diverse places and cultures introduces learners to different ways of looking at things, giving them a better understanding of different cultures and helping them become more culturally aware and able to relate to people from different cultures. To illustrate, the news story displayed in Figure 4 might allow learners to be informed

about the Sámi people and their endeavors to uphold their traditions. Regular exposure to such news might increase intercultural awareness and cultural knowledge.

Figure 4

An example of a news story for cultural understanding

<https://www.euronews.com/embed/2361890>



It was also determined that online news might contribute to the enhancement of four language skills (Bahrani & Sim, 2012; Barella & Linarsih, 2020; Chavangklang et al., 2019; Khorsheed & Rassoul, 2018; Lee, 2014; Liunokas, 2016; Morrison, 1989; Onoda, 1994; Rozak et al., 2021; Tasya et al., 2018). Traditionally, online news involves textually rich content (i.e., authentic input) that might be utilized for reading and writing. Besides that, multimedia news platforms typically contain audio and video segments, allowing learners to hone their listening skills and improve their language skills. For instance, some news websites also include audio versions of the news articles, as seen in Figure 5.

Figure 5

An example of a news article in audio format (<https://www.npr.org/sections/health-shots/2023/09/12/1197874002/umami-savory-taste-history>)



Critical literacy and thinking skills are the seventh potential benefit that online news might provide (Abduazizova et al., 2021; Al-Shaye, 2021; Bury, 2015; Jeong, 2012; Lestari & Mutia, 2023; Park, 2011; Sibanda, 2021; Walters, 2017). Analyzing news articles necessitates critical thinking, which assists students in developing analytical and evaluation abilities. Critical thinking involves the active and skillful formulation, application, analysis, synthesis, or evaluation of information derived from or produced by observations, experience, contemplation, thought, or communication as a basis for conviction and action (Elder & Paul, 2003). On the other hand, critical literacy is an intellectual skill that involves the exploration and investigation of concepts and necessitates the synthesis, analysis, interpretation, assessment, and response to texts read or listened to (Avila & Moore, 2012). The forums or opinion segments in online news websites might be a good platform for improving these skills. For example, food insecurity (Figure 6) as a global issue might be analyzed and evaluated in an in-class discussion, where learners must think critically to respond well to the possible arguments.

Figure 6

An example of a news story for promoting critical literacy/thinking skills

(<https://www.aljazeera.com/opinions/2023/9/4/feeding-big-agribusiness-starving-africans>)

OPINION

Feeding big agribusiness, starving Africans

Industrial agriculture has failed to eliminate food insecurity in Africa. It is time for a radically different approach.

🗨 Mutinta Nketani | Timothy Wise 4 Sep 2023



The systematic literature review also indicated that online news might offer rich, authentic language use (Bahrani & Sim, 2012; Bahrani et al., 2014). Professional journalists produce news articles and provide examples of authentic language use, which can enhance language skills. For instance, learners might practice some tense aspects in German, as they are used in the language (Figure 7).

Figure 7

An example of authentic language use in German (<https://www.zdf.de/nachrichten/panorama/venedig-tourismus-gebuehrensysteem-100.html>)

In Venedig müssen Kurzbesucher künftig an bestimmten Tagen Eintritt zahlen. Der Gemeinderat der italienischen Lagunenstadt beschloss am Dienstag, eine Gebühr von fünf Euro von Touristen zu erheben, die nur für ein paar Stunden bleiben und nicht übernachten. Die Regelung soll im Frühjahr starten. 2024 soll sie zunächst an 30 Tagen gelten, an denen erfahrungsgemäß besonders viele Besucher kommen. Später soll sie ausgeweitet werden. Die genauen Termine sind noch offen.

Tagesausflüglern werde für den Eintritt in das historische Zentrum eine Gebühr von fünf Euro berechnet, erklärte die Stadtverwaltung. Ausgenommen von der Eintrittsgebühr seien laut einer Erklärung:

Ultimately, online news platforms might offer rich content diversity for language learners (Alexander & Cunningham, 2004; Minns, 2021). Most online news websites have sections such as politics, economy, culture, travel, and health, etc., which might cater to different learners' interests in terms of content.

On the other hand, online news websites impose some limitations on learners. Initially, previous research demonstrated that news articles might involve linguistically complex structures (Berardo, 2006; Lesmy et al., 2019; Wiredu, 2012). That means that news articles can be challenging to read due to their intricate language, slang, and

cultural associations, which can be intimidating for beginning-level readers. For instance, words such as “persecution, wade into, and meddle” in the following article (Figure 8) might be difficult for beginning, even intermediate-level learners. The word frequencies were cited as 3/5, 2/5, and 2/5 for these words in the Collins online dictionary (<https://www.collinsdictionary.com/>). That justifies why some learners might struggle to understand words with low frequency.

Figure 8

An example of a news article with linguistic complexity

<https://www.nytimes.com/2023/09/12/world/europe/putin-trump-musk.html>

***Putin, Citing Trump ‘Persecution,’
Wades Back Into U.S. Politics***

The Russian leader, whose government meddled in the American presidential election won by Donald J. Trump, also offered words of praise for Elon Musk.

Another drawback of online news is the potential source/content bias and inaccuracy (Kim & Grabe, 2022; McCracken, 2011; Shultziner & Stukalin, 2021). It, therefore, becomes critical to provide learners with the necessary media literacy skills to ensure that they are aware of the potential biases and inaccuracies in online news sources. To illustrate, Figure 9 shows how the same piece of news might be interpreted differently across diverse media platforms.

Figure 9

An example of biased news headlines in different media outlets

<https://www.npr.org/sections/thetwo-way/2012/08/03/158068749/same-news-different-spins-check-these-headlines-about-the-jobs-report>

Our headline all day has been "163,000 Jobs Added In July; Unemployment Rate Rose To 8.3 Percent."

But as is often the case, some other news outlets like to add a little bit of interpretation to their headlines:

-- Fox News says "Wrong-Way Growth: Jobless Jumps In July as New Hiring Remains Slow."

-- NBC News writes "US economy's job engine revved up in July."

A third disadvantage of online news might be the limited interactivity compared to interactive learning activities (Clifford, 1998; Seelig, 2008). Therefore, passive reading of news articles might not be as engaging as interactive activities. However, some news websites have online comment sections wherein users interact with each other on a topic of discussion. Additionally, practicing news articles might be time-consuming for learners and teachers (Dincer, 2020; Ekstrand et al., 2020). In other words, analyzing and digesting news articles can take up a significant amount of time, which may interfere with other language-related activities. For teachers, on the other hand, preparing lessons using news articles might occupy a good amount of their time. As in any other online platform, reading or practicing with online news might be technology-dependent, meaning learners might experience access problems (Lai et al., 2018; LeLoup & Ponterio, 2004). Other potential setbacks for using online news were cited as information overload (Feroz et al., 2022; Mrah & Tizaoui, 2018), digital distraction (Leithner, 2009; Nge et al., 2012), and privacy concerns (González-Bailón, & Xenos, 2023; McWhorter & Bennett, 2020; Swart, 2023).

In sum, findings revealed that vocabulary expansion and improvement in four language skills were the two most researched areas among the advantages of online news. However, content diversity, authentic language input, and heightened cultural awareness were cited the least. The systematic literature review findings also indicated a general scantiness in researching the disadvantages of online news in language education. All these findings suggest that more research (of quantitative and qualitative

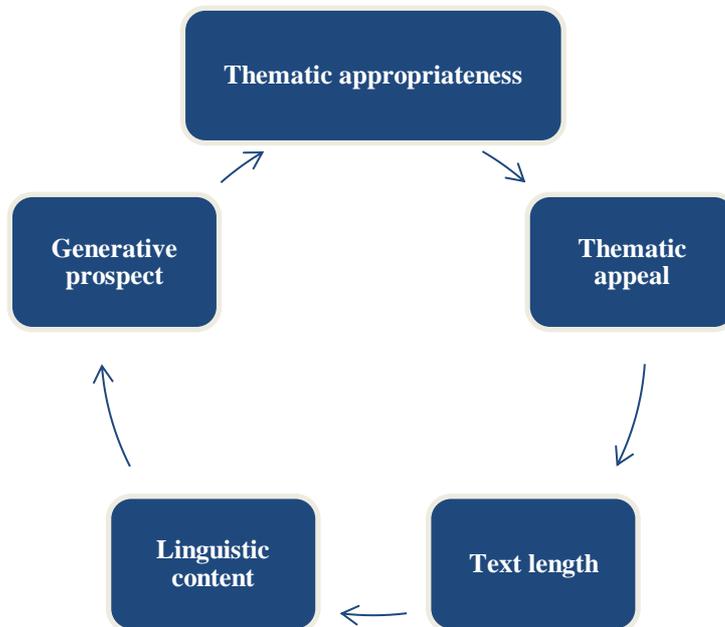
nature) is essential to reveal more about the potential of online news and deepen our understanding of the concept. Findings also indicated the areas where prospective studies should be conducted.

How to Effectively Incorporate Online News in Teaching

Considering the possible advantages/disadvantages and abundant news websites, it might be daunting for language learners and teachers to select appropriate news articles. Therefore, the following framework (adapted from various resources, such as Farmer, 2008) for choosing news articles might be utilized.

Figure 10

A guideline for news article selection in language education



The first criterion in this guideline refers to the extent of suitability of topics in news articles. For instance, a teacher might ask, “Could this article be offensive to some students?” or “Is it appropriate for learners’ age?” Related to the first one, the second criterion concerns how an article appeals to learners. In this regard, a teacher might ask, “Is this topic interesting for my students?” Text length is the third criterion to use when selecting articles. Teachers should avoid using long articles, which may contain complex language structures and take time to do in classrooms. In this sense, a teacher might ask, “Is the text too long?” or “Can I complete the activities of this text in a given time period?” Another essential criterion to consider is how much helpful information (e.g., practical vocabulary and grammar items) is contained in news articles. Before

choosing a news article, a teacher should ask, “Are there good language structures that my learners can benefit from?” or “Are there too many unfamiliar words in the text?” Ultimately, the generative potential of news articles is the final criterion. It refers to how much a specific news article allows follow-up activities, such as discussions and role-plays. In this regard, a teacher might ask, “Does this article offer generative prospect?”. Using this cyclic guideline, language learners and teachers might benefit from news articles for various purposes in language education.

Available News Websites Optimal for Language Learning

Following the provision of the guideline, it would be essential to recommend some online news sources for diverse linguistic needs. Several digital news sites already offer learning sections, some of which are BBC Learning English (<https://www.bbc.co.uk/learningenglish>), The New York Times Learning Network (<https://www.nytimes.com/section/learning>), Voice of America (VOA) Learning English (<https://learningenglish.voanews.com/>), Learning English with CBC (<https://www.cbc.ca/learning-english>), Al Jazeera Learning Arabic (<https://learning.aljazeera.net/ar>), Deutsche Well (DW) Learn German (www.dw.com/en/learn-german/s-2469), and BBC Languages (<https://www.bbc.co.uk/languages/index.shtml>) for about 40 languages. Additionally, the News in Levels (<https://www.newsinlevels.com/>) website sequel offers international news in three levels and five languages, including Spanish in Levels (<https://spanishinlevels.com/>), French in Levels (<https://frenchinlevels.com/>), German in Levels (<https://germaninlevels.com/>), Chinese in Levels (<https://chineseinlevels.com/>), and Indonesian in Levels (<https://www.beritabahasainggris.id/>).

In addition to these websites, others can be cited here for various purposes. First, the “news in slow” series offers world news in three levels and four languages, including News in Slow Spanish (<https://www.newsinslowspanish.com/>), News in Slow French (<https://www.newsinslowfrench.com/>), News in Slow German (<https://www.newsinslowgerman.com/>), and News in Slow Italian (<https://www.newsinslowitalian.com/>). Harboring great potential for listening and pronunciation practice, these websites also contain grammar/expressions and series

sections as additional language resources. Similarly, the metro website (<https://www.readmetro.com/en/>) allows users to access digital news in six languages, including Portuguese, English, Spanish, Italian, Russian, and French, across 13 countries. This website might be an excellent opportunity to access daily news from different countries and learn about current events and local cultures. With its unique and vivid website, Le Monde Diplomatique (<https://mondediplo.com/>) might offer a lot for reading, vocabulary, and listening skills in English and French. The Times in Plain English (<https://www.thetimesinplainenglish.com/>) can be a good opportunity for learners with lower proficiency levels since the news reports are explained in simple English. Learners interested in the American lifestyle might visit This American Life's website (<https://www.thisamericanlife.org/>) and access great articles about American life in text and audio formats. The following websites can be a great source of listening, pronunciation, and speaking practice for English language learners: National Public Radio (NPR) (<https://www.npr.org/>), The Guardian Long Read (<https://soundcloud.com/theguardianlongread>), The New York Times Times Minute (<https://www.nytimes.com/video/the-new-york-times-minute>), and BBC Global News Podcast (<https://www.bbc.co.uk/programmes/p02nq0gn/episodes/downloads>).

All in all, this section summarized the research-based advantages and disadvantages of online news in language education. A framework for news article selection was provided for language learners and teachers who struggle to find appropriate news reports. Ultimately, a list of news websites was presented, those with already learning sections and those with other good features for language learning.

Conclusions and Recommendations

This exploratory research reviewed the relevant literature on the impacts of online news on language learning and teaching. The systematic literature review revealed eight categories as advantages (real-world context, vocabulary expansion, grammatical/syntactical practice, heightened cultural awareness, practice/improvement in four skills, authentic language input, and content diversity) and disadvantages (linguistic complexity, content bias, and inaccuracy, limited interactivity, time consumption, accessibility, and technology dependency, information overload, digital

distraction, and privacy concern). Most studies focused on the impact of online news on vocabulary expansion and practice/improvement in four skills. However, pronunciation, speaking, and writing were the most minor studied language areas under the four skills. This means that further research might tackle the effect of online news on these linguistic aspects. The potential pitfalls of online news cited in this study were generally understudied in the literature. The studies revealing the advantages of online news outnumbered those indicating the disadvantages. However, this should not be misinterpreted. Online news articles and websites should be approached attentively. Therefore, the present study offered a practical guideline comprising five steps (thematic appropriateness, thematic appeal, text length, linguistic content, and generative prospect). In conjunction with this, numerous news websites were recommended for language learners and teachers of various languages. These websites might be handy for several language skills, such as reading, vocabulary, listening, pronunciation, etc. Also, some (e.g., News in Levels and News in Slow series) offer global news in three language levels across diverse languages. Additionally, all the suggested websites, some in particular (e.g., This American Life and Le Monde Diplomatique), can be used to raise learners' intercultural awareness and cultural knowledge. Referring to content diversity as one of the benefits of online news websites, the numerous sections (e.g., politics, sport, travel, work life, technology, and culture) available on these websites might rivet learners with diverse interests.

On the other hand, this study recognizes several limitations, the first being methodological. Exploratory research does not yield conclusive results, yet it is essential because it is challenging to conduct. The findings of this study should not, therefore, be interpreted conclusively. However, the strengths and weaknesses of online news presented in this study were cited from previous research in the relevant field. They, therefore, are research-based findings that should be approached attentively. Another limitation might be focusing on specific languages, including English, Spanish, French, German, Italian, Chinese, Arabic, Russian, Portuguese, and Indonesian. The recommended websites were not distributed equally between these languages but centered mainly around English. This limitation might be ignored because the present study did not primarily focus on the abovementioned languages. It can also be

overlooked because the availability of websites that are primarily in English can be understood, considering the global dominance of English.

In considering these, several recommendations can be made for prospective research. First, future studies might review specific news websites to discover their language-learning potential. Second, qualitative studies can be conducted to explore the views of learners from diverse linguistic and cultural backgrounds on using news websites. A third might be a quasi-experimental or mixed-method study aiming to examine the impact of certain websites or news articles on improving specific language skills, particularly pronunciation, writing, and speaking. A fourth recommendation might be conducting case studies with learners from diverse linguistic/cultural backgrounds across different contexts. In addition, more studies might be undertaken to explore the influence of online news on increasing intercultural awareness and acquiring cultural knowledge. This study concludes that online news articles/websites can be a valuable source of multilingual/multicultural learning and practice.

Ethics Committee Permission Information

Ethical approval is not applicable because this article does not contain any studies with human or animal subjects.

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Translanguaging pedagogy: An integrative review study questioning its potential benefits and main concerns

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Abstract

In the era of globalization, when cultural diversity and multilingualism cross borders, specific changes have been observed in human relations and educational implementations. Such changes in multicultural and multilingual contexts have made it necessary to create novel pedagogies for language teaching by tailoring traditional teaching and learning approaches. Therefore, adapting language teaching methods and techniques to multilingual and multicultural classrooms through translanguaging is one of the hottest issues in the current literature. Remarkably, the primary purpose of this present study is to portray a theoretical understanding of translanguaging and further discuss the pedagogical aspect of it in the Turkish context through an integrative review methodology. To this end, five research studies conducted in the Turkish context were selected based on certain criteria and analyzed through document analysis to reach a comprehensive picture of translanguaging practices in EFL classroom settings. By doing so, it attempted to argue its potential benefits and possible challenges to guide stakeholders about how and/or when to benefit from translanguaging pedagogy so that it becomes more precise and beneficial for classroom use.

Keywords

Translanguaging, pedagogical benefits, challenges, EFL context

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Introduction

Originally coined as “trawsieithu” by Cen Williams and his colleague (Lewis et al., 2012, p. 3) for a bilingual context in Wales, translanguaging serves as a pedagogical tool for integrating all languages in learners’ repertoire for meaning-making and a better understanding (García & Wei, 2014). Similarly, Garcia (2009) supported translanguaging as a novel pedagogy in which the languages in the learner’s repertoire are benefited to their maximum. Cognitive, pedagogical, and cultural concerns have a certain impact on the definition of translanguaging. For example, Baker (2011) proposed a definition of a cognitive domain as follows: “making meaning, shaping experiences,

gaining understanding and knowledge through the use of two or (more) languages” (p. 288). Nonetheless, Garcia and Kano (2014) emphasized the pedagogic and ideological aspects of translanguaging by defining it as “a process by which students and teachers engage in complex discursive practices that include all the language practices of all students in a class to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality” (p. 225).

As the definitions above suggest, translanguaging, as a pedagogy, is generally considered suitable for bilingual and multilingual contexts (Cenoz, 2009), resulting in increased research studies within these settings (García & Wei, 2014). However, EFL contexts have recently been paid attention to translanguaging practices (Yuzlu & Dikilitas, 2022). That might stem from the monolingual bias in EFL settings because traditionally, within EFL contexts, the monolingual policy has been advocated as native-like proficiency has been targeted. In a similar vein, communicative language teaching putting the greatest focus on the use of target language has reinforced the monolingual strategy leaving either no or not enough room for L1 use in classroom settings (Celce-Murcia, 2001; Wang, 2019), resulting in monolingual bias. Thus, the idea of effectively using the learners’ entire language repertoire has challenged the traditional teaching approach, which emphasizes only target language use in EFL classrooms. Given that the Turkish context is considered an EFL setting, capturing a comprehensive picture of translanguaging implementations through a critical lens is necessary. This need is the main impetus behind the current study, which aims to uncover potential benefits and main concerns of translanguaging practices in the Turkish context. That might contribute to our knowledge of the critical role of translanguaging pedagogy in EFL classrooms by revealing both benefits and challenges during the implementation processes.

Literature Review

Theoretical background: The key considerations of translanguaging

Bilingualism practices have been considered beneficial for learners’ cognitive, linguistic, academic, and cross-cultural development (Moore & Nikula, 2016).

Receiving a considerable amount of attention, bilingual approaches in education, translanguaging as one of them, are on the rise as a result of “education, immigration, extended family, temporary residence” (Bialystok, 2001, p.183), which leads to multilingual and multicultural environments. Translanguaging is a pedagogical strategy for integrating all languages in learners' repertoire for greater comprehension and meaning-making (García & Wei, 2014). Garcia (2009) differentiates between translanguaging and code-switching by emphasizing that translanguaging ‘goes beyond what has been termed code-switching... although it includes it, as well as other kinds of bilingual language use and bilingual contact’ (p. 45). A deliberate use of learners’ languages interchangeably, translanguaging, provides a preliminary ground for learner engagement and active participation in meaning-making (Lewis et al., 2012).

Considering translanguaging pedagogy, the idea of effectively using the learner’s entire language repertoire has challenged the traditional teaching approach which emphasizes only target language use in EFL classrooms. However, there are both advocates of translanguaging pedagogy and opponents who primarily focus on its disadvantages. On the one hand, translanguaging as a pedagogy is considered more practical as “both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning” (Lewis et al., 2012, p. 1). Therefore, translanguaging creates an environment for the learner where s/he can freely use her / his languages while keeping identical, cultural and linguistic varieties. On the other hand, translanguaging pedagogy has been criticized for its negative effect on target language use as a result of overuse of L1, negative transfer, and cross-linguistic interference (Kucukali & Koçbaşı, 2021; Liu & Fang, 2020; Yuvayapan, 2019).

Previous research

Various research has been carried out at the national and international levels to explore and grasp a deeper understanding of translanguaging practices in language classrooms. As a result, previous research revealed the key role of the entire language repertoire of the learner in their language learning process. The findings uncovered the following benefits of translanguaging: Learner engagement, active participation in meaning-making (Lewis et al., 2012), greater comprehension (García & Wei, 2014), facilitating mental processes in speaking and literacy (Lewis et al., 2012). For example, as portrayed

in the findings of Baker's study (2011), translanguaging provides remarkable benefits such as "promoting a deeper and fuller understanding of content, helping students to develop skills in their weaker language, facilitating home-school cooperation, developing learners second language ability concurrently with content learning" (p. 281-282). Moreover, as an inclusive approach (Garcia & Wei, 2014), translanguaging pedagogy is believed to create an engaging and motivating environment for learners (Percy, 2016) as they feel free to use their weaker or stronger languages simultaneously for differing purposes. Accordingly, considered as the deliberate use of the languages of learners interchangeably, translanguaging enhances learner engagement and active participation in meaning-making (Lewis, Jones, & Baker, 2012).

