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Editorial

Welcome to the latest issue of the Journal of Language Research, where we explore the dynamic and multifaceted world of language teaching, translation studies, and educational innovations. This issue brings together five compelling articles that address crucial topics in the field, offering fresh insights and practical implications for educators, researchers, and practitioners alike.

In our first article, "*Reforming English Language Teaching Undergraduate Programs for Age Divisions in Türkiye: Perspectives of In-Service English Language Teachers*," the authors delve into a critical examination of the current state of English language teaching in Türkiye. The study highlights a significant gap in the preparedness of in-service teachers to effectively teach across different age groups. The findings underscore the urgent need for reform in ELT undergraduate programs to better equip teachers for the diverse demands of teaching young learners versus teenagers and adults. This article not only sheds light on the challenges faced by English language teachers in Türkiye but also provides a strong case for the specialized training of teachers to enhance their competence and confidence in different educational contexts.

Our second article, "*Well-Being, Burnout, and Teaching Anxiety among EFL Teachers*," addresses the emotional and psychological challenges faced by EFL teachers. The study, involving 313 English teachers, reveals moderate levels of well-being alongside low levels of burnout and anxiety. Importantly, it uncovers a positive correlation between occupational burnout and well-being, as well as an inverse relationship between teaching anxiety and overall well-being. These insights call for greater attention to the mental health and support systems for teachers, emphasizing the need for strategies to manage stress and foster a positive teaching environment.

The third article, "*The Use of Cartoon and Animation Productions of Antoine de Saint-Exupery's The Little Prince in Teaching French as a Foreign Language*," explores the innovative use of multimedia resources in language education. By examining how the animated adaptation of "The Little Prince" can be employed in teaching French, the authors demonstrate the pedagogical benefits of integrating cartoons and animations into the curriculum. These visual and narrative tools not only enhance students' engagement and enjoyment but also significantly aid in the development of language skills. This article offers valuable recommendations for language teachers seeking to incorporate multimedia materials into their teaching practices.

In the fourth article, "*Unveiling Translation's Role in Soft Power: The Case of the TEDA Project*," we shift our focus to the broader implications of literary translation. The study examines the TEDA project, which aims to promote Turkish literature in Spanish-speaking regions. By analyzing translated works, authors, translators, and publishing trends, the article

highlights the pivotal role of translation in cultural diplomacy and soft power. It emphasizes the importance of literary translation in fostering intercultural understanding and promoting lesser-known literary traditions on the global stage.

Our final piece, a book review titled "*Book Review on 'The Hermeneutics of Translation: A Translator's Competence and the Philosophy of Hans-Georg Gadamer'*," offers a deep dive into the philosophical underpinnings of translation. The book, a significant contribution to the field, explores the intersection of hermeneutic philosophy and translator competence. By examining Gadamer's concepts of language, understanding, and historical consciousness, the author provides a comprehensive framework for assessing translator competence. This review not only enhances our appreciation of the philosophical dimensions of translation but also encourages further scholarly inquiry into the hermeneutics of translation.

Each article in this issue contributes to our understanding of language research from different perspectives, whether it is through the lens of teaching practices, teacher well-being, multimedia resources, cultural diplomacy, or philosophical analysis. We hope that the insights presented here will inspire ongoing research, dialogue, and innovation in the field of language studies.

We extend our gratitude to the authors for their valuable contributions and to our readers for their continued engagement with the Journal of Language Research. We look forward to your feedback and to the ongoing exploration of these vital topics in future issues.

Sincerely,


Editors-in Chief


Assoc. Prof. Dr. Emrah EKMEKÇİ

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Journal of Language Research

Reforming English Language Teaching Undergraduate Programs for Age Divisions in Türkiye: Perspectives of In-Service English Language Teachers

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Abstract: As opposed to their counterparts in many other countries (such as the USA, Poland, Finland, South Korea, China, Japan, etc.) and many other subject teachers (such as Science, Turkish Language, Mathematics, etc.), in-service English language teachers in Türkiye are entitled to teach at all levels of schools. However, teaching English to young learners is quite different from teaching English to teenagers/adults (Shin, 2000; Yıldız, 2015). In this respect, the aim of the study is to; a) shed light on the degree to which their undergraduate training prepares in-service English language teachers for the school levels they work at, and b) reveal whether in-service English language teachers think that English Language Teaching (ELT) undergraduate programs should be reformed as ‘ELT for young learners’ and ‘ELT for teenagers/adults’ by employing a mixed methods research design. The study’s findings make it evident that a considerable majority of English language teachers do not feel adequately prepared, competent, or inclined to teach at pre-primary and primary school levels. In addition, it has been concluded that from the perspectives of in-service English language teachers, ELT undergraduate programs in Turkish context need to be reformed in line with the school levels specified by the Ministry of National Education (MoNE).

Keywords: *in-service English language teachers, ELT undergraduate programs, reform, English language teacher training, ELT curriculum.*

INTRODUCTION

Total quality of any educational undertaking is closely linked to the quality of the teachers (Aslan, 2003; Enever, 2014; Karahan, 2008; Kavcar, 2002; Üstüner, 2004; Yıldız, 2015) and despite its efforts to update foreign language teacher training processes, it was argued that Türkiye failed to keep pace with the latest global trends (Altmisdort, 2016; Erdoğan & Savaş, 2022; Kic-Drgas & Comoglu, 2017; Öztürk & Aydın, 2019). As a result, greater importance has been attached to teacher training (for pre-service teachers) and teacher development (for in-service teachers) in recent years (Abazaoğlu et al., 2016). In this respect, the structure and content of teacher training institutions in Türkiye have been regularly modified and updated in the last four decades with the aim of improving the quality of pre-service teachers.

With the establishment of the Higher Education Council (HEC) in 1982, major reforms were implemented in the process of teacher training (Abazaoğlu et al., 2016; Kavcar, 2002; Mahalingappa

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& Polat, 2013). To be more precise, universities were assigned to teacher training with the aim of achieving standardization and institutionalization. Accordingly, starting in 1989, educational high schools were transformed into faculties of education and the duration of teacher training was extended to 4 years (HEC, 1998a; Kızılcıoğlu, 2006; Üstüner, 2004). As a result of the Pre-service Teacher Training Project that lasted from 1994 to 1998 and was conducted by the HEC in cooperation with the World Bank, faculties of education were restructured with the aim of keeping up with the requirements of the age and fixing the defects of the previous program (HEC, 1998a). Some programs were closed down or merged and some other programs were opened up; hence, the structural modifications in the teacher training programs of the faculties of education aimed to be aligned with the school structure in the national education system (Abazaoğlu et al., 2016; Aydın, 1998; HEC, 1998a; Kızılcıoğlu, 2006). In accordance with this reform, teachers of many subjects were required to complete an MA program to work at high schools until 2014 (HEC, 1998a; 1998b; 2018); however, as Karahan (2008) noted, completing an MA program should be regarded as an indication of expertise rather than becoming eligible for the profession of teaching. Moreover, it was argued that while teachers of some subjects (such as mathematics, physics, chemistry, biology, geography, history, etc.) at high schools were required to hold an MA degree, teachers of some other subjects (such as English, music, physical education, and sports, etc.) at the same school level did not have to obtain a postgraduate degree, which was reported to result in controversies and injustice among high school teachers (Akdemir, 2013; Aslan, 2003; Aydın, 1998; Dönmez, 1998; Kavcar, 2002). In the course of time, HEC implemented another update in the teacher training system in 2006 by allowing faculties of education more flexibility in terms of their curriculum and aiming to train intellectual teachers who can solve problems rather than becoming teaching technicians (HEC, 2007).

Pre-service English language teachers at faculties of education are required to follow the centralized curriculum prescribed by the HEC and the courses are divided into three categories. The first category of courses covers content knowledge courses (constituting 48% of the whole curriculum), the second category of courses involves pedagogical knowledge courses (constituting 34% of the whole curriculum) and the third category of courses encompasses general culture courses (constituting 18% of the whole curriculum). Upon graduation, English language teachers in Türkiye, as in many other countries, are entitled to teach at any level (from kindergarten to university) and any age group, which is regarded as problematic by many researchers (Bland, 2019; Enever, 2014; Kic-Drgas & Comoglu, 2017; Öztürk & Aydın, 2019; Üstünlüoğlu, 2008).

A brief account of English language teacher training practices in different countries may be useful at this point. To start with, an analysis of initial primary foreign language teacher education requirements in many European countries shows that the length of teacher training programs ranges between 3 to 5 years, and a great majority of them last for 4 years (Enever, 2014). Generally speaking, European Union member states design their educational policies in the light of their local and national conditions; however, greater policy convergence can be observed following the Lisbon Agreement at the turn of the century with the help of publications such as the European Profiling Grid and the European Portfolio for Student Teachers of Languages (Enever, 2014; Ries et al., 2016; Üstünlüoğlu, 2008). In Poland, for instance, English language teachers are trained at Faculties of English Philology for 3 years to be able to work at primary and secondary schools and they need to complete their MA to teach at all levels of schools (Kic-Drgas & Comoglu, 2017). In a similar fashion, both primary and secondary school level teachers in Finland are required to complete their MA, which takes about 5 years, and pre-service teachers improve their content and pedagogical knowledge in the faculties of arts or sciences and faculties of education, respectively (Larzen-Östermark, 2009). In the USA, despite variations among different states, teacher candidates should first obtain a subject-specific bachelor's degree and then earn a teaching certificate to be able to teach at different levels of schools (Ries et al., 2016). On the other hand, in South Korea, teachers are required to obtain a degree (including an MA degree) relevant to the level of school they are to teach at (Jo, 2008). Likewise, Chinese and Japanese teachers of English are trained at universities and/or junior colleges and, as a result, acquire different levels of certificates. To be more precise, in order to be able to teach at lower-secondary schools, a three-year junior college certificate is sufficient whereas a four-year college degree is sought for teaching at the secondary level and high schools (Üstünlüoğlu, 2008). In other words, English



language teachers are trained in accordance with the age group they are to teach in many countries across the globe.

When it comes to teacher training practices in Türkiye, it has been argued that an ongoing problem is the lack of congruence between supply and demand stemming from the lack of coordination between the HEC and the MoNE (Nergis, 2011; Seferoglu, 2004; Yıldız, 2015). Consequently, alternative teacher certification practices had to be implemented and graduates of faculties other than faculties of education were recruited as teachers, which is harshly criticized by many researchers (Akdemir, 2013; Başkan, 2001; Kic-Drgas & Comoglu, 2017; Mahalingappa & Polat, 2013; Nergis, 2011; Seferoglu, 2004). Through such certificate programs, graduates of English-medium undergraduate programs, for example, graduates of undergraduate programs such as English language and literature, English linguistics, and even economics or engineering, received a training of two semesters, became entitled to teach English and were recruited by the MoNE as permanent English language teachers (Nergis, 2011; Seferoglu, 2004; Üstüner, 2004).

Another important point to note here is that in March 2012, the Turkish MoNE implemented a structural reform in its English language teaching policies by arranging the length of primary, secondary, and high schools as 4 years each, and English lessons started at grade 2 (Erdoğan & Savaş, 2022; Öztürk & Aydın, 2019; Sözen & Çabuk, 2013). Consequently, English language teachers were assigned to primary schools to teach young learners; however, the extent to which they were prepared for this task was questioned since teaching young learners requires distinct skills and knowledge. It should be noted at this point that the term ‘young learners’ covers a broad range of age groups; thus, children between 7 and 12 are regarded as ‘young learners’ and those under 7 are labelled as ‘very young learners’ (Ghosn, 2019; Shin, 2000). Contrary to common belief, teaching English to young learners is a demanding task that, first of all, requires age-appropriate methodology (Bland, 2019). The cognitive, psychological, social, and emotional characteristics of children should be taken into consideration throughout the design and delivery of the instruction (Cameron, 2001; Johnstone, 2019; Mirici, 1999; Rich, 2014; 2019; Singleton & Pfenninger, 2019). More specifically, fun should be an integral component of young learner classrooms, and songs, poems, stories, visuals, games, and physical movement should be incorporated (Shin, 2000). Moreover, a strong understanding of first and second language acquisition theories is essential (Copland et al., 2014). According to Nguyen (2017) and Zein (2019), classroom management is a real challenge with young learners because recognition and appreciation of learners’ developmental characteristics play a major role in effective classroom management and great developmental differences exist between primary, secondary, and high school students (Shin, 2000; Yıldız, 2015). Similarly, the design and selection of instructional materials for young learners (Ghosn, 2019) as well as the assessment of their progress and performance (Cameron, 2001; Papp, 2019) need special attention and expertise. On the other hand, in direct contrast with young learners, adults and adolescents; (a) must want to learn, (b) learn only what they feel they need to learn, (c) learn best by doing and problem solving, (d) need guidance and consideration rather than instructions (Hodgson, 2017). Put differently, teachers need to be able to motivate adults and adolescents by convincing them that they really need to learn the content of the lesson. In addition, the methodology employed by the teacher should focus on problem solving activities and learning by doing principles. Likewise, the teacher should guide adult and adolescent learners rather than instructing them what to do. To sum up, young learners generally rely on their teacher whereas adult and/or adolescent learners tend to take on more responsibility and be more independent throughout the learning process (Hodgson, 2017).