On the contrary, serious concerns have been aroused in several research studies focusing on the negative impact of translanguaging on the target language use, overuse of L1, negative transfer, and cross-linguistic interference (Kucukali & Koçbaşı, 2021; Liu & Fang, 2020; Yuvayapan, 2019). Previous research provided valuable information for these negative concerns of translanguaging as the use of L1 interferes with cross-linguistic communication, thus becoming a habit over time (Kucukali & Koçbaşı, 2021; Yuvayapan, 2019). More importantly, excessive use of L1 might reduce learner autonomy and proficiency in the target language (Kucukali & Koçbaşı, 2021; Yuvayapan, 2019). Moreover, it might be another problem not to be able to maintain the balance between the target language and L1 in addition to ignoring the target language use (Kucukali & Koçbaşı, 2021).

Although there is sufficient literature on translanguaging in general, there are fewer studies on the impact of translanguaging within the Turkish context, taking both positive and negative concerns into account, reflecting a research gap in the literature. Consequently, this current research, designed as an integrative review study, attempts to reveal potential benefits and main concerns of translanguaging practices in the Turkish context, presenting research-driven data to obtain a thorough picture of the issue. This study is a comprehensive review of the translanguaging pedagogy that critically evaluates the potential benefits and the main concerns by seeking answers to the following research questions:

RQ1: What might be the potential benefits of translanguaging pedagogy?

RQ2: What might be the main concerns of translanguaging pedagogy?

Methodology

Research Design

Discussing the use, benefits, and main concerns of translanguaging pedagogy within an EFL setting through the perceptions of teachers and students, this study was designed as an integrative research review to investigate the translanguaging pedagogy with its benefits and potential problems by examining five selected studies. Both research and review studies are performed to explore things which are put forward by Newman and Gough (2020) in their own words as follows:

“Reviews to find out what is already known from pre-existing research about a phenomena, subject or topic; new primary research to provide answers to questions about which existing research does not provide clear and/or complete answers” (p.3).

As they suggest, a “protocol” as a written plan of the systematic review involving a research question and the method to examine the question is helpful guidance. That further helps the reviewer decide about the selection criteria for the studies to include, the procedure for assessing the quality of the selected studies, and the way of relating the main results to the research questions formulated.

Therefore, the following steps were undertaken as a protocol for this integrative review study:

“(1) develop research question, (2) design conceptual framework, (3) construct selection criteria, (4) develop search strategy, (5) select studies using selection criteria, (6) coding studies, (7) assess the quality of studies, (8) synthesis results of individual studies to answer the review research question, and (9) report findings” (Newman & Gough, 2020, p. 6).

The selected studies are listed below with their titles and researchers.

Table 1

Basic information about the selected studies

Study no	The researcher (s)	Title of the study
Study 1	Muhammet Yasar Yuzlu & Kenan Dikilitas	Translanguaging in the development of EFL learners' foreign language skills in Turkish context
Study 2	Vildan İnci Kavak & Yasemin Kırkgöz	Exploring university students' note taking in the literature courses: a translanguaging perspective
Study 3	Emel Küçükali & Dilara Koçbaş	Benefits and issues of translanguaging pedagogies on language learning: Students' perspective
Study 4	Gülbin Dağhan - Aslan, & Gülşay Kıray	The Reflection of the First Foreign Language (English) by Utilizing Translanguaging Strategies in the Teaching of Second Foreign Language (German)
Study 5	Fatma Yuvayapan	Translanguaging in EFL classrooms: Teachers' perceptions and practices

By sketching the recent body of research studies, the rationale for choosing the abovementioned studies as the basis of the current paper can be explained with the agreement between the purpose of the current paper and the purpose of the selected studies. That's to say, the main purpose of this paper is to reach a clear understanding of translanguaging pedagogy with its possible benefits and potential challenges and issues through the perspectives of students and teachers. The selected studies also investigated the benefits and concerns of translanguaging as pedagogy in various contexts by obtaining teachers and students' opinions, thus serving as the core data for the current study. The following parts will be devoted to the selection criteria and the detailed analysis of the selected studies, including their methodological and contextual characteristics based on the protocol put forward by Newman and Gough (2020).

Criteria for the selection of the studies

It aims to explore the possible benefits, potential challenges, and issues of translanguaging pedagogy through the selected studies. To this end, in order to select the research studies, first, the inclusion and exclusion criteria were determined as follows:

1. The keywords are identified as “translanguaging, pedagogy, benefits, challenges, EFL, and Turkey.”

2. The databases searched for the study include SSCI, Scopus, ESCI, TR Dizin, MLA, and Sobiad.
3. The studies published between 2019 and 2022 are included in the study.
4. Only translanguaging studies are included.
5. Research articles are selected. However, book chapters, review essays, master and doctorate dissertations are excluded.
6. Studies conducted in the Turkish context are included in the present study.

As seen in the list of the selected studies, the inclusionary focus was merely on the research on translanguaging pedagogy and practices within the Turkish context. The studies were recent and had been published in the following journals: Innovation in Language Learning and Teaching, Turkish Online Journal of English Language Teaching, Çukurova Üniversitesi Eğitim Fakültesi Dergisi, Journal of Language and Linguistic Studies.

A detailed analysis of the selected studies

The main frameworks of the selected studies are explained here in Table 2. It aims to portray their purpose and research questions. By doing so, the selected research studies are discussed to reach an overall understanding.

Table 2

The main information of the selected studies

Study	Topic area / the purpose	Research questions
Yuzlu & Dikilitas, 2022	The potential impact of translanguaging pedagogy on EFL learners' four language skills	<ol style="list-style-type: none"> 1. Does the translanguaging experience have any statistically significant effect upon the students exposed to grammar translation, in terms of their receptive and productive foreign language skills? 2. Does the translanguaging experience have any statistically significant effect upon the students exposed to communicative language teaching in terms of their receptive and productive foreign language skills? 3. What are the impacts of translanguaging pedagogy on learners' perceptions of language learning?

İnci-Kavak & Kırkgöz, 2022	The relationship between translanguaging and note-taking	<ol style="list-style-type: none"> 1. What strategies do ELL students use in their notes? 2. To what extent do ELL students use translanguaging (TL) in their notes? 3. What are the functions of TL in student notes? 4. What are lecturers' attitudes towards students' use of TL in their notes?
Küçükali & Koçbaş, 2021	The benefits and issues of translanguaging pedagogies (TP) in language education	<ol style="list-style-type: none"> 1. What are students' perceptions of TP practiced in their classrooms? 2. What are students' perceptions of using TP depending on the proficiency level of the target language? 3. What are students' perceptions of using TP to teach specific language skills and areas?
Dağhan-Aslan & Kıray, 2020	Translanguaging strategies and questioning the effectiveness of these strategies	<ol style="list-style-type: none"> 1. Does the teacher implement TL strategies? If so, what kind of TL strategies does she implement in her SFL classroom? 2. How does the teacher allocate these strategies in German (SFL) classes? Deliberately or not? 3. For what purposes do the learners respond to these strategies?
Yuvayapan, 2019	English language teachers' perceptions of translanguaging	<ol style="list-style-type: none"> 1. What are the perceptions and practices of English language teachers towards translanguaging? 2. For what purposes do EFL teachers use Turkish in their classrooms?

When the topic areas are concerned, it is easily seen that researchers mostly focused on the impact of translanguaging pedagogy on language learning in general, four language skills, or note-taking in particular cases. To start, addressing the translanguaging pedagogy in terms of its impact on learners, Yuzlu and Dikilitas (2022) posed three main research questions to determine the contribution of translanguaging pedagogy on the four language skills of EFL learners. They also investigated students' perceptions about the benefits of translanguaging pedagogy. Employing a qualitative study, Kucukali and Koçbaş (2021) questioned the benefits and concerns of translanguaging through the university students' eyes. From a different point of view, Dağhan-Aslan and Kıray (2020) investigated translanguaging strategies and their effectiveness in their study. Pointing to a gap in translanguaging studies in the Turkish context, İnci-Kavak and Kırkgöz (2022) attempted to explore the way students take notes for their future selves regarding thought, creativity, and language use and to question translanguaging benefits for writing skill, particularly for note taking. Finally, Yuvayapan (2019) aimed to understand translanguaging practices in real classroom

settings in order to question the discrepancies between teacher perceptions and practices.

The data collection procedure and data analysis

Table 3 below demonstrates the methodological design of the studies, including data collection and analysis procedures. Thus, it explains the data collection procedure and analysis in detail.

Table 3

Research design of the selected studies

Study	Method	Data collection instruments	Data analysis
Yuzlu & Dikilitas, 2022	An embedded quasi-experimental design	Skills test (reading–writing–listening–speaking) &Attributional interview questions	Statistical analyses (paired samples t-test, one-way analysis of covariance) grounded theory
İnci-Kavak & Kırkgöz, 2022	Mixed methods research design	Students' notes, Student and lecturer interviews &Observations	Content analysis
Küçükali & Koçbaşı, 2021	Qualitative study	Focus group interviews & Graphic elicitation tasks	Descriptive statistics (Frequency), and content and visual analysis by using CLAN (Computerized Language Analysis) Program
Dağhan-Aslan & Kıray, 2020	Ethnographic method	Observation &Semi-structured interviews	Deductive analysis for observation data inductive analysis for interview data
Yuvayapan, 2019	Mixed methods research design	A questionnaire,Classroom observations,Semi-structured interviews	Descriptive statistics structural-coding analysis

Most of the researchers (three-fifths) collected qualitative and quantitative data together through mixed methods research designs, while two used only qualitative data collection tools. As can be observed in Table 3, the most frequently used data collection tool was the interview (n=5, 100%), which suggests that the researchers attempted to reach a comprehensive picture of the issue through an in-depth understanding.

Employing a quasi-experimental mixed methods research design, Yuzlu and Dikilitas (2022) used skill tests and attributional interview questions as data collection tools. As a result, qualitative data consisted of 15 themes, while quantitative data included statistical results of paired sample tests and ANCOVA. In her mixed methods research study, Yuvayapan (2019) also collected both qualitative and quantitative data through a questionnaire, observation, and semi-structured interviews. In order to analyze the collected data, she computed descriptive statistics for the quantitative data and structural-coding analysis for the qualitative data. Conducting a qualitative study, Kucukali and Koçbaşı (2021) collected the data through focus group interviews and graphic elicitation tasks. Computing content and visual analysis in addition to descriptive statistics, the researchers revealed the affective, cognitive, and social benefits of translanguaging for students' engagement. In another study, Dağhan-Aslan and Kiray (2020) investigated translanguaging strategies and their effectiveness through a qualitative research design, collecting the data through interviews and classroom observations. Employing a deductive analysis for observation data and inductive analysis for interview data, the researchers presented the results through certain themes and categories. İnci-Kavak and Kırkgöz (2022) gathered necessary data employing non-participant observation technique to investigate students' note-taking practices and lecture and student interviews to explore their perceptions of translanguaging. The researchers used content analysis. Considering the settings and the key informants of the selected studies, Table 4 is prepared.

Table 4

Contextual characteristics of the selected studies

Study	Setting	Participants
Yuzlu & Dikilitas, 2022	A high-school in the north of Turkey	60 pre-intermediate and 60 upper-intermediate students
İnci-Kavak & Kırkgöz, 2022	An English Language and Literature (ELL) programme of a public university in Turkey	6 lecturers
		15 students were interviewed
		155 students were observed
		55 students' notes were examined
Küçükali & Koçbaşı, 2021	A Turkish state university	Learners of English (N=27) and Russian (N=10) as a FL (Foreign Language) and learners of Turkish (N=13) as a SL (Second Language)

Dağhan-Aslan & Kıray, 2020 A 10th grade German class in a high school A German language teacher
29 students

Yuvayapan, 2019 All grades of state and private schools in many cities of Turkey 50 EFL teachers
Five classroom observations
Semi-structured interviews with 10 EFL teachers

Yuvayapan (2019) observed five English classes to understand translanguaging practices in real classroom settings. Moreover, 50 EFL teachers from different state and private schools participated in her study, while 10 of them were interviewed to question the discrepancies between their perceptions and practices. Yuzlu and Dikilitas (2022) carried out their study in a high school to investigate the contribution of translanguaging pedagogy to four language skills of EFL learners and the perceptions of students about the benefits of translanguaging pedagogy. Implementing the study for ten weeks with 60 pre-intermediate and 60 upper-intermediate students, they sought to answer whether translanguaging instruction has a statistically significant effect on receptive and productive language skills of students exposed to grammar-translation or communicative approach. Kucukali and Koçbaşı (2021) questioned the benefits and concerns of translanguaging through the university students' eyes (N=50). The researchers collected the data from the learners of English (N=27), learners of Russian (N=10) as a foreign language, and learners of Turkish (N=13) as a second language. They used four cross-linguistic translanguaging activities as follows: "translation, comparison of multiple languages, alternating between multiple languages, and comparison of multiple cultures" (Kucukali & Koçbaşı, 2021, p. 57) in order to discuss students' engagement, which is discussed by three aspects as emotional, social and cognitive through students' eyes. Dağhan-Aslan and Kıray (2020) investigated translanguaging strategies and their effectiveness in their study with a 10th-grade German class with 29 German language students and a language teacher. İnci-Kavak and Kırkgöz (2022) carried out their study at the English language and literature department at a state university in Türkiye to investigate students' note-taking practices in addition to lecture and student interviews to explore their perceptions of

translanguaging. Moreover, 15 students' lecture notes were used for examining their note-taking habits.

Results

The first question of the study is formulated to find out the main benefits of translanguaging practices based on the selected studies. The following table demonstrates the main benefits under three categories. These categories are named as cognitive, emotional-affective, and social-interactional by the researcher herself.

Table 5

The main benefits of translanguaging

Category of benefits	Benefits	Research studies
Cognitive	Facilitating language learning	Kucukali, E., & Koçbaşı, D. 2021 Yuzlu & Dikilitas, 2022
	Developing cognitive skills and strategies	Kucukali, E., & Koçbaşı, D. 2021
	Improving meta-linguistic awareness and knowledge	Kucukali, E., & Koçbaşı, D. 2021 Yuzlu & Dikilitas, 2022
	Deeper understanding of the content/comprehension	Kucukali, E., & Koçbaşı, D. 2021 Yuzlu & Dikilitas, 2022
	Increasing students' autonomy	Yuzlu & Dikilitas, 2022
	Scaffolding and remembering the key vocabulary	İnci-Kavak & Kırkgöz, 2020
Emotional-Affective	Cross-linguistic awareness and flexibility	Kucukali, E., & Koçbaşı, D. 2021
	Adaptation to a foreign language	Kucukali, E., & Koçbaşı, D. 2021
	Increasing support and motivation	Yuzlu & Dikilitas, 2022
	Coping with anxiety	Yuzlu & Dikilitas, 2022
	A comfortable engaging environment	Dağhan-Aslan & Kıray, 2020 Yuzlu & Dikilitas, 2022
Social-interactional	Enhancing their interest and volunteering	Yuvayapan, 2019 Yuzlu & Dikilitas, 2022
	Experiencing enjoyment of learning	Yuzlu & Dikilitas, 2022
	Plurilingual and intercultural competence	Yuzlu & Dikilitas, 2022
	Enhancing students' participation	Dağhan-Aslan & Kıray, 2020 Yuzlu & Dikilitas, 2022
	Building rapport between teacher-student	Yuvayapan, 2019

A better interaction and communication	Dağhan-Aslan & Kıray, 2020 Yuvayapan, 2019 Yuzlu & Dikilitas, 2022
Practical and time-saving	Yuvayapan, 2019

As Table 5 demonstrates, the benefits are grouped as cognitive benefits, emotional-affective benefits and social-interactive benefits. Initially, Yuzlu and Dikilitas's study (2022) demonstrated that translanguaging instruction had an efficient role in students' receptive or productive English language skills based on a paired-sample test and one-way analysis of ANCOVA. The quantitative data results showed that translanguaging instruction in the pre-intermediate experimental group improved learners' receptive and productive foreign language with a .53 effect size. When the upper intermediate experimental group's scores were considered, it was observed that learners' post-test scores increased after translanguaging instruction with the mean value of $M=87.60$; ($SD = 5.31$). Compared to the traditional grammar-translation instruction, translanguaging pedagogy helped learners improve their receptive and productive skills, as demonstrated by ANCOVA statistics.

According to the semi-structured interview results, translanguaging pedagogy yielded constructive, cognitive, interactive, and affective benefits. The majority of the interviewees (four-fifths) held positive tendencies to use translanguaging pedagogy to cope with pedagogical, linguistic, or affective difficulties. Learners exposed to translanguaging pedagogy outperformed the learners in control groups, whether taught through grammar-translation or communicative language teaching. This result shows that flexible and simultaneous use of L1 and L2 enhances interaction and communication by ensuring a better comprehension and meaning-making process both for learners and teachers. Considering the benefits of the constructive domain, it was acknowledged that translanguaging promoted learners' meaning-making and autonomous learning. Cognitively, the authors mentioned four main benefits: "accessing full linguistic repertoire, discovering the language system, bilingual awareness raising, and facilitating learning" (Yuzlu & Dikilitas, 2022, p.190). As highlighted, being aware of their own language repertoire and exploring the differences of these languages enable learners to realize their full potential. Regarding the interactive dimension, the researchers noted three main benefits: developing interactional language use, authentic

language use, and promoting communicative abilities. Employing translanguaging activities, learners had the opportunity to use the language in their daily lives. Regarding affective concerns, the researchers reported the following benefits: feeling secure, developing a sense of comfort, sustaining motivation, volunteering, experiencing the enjoyment of learning, and developing a sense of real language learning.

Grouping the purposes of translanguaging as classroom-oriented and student-oriented, Yuvayapan (2019) listed the main benefits as follows: classroom management, building bonds with students, giving feedback, describing vocabulary items, and praising students. Not only those cognitive gains but also affective and social benefits such as a motivating and engaging environment are also noteworthy to state. In Kucukali and Koçbaşı's study, particularly foreign students and minority students reported the emotional benefits of translanguaging as adaptation and feeling more comfortable (2021). Based on Celic and Seltzer's curriculum (2011), Dağhan - Aslan, and Kıray (2020), investigated 27 translanguaging strategies in their studies and concluded that "the vocabulary-based, syntax-based and multilingual ecology" strategies are the most frequently used ones. Considering interview analysis, it was observed that 'Strategies for TL Classroom' and 'Strategies for Language Development' were the most used by the teachers while 'Strategies for 'Content-Area Development' was rarely benefitted from. In İnci-Kavak and Kırkgöz's study (2020), the participants used translanguaging mainly for scaffolding, remembering the key vocabulary, and restating the information in their note taking. In addition to note-taking techniques such as "color-coding, highlighting, and tabulating", students adopt translanguaging as a facilitative technique. The students' notes that the researchers examined showed that they used L1 and L2 together to reach a better and deep understanding of the content while the key terminology was written in L2 only (e.g. "colonised" and "coloniser").

In this sense, translanguaging by combining L1 and L2 allows them to understand the content knowledge in less time and more effectively because L1 makes more sense as it is a part of their daily life and identity. Having discussed the benefits translanguaging pedagogy provides for classroom use, it is well-known that everything has its drawbacks; thus, the following part explores the potential problems of translanguaging based on the data from the selected studies.

The second question of the study attempts to discuss the potential problems of translanguaging pedagogy. For this purpose, Table 6 is prepared to show the main concerns of translanguaging pedagogy by referring to the related studies. Thus, the information below is based on the research-driven data obtained from the selected studies in this paper.

Table 6

Main concerns of translanguaging pedagogy

Category of concerns	Main concerns	Research studies
L1 Use	Overuse of L1 by students	Kucukali & Koçbaşı, 2021
	Negative transfer	Yuvayapan, 2019
	Confusion due to cross-linguistic interference	Yuvayapan, 2019
Target language use	Not developing productive skills in TL	Kucukali, E., & Koçbaşı, D. 2021
	Ignoring TL	
	Not understanding the logic of TL structure	
	Losing NLTL balance	
Implementation	A lack of guidance on implementation	Dağhan-Aslan & Kiray, 2020
	Distraction in class	Kucukali & Koçbaşı, 2021

The potential problems can be grouped under three categories such as L1 use, target language use, and implementation problems. On the contrary to the supporters of translanguaging, opponents think that L1 use hinders learner autonomy and competence in the target language as it might turn into a habit and overuse of L1 in the long run in addition to the cross-linguistic interference (Kucukali & Koçbaşı, 2021; Liu & Fang, 2020; Yuvayapan, 2019). As Yuvayapan (2019) argued, L1 use was not encouraged by most of the participant teachers (72%) during pair-work or group work activities. Even though the majority of the participant teachers (58 %) showed a positive tendency for L1 use in teaching English, the results of the classroom observations and the interviews portrayed a different picture which stemmed from the institutional policies and perspectives of colleagues and parents. This mismatch between teachers' perceptions of translanguaging and their actual classroom practice was explained by the institutional policy for the monolingual approach and the expectations of parents and students by

Yuvayapan (2019). However, Canagarajah (2011) discussed that the monolingual language policies should not limit translanguaging pedagogy as they naturally occur in foreign language classrooms for instructional and pedagogical purposes. Moving the discussion further, both students and teachers agree on the importance of proficiency levels for determining the extent to which translanguaging should be used. That is to say, translanguaging is regarded as useful for beginner-level students with low proficiency, while the amount of translanguaging used is much more limited for higher-level students as they cope with the challenges of the target language by finding ways to produce it. International students and minority students, in particular, reported the emotional benefits of translanguaging, such as adaptation and feeling more comfortable (Kucukali & Koçbaşı, 2021).

Discussion

Though limited in number, translanguaging studies in the Turkish context (Kucukali & Koçbaşı, 2021) bear the greatest importance as they reveal benefits for classroom use and main pedagogical concerns for future implementations. That is why the present study plays a pivotal role as it comprehensively analyses five research studies in the Turkish context as an EFL setting, which would shed light on where, when, why, and how to benefit from translanguaging. Thus, research-based evidence from the selected studies is discussed, and implications are extracted.