Considering the differences between teaching young learners and teenagers/adults, it has been hypothesized by the researchers that in-service English language teachers may not welcome the idea of having to teach at different school levels and different age groups. Thus, the study aims to answer the following two research questions:

a) to what extent do English Language Teaching undergraduate programs, from the perspectives of in-service English language teachers, prepare them for teaching at different school levels?



b) should English Language Teaching undergraduate programs be reformed as ‘ELT for young learners’ and ‘ELT for teenagers/adults’?

METHODOLOGY

The study aims to a) shed light on the degree to which their undergraduate training prepares in-service English language teachers for the school levels they work at and b) reveal whether in-service English language teachers think that English Language Teaching undergraduate programs should be reformed as ‘ELT for young learners’ and ‘ELT for teenagers/adults’ by employing a mixed methods research design with the aim of gathering more accurate and consistent results from the data collected at the end of the process. Mixed methods research involves collecting, analyzing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon (Creswell, 2009). Put differently, quantitative and qualitative research methods are mixed in order to combine and integrate the strong aspects of both research designs in a meaningful and homogeneous way. More specifically, an explanatory sequential mixed method design has been adopted in this study (See Figure 1).

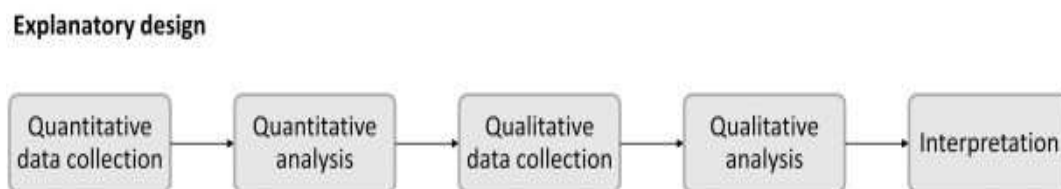


Figure 1. Explanatory sequential mixed method design (Creswell, 2009, p. 193)

Study Group

The maximum diversity sampling method (Yıldırım & Şimşek, 2011) was employed for the collection of quantitative data within the study. To be more precise, in accordance with the aim of the study, working with a study group that would reveal wide-ranging situations and significant common patterns in order for the researcher(s) to discern the differences (Miles & Huberman, 1994; Patton, 2005) was essential. The main focus of the study is to determine the views of in-service English language teachers about the efficiency of their undergraduate education in terms of preparing them to work at different levels of schools. For this reason, the study group for the online survey involves a total of 76 in-service English language teachers who work or have worked at different levels of schools.

Table 1. Demographics of the study group

Variable	Category	Frequency (f)	Percentage (%)
Gender	Female	53	70
	Male	23	30
Department*	ELT	63	82,8
	ELL	5	6,5
	EL	2	2,6
	ACL	2	2,6
	TI	1	1,3
	O	3	3,9
Level of Education	BA	59	77,6
	MA	14	18,4
	PhD	3	3,9
Professional Experience	0-5 years	13	17,1
	6-10 years	7	9,2



	11-15 years	17	22,3
	16-20 years	23	30,2
	21 + years	16	21
Type of School	State	73	96
	Private	3	3,9
Level of School	Pre-primary	5	6,5
	Primary	6	7,8
	Secondary	30	39,4
	High School	20	26,3
	University	15	19,7
Number of Different School Level Experiences	1	21	27,6
	2	25	32,8
	3	24	31,5
	4	4	5,2
	5	2	2,6

*Departments - ELT: English Language Teaching, ELL: English Language and Literature, EL: English Linguistics, ACL: American Culture and Literature, TI: Translation and Interpreting, O: Other

Table 1 indicates that 53 female and 23 male in-service English language teachers participated in the study. As has been aforementioned, graduates of other faculties/departments than English language teaching are entitled to become English language teachers. In this regard, a great majority of the participants graduated from ELT departments (n=63) and 10 of them graduated from other English language-related departments. On the other hand, 3 of the participants are graduates of other departments. As to the educational level of the participants, it can be concluded that 59 of the participants possess undergraduate degrees whereas 17 of them have postgraduate degrees. Furthermore, the study group consists of in-service English language teachers with 0-5 years of experience (n=13), 6-10 years of experience (n=7), 11-15 years of experience (n=17), 16-20 years of experience (n=23) and more than 21 years of experience (n=16). The number of in-service English language teachers working for state schools (n=73) far outnumber those working for private schools (n=3). As stated previously, English language teachers in Türkiye are entitled to work at all levels of schools. In this regard, 5 of the participants work at pre-primary level schools, 6 of them work at primary schools, 30 of them work at secondary schools, 20 of them work at high schools and 15 of them work at universities. Likewise, an English language teacher working for the MoNE may be transferred to a different level of school; thus, s/he may work at different school levels throughout his/her professional life. In line with this, of the 76 in-service English language teachers who participated in this study, 21 have only 1 school level experience, 25 have 2 different school levels experience, 24 have 3 different school levels experience, 4 have 4 different school levels experience and 2 have 5 different school levels experience.

Secondly, for the collection of qualitative data, a focus group interview was conducted with the aim of shedding light on the in-depth understanding of the participants as well as the reasons behind their perceptions. The convenience sampling technique (Dörnyei, 2007; Nunan, 1992) was employed for the selection of the study group because only those in-service English language teachers who volunteered to participate were included in the focus group interview. In this respect, 9 in-service English language teachers were interviewed and they all had experience in teaching at different school levels. More specifically, 1 of them worked at primary school level, 2 of them worked at secondary school level, 3 of them worked at high school level and 3 of them worked at tertiary level.

Data Collection Tool(s)

Two separate data collection tools were designed by the researchers with the aim of collecting the relevant data. The first of these was prepared as a survey form and the second one is the interview form prepared for the focus group interview. In this respect, the study was carried out in two progressive stages. Following the administration of the survey in the first stage, a focus group



interview form was prepared in order to arrive at an in-depth understanding of the data obtained from the survey. The steps in Figure 2 were followed in the design of the survey form (Büyüköztürk, 2005).



Figure 2. Stages followed in the design of the survey form.

1. Identification of the Problem

The aim of this study is to identify the degree to which their undergraduate training prepares in-service English language teachers for the school levels they work at. Therefore, the survey form needed to be designed in such a way as to provide the answer to this question. In line with this aim, the researchers targeted at preparing questions to determine the opinions of English language teachers about the relationship and correlation between their undergraduate training and their perceived competencies for teaching at different school levels.

2. Designing the Survey Items

In this step, first of all, the relevant literature was scanned in line with the purpose of the study. As a result, the researchers did not encounter any studies that focused on the main aim of the present study even though the problem was pointed out by many previous studies (Bland, 2019; Enever, 2014; Kic-Drgas & Comoglu, 2017; Öztürk & Aydın, 2019; Üstünlüoğlu, 2008) and the reconstruction of English language teaching undergraduate programs was recommended as a solution for the problems experienced (Kızılcıaoğlu, 2006; Öztürk & Aydın, 2019; Rich, 2019; Üstünlüoğlu, 2008). In the writing of the items in the survey form, open-ended questions were preferred in order to enable participants to respond freely, and thus; to have more extensive and detailed insight and information about the topic. A total of sixteen questions were included in the form. In the first six questions, various demographic variables of the participants (such as gender, level of education, professional experience, etc.) were gathered. In the seventh item, the participants were requested to indicate the school levels they worked at and year(s) of experience gained at each level. The eighth item was designed in a five-point Likert scale format (1: very unsatisfactory; 2: unsatisfactory; 3: average; 4: satisfactory; 5: very satisfactory) and targeted at identifying the perceptions of the in-service English language teachers as to the extent to which their undergraduate training prepared them for the school levels they worked at. In addition, the participants were encouraged to explain the reasons behind their specific ratings and perceptions through an open-ended question. In the ninth item, the names of the courses offered by English language teaching undergraduate programs were provided as a reminder and the participants were requested to write the names of the courses that they perceive to be important and relevant to be able to teach at each school level. The tenth item was also



designed in a five-point Likert scale format and asked the participants about their perceived self-efficacy and readiness to teach at different school levels. The participants were, for a second time, encouraged to explain the reasons behind their specific ratings and perceptions through an open-ended question. In the eleventh item, the participants were requested to express their reactions and feelings if they were transferred to a different school level than the one they currently worked at. In a similar fashion, in the twelfth item, the participants were asked to state their preferences as to the school level they would like to work at if they had the chance to choose any level by giving reasons for their preferences. Accordingly, in the thirteenth item, the opinions of the participants on whether there is a need for a specific preparatory in-service training (INSET) program for in-service English language teachers that are assigned to a different school level than the one they work at were sought for. In the fourteenth item, the participants were asked to agree or disagree with the statement “English Language Teaching undergraduate programs within Education Faculties should be reconstructed as ‘ELT for Young Learners’ and ‘ELT for Teenagers & Adults’” by supporting their responses with reasons. Similarly, in the fifteenth item, the participants were requested to state which undergraduate program they would prefer if ELT undergraduate programs were reconstructed. Finally, in the sixteenth item, the participants who volunteered for the focus group interview were asked to provide their contact details. Thus, the second stage of the study proceeded with the in-service English language teachers who volunteered in the first stage.

3. Getting Expert Opinion

In order to ensure that the items in the survey form served the aim of the study in a valid and reliable fashion without causing any misunderstandings, opinions of three experts who majored in the fields of English language education, Turkish language education and measurement and evaluation, respectively, were taken. After the suggested revisions were implemented and the final draft of the survey form was approved by the experts, the final stage was initiated.

4. Piloting and Finalizing the Survey Form

At this stage, the final draft of the survey form was administered to 4 in-service English language teachers working at four different school levels (primary, secondary, high school and university) and, as they did not offer any revisions, the final form was attained without making any further revisions. As a result of the procedures implemented, it would be justified to argue that a valid and reliable data collection tool was obtained (Mertens, 1998; Merriam, 2001; Yin, 1984).

Additionally, in order to deepen and confirm the data obtained from the survey form employed in the first stage of the study, a focus group interview was conducted with the in-service English language teachers who participated in the first stage and volunteered to take part in the interview. The questions used in the focus group interview were prepared by the researchers by focusing on the themes that needed to be deepened during the analysis of the data collected from the survey form. The questions employed within the focus group interview are:

- Do you perceive yourself equally sufficient for teaching at different school levels? Why (not)?
- Do you think that your undergraduate program prepared you sufficiently for teaching at different school levels? Why (not)?
- Do you agree that English Language Teaching undergraduate programs should be reformed as ‘ELT for young learners’ and ‘ELT for teenagers/adults’? Why (not)?

Data Analysis

The data obtained from the survey form were analyzed using descriptive statistics involving mean scores and standard deviation values. On the other hand, the data collected through the focus group interview were analyzed employing the technique of content analysis in accordance with the



qualitative methodology (Hancock & Algozzine, 2006; Straus & Corbin, 1990; Yin, 1984). To be more precise, first of all, the responses provided by the in-service English language teachers who participated in the first and second stages of the study were combined in a single form. The participants were not asked to provide their names and identities in the survey form to ensure confidentiality; thus, their responses were tagged (such as *T1* for the first teacher) and potential concepts and themes were coded. The coding was sometimes conducted on the basis of words and sometimes on the basis of sentences or even paragraphs as a whole, and was implemented on the basis of main concepts and themes, as a result of which, the preliminary list of codes was obtained after re-codings and reductions were administered (Merriam, 2001). The code lists were formed separately and independently by the two researchers and the similarities and differences in the codes were identified. The differences in the code lists were reviewed and, when needed, a third expert's opinion was requested in order to accurately construe the responses. The responses of the study group were reviewed and reconsidered in line with the final list of codes, and after it was concluded that the obtained codes fully represented the responses, the frequencies were ascertained. The process of content analysis was concluded by classifying the codes in the final code list, which was assumed to represent the data, and grouping them under certain categories (Creswell, 2012; Maxwell, 2005). It should not go without saying that the reliability of content analysis was ensured in two ways. Firstly, the data collected in the study were coded independently by the two researchers and the two separate code lists created by the two researchers were compared and finalized by re-evaluating the conflicting interpretations between the researchers. The reliability of this procedure was calculated using the formula “(Agreement) / (Agreement + Disagreement) x 100” offered by Miles and Huberman (1994). The inter-rater reliability level between the coders was found to be 87% in the first round, and 100% in the second round. Secondly, the list consisting of categories and codes, which was formed after the two separate analyses were compared and revised, was examined by a third expert, who did not participate in the research, in order to verify the process via the triangulation method (Denzin, 1978).

FINDINGS

The aim of this study is to find out the degree to which their undergraduate training prepares in-service English language teachers for the school levels they work at. In line with this, the study also aims to investigate whether ELT undergraduate programs need to be reformed. Thus, the findings of the survey (quantitative data) and focus group interview (qualitative data) are presented in a collective approach under the titles of each related research question. In addition, the presentation of the findings has been supported with quotations of the participants, who have been labelled as ‘*T1*’, ‘*T2*’, ‘*T3*’, etc. for anonymity.

To what extent do ELT undergraduate programs, from the perspectives of in-service English language teachers, prepare them for teaching at different school levels?

In response to the first research question, the participants were first asked to indicate their perceptions as to the extent to which their undergraduate education prepared them for the school levels they worked at by rating a five-point Likert scale (1: very unsatisfactory; 5: very satisfactory) item and descriptive statistics for the findings are given in Table 2.