In the first place, acquiring the necessary knowledge and the skills to master the target language through translanguaging might enhance participation fully in classroom interactions, creating a motivating and engaging environment. The main idea of reaching a full understanding of the content lies in the fact that using translanguaging pedagogy serves as a means of scaffolding by using the stronger language instead of the weaker one where and when necessary, thus creating a dynamic and engaging learning environment (Garcia, 2009; Garcia & Wei, 2014). As translanguaging provides emotional, cognitive, social, and interactional benefits for learners by enhancing comprehension, communication, and interaction, it is of utmost importance to enable future teachers with multilingual pedagogies, including translanguaging. Enhancing participation (Nambisan, 2014), teaching vocabulary (McMillan & Rivers, 2011), improving comprehension, and building rapport (Sali, 2014) are among the main

benefits of translanguaging, as noted by Yuvayapan (2019) in her study. More broadly, Creese and Blackledge (2015) summarized the potential benefits as “deepening understandings and sociopolitical engagement, developing critical thinking, and extending metalinguistic awareness and cross-linguistic flexibility” (p. 33). However, both students and teachers in Kucukali and Koçbaş’s study (2021) agree on the importance of proficiency levels for determining the extent to which translanguaging should be used. That is to say, translanguaging is regarded as useful for beginner levels with low proficiency students while the amount of translanguaging use is much more limited for higher level of students as they cope with the challenges of target language by finding ways to produce it.

Collecting the data through three interview sessions, Dağhan-Aslan and Kıray (2020) attempted to find out teacher awareness of translanguaging, deliberate or unplanned use of translanguaging, and teachers’ intention to use translanguaging in future practices. Based on the interview data, the participant teacher was found using translanguaging unintentionally, as she was unaware of its definition but still willing to use it as a pedagogical tool in her classroom practice. More interestingly, the researchers drew attention to the unplanned use of teachers’ translanguaging, which showed the natural implementations of translanguaging, which is also supported by Canagarajah (2011). However, what is significant to note here is that a systematic use of translanguaging for classroom use is still needed for a more practical and sounder implementation.

In sum, Yuzlu and Dikilitas (2022) proved that translanguaging instruction served as a practical pedagogy with its undoubted strengths and benefits for learners’ receptive and productive foreign language skills in addition to the affective sides of it. Offering implications for different stakeholders such as teacher educators, researchers, policy-makers, and teachers, the researchers supported flexible use of L1 and L2 based on students’ increased scores. Moreover, the integration of translanguaging into “curriculum, materials, and even evaluation criteria” is suggested, making translanguaging more concrete and practical for classroom use.

Conclusion and Future Studies

Translanguaging pedagogy, as the focus of this integrative review study, has been debated with its benefits and drawbacks in the literature (Yuvayapan, 2019; Yuzlu & Dikilitas, 2022). Despite its advantages, there are still certain concerns about its implementation process in classroom settings about L1 use, target language use, and the extent to which and how it is used. Thus, this current review has illuminated its benefits and potential problems based on the previous research-driven data as a comprehensive overview, providing a fertile ground for further exploration. As the reviewed studies indicated, the main benefits can be categorized as cognitive benefits, social-interactional benefits, and emotional-affective benefits while the most frequently encountered problem is noted as the hindrance of L1 use for the target language acquisition. Concerning teachers' instructional challenges, lack of guidance for translanguaging implementation causes problems as the active implementers of this novel pedagogy (teachers) are generally unaware of how to use, where, and when to use translanguaging pedagogy. For this reason, future research might pay attention to the implementation of translanguaging practices to illuminate the effectiveness of translanguaging pedagogy within diverse contexts.

Ethics committee permission information

Ethical approval is not applicable, because this article does not contain any studies with human or animal subjects.

Conflict of Interest

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Appendix

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Students' metaphoric perceptions regarding online education process including English language, English instructors and future life

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Abstract

The aim of the present study is to investigate the perceptions of prep-class students regarding online education along with English instructors, English language and their future life. Hermeneutic phenomenology method was employed and metaphors were used as a data collection tool to gather information from 80 prep-class students selected through convenience sampling method. The findings indicated that more than half of the participants (52.5%) have a negative attitude towards online education. A considerable number of students (73.7%) have a quite positive perception of English instructors. “*Universal language, new world, new people*” are among the most preferred metaphors for the participants' perceptions of English language. Moreover, 66.3% of the students are pessimistic about their future life. Hence, students are not in favor of online education although it is flexible and comfortable, which implies that online education should be a secondary option only when face-to-face education is impossible to implement.

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Introduction

The rapid advances in information and communication technologies (ICTs) have changed the way people construct and transform information and people have started to gain knowledge through electronic devices such as computers and mobiles over the last decades (Dreamson, 2020). The developing technology has accelerated the shift from a more traditional education system based on a face-to-face learning to a new delivery system based upon e-learning (Morris et al., 2020). By highlighting this change, Mclsaac and Gunawardena (1996) define online education as “no more than a hodgepodge of ideas and practices taken from traditional classroom settings and imposed on learners who just happen to be separated physically from an instructor” (p.

5). On the other hand, Paulsen (2002) suggests that online education is characterized by “the separation of teachers and learners, the use of a computer network to present or distribute some educational content and the provision of two-way communication via a computer network” (p. 1). Therefore, online education which is counted as a subset of distance education has come to the fore as a learning process supported by digital tools and technologies including blogs, wikis, skype etc. (Lamy & Regine, 2007).

Online education has captured the interest of the youths of today who were born into a digital era, so they are tech-savvy and proficient with the internet (Deal, 2002). To meet the needs of teachers and learners of new generation, distance web-based learning and teaching seem to remain popular and relevant in the field of education (Morrison, 2014). In this respect, the consideration of the immediate learning and teaching context can be associated with Gardner's socio-educational model that aims to explain foreign language learning in classroom settings. The socio-educational model is based on the analysis of four dimensions including the social and cultural milieu, individual learner differences, the setting and learning outcomes to gain insight into language learning process (Gardner, 1985). Accordingly, the social and cultural setting in which students are learning another language determines their beliefs about that language and their level of motivation (Dörnyei, 2001). This setting affects their attitudes towards the learning situation including the teacher and the instructional programme, which has an impact on their future success and orientations (Gardner, 1985). Similarly, Yang et al., (2021) underline that educational setting plays an important role in students' language learning process. More specifically, the factors such as teacher appraisal, teacher support and teaching programme in an online learning environment contribute to the students' motivation and success (Yang et al., 2021). To summarize, learners' perceptions about online education, English language, English instructors determine their future success, so they are related to each other within the context of formal language learning (Dörnyei, 2001). These aspects are interdependent and they operate in collaboration to shape language learning behaviour of learners (Gardner, 1985). In this sense, Iqbal et al., (2022) investigate the perceptions and experiences of university students regarding the various aspects of online education. The findings point at a considerable dissatisfaction among the study population regarding online education due to the lack of institutional support and the quality of online

instruction on the part of their instructors. It is reported that the majority of the students would not like to opt for online classes in the future. Similarly, Moosavi and Dewitt (2023) inquire into the university students' perceptions of online education in English language learning. It is underlined that the students' expectations of an English course and their attitudes towards English language determine their perceptions regarding online education. Accordingly, the findings indicate that most students believe they can be efficient language users in the future if online learning addresses their learning needs such as teacher support and a friendly communicative environment. Likewise, Kaufmann (2015) assumes that negative perceptions of students regarding online education can lead to unfavourable learning outcomes including decreased motivation. On the basis of this assumption, the study conducted by Kaufmann (2015) with adult language learners demonstrates that learners' attitudes towards English language, English instructors and course designers contribute to online learning success versus failure, so it is possible to predict learning outcomes throughout the online education process. In brief, an implication can be derived from the studies conducted in this research field (Iqbal et al., 2022; Kaufmann, 2015; Moosavi & Dewitt, 2023) that learners' language learning in an online platform comes in sight as a complex process affected by how students perceive the language, language education, their language teachers and their future. Therefore, the attitudes learners hold towards the instructional programme and teachers along with their motives and goals should be identified in a holistic manner to clarify the online education practices of learners in line with Gardner's socio-educational model (Gardner, 1985).

English Language Learning and Online Education

The use of technology as a medium for English language learning and teaching has gained popularity in order to increase the quality of education (Iqbal et al., 2022). Considering the limitations of formal English lessons in the classroom context such as time pressure and lack of materials, online platforms support students' learning process out of the classroom (Moosavi & Dewitt, 2023). By means of various tools and applications, English language learning process becomes enjoyable, interesting and flexible for learners (Mahyoob, 2020). On the other hand, epidemic and natural disasters come as other limitations that pave the way for a shift from the traditional pedagogical

approach to online education (Iqbal et al., 2022). So, online education becomes a viable option in the emergency situations. Since language learning entails continuity, it should not be restricted to institutional education (Mahyoob, 2020).

Web-based learning is regarded as one of the best options for the acquisition of the 21st century skills including collaboration, communication, creativity and critical thinking skills due to the fact that digital tools enable learners to reflect upon their own English learning process and transfer their knowledge to any new situations (Moosavi & Dewitt, 2023). Furthermore, the role of online education especially for prep-class students should be highlighted in such a way that it facilitates the attainment of crucial skills such as time management, adaptability and communication for their academic and professional life in the near future (Iqbal et al., 2022).

The Pros and Cons of Online Education

Digital innovations have opened doors to online education, which brings various benefits for both learners and teachers by meeting their needs in terms of accessibility of information, affordability, flexibility, self-motivation, self-regulation, improved collaboration and communication (Garrison, 2017). Accessibility of information regardless of time and place is one of the most essential advantages of online education in that it enables learners who do not have opportunity to attend to the traditional classroom settings due to the family, work, location and financial considerations to get access to knowledge through course materials including syllabi, presentations, documents, videos etc. (Rovai et al., 2008). In this respect, Yılmaz (2018) investigates the metaphorical perceptions of university students towards distance education and shows that students repeat metaphors such as a golden blessing and a great opportunity to define online education.

Online education offers teachers an efficient way to enhance and facilitate learning with the help of a variety of activities appealing to different learning styles (Okyar, 2023). At this point, Deal (2002) proposes "there is a range of multi-media tools available to create instructional materials to display text graphics, animation, video, and interactive simulations" (p. 22). This multimodality of online education assists learners to personalize learning process by adapting technology in accordance with their needs, interests and learning strategies (Savenye, 2005). At this point, the study of Farah and

Sholikhah (2020) based on the analysis of EFL students' perceptions about their online learning process stresses that three major metaphoric words used by students are hobby, game, and food respectively, which shows their positive attitudes towards online education.

It is crucial to note that online education can be used flexibly since it offers an option for the emergency remote teaching. In this respect, Karakaş et al., (2022) examine pre-service English teachers' emergency remote microteaching experiences and state that most participants feel progress in their linguistic skills, self-esteem, teaching competence, identity construction, critical/retrospective reflection and course preparation with favourable attitudes towards the profession, which corroborates the study of Koruyan et al., (2022) underlining the importance of online education for language learner in the event of any emergencies that disrupt face-to-face teaching.

Another merit is that students can build social networks through collaboration and interaction with learners from different parts of the world by eliminating cultural and geographical barriers (Badia et al., 2017). In this regard, in their study, Vayreda and Núñez (2010) indicate that students define online learning environment as a new place to be discovered easily. It is apparent that both reaching different parts of the world and getting a high-quality of education are affordable for learners through e-learning (Baran et al., 2011). On the other hand, Tuncay et al. (2011) inquire into the university students' metaphors in relation with e-education and underline a very interesting fact that 47% of the students consider e-learning to be equivalent to "rich students' education" and the metaphor of "richness". The answers also reveal that 48% of the participants perceive e-education as an imaginary world.

The fourth advantage of online education is that it requires learners to become responsible for their own learning process since they are given the choices of selecting and adapting learning materials with the aim of acquiring knowledge at their own pace (Morrison, 2014). Online education opens the pathways for improving learners' self-regulation skill which is counted as the primary factor affecting their success in that "successful students tend to have stronger beliefs they will succeed, higher self-responsibility, higher self-organization skills, and better technology skills and access" (Savenye, 2005, p. 2).

Besides the fact that technology-mediated distance learning has taken an important place in the field of education, it is worth noting that online education has also some drawbacks (Harasim, 2000). To illustrate, the difficulty of maintaining students' engagement and motivation can be regarded as a challenge for teachers since there are students who do not have self-discipline and fail to complete their online courses (Lamy & Regine, 2007). There is also a possibility that learners can lose their interest when they get delayed feedback that is conceived as another disadvantage of online education (Paulsen, 2002). Furthermore, the factor of unfamiliarity with online tools and activities affects learners' prolonged engagement negatively (Harasim, 2000).

Even if online education increases interaction among learners, it has a potential to cause social isolation due to the lack of face-to-face communication because it promotes virtual learning environments by pushing real-life learning contexts into the background, which detracts learners from the feeling of belonging to a social community (Vezne et al., 2023). Accordingly, Kaban (2020) probes into the perceptions of students about the concept of distance education through metaphors. He remarks that metaphors of the participants towards distance education are gathered in the categories of "uselessness, education type, virtuality, individuality, irreplaceable, obligation, usage and school independence". When the statements of the participants are examined holistically, it is noted that the participants have a negative attitude towards distance education in general, which is in line with the study of Farah and Sholikhah (2020) who draw attention to the finding that EFL students perceive online learning negatively.

The last drawback comes with technical problems arising during online education (Paulsen, 2002). Karakaş et al. (2022) report in their study that having technical problems and lacking knowledge about how to use technological tools come as the challenges in online education. In the same way, Koruyan et al., (2002) consider lack of training on technological and technical issues as one of the main problems. Dealing with these problems necessitates teacher expertise and training in how to employ technological devices and tools efficiently (Lamy & Regine, 2007). However, it does not guarantee that every teacher keeps pace with technological innovations (Moore & Kearsley, 2012). In a nutshell, online education is said to be at the top of the

agenda with its advantages and disadvantages by assigning teachers a role of shedding light on the issues arising in online distance environments (Rovai et al., 2008).

Teachers' Roles

The improvements in technology and the internet have led educational practitioners to rethink the way of how knowledge is constructed inasmuch as this developing technology has brought about change in the educational paradigm from behavioral approaches to constructivist approaches (Baran et al., 2011). As a matter of fact, the current and modern educational approaches have redefined teachers' roles in a way that a teacher is "no longer a 'sage on the stage', the teacher now functions as more of a 'guide on the side'" (Morrison, 2014, p. 1). Teachers leave aside their roles of experts or authorities who are responsible for the delivery of content through the transmission of information and adopt a facilitator role making the process of picking this information easier for students (Lamy & Regine, 2007). Accordingly, Badia et al., (2017) propose five types of teachers' roles in online education: "supporting learning activity; managing social interactions; planning instructional design; guiding the use of technology and learning assessment" (p. 1195).

One of the most essential roles assigned to teachers is to support learning activity by directing students to activities fostering communication and collaboration in an online learning community (Rovai et al., 2008). During both synchronous and asynchronous learning periods, teachers are like an orchestra chief monitoring students' talking time with their peers and teachers, so they are perceived as effective communicators taking part in online discussions, building a good rapport and managing social interactions in that community (Savenye, 2005). At this point, the study of Gündüzalp and Demirtaş (2020) based upon the role of instructors from the perspectives of Turkish university students showcases that one of the most important roles of instructors is to be good communicators, which leads to a positive learning environment.

Another role of teachers is to promote learners' motivation by planning instructional design beforehand in line with their needs and interests (Finch & Jacobs, 2012). In this respect, Wan et al.'s (2011) research into the Chinese university students' beliefs about their English instructors' roles through metaphor analysis puts forward that they regard their instructors as co-workers and interest arousers who try to meet their

learning demands during online education. Moreover, teachers are co-learners in web-based learning and teaching process as they need necessary information about technical issues to meet the requirements of virtual learning environments and guide learners to use technological tools appropriately (Rovai et al., 2008). Accordingly, Cerit (2008) studies the concept of teacher through metaphor analysis from learners' perspectives and concludes that language teachers are seen as a bridge that connects students' own world with a new world by providing them with necessary information and skills. It is also important to note that teachers' role of assessing learning process comes into the forefront as a crucial task for enhancing e-learning practices at the end of online courses (Paulsen, 2002). They are in charge of evaluating the rate of learners' progress and the practicality, usability or effectiveness of technological tools (Badia et al., 2017). All in all, the roles teachers play in a distant web-based education process can be categorized as technical, managerial, pedagogical, and social (Baran et al, 2011).

The positive and negative aspects of online education along with teachers' roles in handling these aspects should be examined in detail for students to be successful learners in the future (Martín-Rodríguez, 2015). In other words, for learners to benefit from e-education of the highest order, it is essential to determine their perceptions about learning English and their instructors in an online educational context so that regulations can be made to make e-learning process more efficient for learners (Tamim, 2020).

Metaphors

Metaphors are considered as a useful means of data collection and analysis since they reflect how people think, act and construct reality, which yields rich and deep information on the part of researchers (Botha, 2009). Metaphors function as “a bridge from experience to mediation, representation, and symbolism, which in turn allows us to understand experience in new and deeper ways” (Oldfather & West, 1994, p. 23). In other words, metaphors make abstract thoughts understandable and clear through the explanation of unfamiliar concepts with familiar ones based on an analogy between them (Cerit, 2008). Additionally, through metaphors, teaching methods, techniques, materials, teacher and learner roles can be explained more effectively and easily as metaphors “act as powerful cognitive models through which educators and learners can understand educational phenomena by relating them to something previously

experienced” (Botha, 2009, p. 432). Thinking process of learners about the world comes to light through metaphoric perceptions (Demirtaş & Çoban, 2014).

The present study aims at examining the prep-class students’ perceptions regarding online education process comprising English language, English instructors and their future life. To achieve this aim, the data based on prep-class students’ perceptions were collected through metaphors which are believed to contribute to the explanation of phenomena under investigation. Addedly, metaphors as a data collection tool can assist learners to conceptualize their attitudes towards online education along with their instructors and provide insights into what they think of learning English language for their future life. In fact, there are many studies (Cerit, 2008; Farah & Sholikhah, 2020; Kaban, 2020; Tuncay et al.,2011; Wan et al., 2011; Yılmaz, 2018) conducted in this research area but it can be seen that they are based on either students’ perceptions of online learning or their teachers’ roles during online education. In accordance with Gardner’s socio-educational model, the main aim of the present study is to fill the gap by investigating the perceptions of students regarding both online education and English instructors along with their future life in a holistic manner. To that end, four research questions stated below delve into students’ emotional responses in relation to how their e-learning experiences limit or improve their perceptions.

1. What are the metaphors of prep-class students regarding the concept of online education?
2. What are the metaphors of prep-class students regarding their English instructors?
3. What are the metaphors of prep-class students regarding English language?
4. What are the metaphors of prep-class students regarding their future life?

Methodology

Research Design

To reveal the perceptions of prep-class students about online education, English instructors, English language and their future life, the data were collected through hermeneutic phenomenology method which focuses on people’s experience of a phenomena (Oldfather & West, 1994). Hermeneutic phenomenology is one of the

methods in the qualitative paradigm which draws attention to the personalized interpretations of the participants in a specific context (Robson, 2002). Moreover, “hermeneutic phenomenology is particularly open to literary and poetic qualities of language, and encourages aesthetically sensitized writing as both a process and product of research” (Henriksson & Friesen, 2012, p.1). Hence, it was believed that this hermeneutic phenomenological research would bring the participants’ experiences during online education process from their own perspectives to the fore in a detailed way through metaphors. In this direction, in the present study metaphor analysis was employed to explore learners’ feelings, attitudes and opinions regarding the concept of online education including their English lessons, their instructors and their future life since metaphors “evoke one reality through the idea of another” (Allan, 2007, p. 354). In that way, metaphors were considered to open the doors for new insights for researchers through creative perspectives.

Participants

As the participants of the present study, 90 prep-class students from a large state university in western Turkey were selected as the convenience sampling since they were the students of the researcher. 48 of the participants were female and 42 of the participants were male whose ages ranged between 19 and 21. They were given information about the aim of the study and the roles they would play to realize this aim. After volunteers signed the consent forms, the researcher started to gather data. Since the researcher knew the participants, the process of gathering a detailed information from these students became easy. Namely, the issue of building trust and rapport among the researcher and participants was easily dealt with. Moreover, anonymity and data confidentiality were ensured to enable students to feel comfortable with their answers.

Procedure

To gain a deeper understanding of learners’ perceptions towards online education including their English lessons, their instructors and their future life, learners were asked to answer four research questions in the sentence pattern of “.....is like.....; because.....”. Blank spaces were allocated for students to write their emotions by leading them to generate longer and elaborative responses. This data collection tool was employed by the researcher to reveal participants’ rationale behind

their thoughts. Moreover, the data were collected from the participants during their usual English lessons and they were given enough time to answer the questions via metaphors.

Data Analysis

To analyze the data collected through metaphors, content analysis which is a systematic method to interpret the meanings in the data through description and quantification of concepts was used (Lincoln & Guba, 1985). During the data analysis process, four stages were followed. Since the content analysis is based upon coding and identifying themes, naming the metaphors generated by the participants through codes falls into the first stage (Lincoln & Guba, 1985). At this point, it is crucial to underline that 10 participants who did not provide an analogy along with a justification were not included into this stage. Secondly, the codes were sorted into different themes according to their common features.

Reliability in qualitative research is based upon “being thorough, careful and honest in carrying out the research” (Robson, 2002, p. 176). As the third step, reliability was ensured through constant testing and comparison of data in the present study. Additionally, inter-rater reliability employed to figure out the level of agreement between two raters about the codes was calculated through Cohen’s Kappa. On the other hand, member-checking method was adopted to ensure the trustworthiness and validity of the present study, so an outside researcher examined the compatibility of the codes and themes. After adjustments were made to achieve the consensus on the data analysis process, organizing and presenting findings in compliance with the codes and themes come into the fore as the last stage.

Results

The aim of the present study was to find out the perceptions of prep-class students regarding the concept of online education including their English instructors, English language and their future life. To achieve this aim, the data were collected from prep-class students through metaphors and examined in detail through the content analysis method. Metaphors stated by participants were grouped under the themes based upon their common features.

Prep-class students' metaphoric perceptions regarding online education

First of all, metaphors created by students regarding the concept of online education were classified under 8 themes as seen in Table 1 below. Namely, 25% of the participants used the theme of “digitalism” to explain their perceptions about online education and the theme of “relaxing” falls into the second rank with the percentage of 20, which is followed by “uselessness” (18.7%), “affective dimension” (15%), “difficulty” (12.5%), and “death” (3.8%) respectively. Additionally, “asociality” (2.5%) and “positive feelings” (2.5%) are the least frequent themes produced by participants. Overall, it is clear from Table 1 that throughout the themes, “*sleep*” (7), “*computer*” (5) and “*boring lessons*” (5) are the most popular metaphors among prep-class students.

Table 1

Metaphors and Themes Regarding the Concept of Online Education Constituted by Prep-class Students

Themes	Metaphors	N	%
Digitalism	Computer (5), Distance learning (4), Screen (3), Artificial learning(3), Virtual (2), Imaginary education (2),	20	25
Relaxing	Sleep (7), Comfortable (4), Endless sleep, Learning by lying, Easiness, Pyjamas, Bedtime	16	20
Uselessness	Fruitless(4), Inefficient (3), Unproductive (2), Flightless bird, Empty (2), Waste of time, Hollow, A lowland, Taking a driving licence online	15	18.7
Affective Dimension	Boring lessons (5), Unpleasant (3), Torture(3), Horrible dream	12	15
Difficulty	Challenging (4), Exhausting (2), A difficult period, A tiring journey, A tiresome learning, A challenging race	10	12.5
Death	Die young, Death, A tomb with flowers	3	3.8
Asociality	An antisocial world, Unsocial system	2	2.5
Positive feelings	Education type coming from paradise, Pleasing	2	2.5
Total		80	100

When the metaphors generated by the participants under the themes of “uselessness (18.7%), affective dimension (15), difficulty (12.5%), death (3.8%), asociality (2.5%)” are examined in detail, it can be inferred that 52.5% of the students are in a negative perception about online education. To illustrate, 4 students used the

word “*fruitless*” and 5 students used the word “*boring lessons*” as metaphors reflecting their feelings about online education. Furthermore, lessons in online education were explained by 4 students through the metaphor of “*challenging*”.

On the other hand, the metaphors under the themes of “relaxing” (20%) and “positive feelings” (2.5%) underline the fact that 22.5% of the students have a positive attitude towards online education since 7 students used the metaphor of “*sleep*” to explain how they feel comfortable during their online lessons and one of the students described online education through the metaphor of “*an education type coming from paradise*” to express his good feelings.

The sample metaphors produced by participants to express their perceptions in relation with online education are given below in bold words.

P13: “Online education is **a tiring journey** because we cannot ask our questions to our instructor directly to understand the topic of the lesson, which makes us tired.” (*difficulty*)

P15: “It is like **dying young**. I have difficulties to keep my attention and focus on what my teacher talks about.” (*death*)

P19: “Online education is **a horrible dream** for me because I hate looking at screen for long hours.” (*affective dimension*)

P35: “It is an **antisocial world** in which I cannot communicate with my close friends as I do in face-to-face education.” (*asociality*)

P48: “I think it is an **education type coming from paradise** because I feel good in that lesson.” (*positive feelings*)

P40: “Online education is like **a lowland** because we cannot improve.” (*uselessness*)

P57: “Online education is similar **taking a driving licence online** because it does not work.” (*uselessness*)

Prep-class students' metaphoric perceptions regarding their English instructors

In terms of metaphors about English instructors, perceptions of the participants can be divided into 7 themes as shown in Table 2 below. Accordingly, the most common theme is “heroes” (30%). The themes of “friends” (21.3%), “authorities” (21.3%), “good people” (16.2%), “unlovely people” (5%), and “genius people” (3.7%) follow. Lastly, the theme of “source of knowledge” (2.5%) comes with the lowest percentage. Overall, the metaphors of “flowers” (9) and “mother” (7) are the most recurrent ones generated by students as seen in Table 2.

Table 2

Metaphors and Categories Regarding English Instructors Constituted by Prep-class Students

Themes	Metaphors	N	%
Heroes	Mother (7), Warriors (5), Fathers (4), Angels (4), Determined warriors, Protectors of galaxy, Pole stars, Raindrops falling into the desert	24	30
Friends	Fellow (5), Friends (5), Sincerity (4), A familiar friend, Intimacy, A close Friend	17	21.3
Authorities	Dominant (5), Adolf Hitler (3), Authority(3), Ruler (3), Dictator (2) Big brother	17	21.3
Good people	Flowers (9), The most beautiful flower in a flower garden, A precious person, Kind-hearted, Nice people	13	16.2
Unlovely people	Devils, Leaves falling in autumn, A woodpeck, unpleasant	4	5
Genius people	Ronaldo of English, Einstein, Sisifos	3	3.7
Source of knowledge	An unexplored valley, Sun	2	2.5
Total		80	100

The metaphorical perceptions of students in relation with English instructors including themes such as “heroes (30%), friends (21.3%), good people (16.2%), genius people (3.7%)” and “source of knowledge” (2.5%) revealed that 73.7% of the students have a quite positive perception of English instructors. To exemplify, 5 students used the metaphor of “warriors” to state that their teachers try hard to teach English to their

students in every condition, so instructors adopt the role of supporting learning activity. Students also considered their instructors as their “*friends*” and “*nice people*” due to their sincerity during online education. Their instructors can be said to manage social interactions within the classroom. Likewise, English instructors were seen as intelligent people like “*Einstein*” and source of knowledge like “*sun*” brightening students’ life with their knowledge and experience. Therefore, English instructors adopt the role of guiding students by providing necessary information about the use of technology to gain knowledge.

On the contrary, the metaphors grouped under the themes of “authorities” (21.3%) and “unlovely people” (5%) stressed that 26.3% of the students have a negative perception of English instructors, which is clear in their metaphors including “*Adolf Hitler*” and “*devils*” showing instructors’ negative behaviours and attitudes towards students during online education.

The sample statements including metaphors referring students’ perceptions of English instructors are given below with bold words.

P80: “Teachers are like **flowers** and as students we are bees, so we have to smell their knowledge.” (good people)

P45: “My teacher is like a **sun** brightening my educational life.” (source of knowledge)

P77: “Teachers are like **raindrops falling into the desert**, they save you in every bad situation.” (heroes)

P26: “Instructor is an **unexplored valley**, so you can learn many things from her landscape.” (source of knowledge)

P41: “Instructors are **pole stars** because they can guide you when you get lost with school subjects.” (heroes)

P35: “Instructors’ voices are like a **woodpeck**, so they are boring people.” (unlovely people)

P66: "They are like **close friends** so you can have good time and have fun with them." (friends)

P60: "Instructor is a **big brother** who watches and controls you all the time." (authorities)

P16: "Our teacher is an **unpleasant** person because she is checking all the time if we have learned the lesson with difficult questions and exams." (unlovely people)

P44: "My instructors are like **angels** because they come to the lessons with the activities and games we like, they always do what we want." (heroes)

P32: "Zoom platform is like a galaxy and English teachers are like **protectors of this galaxy** because they help us when the connection is gone." (heroes)

Prep-class students' metaphoric perceptions regarding their English language

Students' metaphorical perceptions of English language are categorized into 9 different themes as in Table 3 below. Nominately, the theme of "universality" (18.7%) falls into the first rank, which is followed by the themes of "a different standpoint" (16.2%) and "essentiality" (13.7%). "Entertainment" and "valuableness" fall into the fourth rank with the percentage of 12.5. Moreover, the themes of "difficulty" (8.7%) "demanding" (6.2%) and "ability" (6.2%) follow respectively. "Fear" with the percentage of 5 comes as the least common theme. Based on Table 3, "gold" (5) and "new people" (5) are the most frequently used metaphors by prep-class students throughout 9 themes.

Table 3

Metaphors and Themes Regarding English Language Constituted by Prep-class Students

Themes	Metaphors	N	%
Universality	Common language (3), World (3), World Language (2), Global language, International communication, Universal network, Universal communication, Universal language, Network with the world, The door opening to the world	15	18.7
A different standpoint	New people (5), New cultures (2), A new person, A different window, Many worldviews, A new World, Big differences, Variety	13	16.2
Essentiality	Necessity (3), Water (2), Life, Lifesaving, Basic need, Obligatory case, Tom and Jerry, A piece of puzzle	11	13.7
Entertainment	Cheer (4), Joy (3), Enjoyment (2), A big joy	10	12.5
Valuableness	Gold (5), Gold bracelet (2), Investment in the Future, Investment	10	12.5
Difficulty	Marathon (2), Challenging (2), A difficult way, A tiring journey, Exhausting	7	8.7
Demanding	Land (2), Flower, A flower growing with water, Arable lands	5	6.2
Ability	Skill (3), Talent, A big talent	5	6.2
Fear	Fear (2), Nightmare, Horror film	4	5
Total		80	100

The themes of “difficulty” (8.7%) and “fear” (5%) include metaphors implying that 13.7% of the students perceived English language negatively in such a way that 2 students used the word “*marathon*” as a metaphor to describe the difficulty of English language learning process. In a similar manner, 2 students associated English language with the metaphor of “*fear*”.

Nevertheless, the themes of “essentiality (13.7%), valuableness (12.5%)” and “entertainment” (12.5%) include metaphors demonstrating that 38.7% of the students are in a positive view toward English language. For example, 2 students created a link between English language and “*water*” to emphasize the necessity of knowing English language for the maintenance of a good life. 5 students used the metaphor of “*gold*” in relation with English language that increases the quality of their life. Lastly, the

metaphors such as “joy” and “enjoyment” indicate that students have positive attitudes towards English language.

The sample metaphors indicating students' perceptions of English language are given below in bold words.

*P21: “English is a **gold bracelet** because knowing English makes us rich in the future.” (valuableness)*

*P8: “English language is like a **flower growing with water**, so we always should take care of them by our efforts.” (demanding)*

*P15: “English is a **different window** because we can see different people and cultures from there.” (a different standpoint)*

*P69: “We are **Tom and English is Jerry**, so we have to catch it during our life because we need it.” (essentiality)*

*P55: “English language is a **piece of puzzle** of my life and to be happy I need it.” (essentiality)*

*P30: “English is a **horror film** because every time I feel anxious to learn another language.” (fear)*

*P29: “English language is like a **big talent**, if you know English you are intelligent.” (ability)*

*P5: “Learning English is a **big joy**. I like learning a new language.” (entertainment)*

Prep-class students' metaphoric perceptions regarding their future life

The metaphors produced by students regarding their future life are gathered under four themes as shown in Table 4 in such a way that the theme of “hopelessness” has the highest rank with the percentage of 36.3 and “uncertainty” (30%) comes with the second rank. Whereas the theme of “hope” (18.7%) takes place in the third rank, “achievement” falls into the last rank with the percentage of 15. Within four themes, the

metaphors of “*darkness*” (6) is the most common one generated by students to make an analogy of their future life.

Table 4

Metaphors and Themes Regarding Future Life Constituted by Prep-class Students

Themes	Metaphors	N	%
Hopelessness	Darkness (6), Night (4), Dark (3), A dead luck (3), Black hole (3), Black (2), Black box, Artificial light, Lightless, A lightless sun, A functionless lamb, Greek calends, A dream not come true, Dark room,	29	36.3
Uncertainty	Ambiguity (4), Tunnel (3), Fog (3), Unknown route, Happenstance, Unknown route, An Unpredictable road, a momentary situation, Variability, Leap in the dark, Bottomless well, Limitless tunnels, Uncertain world, Foggy day, Foggy country, An unforethoughtful person, Hazy life	24	30
Hope	Sunny (3), Rainbow (3), A bright road, Sunny days, Stars, Green ways, A ship in Philippines, Source of hope, Wonderful life, Good, As fresh as daisy, Lively	15	18.7
Achievement	Success (4), Career (3), Experience (2) Diamond, Richness, A successful person	12	15
Total		80	100

Metaphors produced by the participants under the themes of “hopelessness” (36.3%) and “uncertainty” (30%) put emphasis on that 66.3% of the students can be said to be pessimistic about their future life. To exemplify, 3 students used the metaphors of “*dark*”, “*a dead luck*” and “*black hole*” to express their perceptions towards their future life, which shows that they cannot see any good things that will happen in the future. Furthermore, the metaphors including “*fog*”, “*tunnel*”, “*foggy day*” and “*foggy country*” imply that students are not sure about what they will face in their future life. On the other hand, metaphors produced by the participants under the themes of “hope” (18.7%) and “achievement” (15%) indicated that 23.7% of the participants are optimistic about their future life, which is evident in their metaphors such as “*rainbow*” and “*diamond*”.

The sample metaphors regarding prep-class students' perceptions of their future life are given below in their statements with bold words.

*P1: "For me, future life is a **black hole** and I cannot see any beautiful thing."
(hopelessness)*

*P12: "Future life is full of **sunny days** because I believe good days will come."
(hope)*

*P22: "Future life is a **diamond** because I hope to be rich and successful."
(achievement)*

*P65: "My future is like a **foggy day** because nothing is clear." (uncertainty)*

*P51: "I see my future as **darkness** because there is no hope for a beautiful life." (hopelessness)*

*P8: "My future life will be like a **rainbow** because there will be many colorful events." (hope)*

*P39: "My future is like a **tunnel** because I cannot see where I am going."
(uncertainty)*

Discussion

In the present study, the perceptions of prep-class students towards online education, English instructors, English language and their future life were determined through metaphors. These metaphors obtained from students were grouped into themes. Hence, each research question including themes with a number of metaphors is discussed in detail separately.

The metaphors of prep-class students regarding the concept of online education

Prep-class students' metaphorical perceptions of online education can be explained with 8 different themes including "digitalism (25%), relaxing (20%), uselessness (18.7%), affective dimension (15%), difficulty (12.5%), death (3.8%), asociality (2.5%)" and "positive feelings" (2.5%).

First of all, with the theme of digitalism, 25% of the prep-class students used metaphors such as “*computer, virtual, artificial learning*” and “*imaginary education*”, which implies that online education is far from authenticity as in the statement of the P72 that “*Online education is like an artificial learning because we do not have real materials that we can see or touch.*”. At this point, Darling-Aduana (2021) stated in her study with young adults that students are more engaged and learn better when exposed to authentic work that creates opportunities for higher-order thinking with real-world applications. It is clear that authentic learning allows students to connect course material to their lives, which is evident in the findings of the present study since prep-class students also feel themselves as being in a dream during online education as stated by the P58 that “*Online education is an imaginary education because when it is over, we awaken from our dream and turn back to the reality*”. It can be inferred from the metaphors created by prep-class students that they are not in favor of online education as it does not give the impression that they engage in authentic learning that helps them in the real world, which yields similar results with previous studies (Allen et al., 2002; Fedynich et al., 2015). Additionally, Yılmaz (2018) determined the metaphorical perceptions of university students towards distance education and pointed out that students use the metaphor of “*imagination remaining training*” to define distance education because they think that they cannot get what they expect because there is no real classroom or teacher.

The theme of asociality (2.5%) including metaphors such as “*an antisocial world*” and “*unsocial system*” stresses the separation of students and instructors resulting in a transactional distance between them. Hence, %2,5 of the participants stated that online education system makes them unsocial learners who do not have opportunities to communicate in English, which in turn, affects their language learning process negatively as Gillies (2008) pointed out that the lack of interaction between students and teachers prevents a real feeling of love and sincerity necessary for language learning success. Moreover, under the theme of “*uselessness*” (18.7%), prep-class students created metaphors such as “*fruitless, inefficient, unproductive, flightless bird, empty, waste of time, hollow, a lowland*” and “*taking a driving licence online*”. They mentioned that their effort and time on online education are futile, so they likened online education to “*a flightless bird*”. It can be summarized that prep-class students are in the

opinion that they cannot get receive a high-quality education which is in line with the study of Iqbal et al., (2022) underlining the dissatisfaction of university students with online learning because of the quality of instruction.

The themes such as “affective dimension (15%), difficulty (12.5%)” and “death” (3.8%) underline the fact that prep-class students have negative beliefs about online education. Namely, 15% of the students used “*horrible dream*” and “*torture*” as metaphors for online education stated by the P19 that “*Online education is a horrible dream for me because I hate looking at screen for long hours.*”. The underlying reason for their negative perceptions can be related to the lack of opportunities to improve their language skills during online education as the P30 emphasized that “*Online education is like a hollow and I could not find anything to fill in this hollow.*”, which corroborates the previous studies conducted in this research area (Ardito et al., 2006; Kaban, 2021; Tao & Yeh, 2008) demonstrating that university students created the metaphor of uselessness for distance education because of issues such as unsuitable learning environments, unavailability of electricity, and connectivity.

Whereas the prep-class students' perceptions (52.5%) are negative, 22.5% of them have positive views in such as way that the theme of “relaxing” (20%) includes the metaphors like “*sleep, endless sleep, comfortable, bedtime, pyjamas*”. Hence, it can be said that prep-class students feel good as they do while they are sleeping. Moreover, 2,5% of the students have positive feelings about online education by correlating it with “*an education type coming from paradise*”. At this point, Rashid et al., (2022) investigated students' emotions towards online education and reported that students linked online education with an enjoyable learning situation that increases their motivation for learning. It is apparent from these findings that prep-class students are pleased with online education since it provides a flexible and comfortable learning environment, which is considerably in line with the studies conducted in this research area (Joo et al., 2011; Farah & Sholikhah, 2021; Tuncay et al., 2011).

The metaphors of prep-class students regarding English instructors

The metaphorical perceptions of prep-class students regarding their English instructors can be handled in terms of the themes including “heroes” (30%), “friends”

(21.3%), “authorities” (21.3%), “good people” (16.2%), “unlovely people” (5%), “genius people” (3.7%) and “source of knowledge” (2.5%).

Within the theme of heroes, 30% of the students conceptualized their instructors mainly as “*mothers, warriors, fathers, angels, determined warriors, protectors of galaxy, pole stars*” and “*raindrops falling into the desert*”, which draws attention to the finding that students admire their instructors. This is evident in the statement of the P33 that “*I am the biggest fan of my English instructor because she is a determined warrior to teach English language with us without being bored*”. In this regard, André et al., (2020) investigated students’ perceptions of teaching behavior and stated that students appreciate their instructors when they are good at classroom management and giving clear instruction. On the other hand, the prep-class students’ admiration of their English instructors can be attributed to their instructors’ noteworthy content and pedagogical knowledge since 2.5% of the participants linked their instructors with sources of knowledge like a “*sun*” and “*an unexplored valley*”. This can be inferred from the saying of the P26 that “*Instructor is an unexplored valley, so you can learn many things from her landscape.*”, which yields similar results with the study of Ahkemoğlu and Mutlu (2016). They investigated the university students' mental images about their English language instructors through metaphors and reached the conclusion that most of the students conceptualize their English instructors as the provider of knowledge by using metaphors such as water, sun, deep ocean and moon. In a similar vein, in the present study, 3.7% of the participants defined their English instructors as genius people like “*Ronaldo of English, Einstein, Sisifos*” implying that students regard their English instructors as role models for them. In this respect, Starcic, and Lebeničnik (2020) investigated university students’ perceptions of their educators and found that the students perceive their teachers as effective designers and role models for information and communications technology (ICT). On the other hand, The P32 stated that “*Zoom platform is like a galaxy and English teachers are like protectors of this galaxy because they help us when the connection is gone.*”. Thus, it is obvious that instructors adopt the role of guiding the use of technology during online education, which is supported by various studies conducted in this field (Hasim et al., 2013; Kesen, 2010).

Additionally, 21.3% of the participants considered their English instructors as their friends through metaphors such as “*fellows, friends, sincerity, a familiar friend, intimacy, a close friend*”. Students' perceptions of friendship can be related to their instructors' role of supporting learning activity with their smiling face, help and sympathetic behaviours. This is obvious from the interpretation of the P2 that “*My English instructor is like a familiar friend because he never judges me when I am wrong, so he just replies me by smiling in these situations*”. Along the same line, 16.2% of the students attributed the feature of good people to their English instructors by generating metaphors of “*flowers, the most beautiful flower in a flower garden, a precious person, kind-hearted*” and “*nice people*”. This finding points at a good relationship between prep-class students and their English instructors who are good at managing social interactions during online education. Hence the findings imply that prep-class students attach importance to student-teacher relationships, which corroborates the results of Erarslan and Asmalı (2017) who investigated the preparatory class students' perceptions of English instructors. Their study revealed that students used teddy bear, daisy and flower as metaphors to describe their teachers, which shows that teachers satisfy them emotionally by creating a sense of security. Likewise, Raufelder et al., (2016) examined how students perceive good and bad teachers based on their daily school experiences and demonstrated that students prioritize teachers' (inter)personal dimensions over their academic abilities in everyday classroom interactions when evaluating them as educators.

It is an undeniable fact that students (73.7%) generated mostly positive connotations about their English instructors unlike their views on online education. However, they (26%) also had negative conceptualizations such as “authorities” and “unlovely people”. Accordingly, 21.3% of the students perceived their English instructors as authorities as they used metaphors including “*Adolf Hitler, dominant, authority, ruler, dictator, big brother*”. At this point, the P59 declared that “*My teacher is like a dictator who puts some rules to see my face and hear my voice in every minute of online course*”. It can be inferred that prep-class students prefer a friendly learning and teaching environment as in the case of the study conducted by Moosavi and Dewitt (2023) laying emphasis on the students' expectations of a welcoming and warm English lesson.

Furthermore, 5% of the students named their English instructors as unlovely people, which is clear in their metaphors of “*devils, leaves falling in autumn, a woodpeck*” and “*unpleasant*”. For instance, the P16 stated that “*Our teacher is an unpleasant person because she is checking all the time if we have learned the lesson with difficult questions and exams.*”, which addresses the instructors’ way of assessment perceived negatively by the students. This finding complies with the earlier studies (Ahkemoğlu & Mutlu, 2016; Demirtaş & Çoban, 2014; Nikitina & Furuoka, 2008; Sayar, 2014) coming to a conclusion that students feel bore and bad when they get high educational pressure from their teachers.