Table 2. Perceived efficiency of ELT undergraduate programs in preparing for different school levels

School Levels	Mean	Std. Deviation	Min	Max
Pre-primary	3,29	1,42	1	5
Primary	3,56	1,25	1	5
Secondary	4,08	1,01	1	5
High School	3,88	1,21	1	5
University	3,75	1,34	1	5



As can be observed in Table 2, in-service English language teachers believed that their undergraduate training prepared them most satisfactorily for the secondary school level ($M=4,08$) and least satisfactorily for pre-primary school level ($M=3,29$). In support of these findings, in-service English language teachers stated in the focus group interview that they did not receive any training for teaching at pre-primary level (*T2: I did not take any courses related to teaching English to very young learners*) and they were offered only one course that was directly related to teaching English to young learners (*T4: We only took 'Teaching English to Young Learners' course for two semesters and it was far from enough because it only had theoretical components*). They further reported that the course did not correspond to the realities of young learner classrooms in that particular challenges likely to be encountered in such classrooms were not covered by the course (*T1: When you work with young learners, you should first be a nanny and then a teacher*). In a similar vein, in-service English language teachers thought that their undergraduate training did not prepare them for teaching at the university level as satisfactorily as it did for secondary or high school levels and their perceived lack of self-efficacy in their content knowledge emerged as the chief reason for this (*T9: I was not even able to speak English fluently and confidently when I graduated, and I believe that a teacher should be highly knowledgeable to teach at university level*). On the other hand, in-service English language teachers concurred that most of the courses they were offered at their undergraduate training satisfactorily prepared them to teach at secondary or high school levels (*T7: Almost all of our microteachings were for secondary school students. / T5: We did our practicum at a high school and we mostly planned and conducted lessons at high school level*).

It should not go without saying that the courses offered by ELT undergraduate programs are closely correlated to the extent to which they prepare pre-service and in-service English language teachers for different school levels. Therefore, the participants were requested to provide the names of the courses that they perceived to be important to be able to teach at each school level and their responses have been presented in the form of a word cloud (See Figure 3).

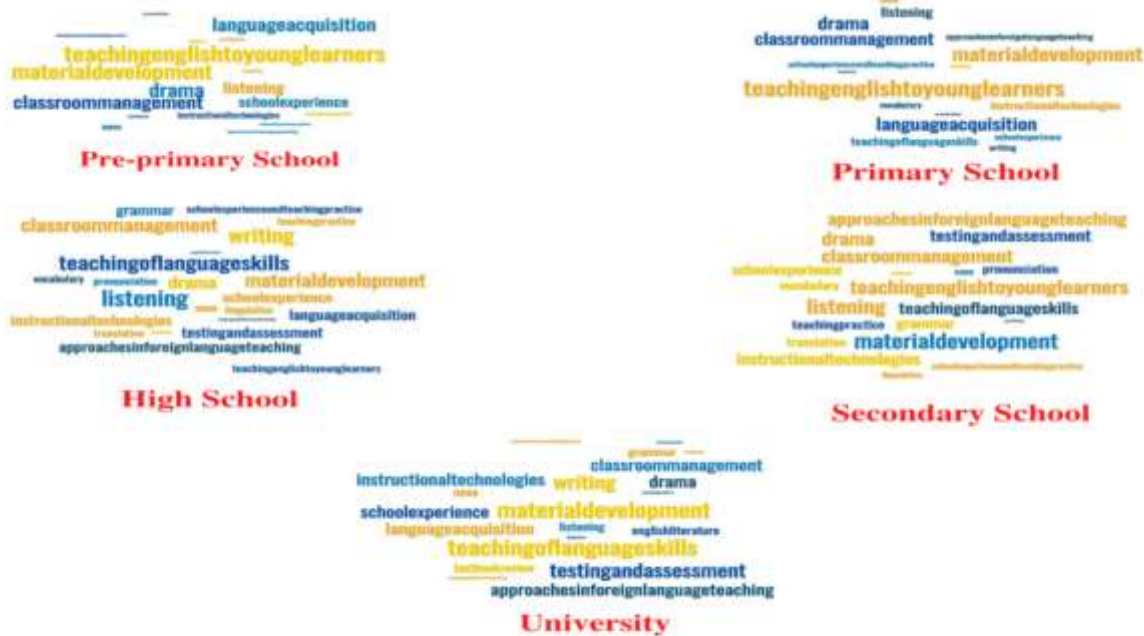


Figure 3. Courses perceived as relevant and important for different school levels (higher frequency=bigger font size).

As can be seen in Figure 3., in-service English language teachers regarded such courses as teaching English to young learners, material development, language acquisition, drama, classroom management, practicum and listening as essential for teaching at *pre-primary* level schools. Similarly,



teaching English to young learners, material development, language acquisition, drama, classroom management, teaching language skills, instructional technologies, practicum, and listening courses offered by ELT undergraduate programs were perceived as important for teaching at the *primary* school level. As for *secondary* school level, material development, teaching of language skills, testing and assessment, teaching English to young learners, language acquisition, approaches in foreign language teaching, drama, classroom management, instructional technologies, practicum, listening, grammar, vocabulary and translation courses were attached greater relevance and importance by in-service English language teachers. On the other hand, courses such as teaching of language skills, material development, classroom management, drama, listening, writing, grammar, vocabulary, translation, approaches in foreign language teaching, instructional technologies, testing and assessment, language acquisition, practicum, teaching practice, and linguistics were perceived as highly relevant and important for teaching at the *high school* level. Finally, in order to be able to teach effectively at the *university* level, in-service English language teachers believed that courses such as teaching language skills, testing and assessment, material development, approaches in foreign language teaching, instructional technologies, practicum, writing, drama, grammar, listening, English literature, language acquisition and textbook review were central to teaching at this level. These findings overall suggest that courses such as teaching English to young learners become extraneous as the age group of learners increases and courses such as testing and assessment, textbook review, English literature and teaching of language skills gain significance.

The participants were also requested, firstly, to specify their perceived self-efficacy and readiness to teach at different school levels through a five-point Likert scale (1: very insufficient; 5: very sufficient) item, and secondly, to justify the reasons behind their specific ratings and perceptions via an open-ended question.

Table 3. Perceived self-efficacy and readiness to teach at different school levels.

School Levels	Mean	Std. Deviation	Min	Max
Pre-primary	2,90	1,68	1	5
Primary	3,48	1,75	1	5
Secondary	4,35	1,25	1	5
High School	4,03	1,21	1	5
University	3,55	1,55	1	5

Table 3 clearly demonstrates that in-service English language teachers exhibited the highest self-efficacy and readiness to teach at secondary ($M=4,35$) and high school ($M=4,03$) levels whereas the lowest self-efficacy and readiness were observed at pre-primary ($M=2,9$) and primary ($M=3,48$) level schools. In their understanding, working at a pre-primary or primary school level requires much energy and patience on the part of the teachers and is perceived as too exhausting (*T3: Very young learners are too energetic for me, and a teacher needs to be really patient with them because their classrooms may be too noisy and chaotic*). Moreover, many participants in the focus group interview stated that they may experience problems in adjusting the speed and complexity of their speech on a par with the linguistic, developmental, and cognitive levels of young learners (*T5: I am afraid that I may not be able to adjust my English according to their levels*). On the other hand, in-service English language teachers noted that they felt more ready and confident to teach at secondary and high school levels as they had more experience in teaching at these levels (*T3: So far I have never worked at [pre-] primary level, so I think that I would not be able to teach effectively at these levels*). Therefore, it would be justified to argue for some of the teachers that they tend to build a comfort zone as they get experienced in teaching at a certain level, or even an institution, and may not prefer to teach at other levels or institutions (*T4: I am familiar with my institution and my students, their needs and expectations. I would not like to be transferred to another level of school or institution because I am happy here at my school*). In this respect, when asked about their reactions and feelings if they were transferred to a different school level than the one they currently worked at, a great majority of in-service English language teachers reported that they would feel anxious and unhappy since they would



have to do some extra preparation for the classes and adopt different instructional techniques (*T5: Moving to another city and/or level of school means that you have to get accustomed to the conditions and realities of another city and/or level of school and this adaption process requires a lot of energy and effort*). Conversely, some in-service English language teachers noted that they would welcome such a transfer because teaching at a different school level would enable them to improve their professional competences and experience (*T1: I have the experience of working at 3 different levels – primary, secondary and high school levels – and I think that this positively influenced my career because I can teach at any level / T5: Working at the same level or institution may result in teacher burnout so working at different levels and institutions may be a good idea to overcome burnout*). In addition, referring to their BA degree, they considered themselves qualified for teaching at any level (*T2: In my opinion, the diploma given to us by the government shows that we have the qualifications to teach at any level*).

In-service English language teachers were also requested to state their preferences as to the school level they would like to work at if they had the chance to choose any level by basing their stated preferences on reasons. Only a small minority of the participants (n=5) preferred to work at pre-primary and/or primary level schools and based their preferences on their affection for young children, music, songs, and plays. Likewise, only a small number of in-service English language teachers (n=12) preferred to work at the university level and most of them currently worked at this level. More specifically, they expected to experience fewer classroom management and discipline problems and they favoured working with adults (*T7: I am not patient with young learners or teenagers and I think that it would be harder to manage their classrooms*). A great majority of in-service English language teachers (n=59), on the other hand, preferred to work at secondary school or high school levels since they believed that the level of English they were to teach was neither too simple (as is the case with pre-primary and primary school levels) nor too challenging (as is the case with university level) and they were able to build positive rapport with their secondary and/or high school level students (*T8: I get on well with teenagers and I feel more confident when I have to teach A2/B1 level learners*).

Should ELT undergraduate programs be reformed as ‘ELT for young learners’ and ‘ELT for teenagers/adults’?

In order to answer the second research question, in-service English language teachers were requested to agree or disagree with the statement “ELT undergraduate programs within Education Faculties should be reconstructed as ‘ELT for young learners’ and ‘ELT for teenagers/adults’” by basing their responses on reasons. Accordingly, a good majority of the participants (n=55) agreed with this statement. Pointing to the differences between young and adult learners, they claimed that not only what they teach but also how they teach it would bear significant differences between the two groups (*T3: Although they seem similar, teaching at primary/secondary levels is very different from teaching at high school level. In fact, you need to make use of different teaching methods*). In addition, some of the participants referred to teachers of other subjects (such as Mathematics, Science and Turkish Language), and argued that English language teachers should also be trained in accordance with the school level they are to work at (*T9: Just as the teachers of other subjects [for example Maths, Geometry, Science, Biology, Physics, Chemistry], English language teachers should be trained according to the level/age of their learners*). It was also noted that, if ELT undergraduate programs were to be reformed, teachers would be better able to specialize in designing materials and instruction targeting a certain learner group (*T6: I have lots of digital materials designed for secondary school students on my PC and it would take a lot of time and effort for me to design/compile such materials for [very] young learners*). Conversely, in-service English language teachers (n=21), who disagreed with the statement, believed that the profession of English language teaching should be viewed in a holistic manner and English language teachers should be trained in such a way to render them qualified for teaching any age group studying at any school level (*T5: If you are a qualified teacher, you should be able to teach your subject to anyone so I think that I can teach English to anyone*). Moreover, for some of them, becoming entitled to work at any school level provided them with greater



flexibility and freedom in that they could switch to another school level when they experienced burnout.

In a similar vein, the participants were requested to state which program they would prefer if ELT undergraduate programs were reconstructed. Not surprisingly, a great majority of in-service English language teachers (n=57) stated that they would prefer 'ELT for teenagers/adults' while a few of them (n=19) preferred 'ELT for young learners'. The participants in the latter group reported that working with young children is more suitable for their personality and the level of satisfaction they get from working with young learners is higher since young learners tend to be more motivated to learn English (*T1: I like working with young learners and teaching them using pictures, games and songs. / T5: For most students, their first teacher of any subject is very important. They like the subject if they like the teacher. I get on well with young learners and I can easily motivate them to learn English*). On the other hand, the participants who preferred 'ELT for teenagers/adults' program thought that working with adults was more suitable for their personalities as they could communicate more effectively with them. They further referred to the challenges associated with teaching young learners and opted for 'ELT for teenagers/adults' program in order to escape from such difficulties (*T7: You do not need to look after teenagers/adults and they are more aware of their responsibilities and our expectations. In addition, teaching teenagers/adults is less tiring because you do not struggle to manage the classroom*). A significant implication that can be drawn from the findings is that ELT programs, in their current state, prepare pre-service English language teachers more efficiently to teach adults and/or teenagers than young learners.

Considering that in-service English language teachers may be transferred to a school at different level than they work at, the opinions of the participants on whether there is a need for a specific preparatory INSET program for in-service English language teachers that are assigned to a different school level than the one they work at were also sought for. Consequently, an overwhelming majority of the in-service English language teachers (n=52) agreed on the need for such INSETs, believing that such subject-specific INSETs would enable them to refresh and retrieve their pedagogical knowledge, keep up with the latest trends in the field of English language teaching, contribute to their professional development and reduce the duration of the adaptation period for the new context (*T4: Such trainings may enable us to update our knowledge and remember what we learned during our BA. / T9: Getting used to a new institution and level requires time. You need to learn about the inner organization of the institution, your colleagues, students, etc. I think that teachers should be allowed to observe their colleagues' classes and INSETs may make it easier to get accustomed to the new setting*). In contrast, in-service English language teachers (n=24) who opposed to the implementation of INSET programs maintained that they were already qualified for teaching at a given level and they would be able to adapt to the new context in time via *learning by doing* approach (*T2: Such trainings are unnecessary. We already have the qualification to work at any level. Also, our colleagues may help us if we need.*).

DISCUSSION AND CONCLUSION

As has been noted by Kızılcıoğlu (2006), both the structure and the content of the teacher training programs need to be revised at regular intervals to keep up with the requirements of the changing world and society. However, at the end of a historical overview of foreign language teacher training processes, Nergis (2011) concluded that transient political tendencies rather than a consistent philosophy shape foreign language teacher training policies in Türkiye. In this respect, the findings of the study clearly demonstrate that from the perspectives of in-service English language teachers, ELT undergraduate programs in the Turkish context need to be reformed in line with the school levels specified by the MoNE. As has been aforementioned, adopting age-appropriate methodology is a must in foreign language teaching (Bland, 2019) because age is a significant variable in the process of language acquisition and learning. Consequently, almost all aspects of language teaching including materials development, lesson planning, organization and delivery of lessons, classroom management and testing bear great differences between young and adult learners. In this respect, the findings of the



study confirm that the variety and quantity of the courses offered to pre-service teachers by ELT undergraduate programs in their current arrangement fail to prepare them to be able to teach equally well at all school levels. To be more specific, a great majority of the participants of the study feel neither prepared and/or competent enough for nor willing to teach at pre-primary and primary school levels. This clearly signals the urgent need for reforming ELT undergraduate programs for age divisions in Türkiye from the perspectives of in-service English language teachers. Accordingly, Rich (2019) recognizes the differences that exist between teaching English to young learners and adults and mentions of a global shortage of qualified English language teachers to teach young learners. In support of the findings of the present study, it has frequently been suggested that ELT undergraduate programs of universities should be specialized in teaching English to a specific age group and pre-service teachers should be able to choose the age group they would like to specialize in considering their own personality traits (Öztürk & Aydın, 2019; Rich, 2019; Üstünlüoğlu, 2008).

Secondly, a good majority of in-service English language teachers agreed on the need for specific preparatory INSET programs for in-service English language teachers that are assigned to a different school level than the one they work at. The need for INSETs on the subject of teaching English to young learners was underlined by Gürsoy et al. (2013) in a previous study. Put differently, a recent study conducted by Uztosun (2018) with the aim of revealing in-service English language teachers' views on INSETs in Turkish context involving a study group of 2476 participants revealed the discontent of in-service English language teachers in terms of the perfunctory nature of the INSETs, inconvenient time and place, the limited number of programs on offer, the lack of qualified trainers, insufficient practical focus and poor lecturing. Furthermore, Yıldız (2015) investigated the problems experienced by primary school teachers that were voluntarily transferred to secondary schools as mathematics teachers and identified their weaknesses as to the content knowledge. It was also revealed that no INSETs were offered to these teachers by the MoNE, leading to further difficulties in adapting to the new teaching context. Consequently, the urgency of INSETs to be offered to English language teachers that are transferred to a different level of school with the aim of requalification and updating of expertise has been echoed by this present study.

As a final note, it should be kept in mind that teaching is a profession that should be practiced only by professionals. In this regard, just knowing English (i.e. having the necessary content knowledge) can hardly be regarded as sufficient to become an English teacher (Barduhn & Johnson, 2009; Ur, 2002). To be more direct, alternative routes of training and/or recruiting English language teachers – still a common practice in the Turkish context – should be abandoned and English language teachers should only be trained by faculties of education in accordance with the school level they are to work at.

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Well-Being, Burnout, and Teaching Anxiety among EFL Teachers

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Abstract: While English as a foreign language (EFL) teachers endeavor to satisfy the needs of students and accomplish other demanding job responsibilities, they work hard to establish a positive rapport with students and demonstrate high professionalism. Thus, they may be susceptible to anxiety and burnout without emotional regulation and social and psychological support. The current study explores well-being, burnout, and teaching anxiety levels and their correlations. The participants were 313 English teachers from diverse educational settings. The data were gathered through scales to collect information on demographics, teachers' well-being, burnout, and teaching anxiety. The study concluded that well-being among EFL teachers is moderate, while their levels of burnout and anxiety are low. The study also found a positive correlation between the levels of occupational burnout dimensions experienced by teachers and their level of well-being and that increased levels of teaching anxiety among educators are inversely related to their overall well-being. There is also a significant relationship between the levels of occupational burnout dimensions experienced by teachers and their levels of teaching anxiety.

Keywords: *English as a foreign language; teaching; well-being; burnout; teaching anxiety*

INTRODUCTION

EFL teaching is of vital importance for several reasons. First, teachers play a prominent role in the age of globalization, since learners spend considerable time acquiring a foreign language with differing needs. In this respect, the primary source of learning is the interaction between learners and teachers. Considering that “human behavior relies on reciprocal interactions among thoughts and beliefs, behaviors, and environmental factors” (Schunk & Zimmerman, 1997, p. 35), language teachers facilitate learning by incorporating all those elements into a lesson plan (Abarca, 2004). Through this interaction, teachers convey linguistic features and cultural and social aspects to their classrooms using their background knowledge and pedagogical techniques. Second, EFL teachers are aware that they can teach effectively as long as the tasks they provide are engaging and appealing to their interests. Moreover, they must employ various techniques to present interactive, comprehensible, and attractive content while enhancing students' self-confidence, regardless of their proficiency level (Safari, 2020). Teachers also strive to meet their students' needs and satisfy the other stringent requirements of the job, try hard to establish a good relationship with students, and present a high level of professional performance. On the other hand, this complexity may bring stress and emotional exhaustion to teachers' lives. Unless negative emotions are regulated and supported socially and psychologically, they become more prone to anxiety and burnout which may damage their well-being (Teles et al., 2020).

Teachers' well-being breeds positive feelings and attitudes toward the learning environment, students, course, and enhanced motivation (Dewaele et al., 2020). Thus, promoting teachers' well-being is crucial, since teachers manage to possess a positive sense of their own identity only if they are

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involved in continuous professional development activities that will help them arouse enthusiasm and maintain satisfaction. However, well-being may be affected by burnout and teaching anxiety. Burnout is a factor worth considering in terms of occupational health among EFL teachers. At the very beginning of their career, EFL teachers can create new ways of thinking and implement innovative ideas to guide their students throughout their foreign language learning journey, thanks to their motivation and willingness. Nevertheless, teachers do not feel satisfied with their jobs when this enthusiasm fades, eventually encountering burnout. In other words, unless those teachers cope with job-related daily teaching stress, their relationship with the students is likely to be adversely affected, resulting in poor performance of both the teacher and the students and a decreased quality of learning. Burnout also has a detrimental effect on teachers' overall well-being and health. Namely, teachers' diminished motivation and low performance may trigger further physical, psychological, and occupational issues (Akbari, 2015). Teaching anxiety is also thought to significantly influence foreign language learning. When instructors are uncomfortable with their language instruction, they may perform poorly, and their presence may be negatively affected (Ameen et al., 2002). Moreover, teaching anxiety may lead to teachers' avoidance; they may refrain from using innovative instructional techniques (Thomas, 2006) and prepare good lesson plans to satisfy the demands of their students. As for the quality of foreign language teaching, Horwitz (1996) suggests that anxious teachers are reluctant to employ the target language, abstain from using it, and follow the course book precisely as it is, increasing the risk of unfavorable circumstances (Aydın, 2021). Teaching anxiety is crucial in a foreign language classroom because, as Austin et al. (2005) put forward, anxious teachers can transfer their stress to some of their students since they are known to be sensitive to their teachers' behaviors. In conclusion, there is a need to find the levels of well-being, burnout, and anxiety and the relationships among the mentioned variables, since current research lacks findings on teacher emotions concurrently in the language classroom, as clarified below. However, before presenting a research synthesis, a theoretical framework was developed.

Theoretical Background

According to Dodge et al. (2012), well-being is reliant upon the availability of mental, interpersonal, and physical resources that enable individuals to effectively confront and overcome emotional, interpersonal, or physical difficulties. Ryff (1989) states that psychological well-being is characterized by accepting oneself, social skills, independence, a good social life, personal growth, and having a goal in life. Regarding teachers' occupational well-being, Acton and Glasgow (2015) state that teacher well-being is a person's sense of intention, pleasure, and personal fulfillment created by collaboration with friends, family, coworkers, and learners. From a theoretical perspective, Forgeard et al. (2011) indicate that well-being can be divided into two major classes: objective well-being can be evaluated and monitored by others, and subjective well-being reveals an individual's subjective experience. From a hedonist perspective, happiness is the desired balance of pleasure and suffering (Thorburn, 2017). According to the Desire Fulfillment Theory, happiness depends on the most meaningful goals throughout a lifetime (Heathwood, 2006), whereas the Objective List Theory claims that some products improve a person's life, whether they enjoy it or not (Chappell & Meissner, 2023). Moreover, Human Nature Fulfilment Theory is founded on the notion of functionality, such as physical health, being free from violence, thinking and creating relationships and attachments, and making one's life plan and affiliation (Thorburn, 2017).

Swider and Zimmerman (2010) describe burnout as a psychological syndrome that impacts a person's career, responsibilities, clients, family, and personal lives. This unpleasant condition is observed when individuals work in occupations that require extensive interpersonal interaction and stress management (Maslach & Jackson, 1981). According to Maslach and Jackson (1981), burnout is a complicated syndrome with three components: emotional weariness, depersonalization, and a diminished sense of personal accomplishment. Emotional exhaustion is characterized by the loss of an individual's mental and emotional reserves and willingness to teach. In contrast, depersonalization indicates an individual's withdrawal from the work environment and the development of negative attitudes toward learners instead, which undoubtedly leads to inefficiency (Kulavuz, 2006). Concerning reduced personal accomplishment, people tend to lose confidence and



motivation, and eventually, they are likely to confront intense self-criticism and emotional devastation (Soleimani & Bolourchi, 2021).

Anxiety is the sensory experience of stress, dread, uneasiness, and worry, stimulated by the autonomous nervous system in environments perceived as dangerous (Horwitz et al., 1986). It emerges when an individual faces a fluctuating sensation of unease that varies in duration and severity (Young, 1998) and includes three psychological categories: trait anxiety, state anxiety, and situation-related anxiety (Spielberger, 1983). Trait anxiety is a stable aspect of a person's personality, whereas state anxiety arises from an unpleasant physical or emotional state and is experienced at a particular time (Spielberger, 1983). Situation-specific anxiety is a unique form of anxiety that occurs repeatedly in any particular situation over time. It is directly associated with particular situations that vary from one experience to the next but remain constant over time (MacIntyre & Gardner, 1991). Foreign language anxiety that falls under the category of situation-specific anxiety is defined as "the sensation of tension and dread associated with second language situations, such as speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284) and has three elements. First, communication apprehension is described as a person's level of nervousness or anxiety connected with actual or prospective communication with another individual or group (McCroskey, 1984). Second, fear of negative evaluation is a student's fear of being negatively judged while engaging in a social setting (Weeks et al., 2005). Last, test anxiety is the dread of failure in academic settings (Horwitz et al., 1986). Aydın and Uştuk (2020) define teaching anxiety as "an emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during, and after teaching activities" (p. 639). Mercer (2018) suggests that non-native foreign language teachers may experience anxiousness as an adverse teacher reaction as a result of their low language competency and self-efficacy, which may result in unfavorable outcomes such as academic underperformance, reduced work productivity, rejection of social interactions, and more reserved tendencies (Kunt & Tüm, 2010).

Previous Research

Several studies have explored the link between teacher well-being and educational quality. For instance, the impact of teachers' emotions on the standards of language education and students' academic performance was examined by Alqarni (2021). A virtual survey was conducted with 53 EFL instructors at the university level in Saudi Arabia. The findings indicated a significant inverse relationship between subjective well-being and perceived stress levels. The research findings also revealed a significant correlation between the overall well-being of EFL instructors and their physical health, due to their severe workload and financial problems. Talbot and Mercer (2018) aimed to identify the emotional well-being of language instructors and their coping mechanisms. The study involved carrying out interviews with EFL instructors. Instructors with a higher level of wellness are more likely to be effective educators who exhibit a higher level of engagement in their language teaching practices and are better prepared to tackle problems as they arise. Han (2022) examined Chinese EFL instructors' job satisfaction, resilience, and well-being. According to this study, work satisfaction and resilience explained 56.4% of the variation in psychological health. Both categories were important measures of well-being, but work satisfaction explained 29.6% of the variance in overall well-being. In recent years, well-being has been explored in Turkish settings, resulting in limited published studies. For instance, Akpınar (2020) aimed to investigate the link between teachers' lifelong learning habits, well-being, and their self-efficacy views. The research revealed a clear and somewhat statistically significant correlation between instructors' lifelong learning habits, degrees of well-being, and self-efficacy views. Aytek (2020) also investigated the relationship between teachers' job-related affective well-being and school culture. The study included 357 public elementary, middle, and high school teachers. It was demonstrated that teachers' perceptions of school culture significantly impacted their emotional well-being at work. In addition, there was a link between teachers' education and their emotional well-being at work. These findings emphasize the need to address teachers' psychological well-being. It is time to better understand which psychological and non-psychological resources enable language teachers' well-being across locations and time. The study by Kurt et al. (2021) investigated the subjective well-being of pre-service teachers and its correlation with their teaching effectiveness beliefs and occupational anxiety. The study involved 261 participants who were



registered as English Language Teaching students at five universities located in Turkey. The research findings indicated that participants exhibited considerable perceived subjective well-being. These findings are also supported by Altınay (2022), who assessed pre-service teachers' interaction anxiety and mental health. In his study, two hundred thirty-two teacher candidates from a state university participated in the study. The research findings suggest that teacher applicants' interpersonal anxiety levels grow, and their psychological well-being decreases.