The P19 also remarked that “My English teachers are like devils because they do not understand your psychology. They always take care of hardworking students and want you to do your best.”. Therefore, some students developed negative perceptions regarding their English instructors because of their strict rules and efforts to make them active and successful during the online lessons and this situation disappointed them, which yields similar results with the study of Jasia et al., (2018) stating that students don’t feel good when teachers do distinction by taking much take care of good students rather than some weak students.

The metaphors of prep-class students regarding English language

Findings showed that prep-class students’ perceptions regarding English language can be identified with 9 themes including “universality” (18.7%), “a different standpoint” (16.2%), “essentiality” (13.7%), “entertainment” (12.5%) “valuableness” (12.5%), “difficulty” (8.7%), “demanding” (6.2%), “ability” (6.2%) and “fear” (5%).

Under the most popular theme, “universality”, 18.7% of the participants created metaphors such as “common language, world, world language, international communication, universal network, universal communication, universal language, network with the world” and “the door opening to the world”. Students’ metaphorical perceptions revealed that they are aware of the fact that English is a common language functioning as a vehicle for them to connect with the world. In a similar vein, 16.2% of the participants made an analogy between English language and a different standpoint through the metaphors of “new people, new cultures, a new person, a different window, many worldviews, a new world, big differences” and “variety”. This is evident in the

statement of the P15 that “English is a different window because we can see different people and cultures from there”. This finding corroborates the study of Erdem (2018) and that of Guerrero and Villamil (2002) who demonstrated that students describe English language as travelling around a new world in which they take new steps to discover different people and culture. Furthermore, it can be concluded from students' metaphors of “cheer, joy, enjoyment” and “a big joy” that 12.5% of the participants see learning English language as an entertaining activity. This is stated by the P5 that “Learning English is a big joy I like learning a new language.”, which yields similar patterns with related studies (Jin et al., 2014; Pishghadam, 2011). It can be summarized that prep-class students have a feeling of happiness or pleasure while they are learning English as a means to explore the world. This finding is compatible with the study of Jiménez (2018) who explored students' perceptions about English learning in a public university and reported that many participants enjoy and benefit from learning English in this globalized world nowadays.

With the theme of essentiality, 13.7% of the students generated metaphors of “necessity, water, life, lifesaving, basic need, obligatory case, Tom and Jerry” and “a piece of puzzle”. In this regard, the statement of the P69 that “We are Tom and English is Jerry, so we have to catch it during our life because we need it.” and the statement of the P55 that “English language is a piece of puzzle of my life and to be happy I need it.” directly manifest that students are aware of the significance of English language to increase the quality of their life. For that reason, 12.5% of the participants associated English with the metaphors of “gold, gold bracelet” and “investment”, which is in line with the findings of Gömleksiz (2013) stressing the positive metaphorical perceptions of students regarding foreign language. Similarly, Ansow et al., (2022) inquired into university students' perception toward English learning and found that students have positive attitudes towards learning English language since it is key to get job in the future and widen their knowledge of the world.

On the other hand, 8.7% of the students conceptualized English language with difficulty by using such metaphors as “marathon, challenging, a difficult way, a tiring journey” and “exhausting”. Likewise, 6.2% of the students emphasized the demands needed for learning English through metaphors including “land, flower, a flower

growing with water” and “arable lands”. This finding makes it clear that prep-class students know that they should make an effort to learn English even if learning English is a difficult process. Additionally, because of the difficulty, 5% of the students associated English language with the metaphors of “fear, nightmare, horror film”, pointing at their negative attitudes towards English. This is considerably in line with the study of Su (2015) who investigated the metaphorical perceptions of EFL students and found that students mostly have negative attitudes and unpleasant feelings about English learning by matching it with the words such as suffering and death. However, it is noteworthy to underline that 38.7% of the prep-class students have a positive conceptualization of English language even if 13.7% of the students perceive English language negatively. Hence, prep-class students accept that English language is vitally important for their future career and learning English can change their life positively although they regard learning English challenging and time-consuming, which corroborates the previous studies conducted in this research area (Badia, et al., 2017; Farah & Sholikhah, 2020; Gündüzalp & Demirtaş, 2020; Iqbal et al., 2022; Wan et al., 2011; Vezne et al., 2023; Yılmaz, 2018).

The metaphors of prep-class students regarding future life

In terms of prep-class students’ perceptions about their future life, it is possible to mention four themes including “hopelessness” (36.3%), “uncertainty” (30%), “hope” (18.7%) and “achievement” (15%). First of all, with the theme of “hopelessness”, 36.3% of the participants generated the metaphors such as “*darkness, dark, night, a dead luck, black, black hole, black box, artificial light, lightless, a lightless sun, a functionless lamb, Greek calends, a dream not come true*” and “*dark room*”. This finding is obvious in the statement of the P51 that “*I see my future as darkness because there is no hope for a beautiful life.*”. Prep-class students’ hopelessness can be attributed to their dissatisfaction with language learning process during online education. This is in line with the study of Saltürk (2021) who analyzed students’ perception on the concept of academic achievement and the barriers about their future life. Accordingly, he stated that students have difficulty in shaping their future plan because of the dissatisfaction with their education life. From another perspective, the P6 remarked that “*My future is like a dead luck because I could not learn English in online education and this year was*

my only option to learn English before passing to my department.”. Hence, students' previous learning experiences affect their point of views about their future life, which is in compliance with the findings of studies in this field (Joo et al., 2011; Nikitina & Furuoka, 2008).

Under the category of uncertainty, 30% of the prep-class students produced “ambiguity, tunnel, fog, unknown route, happenstance, unknown route, an unpredictable road, a momentary situation, variability, leap in the dark, bottomless well, limitless tunnels, uncertain world, foggy day, foggy country, an unforesightful person” and “hazy life”, highlighting that students are pessimistic about their future life, which has a similar result with the study of Osgerby et al., (2018) who explored the university students' thoughts about their future life through visual metaphors and concluded that they regarded the process of thinking about future daunting because they had difficulty to assess their strengths and weaknesses clearly. Addedly, Donald et al., (2018) focused on university learners' perceptions of their future life in terms of their education life and reported that students have negative emotions about their future career due to the uncertainty in employment issues in their department.

On the contrary, 33.7% of the participants can be said to be optimistic about their future life, in that, they generated metaphors such as “*sunny, rainbow, a bright road, sunny days, stars, green ways, a ship in Philippines, source of hope, wonderful life, good, as fresh as daisy*” and “*lively*” under the theme of hope. To illustrate, the P8 stated that “*My future life will be like a rainbow because there will be many colorful events.*”. Similarly, Zhang (2022) reported that EFL students have positive mood and future outlook in relation to their language learning process, which in turn affects their academic achievement positively. Another positive perspective of prep-class students regarding their future life is obvious in the metaphors produced by them as “*success, career, experience, diamond, richness, a successful person*”, which yields very similar results with the previous studies (Beusaert et al., 2011; Pope & Denicolo, 2001). Likewise, the positive beliefs of prep-class students regarding their future life can be related to their satisfaction with language learning process during online education, namely, the P4 declared that “*I see my future life as a diamond because I have improved my English during online lessons due to the help of my teacher*”.

Conclusion

The findings of the present study yielded comprehensive understanding of each research question. Firstly, in terms of online education, it can be said that the most popular associations of students such as “*computer, distance learning, screen, artificial learning, virtual, imaginary education*” can be gathered under the theme of “digitalism”. At this point, while expressing their justifications, 52.5% of the students approached online education negatively. They conveyed their negative feelings through metaphors such as “*torture, death, hollow, fruitless*” and “*challenging*”. On the other hand, 22.5% of the students handled online education positively by using the words “*comfortable, pleasing*” and “*an education type coming from paradise*” as metaphors.

When it comes to prep-class students’ perceptions regarding their English instructors, the most remarkable finding elicits that a considerable number of students (73.7%) had a quite positive perception of English instructors, which is supported by metaphors as “*mothers, flowers, a precious person, kind-hearted, sun, sincerity*” and “*angels*”. In a nutshell, even if more than half of the students were not in favor of online education, they were satisfied with their instructors’ attitudes, behaviours and roles during online education.

The examination of the prep-class students’ metaphors expressing their emotions about English language showed that prep-class students regarded English language as a common language which opens the doors to different cultures, people and beliefs under the most popular themes of “universality” and “a different standpoint”. Additionally, 13.7% of the participants expressed their negative feelings about English language through metaphors such as “*nightmare, marathon*” and “*horror film*”. Nevertheless, 38.7% of the students were in a positive view towards English language, which is obvious in their metaphors including “*life, joy, gold, investment*”. It should be noted that prep-class students were conscious of the important place of English language to reach their aim throughout their lives although they found learning English language as a tiring and challenging process.

Lastly, findings put emphasis on that 66.3% of the students can be said to be pessimistic about their future life. The metaphors such as “*darkness, black hole, a dead luck, fog, bottomless well, tunnels*” and “*unknown route*” generated by students draw

attention the fact that they based their negative beliefs about future life on hopelessness and ambiguity. All in all, it is important to highlight that students are not in favor of online education even though it is flexible and comfortable. This finding may imply that online education should be an option only when face-to-face education is impossible to implement for students since the analysis of their metaphors does not yield positive attitudes towards online education. Therefore, the present study gives us an insight into how online education practices and teachers' roles in relation with English language learning should be regulated in a way that prep-class students develop positive perspectives about their future life when the conditions require the implementation of online education.

Implications & Suggestions

The fact that we have been living in the digital literacy age underlines the importance of employing technology for learning and teaching, which gives rise to the prominence of online education system. However, it is noteworthy to underline that online education should be taken as a secondary option for learners in the light of their negative perceptions regarding online education. Still, some implications can be given to ensure the effectiveness of online language teaching and learning process. First and foremost, the finding that more than half of the students have a negative perception about online education requires educational practitioners to both delve into the reasons of this situation and make regulations to achieve success at the desired level.

It is a well known fact that students' learning experiences and interactions with their instructors play a crucial role in their predictions on how their future life will be. From this viewpoint, Sun and Chen (2016) suggest that learners' psychological states contribute to their learning performance, which in turn, leads to positivity on the part of students about future. To sum up, metaphors created by students along with their justifications that reflect how they perceive online education given by English instructors to teach English language should be given utmost importance to meet the expectations of students from the future life.

Ethics Committee Permission Information

This research study was conducted with the Research Ethics Committee approval of Bursa Technical University, dated 11.04.2022

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A semiotic landscape analysis of the film posters: Parasite, Mother and Whiplash

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Abstract

The aim of this study is to discuss the film posters of *Parasite*, *Mother* and *Whiplash* through semiotic landscape. The analyses have been based on Halliday's Functional Grammar (1985) and, Kress and van Leeuwen's Visual grammar (2020). The film *Parasite* has been analysed within the actional and classificational processes, whereas the film *Mother* has been examined within the reactional and analytical processes and the film *Whiplash* has been investigated through the speech and mental processes, and the symbolic processes. The film posters have been also discussed in terms of the descriptive and connotative meanings, as well as the significance of colours in conveying emotions and cultural meanings. Besides, the widespread use of disguised symbols has been identified in film posters. This study sheds light on the influence of visual discourse analysis on film posters, emphasizing the study of semiotics and visual communication in a media-dominated society.

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Keywords

Film posters,
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Introduction

In this new era, people are able to access information about films using digital devices, such as smartphones, tablets, laptops, kiosk or smart interactive displays for the film posters, plot, casting, and setting. Prospective viewers use such devices to access film posters to decide on which film can be worth watching. Therefore, this study dwells on the film posters in the digital era through the eyes of semiotic landscape. Semiotic landscape includes discursive elements in communication, such as pictures and body language. In this context, semiotic landscape possesses a wider area compared to linguistic landscape. Semiotic landscape deals with the visual settings in daily life, including photos, symbols or drawings (Pesch, 2021). Kress and van Leeuwen (2010) define the semiotic landscape as follows:

The place of visual communication in a given society can only be understood in the context of, on the one hand, the range of forms or modes of public communication available in that society and, on the other hand, their uses and valuations. We refer to this as the semiotic landscape (p. 344).

Semiotics analyses how meaning is created and conveyed through signs. As in this century social media dominates the world, visual components are utilized rather than speech. Emojis are intriguing, since they convey hundreds of messages only with a single symbol. Images consist of various media channels in advertisements, TV series, film posters and photographs. Film posters incorporate numerous visual elements as well as disguised concepts and symbols.

Literature Review

Communication through sources such as images, clothing, and food is linked to language, with images having multiple interpretations. However, visual representation lacks a clear definition due to its multiple signified concepts; language acts as a saviour in this challenge by clarifying the meaning. (Barthes, 1977). On the other hand, it is stated that Barthes' explanation overlooks the fact that the visual elements of a text are its independent nature and organized message, related to the verbal text but not dependent on it, which also applies to the verbal text concerning the visual perspective (Kress & Van Leeuwen, 2020). Considering that visual discourse is a field still following the stages of development, this research aims to adopt a holistic point of view. Since film posters convey a wide range of elements, such as colour, context, language, and composition, it is crucial to reflect on the film posters' distinctive features from different semiotic perspectives. Semiotic perspectives can be reached through different types of meaning.

There are eight types of meaning, such as descriptive, affective, social, connotative, reflected, collocative, thematic and representational. Descriptive meaning is the status of the affairs. For example, there is someone lecturing in this room. In this context, the statement above describes a situation directly. Affective meaning refers to the display of the speaker's mood, attitude, and feeling through interjections, intonation,

or choice of words. Social meaning conveys information about the social circumstances in language use through dialects, time, status, modality, province, or singularity. Dialects depend on the regions, time is associated with the language of the target century, status deals with whether the language is colloquial or formal, modality is the language of instant response, and singularity refers to a specific style of a writer. Connotative meaning is to evoke a typical characteristic of the referents. Reflected meaning deals with what is communicated through association with another sense of the same expression. Collocative meaning is the association a word acquires on account of the meanings of words that tend to occur in its setting. Thematic meaning refers to the communication by how the message is organized in terms of order, focus, and emphasis. Representational meaning is one of the semiotic components in visual communication. It is divided into narrative and conceptual representations. Labov's (1972) narrative model is closely related to narrative representations. These representations include one or more vectors that create different lines. For instance, a person waving to another demonstrates a vectoral structure. Conceptual representations do not involve vectors and convey the participants more generalized, stable, and timeless rather than narrative representations. Conceptual representations are classified into three kinds of structures: classificational process, analytical process, and symbolic process. These film posters are discussed in terms of classificational, analytical, and symbolic perspectives. Classificational processes are associated with hyponymy between the participants. Certain participants take part as subordinate or superordinate in the classificational process. Two structures of taxonomies are present in the process: overt taxonomy and covert taxonomy. Overt taxonomies consist of obvious superordinate, which are chained between each other. However, in covert taxonomies, subordinates possess a co-classified symmetrical organization, equal distance and size between one another.

The analytical process is another process of conceptual representations. This process includes meronymy in the images, which refers to a constituent part of a whole structure. The analytical process consists of two components: Carrier and possessive attributes. Carrier represents the whole, whereas possessive attributes portray the parts. Analytical structures do not involve any symmetrical structures or vectors. For instance, the map of Australia can be regarded as the carrier, whereas the aboriginal nations in the country become possessive attributes (Kress & Van Leeuwen, 2020).

Symbolic processes visually identify and classify participants based on their identity, role, or significance. As de Saussure introduces the terms sign, signified, and signifier, sign subsumes signified and signifier. Signified is defined as a concept, whereas signifier acts as a material. Signifier is identified with sensory abilities and senses. Signified is interpreted according to concepts peculiar to specific cultures or individuals. Symbolic process refers to the item reflecting on its meaning or existence. The symbolic process is divided into four structures: Attributive, suggestive, open, and disguised (Panofsky, 1970). One or more participants are present in the symbolic processes. Carrier and symbolic attributes are the participants. When the image includes the carrier and the symbolic attribute, it is named an attributive structure. When the image consists of only one carrier with the meaning the structure becomes suggestive. The symbolic attribute objectifies the meaning by transmitting it to the carrier, creating an attributive structure, whereas suggestive structures involve only one carrier as a participant. In other words, attributive structures ascribe the meaning or identity to the carrier through an object. However, suggestive structures convey the meaning by originating from the carrier itself. Suggestive symbolism has been used on social media through Instagram users' various filters.

Narrative representations are divided into three processes: action process, reactional process, speech and mental process. The action process consists of two components which are named the actor and the goal. The actor is the main element of the image, it depicts several characteristics, such as sharpness, size, composition, and colour. The goal is named as the less active component of the image by size and composition. The illustrations that depict actions with only a single participant involved, that person is referred to as an actor, whereas a goal does not exist in the composition, which is a non-transactional structure. (Kress & Van Leeuwen, 2020).

The other narrative representation is the reactional process. The reactional process is created by the vector formed by the direction of the gaze of one or more participants. Two participants are present in the reactional process: the reactor and the phenomenon (Halliday, 1985). Reactor is the person looking at the phenomenon. The reactor must be a human with a facial expression and eyes that can stare at the phenomenon in the frame. It is possible to have more than one phenomenon in the frame.

Besides, a transactional structure or the reactor is able to constitute the phenomenon or any other participant in the frame.

Speech process and mental process is the other narrative representation that will be elaborated in this study. The speech and mental processes involve two elements in the visuals: thought bubble and the speech bubble. The former is called the senser, while the latter is considered the speaker. Kress and Van Leeuwen (2020) specify that speech or thought bubbles are used to be displayed only in comic strips as a unique vector that connect illustrations of characters speaking or thinking. However, they further state that those bubbles are being used widely in kiosks of banks in the modern world.

Besides, the posters have been analysed in terms of colours. Colours have culturally defined connotations, and black signifies mourning in the West, while white is associated with mourning in Japan (Lagopoulos & Boklund-Lagopoulou, 2020). As stated earlier, suggestive symbolism conveys the disguised concepts in the visual structures through a single participant, which becomes both carrier and attribute. In this respect, suggestive symbolism has been widely used on social media. Users have been sharing numerous filters, particularly on Instagram. For example, the mayfair filter heats the photo, or the hudson filter cools the photo (Messieh, 2018).

Film posters are selected among those which emphasize human values conveying different social messages to the public, such as justice, perseverance, humanitarianism, exclusion, and responsibility. This study aims at discussing and interpreting the film posters of *Parasite*, *Mother* and *Whiplash* through semiotic landscape. Within this context, the following research questions were identified:

1. How do film posters reveal visual communication?
2. To what extent is the plot of the films reflected through film posters in terms of semiotic analysis?

Method

The following films the plots of which are completely different from one another have been analysed according to the semiotic landscape. We have discussed the films according to the descriptive and connotative meanings.

Participants

Parasite is a drama film released in 2019 in South Korea which illustrates the social class distinction between two families from different backgrounds. There are two families, the Kim and the Park, with four people each. Bong Joon-Ho is the director of Parasite. Bong Joon-Ho's Parasite, inspired by the rich house where he tutored in his youth to earn money, is the first Korean film to win the Palme d'Or at Cannes in 2019. The Kim family folds cardboard pizza boxes to make ends meet. A friend of the family's son Ki-woo, Min, brings them a large stone, and his grandfather believes that the families who own the stones will become rich. Ki-woo's friend gives private English lessons to Da-Hye, the young daughter of the wealthy Park family. However, since he is going to study abroad, he wants Ki-woo to tutor her in English and take care of her. Ki-woo's sister Ki-jung creates a fake university diploma for Ki-woo. Ki-woo, with his friend's reference and a good diploma, goes to the young girl's house for the job interview, meets the girl's mother and gets the job. Da-song, the son of the Park family, emulates the Indians and turns the house into a battlefield and he also paints. The boy's mother tells Ki-woo about her son's mischief. Ki-woo thinks of his sister, but he praises her as a friend of his cousin and tells the woman that she graduated from an art school in the US. Ki-jung, code-named Jessica, goes for the interview and gets the job. The Park family's driver takes Ki-jung home after class, during which Ki-jung gets an idea and takes off her underwear and leaves it on the back seat of the car. Afterward, the Park family fires the driver. Ki-Jung's father, who constantly changed jobs, worked as a valet for a while. Ki-jung praises her father to the Park family's lady, just like Ki-woo praised her, but she introduces her father as her uncle's former driver. The lady of the house agrees to meet the chauffeur because she says that the chain of recommendation is important. Ki-taek, the father of the Kim family, goes for the interview driving a car and gets the job. The Kim family conspires against the woman who has been the Park family's maid for years. Thanks to the Park family's daughter, they find out that the housekeeper is allergic to peaches, so they periodically sprinkle peach fuzz wherever she is. Their father, the driver of the Park family, follows the housekeeper and takes a picture of her as if she was in the background and asks the Park family's wife if this is your housekeeper. Driver tells the woman that he saw the maid in the hospital and that she was diagnosed with tuberculosis. Thus, deceiving the lady of the house, the driver

ensures that the maid, who has been working at home for a long time, is fired. One evening, Dong-ik, the father of the Park family, asks the driver if he knows a good place to eat ribs because their former maid used to cook them very well, but his wife fired her. The driver gives his boss a fictitious business card which is prepared by his children, then says that you can find a maid through this company. The Park family's wife calls the company and talks to the poor family's daughter (Ki-jung), not knowing that she is talking to her. The Kim family's wife gets a job as a maid in the Park family's house. One day, the Park family goes camping and the Kim family organize a party at home. At that time, the old maid of the house knocks on the door and says that she forgot something in the storage room and wants to get it. The new maid lets her in. The old maid goes down from the storage room to a secret shelter and there she is reunited with her husband. Her husband has been living in that shelter for four years because he escaped from loan sharks and the former owner of the house did not tell the Park family that there was a shelter there, but the former maid knows that there is a shelter there because she worked with the previous landlords. Before the Park family bought the house, she had secretly placed her husband in this shelter. The old maid goes down to the shelter, takes the new maid with her and asks her to sneak food to her husband once in a while, offering to pay for it, but the new maid refuses. Meanwhile, other members of the Kim family are eavesdropping on them and slip and fall down the stairs, and the old maid realizes that these family members know each other. The old maid then takes a video of the family members and threatens to send it to the landlords. The Kim family members take the phone from the old maid. Just then, they receive a call from the Park family and tell them that the camp is cancelled and they are about to come home. Before they arrive, the Kim family members forcibly take the former maid and her husband to the shelter. When the owners arrive home, the new maid kicks the old maid when she tries to go up the stairs to the kitchen and she falls down the stairs and is seriously injured. Meanwhile, the head of the Kim family ties up the old maid's husband in the shelter. Members of the Kim family leaves the house secretly. At the Park family's house, there is a birthday party for their son. A *mise-en-scene* is planned for Da-song and some people become Indians while others become his enemies. Ki-woo goes down to the shelter with the big stone seen at the beginning of the film and accidentally drops it down the stairs. Meanwhile, the former maid's husband tries to strangle Ki-woo but

fails. As Ki-woo enters the storage room from the shelter, the man throws the stone at Ki-woo's head, but Ki-woo does not die. Coming out of the shelter, the man stabs Ki-jung to death in the garden and tries to kill the new maid, Ki-jung mother, but the new maid kills him. The Park family's dad asks his driver for the car keys to take his fainting young son away, just as he smells the "poverty" mentioned throughout the film and grimaces. Seeing this, the driver goes and stabs his boss to death. He then goes and hides in the shelter of the house. After a while, Ki-woo recovers and one day, while climbing the mountain opposite the house, he realizes that one of the lights inside the house is blinking and that it is Morse code. He reads the letter his father wrote to him. Then he imagines that he has become very rich, that he has bought that house and that his father has survived and come to them.

The second film *Mother* is released in 2017 in the United States. Darren Aronofsky is the director of *Mother*. The film reveals mystical elements in a couple's house, leading the audience to reflect on the earth's existence. None of the characters in the film has a specific name and the subjects Him and Mother are used for the two leading characters. The film includes the Old Testament descriptions of God's creation of the universe, Adam and Eve, their expulsion from paradise, and the birth of Jesus Christ. Him (as Javier Bardem) is portrayed as a writer but represents God, the Mother (as Jennifer Lawrence) represents Mother Nature, and those who visit Him and Mother represent Adam and Eve, and they are called Man and Woman in the film (Zamanın Ötesi, 2017). At the very beginning of the film, we see a woman staring wide-eyed into the lens as she is about to be incinerated in a blazing fire. A large house has burnt down, and Him, a famous poet, is struggling to write because he cannot find inspiration. Him places a crystal object on a plinth in his study and the building becomes a house. This couple are renovating their house. While painting the house, Mother sometimes feels a beating heart in the walls and thinks she dreams of a baby. One day, a stranger named Man comes to the couple's house, but he thinks it is a hotel and says he is a doctor. Him says that the man can stay in their house, but Mother reluctantly agrees and tells Him that he is a stranger. When Man discovers the crystal seen at the beginning of the film in the house, he is very impressed. Him tells her that he lost everything in a fire when he was little and that he has created everything from the ashes again while holding the crystal in his hand. Later that night, Man feels sick. As Him helps him, Mother sees a

wound on the stranger's back. The next day, Man's wife Woman comes home. Mother is not happy about this, but Him wants the guests to stay. It is later revealed that Man is dying and his dying wish is to meet Him. Woman asks Mother about her private life and breaks into Him's room to see the crystal but Mother forces her out of the room. When Man and Woman enter Him's room and accidentally break the crystal, Him becomes angry and closes the room. Mother tells Man and Woman to leave, but before they can leave, Man and Woman's two sons arrive home and fight over Man's will. The older son, worried about the inheritance, seriously injures the younger. Him wounds the elder brother and leaves a cut on his head. Him, Man and Woman take the injured son to the hospital. As Mother cleans up, she finds strange things in the house, including a mosquito, a frog, and blood that keeps dripping. She follows the blood to a place hidden behind the basement walls. At that moment, the murderer son comes home and leaves immediately. When Him returns home, he tells Mother that the injured son is dead. To mourn the death of their son, Man and Woman come home with their friends. But then things get out of hand and many people come to every room of the house. The visitors' behaviour makes Mother angry, and when they break a sink and flood the house, she gets angry and orders everyone to leave. Later one day, Mother tells Him that she is pregnant. Soon after, Him is inspired and begins to write. Then he finishes his book and Mother reads it and tells Him that it is very good. The book is very well received and Mother wants to celebrate with Him, but the fan in front of the house does not allow it. Mother wants to kick them out, but Him doesn't do that and says he is grateful to the fans. The fans start to burn things down, steal things and damage the house. Military forces arrive at the house and begin to fight the people around Him. Mother is left alone, but eventually Him finds her and takes her to the study to give birth safely. Mother gives birth to a baby boy there. Him says that the crowd outside wants to see the baby, but Mother refuses and asks Him to send them away. But Him says he doesn't want them to go. Then Mother falls asleep and Him takes the baby to the crowd outside. The crowd passes the baby from hand to hand. Mother dives into the crowd and sees people eating the mutilated body of her son and attacks them with a piece of glass. The person who appears to be the leader of the crowd hits Mother on the head and the crowd beats her to death as she falls to the ground. Him then saves Mother and tells her that they must forgive those who killed their son. Mother goes to the oil tank she found earlier in the

basement of the house and sets it on fire. The house and the crowd there are destroyed by the explosion. Him is unharmed by the fire, but Mother is seriously injured. Mother asks Him, "What are you?" Him says, "I am me. You were the house" and says that they have gone back to the beginning. Him tells Mother that he is love and takes out her heart and takes the crystal inside. When he places the crystal on its pedestal, the burnt house becomes a home again. A new Mother appears on the bed and calls out to Him.

The third film, Whiplash is an American drama film released in 2014. Damien Chazelle is the director of the film. Andrew is a freshman at a conservatory in New York and a jazz drummer. While Andrew plays the drums, his music teacher, Terence, enters the hall and tells the young man to keep playing. Then, Andrew is seen in a movie theatre. Later, he is seen assisting the main drummer in an orchestra. Terence, who visits this orchestra, asks the musicians to play short pieces, takes Andrew with him, and leaves the hall. Terence makes Andrew the understudy drummer of the Studio Orchestra. At the first rehearsal that Andrew attends, Terence insults the students. In the second part of the same rehearsal, Andrew cannot keep up with the tempo while playing the drums. Terence gets very angry and throws a chair at Andrew, then slaps and swears at him. Andrew starts to work harder after this humiliation, so much so that his hands are covered in blood. When Andrew is not playing music, he spends time with Nicole, whom he met at the cinema. Meanwhile, the orchestra participates in a jazz competition. After the second part of the competition, Andrew loses the sheet music of the main drummer Tanner. Since Tanner cannot play without notes, Andrew plays the piece by heart instead and succeeds. Thanks to this, Terence makes Andrew the lead drummer. However, after a while, Terence temporarily gives Andrew's job to another drummer named Connolly. Andrew thinks that Nicole, whom he started dating, will be angry with him for not making time for her and break up with her to focus only on music. These events drive Andrew's ambition, and he starts to work harder. Before starting a rehearsal, Terence tells him that a former student named Sean died in a traffic accident. After a long rehearsal, Andrew returns his place from Connolly and Tanner. The next competition is outside the city. The bus Andrew was traveling on breaks down, and he rents a car and goes to rehearsal, but he is late. He also leaves his drumsticks at the car hire office. Andrew argues with Terence and says he will get his drumsticks and return. Terence says that he will dismiss Andrew as the head drummer if he is not there in 10

minutes. Andrew gets into a traffic accident while driving back with the drumsticks. Injured in the head, Andrew still does not give up and runs to the nearby hall and joins the competition as the lead drummer. However, he cannot perform well because he is injured, and the piece is cancelled. Terence expels Andrew from the orchestra and the conservatory. Andrew attacks Terence and swears at him. After a while, the lawyer of Sean Casey's family, whom Andrew meets with, tells him that Sean, the student Terence mentioned earlier, committed suicide by hanging himself, that he was depressed, and that this situation started after he became Terence's student. The lawyer then asks Andrew to testify anonymously against Terence. This gets Terence fired from his job at the Conservatoire. After a while, Andrew sees Terence playing the piano in a pub, and they converse. Terence argues that the teaching style should be strict to motivate his students to succeed. At that meeting, Terence invites Andrew to perform as a drummer at a jazz festival and says that his repertoire consists of pieces that Andrew knows. Andrew accepts this offer and calls Nicole to invite her to the show. However, he learns that Nicole has a new relationship. Just before Andrew's show starts, Terence says that he knows that he is the one who testified and starts the show with a song that Andrew does not know to get revenge on Andrew. Andrew is shocked and walks off the stage. However, he returns and starts playing "Caravan," a song he knows very well. Terence and the other orchestra members have to keep up with him. Andrew also gives a solo performance after the piece is over. After Andrew finishes the piece, Terence smiles and hints that he likes the performance, and the film ends.

Instruments

This study utilizes the approaches proposed by Halliday, Barthes, and de Saussure. Besides, the posters have been analysed within the scope of semiotic landscape, descriptive, and connotative meanings.

Data collection and analysis

Two posters of each film have been analysed to determine whether they reflect the plot appropriately through semiotic elements. This qualitative study is based on a visual communication type in order to display narrative and conceptual representations of the film posters. Additionally, the films have been discussed according to the types of meaning. Besides, those film posters have been analysed in terms of semiotic

representations, such as actional, analytical, classificational, reactional, speech, mental, and symbolic perspectives.

Findings

The two posters of the film Parasite are examined in terms of the actional process and the classificational process (see Figure A1 & Figure A2 in Appendix). The film primarily portrays two families, one of which is excessively rich, and the other family is poor. The film details the vast socioeconomical distinction between those two classes through several elements, such as the smell and the food. First, Figure A1 is analysed in terms of the actional process. The building in the film's poster acts as an actor, since it is the main element in size and composition. On the other hand, the floors of the building act as a goal because they are less active and occupy less space. A five-story building appears on the poster. According to the classificational process, Figure A1 belongs to covert taxonomy, since it has a symmetrical structure. The primary colours of the first poster (see Figure A1) are dark green and brown. Figure A2 has been analysed in terms of the actional process. It is seen that there are two actors in the poster. One of these actors is the wealthy family, and the other is the poor family. The actors are separated from each other by a stair. In this case, the goal is in the direction of the two actors going up and down the stairs, which the audience cannot see. This situation is called the non-transactional process (Kress & Van Leeuwen, 2020, p. 59). Besides, Figure A2 is analysed within the classificational process. The poster has a symmetrical structure, and the bottom and top of the staircase are equally separated. Therefore, the poster possesses a covert taxonomy, as the other poster of Parasite (see Figure A1). Figure A2 is analysed in the context of descriptive and connotative meanings. The wealthy family is going up the stairs, and the low-income family is going down the stairs. According to the connotative point of view, it is seen that the wealthy family lives on high floors, and the low-income family lives on lower floors. In the film, the low-income family lives in a basement, and their house is flooded in heavy rain. The wall behind the staircase where the wealthy family goes upstairs is smooth and decorated with paintings. However, the wall in the poor family's house has stains and perhaps cracks. There are also pipes running over the wall and cables hanging down. The main colours of the Figure A2 are red and blue.

The two posters of the film *Mother* are examined in terms of the analytical and reactional processes (see Figures A3 & A4 in the Appendix). When a couple lives happily in their house, mysterious things happen. Figure A3 is analysed within the analytical structure, and the woman's face is the Carrier. It is also revealed that the actress's face is divided into tiny pieces. In other words, the actress's face is cracked like a porcelain doll (Curry, 2017). In addition, the large and small wounds on her face depict the details of the face. The small pieces on the face and the wounds refer to the possessive attribute. Second, the first poster (see Figure A3) is examined within the scope of the reactional process. The reactional process often consists of the reactor and the phenomenon. However, the phenomenon may not be visible in some visuals. As seen in the poster of the film *Mother* (see Figure A3), that is called non-transactional processes, and the woman is the reactor in the poster, the events that take place in the direction she is looking at are left to the viewers' imagination (Kress & Van Leeuwen, 2020, p. 62). Another poster of the film *Mother* (see Figure A4) is also analysed in terms of analytical and reactional processes.

The analytical process indicates that Figure A4 has two participants. While the main character of the film seen in the poster acts as Carrier, since she represents the whole, the parts that make up the whole of this woman (i.e., the plants hanging around her, the heart she holds in her hand, the white dress, etc.) act as Possessive Attribute. As specified for another poster of the film *Mother* (see Figure A3), Figure A4 involves only the reactor within the reactional process, since the audience is unable to see where the woman is looking (Kress & Van Leeuwen, 2020, p. 62).

The two posters of *Whiplash* have been analysed in terms of symbolic process, and speech and mental processes (see Figure A5 & A6 in Appendix). It is seen that there is a drum and drumstick in the Figure A5. The symbolic process reveals that the drum in the film poster becomes the carrier, whereas drumsticks are the symbolic attribute for everlasting struggles of Andrew against Terence. This first poster of the film involves an attributive structure, since the meaning is conveyed through the object (i.e., drum) to the carrier (i.e., young musician). On the other hand, Figure A5 is analysed in terms of the speech and mental processes. The statement suffering is the soul of greatness in the poster could be considered the film's main idea. In this context, this statement is

characterized as a thought bubble. In this case, that statement at the top of the poster becomes the senser. Halliday (1985) proposes that this process is called 'projection' and indicates that the 'mental clause' addresses a different clause called the 'idea clause' to reflect the thinking, asking, believing, and so on (p. 254). Figure A6 has been analysed in terms of the symbolic process. In the poster, the carrier is the music teacher Terence, while the symbolic attribute is the drumstick held by Andrew. Because Terence's head and the drumstick are facing the same direction in a vectoral way and it is as if the man is hitting the drum with his head. According to speech and mental process, the thought bubble in Figure A6 is the structure of the man's mouth because his mouth looks tightly closed. The wrinkles on the man's neck symbolize hard conversations between Terence and Andrew. Besides, the cymbals are tilted towards Andrew and seem to be looking at him, but Andrew is looking at the drums.

Discussion and Conclusion

Muhammad and Radithya Alfadjari (2021) analysed the poster of the Parasite (see Figure A2). They found out that climbing and descending stairs in the poster indicate the difference between prosperity and poverty, since the rich family is fulfilled and always goes upstairs to reach their house and remain rich, whereas the low-income family always goes downstairs to get to their home and remain poor. It is seen that there is a stone in the hands of the boy from the low-income family. Muhammad and Radithya Alfadjari (2021) further state that this stone is called the Philosopher's Stone and symbolizes financial aid, and the stone is shown as a solution to bring wealth to that low-income family.

The two posters of Parasite have been discussed in terms of semiotic landscape. First of all, the colours of Figure A1 have been analysed. Dark green represents depressed mood and fatigue in terms of negative qualities, whereas brown may depict inconsistency and insafety (Kırık, 2014). Besides, Kandinsky (1912) specifies that artworks that depict shades of green are inactive and tedious, and green represents the summer season when natural elements recuperate from harsh winter conditions. Kandinsky further emphasizes that the colour brown is motionless and insensitive. In this respect, the dark green colour wastewater in the poster shows that low-income family has financial and health problems. The colour brown may symbolize that the family does not have a bright future. Consequently, green and brown both depict

immobility. Thus, the still and turbid water in the film's poster refers to immobility and ambiguity. Figure A2 analysed in terms of colours and it has been found out that red symbolizes danger and a clear stop (Wyler, 1992, p. 139; Wierzbicka, 2006). In this context, the bright red may indicate dangerous events for the low-income family. The Oxford Learner's Dictionary defines blue as "the colour of a clear sky or the sea on a clear day." Hardin (1988) also indicates that water will look blue if it is a clear day (p. 4). Thus, blue may be regarded as a crystal-clear life of the wealthy family.

Posters of the film *Parasite* correspond to the film's plot. First of all, the parasite may give the impression that the poor feed on the rich or vice versa. Figure A1 has been analysed in terms of descriptive meaning and it is revealed that the wealthy family has a two-story and smooth house. On the other hand, the basement of the lower-class family's house is flooded with turbid water, while the other two floors are full of cracks and cables. The low-income family members try to climb the upper floors. From a connotative point of view, the fact that the wealthy family's house is on the upper floors depicts that they lead a safe life away from danger. However, the lower-class family's roof is damaged, the basement is flooded with wastewater. Therefore, they try to climb the house without taking any precautions, which depicts that they deal with a dangerous and disaster-prone life (Shobrina et al., 2022). Besides, Figure A1 illustrates the socio-economic difference between the two families with a building. The exterior of the top two floors of the building in the poster is smooth, and this representation is displayed in the film's plot, since the wealthy family has no financial problems and lives an almost perfect life. On the other hand, the poster reveals that the low-income family living on the lower floors owns a worn apartment with cables hanging from the walls and a flooded basement. Besides, the young members of the Kim family is trying to invade the other family in Figure A1. In this context, the poster's details overlap with the film's plot, since it is seen in the film that their house is dirty and floods when it rains. As seen in Figure A2, the Park family's son in American Indian costume in *mise-en-scène* with the war of enemies, signifying that there would be a conflict in the building as a semiotic landscape. Da-song, the son of the house, painted the picture shown on the poster, and this painting is similar to the style of Pablo Picasso because Picasso's paintings symbolise the western world, are expensive and indicate wealth. The daughter of the house, on the other hand, is engrossed in her smartphone and seems to be unaware of

what is going on. Besides, in Figure A2, the class differences in the film are inverted with the title of the film. The reason why the card with the name of the film's director is in the hand of Sun-Kyun, the father of the Park family, may be that the director associates his own life story with the father character in the film. Lastly, in Figure A2, it is seen that there are pipes running over the wall and cables hanging down, which may depict the challenge of life conditions of the low-income family. In addition, the two members of the low-income family at the top of the stairs look down in confusion and seem anxious about what awaits them.

The two posters of *Mother* have been analysed within the semiotic landscape. The word *mother* has an exclamation mark and may refer to two concepts. First, it may reflect mother nature's importance, significance, and supremacy. Second, it may indicate the rising tone of the utterance in terms of prosodic phonology. Firstly, the posters of *Mother* have been discussed in terms of colour symbols. Lagopoulos and Boklund-Lagopoulou (2020) state that red symbolizes various concepts, from passion to danger and blood. Kress and Van Leeuwen (2020) also argue that red refers to life, since it is the colour of blood. In Figure A3, wounds are seen on the actress's face, but there is no blood or mule, which may depict that mother nature can be reborn even if she is wounded. As seen in the shades of yellow colour in the poster, yellow may symbolize the love and wisdom, which may attract the audience's attention (Kırık, 2014). According to Goethe (1970), yellow represents peacefulness and thrill. In this context, the woman reflects her peace and wisdom with the brown, while the brown tones of her face may reveal the immobility. Figure A4 mainly involves the white, red, and green colours. Throughout history, bright colours have signified positive phenomena, while dark colours have expressed negative phenomena (Meier & Robinson, 2005). In the poster, the woman's dress is white, and the white represents purity. Popular media representations indicate the colours of the characters, portraying good people in white and bad people in black in films such as *Star Wars* and *Harry Potter* (Meier, 2015, p. 422). Besides, Meier, Robinson, and Clore (2004) revealed that participants tend to categorize a good meaning to a word if it is shown in a white font, whereas they classify the same word as bad, since it is shown in a black font. Therefore, the white dress may show the woman's good character. As mentioned earlier, red may symbolize blood and death across different contexts. In the poster, the woman's hands are covered in blood,

and her heart has been removed from her chest. In this case, it is conceivable that the colour red in this poster could be associated with death. Green is associated with the "growth in nature" and the success (Moller et al., 2009, p. 899). Green also represents calming, soothing, and comfortable conditions (Spielberger, 1983; Elliot & Maier, 2014). In this context, green may imply that the woman needs to be relaxed and stay in nature.

It has been revealed that the posters of *Mother* make references to the film's plot. Figure A3 has been examined in descriptive meaning and the analysis reveal that the woman is staring into space hopelessly. Connotative meaning reveals that a fire scene is reflected in her pupils, since she may be watching those who are hopelessly burnt to ashes. Furthermore, the redness of her eyes draws the audience's attention. Besides, mother has a fire in her pupils and some scars on her face. Besides, Figure A3 is relevant to the film's plot because in one scene Mother sees small cracks in the wall of the house and hears the sound of a heartbeat. In the film, the role of Mother burns the house they live in, that is, nature. In one dialogue from the film, a man who is not feeling well wants to sleep at Mother's house. However, the Mother says, "You cannot lie down here; I live here. This is my house". In response, the man says, "The poet says that it is everyone's house." In this context, the damage caused by human beings to nature can be seen on the face of the woman in the poster. According to descriptive and connotative meanings, the second poster for the film *Mother* portrays the main character holding her heart and ivy hanging around her. First, as in the other film poster (see Figure A3), the woman seems to be looking at others expectantly, as she has a vague glimmer of hope in her eyes. In addition, the fact that the woman is holding her own heart in her hand and that there are ivy vines around her suggests that she may be dead or on the verge of death. The inferences to be made for this film, in which metaphors and symbols are used extensively, may vary according to each spectator. In Figure A4, the woman is holding her own heart in her hand. Similarly, it can be inferred from this depiction that *Mother Nature* is harmed because, in the film, the character of Mother is physically attacked by many people and somehow sacrifices herself to the cruelty of people. Besides, Figure A4 corresponds to the film's plot, since Him takes out Mother's heart at the end of the film. This moment is also represented on the poster, but it is left open-ended as to who

removes the heart. Lastly, the flowers and buds on this poster symbolize nature, paradise, freshness and renewal in circulation.