A significant number of researchers have investigated the relationship between teachers' burnout and how it manifests in their teaching performance. Ramberg et al. (2019) explored the potential relationships between teacher-reported stress, exhaustion, and depressed mood levels within a school setting and students' evaluations of school satisfaction and teachers' care, respectively. Results revealed negative relationships between school-level teachers' stress, exhaustion, and sad mood and students' school satisfaction and perceptions of teacher care. The results also indicated that teacher stress might have adverse effects on students. Soleimani and Bolourchi (2021) analyzed the association between EFL teachers' job satisfaction and burnout in Iran's public and private schools and institutions. The findings revealed a significant inverse relationship between job satisfaction and burnout among EFL teachers. Teles et al. (2020) investigated the phenomenon of teacher burnout and perceived stress in Higher Education Institutions. The Maslach Exhaustion Inventory and the Perceived Stress Scale were used to gauge teachers' weariness and perceived stress, respectively. The sample consisted of 520 university professors. University instructors who are 60 years old or older demonstrated decreased levels of perceived stress, like instructors with extensive teaching experience. Roohani and Dayeri (2019) conducted a study to identify certain Iranian EFL teachers' burnout and motivation profiles, examined the potential link between their burnout and motivation to teach, and investigated motivating elements that may predict teacher burnout. There were 15 EFL teachers from language schools participated. Contrary to the previous findings, it was revealed that EFL teachers had minimal degrees of burnout and were self-motivated in their teaching.

Studies in Turkey have validated these findings by revealing the factors that determine burnout levels. For instance, Demirel and Cephe (2015) examined the burnout levels of English 70 language instructors to identify the variables that contribute to burnout and determine if there is a correlation between their burnout levels and teaching experience. The results indicated that the less experience they had, the higher their burnout rate was. It was also shown that academic aspects such as teaching hours, student competency, and the offices teachers work in, such as testing, materials, and teacher development, have a significant role in the development of burnout among teachers. In her study, Mızrak (2020) sought to examine the burnout levels and self-efficacy beliefs of English teachers currently teaching at a School of Foreign Languages, as well as the link between teachers' self-efficacy beliefs and their burnout levels, and the extent to which self-efficacy beliefs differ in teachers experiencing burnout. The findings of the study indicate that educators encounter moderate levels of burnout concerning emotional exhaustion and personal accomplishment while experiencing higher levels of burnout in the context of depersonalization. In addition, age and gender did not significantly predict burnout, although the workload strongly predicts the Emotional Exhaustion component. Deneme (2021) explored the occupational burnout levels of Turkish EFL teachers based on several criteria. According to the study's findings, there was no correlation between the degrees of burnout among Turkish EFL teachers and the factors of gender, marital status, and socioeconomic position. On the other hand, it was observed that professional seniority and receiving support from colleagues and administrators influenced teachers' burnout levels. Tavil and Erdağ (2021) investigated how burnout affects EFL teachers working in primary schools in Turkey and how they deal with it, as well as to see if there was a correlation between the teachers' degrees of burnout and the coping mechanisms they used. 108 EFL teachers took part in the study. The results showed that the teachers had low levels of burnout. Both emotion-focused and problem-focused coping techniques are found to be less effective for instructors with high burnout levels. Hismanoğlu and Ersan (2016) looked at the burnout rates of 230 Turkish EFL instructors according to demographic factors. The participants were given the Maslach Burnout Inventory-Educators' Survey. The findings indicated no correlation between Turkish EFL instructors' burnout levels and age, gender, educational background, or weekly course load. However, there was a correlation between teaching experience and institution, as well as the subscales of emotional exhaustion and personal accomplishment and the burnout levels of Turkish



EFL instructors. There was a substantial correlation between monthly income and residing in a large or small city and Turkish EFL instructors' burnout levels. According to the subscale of Personal Accomplishment, there was a strong correlation between these factors and Turkish EFL instructors' burnout levels with regard to department and administrative duties. İlya (2023) conducted a second study to determine what kind of factors predict the amount of burnout encountered by EFL instructors. The study involved 32 EFL teachers who were given a survey on demographic data and Maslach's Burnout Inventory-Educators Survey. The findings implied that the majority of teachers had high levels of reduced personal accomplishment. Age was the most accurate predictor of burnout among the four factors interacting significantly with depersonalization.

Although there are many studies on anxiety associated with studying a foreign language, there is a lack of literature on anxiety associated with teaching a foreign language. Cowie (2011) investigated the impact of emotions on the working life of experienced EFL teachers. Teachers stated they had very positive emotional warmth for their students. Teachers, in contrast, described their interactions with coworkers and institutions in significantly more negative emotional terms. Two implications for teacher development are suggested: the need to convey the affective impact of teaching and the need to investigate the moral objectives of EFL education. Alraishidi (2022) examined the causes of foreign language teaching anxiety among non-native pre-service English teachers. Fourteen pre-service Saudi EFL teachers enrolled at a public university during their teaching practicum participated in this research. The results indicated five significant reasons for anxiety: fear of making errors, fear of negative evaluation, unfamiliar teaching topics, lack of preparation, and many students in one classroom. Liu and Wu (2021) examined the link between the individual features of 151 Chinese college English teachers and their teaching anxiety and foreign language anxiety (FLA). Concerns about classroom teaching, research, other work, and promotion, as well as a lack of interest and confidence in teaching, were uncovered by data analyses as causes of teaching anxiety. Furthermore, the significant apprehension of speaking English, worry about adverse outcomes, and confidence in English competence were significant predictors of teaching anxiety and teacher foreign language anxiety levels.

In the Turkish EFL context, research has examined EFL teachers' foreign language anxiety, which is widely associated with students, despite the finding that most instructors experience considerable stress as language teachers and language users in the classroom. For instance, Aydın and Uştuk's (2020) study employs a descriptive approach to examine foreign language teaching anxiety. Specifically, the study obtained from 156 teachers of diverse nationalities to identify the various components of this type of teacher's emotional state. The findings suggested that foreign language instruction anxiety is not restricted to the linguistic proficiency of educators. Instead, circumstances such as learners' disinterest and the presence of peers, mentors, or supervisors during instruction may trigger instances of anxiety. Dişli (2020) sought to investigate the teaching anxiety and anxiety causes of in-service, non-native, and high school EFL teachers. It was found that EFL teachers feel moderate teaching anxiety. Using the target language, teaching skills, making errors, teaching students at a certain level, learners' attitudes, and using technology were among the six variables that led to teaching anxiety. İpek (2006) investigated EFL teachers' foreign language anxiety in another study. Thirty-two English teachers who were not native speakers participated in the study. Teachers exhibited signs of anxiety in diverse situations, such as when instructing a particular skill, expressing apprehension regarding the proficiency level of the language they are studying, committing errors, being evaluated in comparison to peers, and communicating in their mother tongue. Aydın (2016) also conducted a study focusing on the reasons for anxiety in foreign language teaching. The study's sample consisted of sixty pre-service educators. The collection of qualitative data was conducted through the use of a background questionnaire, interviews, reflections, and essay papers. The study found that the roots of teaching anxiety are the teachers' personalities, perceptions of low language competence, fear of negative evaluation, teaching demotivation, teaching inexperience, and technological issues. In Özcan's (2021) study, twenty pre-service teachers participated. Three forms of teaching anxiety were identified: self-centered, task-centered, and student-centered. The results showed that personal, teacher training-related, and career-related factors contribute to this concern. Lack of experience and feelings of inadequacy, inconsistency between theory and practice, shortage of



opportunities for practice teaching, a negative reputation of the profession, and high expectations of teachers are the most often shared characteristics among each group.

Overview of the Current Study

Several reasons guided the current study. First, well-being among English teachers may cascade effects on teachers' classroom performance. Therefore, understanding what elevates teachers' happiness and how to attain wellness is of great importance and worth considering. After that, the sources of anxiety in EFL teachers and the consequences of anxiety on the language learning process and outcomes must be examined well to achieve an ideal learning atmosphere. Nonetheless, there is little research on EFL teachers' anxiety (İpek, 2006). Another vital issue related to teaching English is teachers' burnout due to critical changes in the workplace, expectations, and goals in numerous aspects of life; it impacts the quality of work and teachers' personal lives. For this reason, uncovering the underlying factors and current status of burnout is indispensable. Moreover, studies in the Turkish EFL context are mainly concerned with foreign language teaching anxiety and burnout (Eren, 2020; Farhadi, 2021), whereas there are only a few studies on well-being among EFL teachers. Therefore, a thorough study of Turkish EFL teachers would contribute to the literature by offering an excellent grasp of the matter and presenting essential data on the issue by creating a basis for further studies concerning teachers' emotions. The other prominent aspect of the current study is that the available studies do not concurrently focus on these three dimensions: well-being, burnout, and teaching anxiety. The previous studies take one or two of the affective factors and investigate those notions separately. The final significant aspect of the study is that most studies examine the conditions related to teachers' psychology, mostly at higher public and private schools. In contrast, most of the studies focusing on teaching anxiety involve Turkish EFL teachers working at universities. With these concerns in mind, this study aims to investigate how experience, working dynamics, and complexities affect their well-being, burnout, and teaching anxiety from the perspective of language teachers and to find whether negative emotional states, such as burnout and anxiety, can predict teachers' well-being, and correlate to each other. Within this perspective, the study asks the following research questions:

1. What is the level of well-being among EFL teachers?
2. What is the level of burnout among EFL teachers?
3. What is the level of teaching anxiety among EFL teachers?
4. Does burnout predict well-being among EFL teachers?
5. Does teaching anxiety predict well-being among EFL teachers?
6. Are well-being, burnout, and teaching anxiety interrelated?

METHOD

Research Context

In the present study, deductive aim is used with an analytical approach. It is analytic because it investigates the components of three phenomena separately and in-depth. It also has a deductive purpose as it begins with research questions restricting the study's scope and permitting a systematic examination of the three constructs: well-being, burnout, and anxiety based on underlying beliefs and expectations regarding the variables to be examined. The current research design is descriptive, and a correlational study design was adopted to understand the characteristics better and explore the positive or negative relationship among them (Seliger & Shohamy, 1989).

Participants

The study sample consisted of 313 lecturers, 257 females and 56 males, who teach in elementary schools, secondary schools, and university preparatory programs of public and private schools in the 2022-2023 academic year. The mean age of the participants was calculated as 37.9, with the youngest participant being 22 and the oldest being 70 years old. Regarding their educational backgrounds, 167 teachers, almost half of the teachers (53.4%), possess MA degrees, 92 teachers, nearly a third (29.4%) hold a bachelor's degree, and the remainder, 52 teachers (16.6%), hold Ph.D. degrees. The most experienced participants had 42 years of experience, while the least experienced had been teaching for less than one year, with a mean score of 14.1. As for the weekly teaching hours, teachers taught an



average of 21 hours per week, within a range of 3 to 42 hours. Moreover, 199 (63.6%) teachers worked at public institutions, while 114 (36.4%) worked for private institutions. In addition, 252 teachers (80.5%) had no administrative duties. Table 1 below provides additional demographic information about the participants. As a final note, the participants were randomly selected due to several reasons. First, the purpose was to minimize the risk of bias, since each of the participants had an equal chance regardless of their characteristics. Second, it allowed interpreting the findings to the broader population. Third and last, random selection helped equity in the research process (Mulisa, 2022).

Table 1. Detailed demographic information about participants

Variable		Number	%
Gender	Male	58	18.2
	Female	261	81.8
Highest level of education	BA	92	29.4
	MA	167	53.4
	PhD	52	16.6
Teaching Level	University	196	62.6
	High School	53	16.9
	Elementary	64	20.4
School type	Public	199	63.6
	Private	114	36.4
Administrative duty	Yes	60	20.1
	No	252	79.9

Tools

The study used four tools to obtain data on demographic information, teachers' well-being, burnout, and foreign language teaching. First, a background questionnaire was used to interrogate information about their age, gender, highest level of education, the department from which they graduated, years of experience teaching English, the level at which they teach, and the type of school they work. Second, the Authentic Happiness Inventory (AHI) looks at the shifts in happiness that result from the emergence of favorable feelings (a pleasant life), involvement in activities that promote the effective use of an individual's unique abilities (the engaged life), and serving a purpose more significant than the self's pleasures (the meaningful life) (Peterson et al., 2005; Seligman et al., 2005). The AHI is a self-report scale comprising 24 items that the respondent scores on a scale (*My mood is usually ... 1=a bad mood., 2=a neutral mood, 3=a good mood, 4=a great mood, 5=an unbelievably great mood*) according to the extent to which they agree or disagree with each statement. Cronbach's Alpha values were .87 (Peterson et al., 2005) .93 (Zabihi et al., 2014) and the variance value was 56% (Zabihi et al., 2014). Third, the Teacher Burnout Scale (TBS) developed by Seidman and Zager (1987) assessed the burnout experienced by EFL teachers. The scale comprises 21 items grouped into four subscales: perceived administrative support, coping with job-related stress, career satisfaction, and attitudes toward students. During the survey developing process, the scale showed strong internal consistency, with four components accounting for 60% of the variation and a Cronbach alpha coefficient of above .70 for each subscale. More specifically, the administrative support alpha value was .84, and the career satisfaction alpha coefficient was .89. The Cronbach alpha was .80 for managing work-related stress and .72 for attitude towards pupils, demonstrating adequate internal consistency (Mamo, 2022; Moreno Jimenez et al., 1997; Schaufeli, 1996). Last, the Foreign Language Teaching Anxiety Scale (FLTAS) that was developed by Aydın and Uştuk (2016) was used to assess the EFL teachers' levels of foreign language teaching anxiety among 156 participants. In the scale, Aydın and Uştuk (2016) identified factors that can trigger anxiety, such as personality traits, perceived proficiency, and language skills. The instrument comprised 27 items that were rated on a Likert scale ranging from 1 to 5. Each subscale was rated on a 5-point scale, where 1 represented "never," 2 represented "rarely," 3 represented "sometimes," 4 represented "usually," and 5 represented "always." Cronbach's alpha yielded an internal consistency of .95, while the FLTAS Cronbach's alpha reliability coefficient was .95. The reliability coefficients on Cronbach's alpha for the subcategories of FLTAS are as follows: Self-perception of language proficiency .93, teaching inexperience. .87, lack of student



interest .82, fear of negative evaluation .85, difficulties with time management .76 as presented in Table 2.