The two posters of Whiplash have been analysed within the semiotic landscape. The word whiplash refers to a hit with a whip. According to the Collins English Dictionary, the whip is to force someone to get into an emotional state and lead them to maintain that state or give confidence. In this context, the film's name, whiplash, might connote the excessive psychological force of the music teacher toward the young man. The posters have been discussed in terms of the symbols of the colours. Kırık (2014) states that black is the colour of authority, strength, and violence, whereas white represents purity, innocence, and honesty. In this context, the white colour in Figure A5 and Figure A6 depict the purity of the young musician, while the black colour depicts the educator who constantly pushes him to be perfect. On the other hand, Kress and Van Leeuwen (2002) emphasize that the colour white symbolizes mourning in China and other regions of East Asia, while it represents purity and is traditionally worn by brides during weddings across most parts of Europe. They further state that black symbolizes mourning in Europe. Additionally, Kandinsky (1912) states that the white colour is characterized by a profound silence that creates an atmosphere of harmony and tranquility. He further emphasizes that white bears the promise of potential possibilities, whereas black connotes finality and death. In this context, the enormous inscriptions of the film and its reviews may be regarded as the hope of the young musician. The Figure A6 also features shades of brown. As mentioned earlier, brown depicts immobility and numbness. In Clarke and Costall's (2008) study, participants were asked about the emotions that brown evokes in them. A significant majority of the participants said that brown evokes a limited emotional feeling in them. Some participants commented that brown means "earth, mud and nature" for them or "it does not evoke any emotion and it is just brown." In this context, the brown colour in the poster may be associated with the music teacher who expects too much from the young musician and thinks that the young musician is not doing well enough.

The posters of Whiplash are associated with the film's plot. Figure A5 shows the drum that the character Andrew plays throughout the film. It is observed that Terence constantly criticizes Andrew in the film. According to descriptive meaning, it is evident that the drum has been hit so much with drumsticks that may be seen in Figure A5. As

a result, “Whiplash” inscription is almost erased, and blood stains are seen on the drumsticks. The blood stains and battered drum illustrate the young musician's determination and patience to succeed within the connotative perspective. Furthermore, the poster's inscription "suffering is the soul of greatness" also refers to the young musician's perseverance. In Figure A6, the young musician is playing the drums, and the music teacher is staring at him. It also means that Terence is demanding success from Andrew; Andrew looking at the drumsticks, demanding fast moments to win the contest. Besides, Andrew is focused and determined while playing the drums. Terence is looking at Andrew in a focused manner. This scene may be interpreted as the musician being determined to be successful, since he works hard to play the drums perfectly. In comparison, the music teacher focuses solely on the young boy and has expectations for him. In addition, since Andrew's drumstick moves very fast, it looks like an example of a long exposure photo in the poster. The fact that the drumstick is shown on the poster in this way, just like vocal cords, is in line with the film's plot. This is because in the film, Terence constantly demands Andrew to play the drums at a very fast tempo. These issues shed light on phenomena such as perseverance, expectation, and psychological pressure seen throughout the film.

In this study, digital six film posters are analysed concentrating on narrative and conceptual representations within the framework of semiotic landscape. This study method has been chosen in order to detect how the same film poster may be interpreted from different perspectives. Narrative representations concern the signs of social action, while conceptual representations centre around social constructs (Kress & Van Leeuwen, 2020). The study examines these representations and film posters, identifying their relationship. The posters have been analysed in terms of descriptive and connotative meanings. The analyses reveal that the film posters often involve disguised meanings conveyed through analytical, symbolic, interactional, and typographic processes. Kress and Van Leeuwen (2020) emphasize that the Starbucks logo possesses a double-tailed mermaid symbolizing the company's worldwide growth, it is also a non-transactional action; however, the lines created by the mermaid's tails suggest customers coming from all directions to Starbucks, which refers to events.

The film Parasite reflects on the class divide and the concept of parasite. Mother focuses on mystery, supernatural elements, fractured identity and ambiguous gaze. While Whiplash details on the psychological dynamics between characters by highlighting the strength and suffering.

Parasite, Mother, and Whiplash film posters have been analysed by focusing on different processes. In the analysis of Parasite's first poster (see Figure A1), the actional process highlighted the building as the actor and the floors as goals, reflecting their relativity. Moreover, the classificational process exhibited the covert taxonomy between the subordinates in the posters by emphasizing symmetry. As a result, the film poster possess two participants in each representation. According to the classificational process, Figure A1 belongs to covert taxonomy, since it has a symmetrical structure. Figure A2 has been analyzed in the context of actional and classificational processes. Actional process revealed that Figure A2 includes two actors, and these actors are Kim and Park families. Figure A2 has been discussed in terms of the classificational process. The poster incorporates a covert taxonomy, since it has a symmetrical structure.

The film Mother's two posters have been discussed within analytical and reactional processes. In Figure A3, the analytical process illuminated the woman's face as the carrier, with small cracks on her face as a possessive attribute. Besides, the reactional process focused solely on the reactor, leaving the phenomenon implied and inviting viewers' imagination. Consequently, while the conceptual representation involved two participants, the narrative representation centred around only one participant. Figure A4 has been discussed within the scope of the analytical and reactional processes. It has been revealed that Figure A4 involves two participants. Mother is the carrier, whereas the plants, heart, and the white dress are possessive attribute. Besides, Figure A4 includes one reactor in terms of the reactional process.

The posters of Whiplash have been analysed within the symbolic process, and the speech and mental processes. In Figure A5, the drum acts as the carrier and drumsticks as the symbolic attribute. Figure A5 has revealed that the statement “suffering is the soul of greatness” is the thought bubble within the analysis of speech and mental processes. In Figure A6, it has been revealed that Terence is the carrier and the drumstick is the symbolic attribute. Besides, it has been found out that Terence's

mouth acts as the thought bubble in Figure A6, while the wrinkles on his neck are the speech bubbles.

All in all, the analyses of these film posters reveal a divergence between their narrative and conceptual representations. This study has been limited to a sample of six film posters. Since the media has a wide range of structures, concepts, and meanings used in hundreds of films, smaller sample is chosen to examine the underlying relationships in greater depth. Furthermore, it is challenging to address the various variables involved in a single study. Thus, three film posters are uncovered via open and disguised illustrations. The contemporary media landscape is characterized by using visuals to evoke emotion. Emojis and photo filters are frequently used in social media. This technology demonstrates the capacity of visuals to convey emotions without the need for verbal expressions. As a result, posters have become increasingly sophisticated, impactful, and imbued with meaning. Graphic designers and linguists use associative approaches to explore these hidden concepts as well as illustrate visuals with the intended messages. Therefore, identifying posters that embody the desired structures from a large pool of alternatives contributed positively to this research. This study may be extended by incorporating other theoretical perspectives as well as conducting a multi-theoretical analysis of each film. Film posters can be analysed further through denotative and connotative meanings (Barthes, 1977). Another examination may involve an analysis of film posters in terms of Iconology and Iconography, the former of which refers to the study of subject matter in the visual arts, and the latter incorporates the more comprehensive examination of the subject matter in terms of cultural context. (Panofsky, 1970). Finally, comparing the meanings derived from these analyses may provide a more nuanced understanding of the visual discourse of film posters. Bergeron (2020) is the designer of the Figure A1. Bannister (2019) is the graphic designer of the Figure A2. Jean (2017) is the graphic designer of the Figure A4. (Unfortunately, it was not possible to include references for the graphic designers of the film posters *Mother* (see Figure A3) and *Whiplash* (see Figure A5 & A6), since the information was unavailable.

Ethics committee permission information

Ethical approval is not applicable, because this article does not contain any studies with human or animal subjects.

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Appendix

Film posters used in the article can be found in the following.

Figure A.1.

The first poster of the Parasite

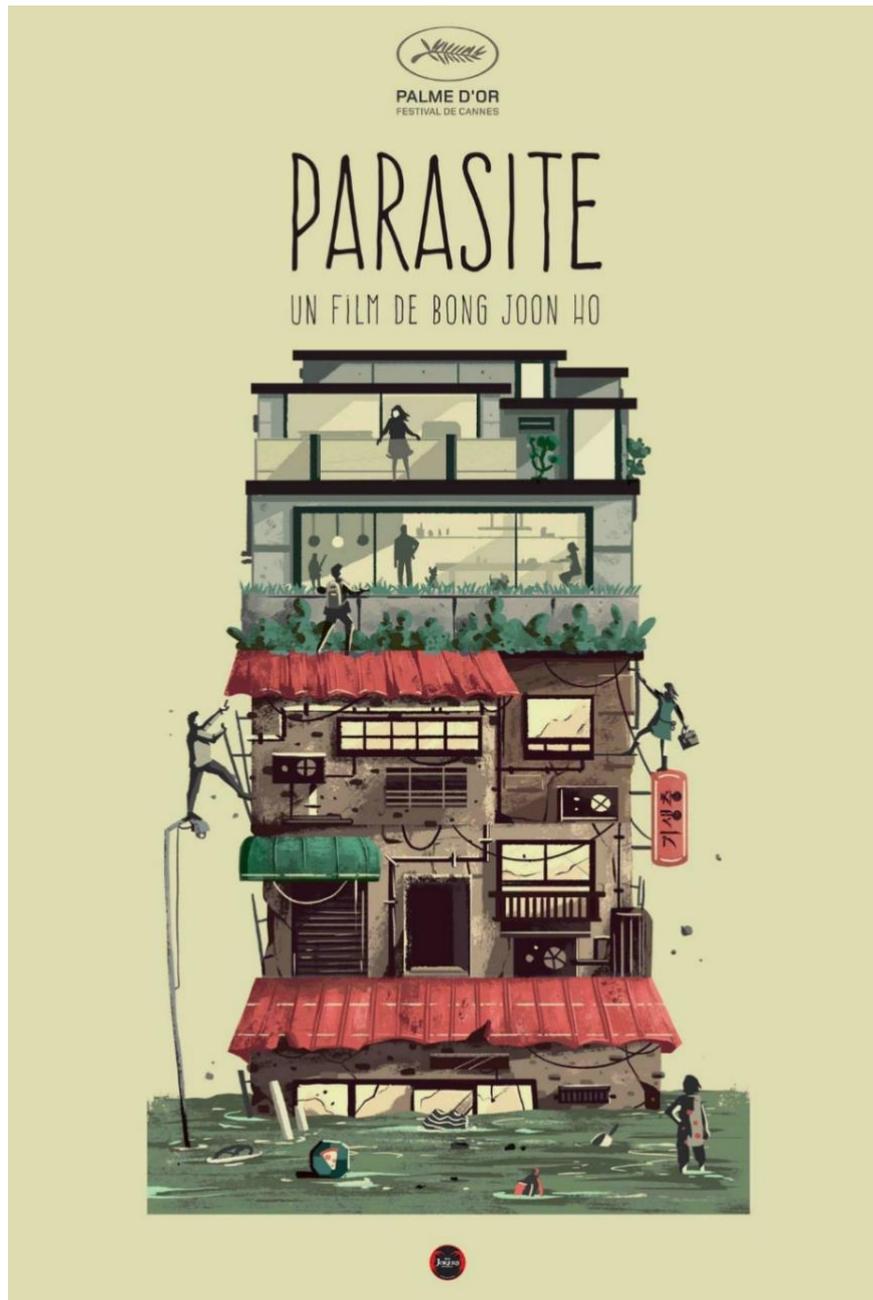


Figure A.2.

The second poster of the Parasite



Figure A.3.

The first poster of the Mother



Figure A.4.

The second poster of the Mother



Figure A.5.

The first poster of the Whiplash

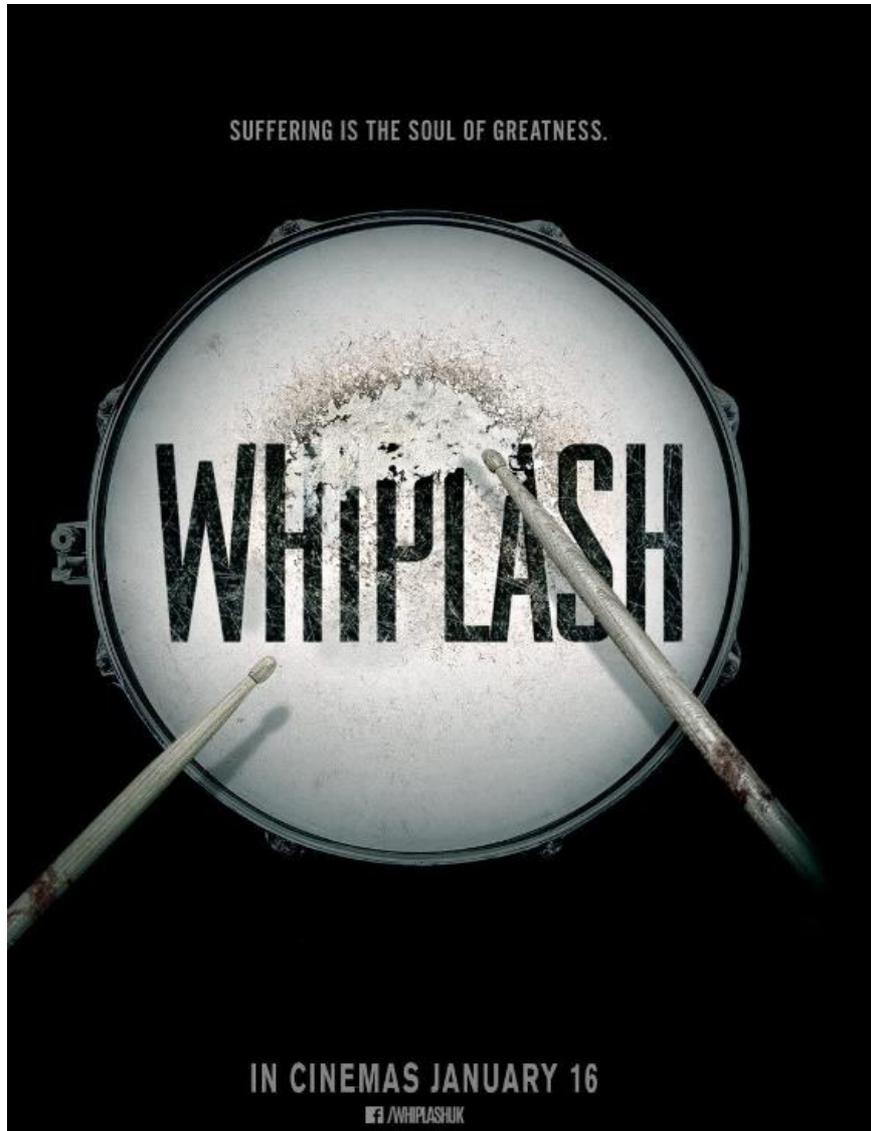


Figure A.6.

The second poster of the Whiplash



Investigating attitudes toward plagiarism among post-graduate ELT students

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Abstract

The students' awareness level and attitudes toward plagiarism, which is using others' words, thoughts and work without giving reference to the original author, are a matter of study at the higher education level and have implications in English Language Teaching (ELT). However, upon researching the literature, it has turned out that there has been a limited number of studies on attitudes toward plagiarism among post-graduate ELT students. To this end, this study aimed to investigate their attitudes toward plagiarism in a descriptive survey design extending to the existing literature. Data were collected by utilizing a questionnaire. The study's participants were post-graduate ELT students from universities in Türkiye (N = 30). According to the results, they seemed to oppose supporting or justifying plagiarism. The results also revealed that the participants approached plagiarism quite negatively. They considered it an unacceptable issue to be taken seriously. However, their attitudes toward self-plagiarism tend to be moderate rather than negative. The current investigation uncovered that the participants did not fully understand plagiarism. Based on the findings, there was a need to raise post-graduate ELT students' awareness levels. Furthermore, necessary recommendations were made to broaden the post-graduate ELT students' knowledge and awareness levels about plagiarism.

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Introduction

With the technological innovations in our era, people can access information ever-increasingly. However, there have been some malpractices how people convey information, an important issue for academic misconduct. Plagiarism is regarded as one of the most prevalent types of academic misconduct. Bretag (2013) defined plagiarism as using words, thoughts, or work without referencing the original owner, and it does not necessarily mean that it will be done on purpose. Based on this definition, it is possible to identify different types depending on whether they are committed intentionally or not. Intentional plagiarism is committed deliberately, and unintentional

one is conducted as a result of some deficiency in contexts of academic literacy or linguistic knowledge (Grigg, 2010).

Although there are abundant studies investigating students' attitudes toward plagiarism in various fields (Enamudu & Akonedo, 2021; Hosny & Fatima, 2014; Idiegbeyan-ose et al., 2016; Kirthi et al., 2015; Nagi & John, 2021; Orluwene & Magnus-Arewa, 2020; Sankar, 2020) including English as second language (ESL) and English as foreign language (EFL) contexts (Adam, 2016; Eret & Gokmenoglu, 2010; Kaçar & Işık-Güler, 2021; Morris, 2016; Mustafa, 2019; Pecarori, 2016), the number of studies on plagiarism specifically in English Language Teaching (ELT) is limited (Amin & Mohammadkarimi, 2019; Amiri & Razmjoo, 2016; Erarslan & Topkaya, 2021; Rets & Ilya, 2018; Vassileva & Chankova, 2019; Yıldırım & Razi, 2018; Zafarghandi et al., 2012). This situation constitutes an impediment to having a comprehensive idea about post-graduate ELT students' perceptions of plagiarism.

Like in other disciplines, post-graduate English Language Teaching (ELT) students engage in academic writing, which obliges them to follow the rules against plagiarism and uphold academic integrity (Howard, 2016; Pecorari, 2003). However, research demonstrates some uncertainties about the scope of the plagiarism concept (Howard, 2016; Pecorari, 2003) and the attitudes toward it (Howard, 2016; Nushi & Firoozkahi, 2017; Pecorari, 2016). Post-graduate students, as the future members of the academic discourse communities, shoulder additional responsibilities to build an academic honesty culture and advance intellectually. That is because they are expected to possess satisfactory academic writing skills and raise their awareness to create academic texts appropriate to academic conventions, paying attention to the rules of giving citations and references. They are expected to have proficiency in academic writing, and a heightened awareness of producing eligible scholarly work is expected of them to serve as a model for their students.

Based on these standpoints, this study explored post-graduate ELT students' attitudes toward plagiarism, considering both positive and negative perspectives and their subjective norms that may support or justify plagiarism. By eliciting the students' self-report perceptions of plagiarism, this study proffered an overall understanding of post-graduate ELT students' attitudes toward plagiarism. Delving into post-graduate ELT students' perspectives on plagiarism has a crucial importance in order to promote

academic integrity and provide insight for the field. Accordingly, the present study aimed to unveil the perspectives of post-graduate ELT students about plagiarism and contribute to the existing literature, addressing a specific niche.

Plagiarism

Obtaining knowledge from different sources when researching or writing an academic paper is a legitimate part of academic research. Researchers review the literature by searching for related studies and utilize the information they retrieved from different sources in their studies. However, their preference for using that knowledge fairly or unfairly reveals the writer's attitude and awareness about plagiarism. Plagiarism is regarded as unfair use of the knowledge acquired from other sources. Fishman (2009) offers a comprehensive definition of plagiarism as follows:

Plagiarism occurs when someone uses words, ideas, or work products, attributable to another identifiable person or source, without attributing the work to the source from which it was obtained, in a situation in, which there is a legitimate expectation of original authorship, in order to obtain some benefit, credit, or gain which need not be monetary. (p. 5)

Different Types of Plagiarism

Addressing different forms of plagiarism has the same importance as grasping its definition to establish a shared comprehension of its scope. Cheema et al. (2011) conducted research with 60 PhD students on their conceptual awareness about plagiarism, and the results revealed that although the participants shared a general perception of plagiarism, they were not aware of its different kinds. Thus, highlighting the types of plagiarism briefly may reduce confusions over its scope. Rets and Ilya (2018) listed several different types of plagiarism in their study, which aimed at presenting the ELT students' perceptions of plagiarism in academic writing. According to their investigation, using a large or some part of other's work without changing any words and without acknowledging the source, paraphrasing improperly, referencing incorrectly, plagiarizing deliberately or unintentionally, incorporating a third party in plagiarism within or without their knowledge and using anonymous internet sources as

one's own were among the most propounded ways of plagiarizing (Rets & Ilya, 2018). Zafargahandi et al. (2012) deduced the most prevailing types of plagiarism in their study as writing without acknowledging the original source of the material, ghost writing—writing on behalf of another one and purloining—stating another one's claims or ideas as his or hers. Another type of plagiarism is addressed as self-plagiarism. Spinak (2013 as cited in Lopera, 2018), expounded it as reusing some part of one's own study in another study and offering it to be published as something brand-new.

Reasons for Plagiarism

Comprehending the reasons for plagiarism is essential to developing effective and sustainable strategies to address and prevent its occurrence since it lays the foundation of academic integrity. The intentional and unintentional causes of plagiarism at post-graduate level were investigated in Selemani et al.'s (2019) empirical study. The results indicated that the main reasons were the ambition to get good grades, laziness, management problems due to time restrictions, and poor academic writing skills. Pupovac et al. (2010) also presented the reasons for plagiarism as panic, inadequate knowledge, lack of confidence, easy access to information, efficiency gain, time management issues, lack of academic planning abilities and inadequate sanctions for plagiarizers. Idiegbeyan-ose et al. (2016), in their study on awareness and perception of plagiarism among post-graduate students in Nigeria, reported that the level of training on plagiarism affected the participants' awareness level. In the same study, feeling under pressure because of the assignment deadlines, inadequate writing skills and insufficient knowledge were among post-graduate students' reasons for committing plagiarism. Along with these studies, Amiri and Razmjoo (2015) scrutinized EFL undergraduate students' perceptions on plagiarism in Iran and their findings contended that instructors' reluctant manner toward plagiarism, students' poor academic writing and research skills, peer pressure, demand for proper papers and easiness of plagiarism were the reasons for plagiarism.

There are divergent factors affecting plagiarism. In this vein, Yıldırım and Razi (2018) mentioned contextual and individual factors in their study. As they elucidated, both contextual/external factors and individual/personal factors influence attitudes toward plagiarism (Yıldırım & Razi, 2018). According to Vassileva and Chankova's (2019) study, there were two main reasons for plagiarism among Bulgarian academics.

The first one was the inability to conduct research, which could be regarded as an individual factor, and the other was the lack of punishment for plagiarism, which could be regarded as a contextual factor. They also unraveled that the detection of plagiarism was scarce and often by coincidence. What is worse is that the institutions were reluctant to take action to avoid or deal with plagiarism (Vassileva & Chankova, 2019).