Table 2. Reliability values of the scale in other studies

Scales	Constructs	Cronbach's alpha	Study
The Authentic Happiness Inventory	Meaningful and Purposeful	.89	(Zabihi et al., 2014)
	Pleasures and Positive Emotions	.81	
	Engagement in Life Activities	.80	
	Interpersonal Connectedness	.93	
	Overall	.93	
The Teacher Burnout Scale	Career satisfaction	.89	(Seidman & Zager, 1987)
	Administrative support	.84	
	Coping with job-related stress	.80	
	Attitudes toward students	.72	
	Overall	.70	
The Teacher Anxiety Scale	Self-perception of language proficiency	.93	(Aydın & Uştuk, 2020)
	Teaching inexperience	.87	
	Lack of student interest	.81	
	Fear of negative evaluation	.85	
	Difficulties with time management	.76	
	Overall	.95	

Procedure

The data-gathering procedure was initiated once approval was received from the Ethics Committee of Educational Sciences. Then, the survey containing four scales was converted to Google Forms and shared with the English teachers at primary schools, secondary schools, and preparatory schools in higher education institutions throughout Turkey via e-mail and social media posts. The participants were informed of the study's objective, importance, and methodology. The confidentiality of their personal information and responses was assured before their participation. Ultimately, collected data were analyzed using SPSS. During the data collection period, participants were sent personalized invitation letters since personalized invitation letters are found to be a feasible and cost-effective method for increasing participation rates by increasing appreciation among the target participants.

The mean and standard deviation values of the relevant scores of the teachers were calculated to determine the level of well-being, professional burnout, and teaching anxiety dimension. Multiple linear regression analysis was applied to investigate whether teachers' occupational burnout levels significantly predicted their well-being. Then, the Pearson product-moment correlation coefficients were calculated to determine whether there were significant relationships between teachers' well-being, professional burnout, and teaching anxiety. Following the assessment of the validity and reliability of each scale, descriptive statistics were provided, including the calculation of frequencies, mean scores, and standard deviations. As shown in Table 3, the reliability values indicated a high level of reliability, and the total variances of the scales indicated that the measuring scales were valid and internally consistent. The overall Cronbach's alpha for the AHI was high at 0.938, showing that the items within this scale were highly correlated and the scale was internally consistent. The percentage of variance explained indicated as 58.16%. As for the second scale, the TBI, the observed high internal consistency (.92) demonstrated that the items within the scale were coherent and that the construct was reliable with a percentage of variance (61.11%) suggesting that the scale effectively accurately represented the primary factors contributing to teacher burnout. The third scale which was used for measuring the level of teachers' anxiety, FLTAS, showed that the scale items were coherent and reliable (.92) in assessing teacher anxiety, and approximately 61.11% of the variability in responses can be explained by teacher anxiety.



Table 3. Values for reliability and validity of the scales

Scales	Construct	Cronbach's Alpha	% of variance
The Authentic Happiness Inventory	Meaningful and Purposeful	.862	20.14
	Pleasures and Positive Emotions	.855	16.40
	Engagement in Life Activities	.794	10.30
	Interpersonal Connectedness	.802	11.32
	Overall	.938	58.16
The Teacher Burnout Scale	Career satisfaction	.723	15.21
	Administrative support	.865	19.86
	Coping with job-related stress	.847	17.25
	Attitudes toward students	.791	12.68
	Overall	.918	65.00
The Teacher Anxiety Scale	Self-perception of language proficiency	.869	14.20
	Teaching inexperience	.810	12.26
	Lack of student interest	.861	13.42
	Fear of negative evaluation	.867	14.30
	Difficulties with time management	.685	6.93
Overall	.922	61.11	

RESULTS

The Levels of Well-being

Values in Table 4 show EFL teachers' well-being levels. ($\bar{x}=2.97$). The results indicated that EFL teachers' general well-being was at a 'moderate' level. With a mean score of 3.14, EFL instructors considered their lives to be moderately meaningful and purposeful. With a mean score of 2.68, EFL instructors reported a moderate amount of delight and positive emotions in their lives. With a mean score of 2.92, EFL instructors tended to be relatively more involved in numerous life activities. The overall well-being of EFL instructors is moderate, with a mean score of 2.97, when all the relevant constructs are taken into account.

Table 4. Well-being level among the EFL teachers (n=313)

Constructs	Mean	Std. Dev.
A meaningful and purposeful life	3.14	.61
Pleasures and positive emotions	2.68	.80
Engagement in life activities	2.92	.68
Interpersonal connectedness	2.71	.72
Overall	2.97	.60

The Levels of Burnout

Table 5 demonstrates the levels of teachers' experiences regarding burnout ($\bar{x}=3.44$). The data gathered shed light on EFL teacher's burnout and other risk factors. EFL instructors had moderate career satisfaction, according to the mean score of 3.54. EFL teachers perceived administrative help moderately, with a mean score of 3.48. The mean score of 3.46 implied that EFL instructors view their job-related stress management skills as moderate as well. The mean score of 3.28 suggested that EFL teachers had fairly favorable views towards their pupils. All in all, it can be concluded that EFL instructors were moderately exhausted with an overall mean of 3.44.



Table 5. Burnout level among EFL teachers (n=313)

Constructs	Mean	Std. Dev.
Career satisfaction	3.54	.73
Perceived administrative support	3.48	.70
Coping with job-related stress	3.46	.76
Attitudes towards students	3.28	.73
Overall	3.44	.65

Teaching Anxiety

Table 6 shows the EFL teachers' anxiety levels who participated in the study. (\bar{x} =1.99) The mean score on the self-perception of language proficiency scale was 1.68. This suggested that, on average, EFL instructors participating in the study had a moderate level of anxiety regarding their perception of their language proficiency. The mean score for teaching inexperience (\bar{x} =1.46) demonstrated that EFL instructors in the study had a relatively low level of anxiety regarding their lack of teaching experience. On the other hand, the mean score for fear of negative evaluation is 2.11. This illustrates that EFL instructors in the study exhibited moderate anxiety due to their fear of receiving a negative evaluation. At the same time, the lack of student interest concerns was at a moderate level (\bar{x} =2.75). This suggested that EFL instructors in the study had a relatively high level of anxiety related to their perception of an absence of student interest. Moreover, difficulties with time management had a mean score of 1.98. This illustrated that EFL teachers in the study had moderate anxiety regarding time management issues. In conclusion, with an overall mean score of 1.99, the data revealed that the EFL instructors in this study experience anxiety at a low level, with "lack of student interest" being a particular source of concern.

Table 6. Teaching anxiety level of the EFL teachers (n=313)

Score	Mean	Std. Dev.
Self-perception of language proficiency	1.68	.54
Teaching inexperience	1.46	.54
Lack of student interest	2.75	.87
Fear of negative evaluation	2.11	.90
Difficulties with time management	1.98	.74
Overall	1.99	.55

Burnout Effect on Well-being

According to the values in Table 7, the ANOVA test shows that teachers' occupational burnout levels can be used to predict their well-being together [$F(4, 308) = 37.17; p < .001$], as indicated in Table 6. As a result of the multiple regression analysis, it was found that only coping with job-related stress levels ($\beta = .30; p = .001$) had a significant and positive effect on their well-being level. The R^2 value, the degree of explaining the teachers' occupational burnout levels on their well-being level, was calculated as .317. In other words, teachers' occupational burnout levels explained their well-being by 31.7% (at $p < .001$ significance level).

Table 7. Multiple regression analysis for burnout predicting teaching anxiety level of the EFL teachers

Independent Variables	B	SE B	β (Beta)	t	P
Career Satisfaction	.09	.08	.11	1.17	.245
Perceived Administrative Support	.08	.08	.09	1.02	.311
Coping With Job-Related Stress	.24	.07	.30	3.39	.001**
Attitudes Towards Students	.11	.06	.13	1.74	.082
(Constant)	1.23	.15		8.18	.000***

Note: $R^2 = .317; F(4, 308) = 37.17, p < .001$

Dependent Variable: Well-being

** $p < .01$, *** $p < .001$



Anxiety Effect on Well-being

As shown in Table 8, the ANOVA test shows that teaching anxiety can be used to predict their well-being together [$F(5, 307) = 20.12; p < .001$]. The multiple regression analysis found that *teaching inexperience* levels ($\beta = -.21; p = .001$) and fear of negative evaluation levels ($\beta = -.20; p = .003$) significantly and negatively affected their well-being. The R^2 value, which is the degree of explaining the teachers' teaching anxiety on their well-being level, was calculated as .235. In other words, teachers' teaching anxiety levels/scores explain their well-being by 23.5% ($p < .001$).

Table 8. Multiple regression analysis for teaching anxiety predicting teaching anxiety level of the EFL teachers

Independent Variable	B	SE B	B (Beta)	t	P
Self-perception of language proficiency	-.09	.07	-.08	-1.27	.204
Teaching inexperience	-.24	.07	-.21	-3.22	.001**
Lack of student interest	-.07	.04	-.11	-1.80	.073
Fear of negative evaluation	-.13	.04	-.20	-2.97	.003**
Difficulties with time management	-.03	.06	-.03	-.46	.647
(Constant)	4.00	.12		34.24	.000***

Note: $R^2 = .235; F(5, 307) = 20.12, p < .001$

Dependent Variable: Well-being

** $p < .01$, *** $p < .001$

Interrelations among Well-being, Burnout, and Teaching Anxiety

As seen in Table 8, the levels of well-being, burnout, and teaching anxiety are interrelated. For instance, significant and positive relationships existed between teachers' well-being and occupational burnout dimensions, varying from 'moderate' to 'strong'. The most robust relationship was between teachers' well-being and coping with work-related stress ($r_{\text{Well-being*} \text{Coping With Job-Related Stress}} = .547; p < .001$), while the weakest relationship was between well-being and attitudes towards students ($r_{\text{Well-being*} \text{Attitudes towards Students}} = .487; p < .001$). Other than these, teachers' well-being and career satisfaction ($r_{\text{Well-being*} \text{Career Satisfaction}} = .510; p < .001$) and, with perceived administrative support ($r_{\text{Well-being*} \text{Perceived Administrative Support}} = .505; p < .001$) relationships were also to be 'strong'. An increase in teachers' levels of occupational burnout also increases their well-being.

It was also understood that there were significant, negative, and 'moderate' relationships between teachers' well-being and teaching anxiety dimensions. The strongest relationship was between teachers' well-being and teaching inexperience ($r_{\text{Well-being*} \text{Teaching inexperience}} = -.421; p < .001$), while the weakest relationship was between well-being and lack of student interest ($r_{\text{Well-being*} \text{Lack of student interest}} = -.343; p < .001$). Additionally, teachers' well-being and Self-perception of language proficiency ($r_{\text{Well-being*} \text{Self-perception of language proficiency}} = -.356; p < .001$), fear of negative evaluation ($r_{\text{Well-being*} \text{Fear of negative evaluation}} = -.407; p < .001$) and, with difficulties with time management ($r_{\text{Well-being*} \text{Difficulties with time management}} = -.354; p < .001$) relationships were also to be 'moderate'. An increase in teachers' levels of teaching anxiety causes a decrease in their well-being level.

The results given in Table 9 indicated that there are significant and negative relationships between teachers' occupational burnout dimensions and teaching anxiety dimensions varying from 'very weak' to 'moderate'. The strongest relationship was between attitudes towards students ($r_{\text{Attitudes towards Students*} \text{Lack of student interest}} = -.402; p < .001$), while the weakest relationship was between coping with job-related stress and self-perception of language proficiency ($r_{\text{Coping With Job-Related Stress*} \text{Self-perception of language proficiency}} = -.141; p = .013$). An increase in teachers' levels of occupational burnout dimensions also causes an increase in their teaching anxiety.