Attitudes toward Plagiarism

The presence or absence of intentional deception in plagiarism necessitates distinguishing different types of plagiarism in academic texts (Pecorari, 2008). Pecorari (2008) used the term prototypical plagiarism to mean plagiarize with the purpose of deception. Lack of skills or experience in academic writing may also result in committing plagiarism. In this sense, Howard (1995) coined the term of “patchwriting” instead of plagiarism for the plagiarism cases where inexperienced writers’ lack of academic literacy causes them to plagiarize without the intention of deception (p.788). The 34 ELT student participants of Mustafa’s (2019) study did not regard patchwriting or paraphrasing without citation as kinds of plagiarism although they agreed that plagiarism was committed by not citing the original owner of a work. The findings of Eret and Gokmenoglu’s (2010) study, conducted with 150 research assistants working in a faculty of education including the ELT department, aligned with Mustafa’s (2019) study in that although the participants who were prospective academics had negative attitudes toward plagiarism, they could commit it due to their foreign language-related problems, time limitations, and lack of knowledge.

In another study, Orluwene and Magnus-Arewa (2020) focused on post-graduates’ ($N = 200$) attitudes toward plagiarism in a university in Nigeria and the results indicated that most of the participants had positive attitudes toward plagiarism although the university had strict measurements against it. Kirthi et al. (2015) conducted a study on post graduate students’ and faculty members’ attitudes toward plagiarism, and it revealed that students had moderate positive and negative attitudes and subjective norms toward plagiarism. Their moderate attitudes stemmed from their lack of awareness (Kirthi et al., 2015). Moreover, they were inconclusive about the sanctions for plagiarism, and they did not consider plagiarism cases punishable (Kirthi et al., 2015). On the contrary, Yıldırım and Razi (2018) probed into ELT students’ attitudes toward

plagiarism and their locus of control with 58 undergraduate and post-graduate students and 3 lecturers in ELT department and identified that ELT students mainly had negative attitudes toward plagiarism.

Coping with Plagiarism

Grasping the potential consequences of plagiarism is a crucial aspect of preventing its occurrence. The consequences may be severe since it is a serious academic offense. In the long term, since it is accepted as a breach of trust and integrity, the students who plagiarize risk both their current academic life and their future careers and personal development. Institutions should employ proactive strategies to cope with plagiarism. Amin and Mohammedkarimi (2019) conducted a study with 42 undergraduate and post-graduate ELT students in North Cyprus, and the results demonstrated that the participants knew what plagiarism was, but 61% of them turned out to have inadequate knowledge to avoid it. Also, 39% remarked that they had not got training on plagiarism before. Evasive actions should be taken to avoid plagiarism (Devlin, 2006). Nushi and Firoozkahi (2017) analyzed TEFL teachers' syllabuses from 207 Iranian universities regarding their inclusion of any plagiarism policies and reported nearly 84% did not have any policies to deal with plagiarism. They maintained that even the ones with a plagiarism policy were not satisfactory, informative, and detailed enough to deal with plagiarism thoroughly. In this regard, defining what plagiarism is and determining its scope is crucial. Giving credence to create an academic integrity culture in higher education should be the first step to eliminating plagiarism. Orluwene and Magnus-Arewa (2020) offered some strategies to avoid plagiarism, including orientation programs, courses in academic or good writing skills, determining dissuasive sanctions for plagiarism, supporting originality in students' works, using some text-matching or plagiarism detection tools, and above all determining an institutional policy for plagiarism. In the same vein, Yıldırım and Razi (2018) outlined the precautions for plagiarism suggested by the interviewees in their study as using text-matching software, training, easing the time burden of students when reviewing the related literature, developing good academic writing skills, motivating the students, promoting collaboration between the lecturer and students, having more proficiency in foreign language, and ensuring accessibility to academic sources.

Morris (2016) emphasized the importance of institutional policies to enhance academic integrity. Erarslan and Topkaya's (2016) study also stressed the importance of being well-informed and determining both individual and departmental policies to foster awareness on plagiarism. Thus, raising awareness and establishing a culture of academic integrity among all stakeholders will help to avoid plagiarism.

Method

This study emphasizes highlighting the attitudes toward plagiarism among post-graduate ELT students. According to the findings of the study, it was aimed to gain insight about post-graduate ELT students' attitudes and subjective norms toward plagiarism. The following research questions were formulated based on the standpoints outlined above and expected to be answered with the help of this study:

1. What are the attitudes toward plagiarism among post-graduate ELT students?
2. What are the subjective norms toward plagiarism among post-graduate ELT students?

Research Design

In this study, the quantitative research method was used. Descriptive survey design was adopted in an attempt to examine the post-graduate ELT students' attitudes toward plagiarism. Accordingly, Attitudes Toward Plagiarism (ATP) Questionnaire, developed by Mavrincac et al. (2010) was implemented via Google Forms to the participants. Collected data were analyzed using Statistical Package for Social Sciences (SPSS) 27.0.

Participants

Post-graduates from ELT departments of diverse universities in Türkiye participated in the study. One criterion required participants to be a post-graduate ELT student, either master's or PhD. In this regard, the convenience sampling method was adopted since it was quicker and more economical to obtain a sufficient sample within the limited period of time to conduct the study. A total of 30 post-graduate students ($N = 30$), either at MA or PhD level in ELT, took part in the present study. The participants responded to the questionnaire anonymously and on voluntary basis.

Data Collection Instrument

The researcher employed Attitudes Toward Plagiarism (ATP) Questionnaire, developed by Mavrincac et al. (2010) as the data collection instrument (see Appendix A). The necessary consent was taken from the questionnaire's developer via email (see Appendix B). The principal intention was to measure the post-graduate ELT students' attitudes toward plagiarism in the present study.

The ATP Questionnaire consists of 29 statements questioning the respondents' attitudes toward plagiarism and three factors. These factors are independent from each other and describe different aspects of plagiarism. The number of statements in each factor was identified by the Scree-test and interpretability criteria (Mavrincac et al., 2010). 12 items are in Factor I, identifying positive attitudes toward plagiarism. Factor II is composed of 7 statements measuring the negative attitudes toward plagiarism. Lastly, Factor III consists of 10 statements related to subjective norms toward plagiarism. The statements in Factor I do not regard plagiarism as misconduct, while the statements in Factor II regard it as a certain way of academic misconduct. On the other hand, the statements in Factor III indicate the participants' normative beliefs and their perceptions of its presence in academia (Mavrincac et al., 2010).

The questionnaire was validated using principal component analysis (PCA) (Mavrincac et al., 2010). Responses to ATP questionnaire statements are recorded on a 5-point Likert scale, with 1 indicating strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, and 5 strongly agree.

Data Collection Procedure

Before the survey was administered to the participants, the researcher applied to the ethics committee of the university where the study was conducted to get the necessary permission to do the research. After receiving the approval letter from the ethics committee (see Appendix C), the researcher implemented ATP Questionnaire post-graduate ELT students via Google Forms (see Appendix D).

Data Analysis

After implementing the questionnaire, the researcher transferred the collected responses on Google Forms to the SPSS 27.0 program for analysis. Items 9, 12, and 28 were

subjected to reverse coding. To ensure whether the responses displayed a normal distribution or not, the researcher computed normality tests (Kolmogorov-Smirnov & Shapiro-Wilk) for each factor. The results confirmed that the data distributed normally ($p > .05$). Cronbach's Alpha calculations of three factors of the scale yielded that the reliability coefficient for Factor I was .81, for Factor II .46, and for Factor III .77. The overall Cronbach's Alpha was found to be .81, which proved that the scale was highly reliable. Lastly, the data was analyzed with descriptive statistics such as mean and standard deviation for each factor.

Findings

The analysis of the responses given to the questionnaire was examined according to the factors. Items 1-12 which were about positive attitudes toward plagiarism (PAP) were analysed under Factor I, items 13-19 which were about negative attitudes toward plagiarism (NAP) were analysed under Factor II, and items 20-29 which were about the subjective norms toward plagiarism (SNP) were analysed under Factor III.

As it was evident from the analysis of the overall mean scores for the factors (I, II and III) of the scale, the participants disagreed with the positive statements towards plagiarism in Factor I ($M = 2.18$; $SD = 0.64$); agreed with the negative statements towards plagiarism in Factor II ($M = 4.13$; $SD = 0.62$) and disagreed with subjective norms supporting or justifying plagiarism in Factor III ($M = 2.06$; $SD = 0.55$). The mean scores of the items included in each factor were also examined separately. The findings obtained from the analysis were presented in line with the research questions of the current study.

Post-graduate ELT Students' Attitudes toward Plagiarism

The mean scores related to items in PAP revealed that ELT post-graduate students neither agreed nor disagreed with *Self-plagiarism should not be punishable in the same way as plagiarism is* ($M = 3.37$, $SD = 1.43$). Moreover, the second statements they were indecisive about were *Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself)* ($M = 3.03$, $SD = 1.27$) and *It is justified to use previous descriptions of a method, because the method itself remains the same* ($M = 3.03$, $SD =$

1.07). On the other hand, according to Table 1, the participants disagreed with *I could not write a scientific paper without plagiarizing* ($M = 1.23$, $SD = 0.63$) the most (see Table 1).

Table 1

Post-graduate ELT students' positive attitudes toward plagiarism

Item		<i>M</i>	<i>SD</i>
1	Sometimes one cannot avoid using other people's words without citing the source, because there are only so many ways to describe something.	2.50	1.43
2	It is justified to use previous descriptions of a method, because the method itself remains the same.	3.03	1.07
3	Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).	3.03	1.27
4	Plagiarized parts of a paper may be ignored if the paper is of great scientific value.	1.47	0.78
5	Self-plagiarism should not be punishable in the same way as plagiarism is.	3.37	1.43
6	Young researchers who are just learning the ropes should receive milder punishment for plagiarism.	2.63	1.33
7	The names of the authors who plagiarize should be disclosed to the scientific community.	1.37	0.85
8	I could not write a scientific paper without plagiarizing.	1.23	0.63
9	Short deadlines give me the right to plagiarize a bit.	1.60	1.00
10	When I do not know what to write, I translate a part of a paper from a foreign language.	1.73	1.11
11	It is justified to use one's own previously published work without providing citation in order to complete the current work.	2.33	1.18
12	If a colleague of mine allows me to copy from her/his paper, I'm NOT doing anything bad, because I have his/her permission.	1.90	1.19

The mean values regarding participants' responses for the items in NAP were indicated in Table 2 (see Table 2). Whereas the mostly agreed item was *Plagiarizing is as bad as stealing an exam* among the participants ($M = 4.40$, $SD = 1.10$); the mostly disagreed one was *A plagiarized paper does no harm to science* ($M = 1.47$, $SD = 1.04$). The mean scores also demonstrated that post-graduate ELT students also disagreed with *Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offence* almost at the same rate ($M = 1.57$, $SD = 1.04$).

Table 2

Post-graduate ELT students' negative attitudes toward plagiarism

Item		M	SD
13	Plagiarists do not belong in the scientific community.	4.03	1.32
14	The names of the authors who plagiarize should be disclosed to the scientific community.	3.77	1.28
15	In times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism.	4.17	1.34
16	Plagiarizing is as bad as stealing an exam.	4.40	1.10
17	Plagiarism impoverishes the investigative spirit.	3.60	1.63
18	A plagiarized paper does no harm to science.	1.47	1.04
19	Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offence.	1.57	1.04

Post-graduate ELT Students' Subjective Norms toward Plagiarism

When Table 3 was investigated in detail, it was clear that post-graduate ELT students had an agreement on the statement *Authors say they do NOT plagiarize, when in fact they do* the most ($M = 3.27, SD = 0.94$) (see Table 3). What they were most against was *I keep plagiarizing because I haven't been caught yet* ($M = 1.13, SD = 0.35$). However, they were also against *Plagiarism is not a big deal* at almost the same level ($M = 1.20, SD = 0.48$).

Table 3

Post-graduate ELT students' subjective norms toward plagiarism

Item		M	SD
20	Authors say they do NOT plagiarize, when in fact they do.	3.27	0.94
21	Those who say they never plagiarized are lying.	2.93	1.08
22	Sometimes I'm tempted to plagiarize, because everyone else is doing it (students, researchers, physicians).	1.47	0.90
23	I keep plagiarizing because I haven't been caught yet.	1.13	0.35
24	I work (study) in a plagiarism-free environment.	2.87	1.28
25	Plagiarism is not a big deal.	1.20	0.48
26	Sometimes I copy a sentence or two just to become inspired for further writing.	1.83	1.21
27	I don't feel guilty for copying verbatim a sentence or two from my previous papers.	2.77	1.31
28	Plagiarism is justified if I currently have more important obligations or tasks to do.	1.43	0.94
29	Sometimes, it is necessary to plagiarize.	1.47	0.82

Discussion

This present study examined the positive and negative attitudes and subjective norms of students who received post-graduate education in ELT. When the descriptive analyses were investigated in detail, it turned out that the post-graduate ELT students participating in the research generally disagreed with the statements supporting or favouring plagiarism. The fact that the participants did not agree with the positive opinions toward plagiarism proved that they did not support plagiarism and did not agree with the statements justifying it. That elucidated that the respondents of the current study had negative attitudes toward plagiarism. The explanation for their negative attitudes may stem from the training they have already taken in academic writing. In this regard, the current study was in line with the study of Idiegbeyan-ose et al. (2016). Since the respondents of this study were post-graduate ELT students, they had already had some training on the issue and as a consequence, they developed a certain level of awareness toward plagiarism. However, their indecisiveness about their attitudes toward self-plagiarism may be due to the fact that they did not fully understand the meaning of this concept. From a different viewpoint, it can be interpreted that the participants generally had a superficial knowledge of plagiarism rather than a detailed one. In that regard, the study was in line with the studies of Cheema et al. (2011) and Howard (2016), in which the participants turned out to have a perception on plagiarism but not enough knowledge of its general types.

Contrary to the results obtained in the current study, Orulwene and Magnus-Arewa (2020) stated that 200 post-graduate students who participated in their study had positive attitudes toward plagiarism despite the strict rules and regulations adopted and implemented by the university administration. The reasons for this may derive from being unknowledgeable about plagiarism, being unaware of the penalties that may be encountered, or ignoring the issue at all despite everything. Similarly, in their study, Kirthi et al. (2015) underlined that graduate students had moderate attitudes toward plagiarism on account of a lack of clear information about the sanctions for plagiarism.

On the other hand, ELT post-graduate students' negative attitudes toward plagiarism were evidenced by their agreement with the statements against plagiarism in the survey, which was in line with Eret and Gokmenoglu (2010). The results of the current study confirmed that the participants agreed that plagiarism was wrong and they

considered it unacceptable. Additionally, the participants were neither uninformed nor ignorant of plagiarism, as it was understood from their responses disapproving of plagiarism. On the contrary, they were against plagiarism enough to think it was equivalent to stealing an exam.

Lastly, examining the SNP, which demonstrated the subjective extent of plagiarism and to what extent the participants approved or disapproved it, it came forward that the participants were reluctant about the honesty of academics about plagiarism. On this basis, it can be inferred that while the participants personally took a negative attitude toward plagiarism, they had doubts about whether the others were taking the same stand or not. On the other hand, their answers against the view that *plagiarism is not a big issue* revealed that the participants did not underestimate the issue of plagiarism and viewed it as an important matter to be paid a great deal of attention. In this regard, the findings of the present study were parallel to the results of the study conducted by Yıldırım and Razi (2018). The results of their study with both undergraduate and graduate ELT students found evidence that post-graduate students had more negative attitudes toward plagiarism than undergraduate students and they alleged fewer justifications for their positive attitudes toward plagiarism.

Although further studies are required, the current study contributes to a better identification of the attitudes toward plagiarism among post graduate ELT students. However, the study still suffers from certain limitations. One of those limitations was the number of participants. The limited time to complete the research and the fact that only 30 participants were reached by convenience sampling affected the reliability issue to some extent (Cronbach's Alpha of Factor II $\alpha = .46$). Another concern was the impossibility of generalizing the results of the study. Lastly, the participants were assumed to be sincere and truthful in their responses to the survey since it was a tool to measure their subjective perceptions. They may, however, have tended to give answers that were widely accepted by others.

As a subject for further study, the attitudes of undergraduate ELT students toward plagiarism and post-graduate students can be measured, and the relationship between the two can be examined. To obtain more detailed information, additional qualitative data collection tools such as interviews or examination of students' written

assignments can be included in the study. Moreover, the scope of the study can be extended with higher numbers of participants.

Conclusion

Plagiarism is probably the first thing that comes to mind when most people think of academic misconduct. In the broadest terms, plagiarism is the attempt to claim what is not one's own in academic writing as theirs. When the literature on the issue was examined, it appeared that there were a number of reasons for plagiarism. The present study analyzed the positive and negative attitudes and subjective norms of post-graduate ELT students, who were supposed to have a certain level of awareness about plagiarism. The results of the research revealed that the participants generally developed a negative attitude toward plagiarism. They did not regard it as something acceptable, and they maintained that plagiarism was not an issue to be underestimated. However, examining their attitudes toward self-plagiarism, it also emerged that they had relatively moderate attitudes toward self-plagiarising.

It can be inferred from the results that although the post-graduate ELT students, who were the participants of the research, generally had negative attitudes toward plagiarism, their indecisiveness about self-plagiarism, which is also another type of plagiarism, implied that they did not have comprehensive knowledge about the issue. Moreover, it indicated that they did not fully develop the required awareness of what plagiarism covered.

To conclude, strategies should be developed to ensure a clear understanding of plagiarism and to increase post-graduate students' awareness about plagiarism, its types and possible consequences of committing it. In this vein, Bretag (2013) also stated that research showed that both undergraduate and post-graduate students needed training to prevent plagiarism, and this training could only be possible with a holistic understanding and if all stakeholders approached the issue with the same awareness and sensitivity in higher education institutions. Another suggestion would be to promote responsible writing practices and to use text-matching softwares effectively. This would help them develop good writing habits. As the primary contributors to their own academic integrity, the students should develop ethical behaviors when producing academic work

and they should promote ethical conduct in this way. For this, institutions should have clear guidelines to promote academic integrity and guide students in that manner by emphasizing the production of original work.

Ethics Committee Permission Information

This research study was conducted with the Research Ethics Committee approval of Trakya University, dated 26.11.2021 and numbered 162370.

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Appendices

Appendix A

ATP Questionnaire

Please answer the questions honestly, as the questionnaire is completely anonymous.

If you are not completely certain about the meaning of the terms “plagiarism” and “self-plagiarism”, please read the following definitions:

Plagiarism is an unauthorized use of copyright (ownership), other people’s ideas, materials, processes, results or words, and presentation of someone else’s work as one’s own.

Self-plagiarism is when authors reuse their own previously published work without indicating that the previously published material is being reused, but rather presenting it as original and new.

The following statements refer to plagiarism (copying without citing the source) and self-plagiarism (copying one's own previous work without citing the source) among scientists and general scientific community. Please indicate to what extent you agree with each of the following statements and indicate your answer.

The numbers indicate the following:

- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree

Strongly agree

1.	Sometimes I'm tempted to plagiarize, because everyone else is doing it (students, researchers, physicians).	1	2	3	4	5
2.	Plagiarism impoverishes the investigative spirit.	1	2	3	4	5
3.	Short deadlines give me the right to plagiarize a bit.	1	2	3	4	5
4.	Self-plagiarism should not be punishable in the same way as plagiarism is.	1	2	3	4	5
5.	Sometimes one cannot avoid using other people's words without citing the source, because there are only so many ways to describe something.	1	2	3	4	5
6.	Plagiarized parts of a paper may be ignored if the paper is of great scientific value.	1	2	3	4	5
7.	The names of the authors who plagiarize should be disclosed to the scientific community.	1	2	3	4	5
8.	Young researchers who are just learning the ropes should receive milder punishment for plagiarism.	1	2	3	4	5
9.	I work (study) in a plagiarism-free environment.	1	2	3	4	5
10.	Those who say they never plagiarized are lying.	1	2	3	4	5
11.	It is justified to use one's own previously published work without providing citation in order to complete the current work.	1	2	3	4	5
12.	Since plagiarism is taking other people's words rather than tangible assets; it should NOT be considered as a serious offence.	1	2	3	4	5
13.	Sometimes I copy a sentence or two just to become inspired for further writing.	1	2	3	4	5
14.	Self-plagiarism is not punishable because it is not harmful (one cannot steal from oneself).	1	2	3	4	5
15.	When I do not know what to write, I translate a part of a paper from a foreign language.	1	2	3	4	5
16.	Plagiarism is not a big deal.	1	2	3	4	5
17.	I don't feel guilty for copying verbatim a sentence or two from my previous papers.	1	2	3	4	5
18.	Plagiarism is justified if I currently have more important obligations or tasks to do.	1	2	3	4	5
19.	I keep plagiarizing because I haven't been caught yet.	1	2	3	4	5
20.	In times of moral and ethical decline, it is important to discuss issues like plagiarism and self-plagiarism.	1	2	3	4	5
21.	It is justified to use previous descriptions of a method, because the method itself remains the same.	1	2	3	4	5
22.	Authors say they do NOT plagiarize, when in fact they do.	1	2	3	4	5
23.	Plagiarizing is as bad as stealing an exam.	1	2	3	4	5
24.	If a colleague of mine allows me to copy from her/his paper, I'm NOT doing anything bad, because I have his/her permission.	1	2	3	4	5

25	Sometimes, it is necessary to plagiarize.	1	2	3	4	5
26	Plagiarists do not belong in the scientific community.	1	2	3	4	5
27	I could not write a scientific paper without plagiarizing.	1	2	3	4	5
28	A plagiarized paper does no harm to science.	1	2	3	4	5
29	If one cannot write well in a foreign language (e.g., English), it is justified to copy parts of a similar paper already published in that language.	1	2	3	4	5

Thank you for your cooperation.

ERRATUM

When the article was published (Bjelobaba, 2021), the country information of the author's affiliated institution was incorrectly printed in the article document as "Turkey" but it was supposed to be "Sweden". The publisher regrets this error.

The published article can be found here:

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References

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