Table 9. Correlations among EFL teachers' well-being, burnout and teaching anxiety levels

Variables	Burnout					Teaching Anxiety			
	Career Satisfaction	Perceived Administrative Support	Coping With Job-Related Stress	Attitudes Towards Students	Self-perception of language proficiency	Teaching inexperience	Lack of student interest	Fear of negative evaluation	Difficulties with time management
Well-being	r .510***	.505***	.547***	.487***	-.356***	-.421***	-.343***	-.407***	-.354***
	p .000	.000	.000	.000	.000	.000	.000	.000	.000
Career Satisfaction	r				-.179**	-.312***	-.306***	-.222***	-.159**
	p				.001	.000	.000	.000	.005
Perceived Administrative Support	r				-.173**	-.319***	-.356***	-.250***	-.198***
	p				.002	.000	.000	.000	.000
Coping With Job-Related Stress	r				-.141*	-.280***	-.257***	-.203***	-.163**
	p				.013	.000	.000	.000	.004
Attitudes Towards Students	r				-.231***	-.342***	-.402***	-.211***	-.180**
	p				.000	.000	.000	.000	.001

CONCLUSIONS AND DISCUSSION

The study reaches six main conclusions. First, EFL teachers maintain their well-being at a moderate level. They experience moderate well-being across various aspects, including meaningful and purposeful life, pleasures and positive emotions, engagement in life activities, and interpersonal connectedness. Second, they reflect a moderate level of burnout regarding their attitudes toward students. Third, they experience a low level of teaching anxiety. In other words, they are not anxious due to their language proficiency levels, years of teaching, fear of being negatively evaluated, or time management issues. The only dimension that might provoke their anxiety is the lack of student interest which is perceived at a more moderate degree. Fourth, the study concludes that there is a significant correlation between teachers' occupational exhaustion and their well-being, and teachers' levels of burnout can be used to predict their collective well-being. Struggling with job-related stress is identified as a significant positive factor influencing well-being, whereas career satisfaction, perceived administrative support, and attitudes towards students does not substantially contribute to their overall well-being. Fifth, the results suggest a notable association between the anxiety levels of English teachers and their general well-being. The research reveals that the absence of previous teaching experience and the fear of negative evaluations are crucial factors that negatively influence the teachers' overall well-being. The results do not yield statistically significant evidence of a correlation between well-being and the other variables, including self-perceived language ability, lack of student involvement, and challenges related to time management. Last, the study concludes that a strong relationship exists between teachers' well-being and coping with work-related stress, while a very slight relationship exists between well-being and teachers' attitudes towards students. An increase in the dimensions of teachers' occupational burnout correlates with a rise in their well-being. The well-



being of teachers has a strong negative correlation with their lack of teaching experience. In contrast, the weakest negative correlation is between well-being and student disinterest. In addition, a subsequent increase in teachers' teaching anxiety is associated with a decline in their sense of well-being. Furthermore, the last negative and significant relationship is between attitudes towards students and the absence of student interest, while the weakest relationship is between coping with job-related stress and self-perception of language proficiency. A rise in the levels of teachers' occupational exhaustion dimensions also results in a rise in their teaching anxiety.

Pedagogical Implications

In light of this study's findings, it is possible to draw some pedagogical implications. First, the current study confirms previous research on the strong relationship between teaching experience and well-being by concluding that inexperienced teachers have lower well-being levels while this happiness increases as they gain experience. For instance, Kruk and Oghyanous (2012) state that novice teachers have stronger associations between occupational stress and turnover intentions than experienced teachers. Similarly, Rice (2010) notes that novice teachers may face additional professional problems due to their inexperience which may increase the likelihood of turnover. Second, this study provides additional evidence regarding the stress among language teachers. The results indicate that an increase in the dimensions of teachers' occupational burnout, such as career satisfaction, perceptions of administrative support, and the ability to cope with job-related stress, leads to an improvement in their well-being. Similar findings are also obtained in the previous studies. For example, Benevene et al. (2018) highlight the importance of creating a positive and rewarding work environment for teachers, and state that, by prioritizing teachers' well-being and job satisfaction, schools can not only improve their academic outcomes but also foster a culture of excellence and commitment. They indicate that teachers' health positively correlates with happiness and self-esteem, especially when they believe they are in a rewarding workplace. In a recent study, Lucas Mangas et al. (2021) state a relationship between teachers' psychological well-being and job satisfaction, particularly in their work environment and personal growth. Fostering solid relationships, mastering one's environment, and having a sense of purpose in teaching are found to be essential for promoting occupational well-being and reducing burnout. Third, the results in this current study illustrate that the more the lack of student interest, the more teachers' attitudes toward students are influenced adversely. The previous studies also reached similar results. Manasia et al. (2020) conclude that instructors' job satisfaction is inversely related to job demands, such as student disobedience and disagreements. Teachers are less likely to enjoy their teaching responsibilities as employment demands increase. Additionally, teachers' anxiety levels are positively correlated with job demands, resulting in higher stress levels. Those negative attitudes can affect their ability to hold students' attention and involve them in learning. Therefore, as job demands increase, teachers experience less enjoyment in teaching, more negative emotions, and lower subjective satisfaction, ultimately affecting their overall well-being. Chang (2009) states that students' lack of enthusiasm or interest can set off teachers' emotional reactions, including negative feelings like irritation and rage. Teachers' emotions are found to be affected by the actions of their pupils, which could result in unfavorable attitudes if students show little enthusiasm or drive. Fourth, in the present study, even though it can be concluded that there is no significant correlation between perceived target language proficiency and the capacity to deal with stress at work, Nayernia and Balaban (2019) look into the relationship between non-native English teachers' burnout and language proficiency and find a significant correlation between lower levels of emotional exhaustion, depersonalization, and personal success and higher language proficiency. Moreover, the present study also shows the existing literature that the fear of negative evaluation, which is a predictor of anxiety, has an unfavorable impact on teachers' overall well-being by decreasing their joy in the workplace. This will be detrimental to the quality and effectiveness of the teaching and learning atmosphere (Aydın, 2016). In addition, for Tüm (2019) who focuses on foreign language teaching anxiety by employing interviews with student teachers, fear of poor evaluation and error concerns are identified as anxiety triggers. The findings indicate that foreign language anxiety is related to teachers' overall well-being, emphasizing the need for interventions to help teachers manage anxiety and improve their teaching. Fifth, the current findings illustrate that perceived administrative support is one of the environmental factors that impact teachers' well-being positively, which is confirmed in similar studies in the current literature (Larson et al., 2019). As an example, Smith and



Ingersol (2004) state that most of the new teachers in the United States exit the teaching profession within five years. The challenges consist of challenging work-related conditions, among which are heavy workloads and insufficient help from administrators and mentors. Similarly, Kinman and Jones (2008) report that work-life conflict and poor integration make academics sick, unsatisfied, and more inclined to leave. Moreover, with more job control, scheduling flexibility, and institutional support, academics have a better work-life balance. Last, the participants of the present study feel satisfied with their careers at a moderate level, which correlates positively with their well-being. In other words, when teachers' occupational stress decreases, their job satisfaction rises since their perceptions of autonomy and professionalism improve. Put another way, the results show that the more teachers are satisfied with their careers, the better they feel about their well-being. To illustrate, a productive workplace reduces attrition, fatigue, emotional exhaustion, and teacher turnover by enhancing job satisfaction, happiness, and retention (Ortan et al., 2021). For example, Saarinen et al. (2007) put forward a faculty well-being model that concurs with the present study findings, and identify four essential areas for well-being; working circumstances, worker and work relationships, working community, and professional competence to enhance the subjective and all forms of occupational well-being of school staff and the workplace community.

Practical Recommendations

Some practical recommendations can also be noted. First, to alleviate the strain and pressure inevitable in their profession, school administrators must provide a healthy environment for their teachers that promotes their well-being and leads to the ultimate success of both students and teachers. Along with this, Kyriacou (2001) provides recommendations to alleviate the stress among EFL teachers working in educational institutions by collaborating with teachers on curriculum development and planning for instruction that has a direct impact on their classrooms, providing teachers with the necessary materials and facilities to support their instructional practices, and providing specific job descriptions to avoid vague roles and tensions. Teachers can be given some in-service training on motivating students, maintaining their rapport, and keeping their well-being and self-motivation high. Second, to achieve this kind of engagement in the workplace, teachers should be encouraged to be involved in professional growth activities such as mentoring and networking. In addition, establishing open lines of communication between EFL teachers and administrators for offering managerial support and performance evaluation is an alternative stress-reduction method. Third, program developers should incorporate training sessions into the program, mainly aimed at prospective teachers. These sessions should aim to increase awareness of incidents that may lead to teaching anxiety and provide strategies for overcoming such moments in the classroom. Furthermore, since the perception of low proficiency in a foreign language can lead to teaching anxiety, teachers should prioritize their language and content knowledge before conducting classes and remain receptive to ongoing learning throughout their professional journey to enhance their self-assurance in their language proficiency. Finally, teachers should establish meaningful connections with their students since attaining well-being is contingent upon possessing psychological, physical, and social resources that enable individuals to confront environmental challenges effectively. To enhance overall well-being, it is crucial to ascertain whether individuals require additional demands and challenges or if they would benefit from increased support, autonomy, or feedback to attain a state of stability.

Limitations and Recommendations for Further Research

The present study has several limitations. First, the study explored the teachers' perceptions using quantitative tools. Second, only quantitative data were collected for this descriptive and correlational study, using a background questionnaire and three Likert-type scales to gather data regarding teachers' emotional states. Third, the number of participants was confined to 313 EFL teachers. Finally, the gathered demographic information was not explored in this study since it was outside the scope of the research questions.

More descriptive and experimental research is required to recognize the factors that trigger teachers' negative emotions, such as burnout and anxiety while teaching, and how these factors contribute to teachers' career satisfaction and well-being in the classroom. Furthermore, longitudinal studies could be conducted to understand how teachers' negative feelings and level of satisfaction are



shaped over time, with or without intervention, and to determine whether teachers' personality traits or their work environment impact teachers' feelings. In addition, the factors investigating teachers' burnout and their attitudes toward students, and the reasons for students' disinterest in learning a foreign language could be examined in further studies. Last, studies should be extended to include a greater number of teachers to investigate the level of administrative support provided by school administration and how teachers perceive this support and feedback.

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Fransızcanın Yabancı Dil Olarak Öğretiminde Antoine de Saint-Exupéry'nin *Küçük Prens* Adlı Eserinin Çizgi Film ve Animasyon Yapımlarının Kullanılması

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Öz: Çizgi film ve animasyonlar kısa eğitici, heyecan verici ve kendine has özgün görselleriyle çocukların seyerek seyrettikleri yapımlar arasında yer alır. Çocuklar onlar sayesinde bir çok konuyu eğlenerek öğrenirken hayal dünyasının da kapılarını aralar. Görsel öğelerinin çekiciliği, kahramanların ilginç özellikleri ve akıcı anlatımlarıyla çocuğu duygusal ve bilişsel yolculuğa çıkarır. Yabancı dil öğretiminde kullanımı zevkli olması bakımından çizgi film ve animasyonlara sık sık başvurulur. Dijital ortamda da kolay ulaşılır olması bu yapımları tercih edilir kılmaktadır. Çizgi film ve animasyonlar sadece hedef dili öğrenenlerde dört temel becerinin gelişmesine katkı sağlamaz aynı zamanda onların hoşça vakit geçirmelerine de olanak sağlar. Eğitici, heyecan verici ve yeniden kullanılabilir oluşlarıyla, ifade edilmekte zorlanılan kavramları basit ve kolay bir şekilde aktarmayı mümkün kılar. Çizgi film ve animasyonlardaki kahramanların ve karakterlerin öyküdeki başarıları yabancı dil sınıfındaki öğrencileri sadece derse motive etmekle kalmaz aynı zamanda onlara rol model olarak da yol gösterebilir. Hikâyede çocuğun kahramanlarla özdeşleşmesi, görselleri yorumlaması, anlatıya dahil olması onun hayal gücünün gelişmesine önemli katkılar sağlar. Çocuklar sevdikleri yapımları tekrar seyretmekten usanmazlar. Bu tekrarlar sayesinde çocuklar öyküde yer alan dilsel yapıların pekiştirilmesinde ve yeni dil unsurlarının öğrenilmesinde büyük avantajlar elde ederler. Görüntülerin ifade gücü, anlatı dilin kolay oluşu sayesinde yabancı dil öğreniminde çizgi film ve animasyonlar faydalı birer materyal olarak öğretmenler ve öğrenciler tarafından rahatlıkla kullanılabilir. Bu çalışmada, Antoine de Saint-Exupéry'nin *Küçük Prens* adlı eserinin çizgi filme uyarlanmış yapımını yabancı dil olarak Fransızcanın öğretiminde nasıl kullanılabileceği gösterilmiş ve yabancı dil öğretmenleri ve öğrencileri için bazı tavsiyelerde bulunulmuştur.

Anahtar Kelimeler: Çizgi film ve Animasyon, Yabancı Dil Öğretimi, *Küçük Prens*

The Use of Cartoon and Animation Productions of Antoine de Saint-Exupéry's *The Little Prince* in Teaching French As a Foreign Language

Abstract: Cartoons and animations are among the productions that children enjoy watching with their short, educational, exciting and unique visuals. Thanks to them, children learn many subjects with fun and open the doors to the world of imagination. It takes the child on an emotional and cognitive journey with the attractiveness of its visual elements, interesting characteristics of the heroes and fluent narratives. Cartoons and animations are frequently used in foreign language teaching because they are enjoyable to use. It is one of the easiest and cheapest materials to access digitally. It not only contributes to the development of four basic skills of foreign language learners, but also allows them to have a pleasant time. Being educational, exciting and reusable, they make it possible to convey concepts that are difficult to express in a simple and easy way. The success of the heroes and characters in cartoons and animations in the story can not only motivate students in foreign language classes but also guide them as role models. The child's identification with the heroes in the story, his interpretation of the visuals, and his involvement in the narrative contribute significantly to the development of his imagination. Children never get tired of watching their favorite productions again. Thanks to these repetitions, children gain great advantages in reinforcing the linguistic

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structures in the story and learning new language elements. Thanks to the effective expression power of images, dialogues and ease of language, cartoons and animations can be easily used by teachers and students as useful materials in foreign language learning. In this study, it has been shown how the cartoon adaptation of French writer Antoine de Saint-Exupéry's *The Little Prince* can be used in teaching French as a foreign language, and some recommendations have been made for foreign language teachers and students.

Key Words: Cartoons and Animation, Foreign Language Teaching, The Little Prince

GİRİŞ

Türk Dil Kurumu sözlüğünde çizgi film, “Bir konuyla ilgili olarak karakterlerinin hareketlerini belirtecek biçimde art arda çizilmiş resimlerden oluşan sinema filmi” olarak ifade edilmektedir. Çizgi film, kil, kukla ve diğer araçlarla yapılan filmleri içeren animasyonun aksine, sıralı çizimler kullanılarak yapılmış, sinema, televizyon veya bilgisayar için tasarlanmış bir yapıdır. Çizgi filmler hem ticari ve eğitimsel hem de kişisel amaçlarla oluşturulur. Genellikle çizgi filmlerde alışılmadık öğeler vardır ve macera karakterlerin birbirlerine kurdukları tuzaklar sayesinde komik bir olayla sonuçlanır. Çizgi filmler genellikle ironi, abartı, mizah ve her şeyden önce hayal gücünün kullanıldığı kısa filmlerdir. Çizgi filmi diğer yapımlardan ayırt eden özelliklerin başında öncelikle canlandırma tekniği gelmektedir. “Çizgi filmler, sinema filmleri gibi sadece fotoğraf üzerinden değil, resim, karikatür, modelleme gibi farklı objeler üzerinden gerçekleştirilir. Bu da çizgi filmi diğer filmlerden ayırt eder zira çizgi film hem karmaşık hem de çok boyutlu bir sanattır. Çizgi film edebiyat, senaryo, tasarım, resim, karikatür, müzik, sinema, anatomi, geometri, grafik tasarım, aerodinamik, coğrafya, matematik, subliminal mesajlar, bilişim teknolojileri, kültür öğeleri gibi birçok farklı alanın uyum içerisinde aktarılmasıyla ortaya çıkar”. (Netco, 2016, s.3).

Animasyona gelince, TDK sözlüğünde animasyon “Canlandırma, yani tek tek görselleri veya hareketsiz cisimleri gösterim sırasında hareket duygusu verebilecek bir biçimde düzenleme ve filme aktarma işi” olarak tanımlanıyor. Animasyon, bir dizi çizim, fotoğraf veya bilgisayar tarafından oluşturulmuş grafikler kullanarak hareketli görüntüler yaratma sanatıdır. Animasyonlar, canlandırma filmler, reklamlar, video oyunları, TV şovları ve çevrimiçi videolar üretmek için kullanılabilir. Animatörler, animasyon oluşturmak için el çizimi, stop-motion, rotoskop ve bilgisayar animasyonu gibi çeşitli teknikler kullanabilir. Animasyon, akıcı ve dinamik görüntüler üretmek için büyük yaratıcılık ve teknik ustalık gerektiren bir sanattır. Animatörler, çekici karakterler ve fantastik dünyalar kurmanın yanı sıra öyküdeki hayata doğal, akıcı hareket getirebilirler. Animasyon sektörü ayrıca, animasyon filmleri, reklamlar, video oyunları ve çevrimiçi videoların yanı sıra karakter tasarımı, 3D modelleme ve post prodüksiyonda istihdam fırsatları sunan, büyüyen profesyonel bir sektördür (<http://www.le-dictionnaire.com/definition/animation>).

Çizgi film ve animasyon çoğu kez birbirinin yerine kullanılan iki benzer sözcüktür. Ancak animasyon ile çizgi film arasında bazı farklılıklar vardır. “Animasyon, filmin bir sekans olarak gösterildiğinde bir hareket yanılması yaratmak için birbiri ardına gelen çizimleri veya modellerin konumlarını fotoğraflama tekniğini ifade eder. Animasyon, çizimlerle, statik nesne fotoğraflarıyla veya bilgisayar grafikleriyle film yapma sanatını, sürecini veya tekniğini ifade eder. Animasyon yöntemlerinde el çizimleri içeren geleneksel canlandırmalar, kâğıt kesitler, kuklalar, kil figürleri, iki veya üç boyutlu nesnelere, stop-motion, mekanik ve bilgisayar canlandırmaları bulunur. Çizgi filmler çoğunlukla çocukları hedef alır ve genellikle insan biçimli hayvanlar veya insan gibi davranan hayvanlar, süper kahramanlar, çocuk maceraları veya bunlarla ilgili konuları içerir. *Tom ve Jerry*, *Temel Reis*, *Pembe Panter*, *Garfield* gibi televizyonda yayınlanan hedefi daha ziyade küçük çocuklar olan yapımlara çizgi film denilmektedir. Animasyonlar geçmişte biraz daha genç seyirci kitlesine hitap etse de televizyon animasyon yapımları ve filmleri hem çocuklar hem de yetişkinler tarafından izlenmektedir. Çizgi filmler, animasyona nazaran biraz daha mizahı kullanmasıyla ön plana çıkmaktadır” (<https://fr.sawakinome.com/articles>).

Çizgi filmler, çocuğun öykülerin anlatım yapısını oyun yoluyla tanınmasına olanak tanır. Ona kendi bilgisinden yola çıkarak çıkarımlar üretme olanağı sunar ve potansiyel olarak çocuğun öyküleri değerlendirmesine yol açacak bir tartışma zemini oluşturur. Çizgi filmlerin doğası gereği farklı türde



ipuçları (görsel, işitsel) sağladığını, bu sayede anlamayı kolaylaştırdığını, aynı zamanda çocuğun dikkat yeteneklerinin korunmasını da desteklediğini de burada belirtelim. Çizgi filmlerin bir diğer özelliği ise sosyal kökenleri ne olursa olsun tüm çocukların kitaplardakine benzer anlatı malzemeleriyle tanışmasına olanak sağlamasıdır. Kitaplara verilen yer her evde aynı olmadığı için televizyon, herkesin daha kolay erişebileceği hikâyeler anlatma rolünü üstleniyor (Blanc & Navarro, 2012, s. 5).

ARAŞTIRMANIN YÖNTEMİ

Bu çalışma nitel bir araştırmadır. N'da (2015) nın ifade ettiği gibi “nitel araştırmada araştırmacı (kendi deneyimlerinden veya başkalarının deneyimlerinden), çalışılacak bir olgunun tipik durumlarını belirler ve bunları anlamak için analiz eder. Nitel araştırma yöntemi film, video, resim, kitap, broşür, dergi, gazete, anket verileri vb. materyallerin analizinde araştırmacıya yorumlamaya dayalı bir çalışma imkânı sağlaması bakımından daha çok sosyal bilimler alanında kullanılmaktadır”. Çalışmanın amacı yabancı dil öğretiminde çizgi film ve animasyonun önemi üzerinde durmak ve kullanımı bağlamında Antoine de Saint-Exupery'nin *Küçük Prenses* adlı eserinin çizgi ve animasyon yapımını incelemektir. Çizgi film ve animasyonlar çocuğa güven veren, dinleme yeteneğini, hayal gücünü ve yaratıcılığını geliştiren önemli materyallerdendir. Çocukları eğlendirirken öyküye bağlayan, kahramanlar ve karakterlerle kolay ilişki kurdurtan çizgi film ve animasyonlar yabancı dil öğreniminde öğrenme sürecini kolaylaştırır. Dildeki yalın ve sadelik yabancı dil öğrenimindeki anlama becerisini daha kolay hale getirir.

Eğitsel Olarak Çizgi Film ve Animasyonların Kullanımı

Derslerde genellikle materyaller eğitim-öğretime katkı sağlamak, öğrenmeyi kolaylaştırmak, öğrencileri öğrenmeye teşvik için kullanılır. İyi seçilmiş materyaller sadece öğrenim sürecini somutlaştırmakla kalmaz aynı zamanda öğrenciyi hedef davranışa yaparak, yaşayarak ulaştırmaya büyük katkı sağlar. “Özellikle renkli görsel tasarlanmış materyaller öğrencinin dikkatini daha fazla çekeceği için sınıf ortamında sık sık kullanılması gerekir. Bu tür araçlar sayesinde sınıfta çoklu ortam oluşturulur ve öğretmen-öğrenci etkileşimi daha kolay hale gelir. Öğrenme ortamlarında renkli ve somut materyaller öğrenciyi aktif hale getirerek, düşünmeye, araştırmaya, eleştirel yaklaşıma, iş birliğine yönlendirir. Ayrıca ders esnasında konuya ilgi uyandırarak öğrencilerin dikkat dağınıklığını da giderebilir” (Yağlı, 2023, s.70).

Animasyon ve çizgi filmleri materyal olarak öğretiminize dâhil etmenin hiç şüphe yok ki önemli pedagojik yararları vardır. Bu yapımlar öncelikle dili canlandırır, öğrencilerin bağlam içinde kullanılan dili görmelerine ve duymalarına imkân sağlar. Görşelliği sayesinde hedef dile odaklanmayı kolaylaştırır. Canlı aksiyoner içerikleriyle daha geniş bir yaş aralığındaki öğrencilere hitap edebildikleri için özellikle erişilebilirlerdir. Animasyon yapımlar, anlamı desteklemek için yeterli bağlam ve öğrencilerin ilgisini çekecek kadar mizah içeren dil modelleri sağlamak için idealdir. Yapılan birçok araştırma, öğrencilerin tanıdık karakterlere olumlu yanıt verdiğini gösteriyor. Bu nedenle, öğrencilerin tanımlayabileceği karakterler içeren yapımların kullanılması gerekir. Bu ise yalnızca dili canlandırmakla kalmaz, aynı zamanda öğrencilerin izledikleri karakterlerle etkileşim kurarak etkili bir öğrenmeye kapı aralayabilir.

Eğitimin alanındaki gelişmeler ve gereksinimler öğretmenleri eğitim materyallerinin kullanımı konusunda çeşitlendirmeye zorlamaktadır. Bu yüzden sosyal bilimlerden fen bilimine, ana dil öğretiminden yabancı dil öğretimine kadar birçok alanda çizgi filmler ve animasyonlar materyal olarak kullanmak büyük kolaylık olacaktır.

Eğitici çizgi film ve animasyonlar soyut kavramları somutlaştırmak, karmaşık olan ifadeleri görselleştirerek öğrenmeyi pekiştirmektedir. Çizgi film ve animasyonların bir diğer özelliği de konuların içerisine mizahı katarak öğrenim süreci daha eğlenceli ve sevimli hale dönüştürmesidir. Öğrenmenin etkili olmasında çizgi film ve animasyonların yanısıra diğer materyal çeşitleri de öğrenme sürecini hızlandıracağını unutmamak gerekir.



Kaya ve Uzoğlu, (2020) çalışmalarında 2000-2019 yılları arasında Türkiye'de yayımlanan çizgi filmlerin eğitimde kullanılmasıyla ilgili makale ve tezleri incelemiş ve çizgi filmlerin öğretim materyali olarak kullanım uygunluğu ve çizgi filmlerle yapılan öğretimlerin öğrencilerin başarısını büyük oranda olumlu etkilediği sonucuna ulaşılmıştır.

Küçük ve Korucu, (2022) araştırmalarında geleneksel eğitime bağlı kalınması yerine animasyon destekli eğitim verilmesinin yaratıcılığı arttırdığı, daha eğitici olduğu, konuyu görselleştirerek akılda kalıcılığı arttırdığı ve anlatıma etkinlik kattığını tespit etmişlerdir. Ayrıca özel ihtiyaçlı bireyler için animasyonun etkili eğitim yollarından olduğu belirtmişlerdir. İncelenen bulgularda elde edilen ortak görüşün ise animasyon yöntemli eğitimin geleneksel yöntemlerle verilen eğitime göre daha faydalı olduğu yönündedir.

Okulöncesi çocukların çizgi film ve masallarla ilgili tercihlerini belirlemek için Duman ve arkadaşlarının (2020) yaptığı bir çalışmada çocukların görsele olana ilgisi bunu doğrulamaktadır. Satyawan ve Yulia (2018) "Lise 3 Öğrencilerine İngilizce Öğretmek İçin Animasyon Videosunun Kullanılması" adlı çalışmalarında öğrencilerin %75'inin animasyon video kullanarak daha iyi ve daha kolay öğrendiklerini ve öğrenme sürecinde daha mutlu ve daha tutkulu olduklarını saptamışlardır.

Abdo ve Al-Awabdeh (2017) animasyonların İngilizce öğretiminde kullanılmasıyla ilgili yaptıkları çalışmada öğrencilerin dersi anlamaları ve algılama biçimleri, duygularının animasyon videolarla yönlendirildiği geleneksel yöntemlere göre daha etkili olduğunu görmüşlerdir. Ayrıca sınıfta animasyon kullanımının öğrencilerin duygularını tetikleyerek genel başarılarını da etkilediği sonucuna varmışlardır.

Liew ve Aziz (2022) "Ortaöğretim Bağlamında Animasyon Filmlerin Yabancı Dil Öğrenenlerin Telaffuzlarına Etkisi" adlı çalışmada animasyon filmin konuşma kaygısını azaltmaya ve öğrencinin konuşma motivasyonunu artırmaya yardımcı olduğunu ifade etmektedirler. Ayrıca telaffuzu öğretmek için animasyon filmi kullanmak, öğrencinin telaffuz performansını artırmanın yanı sıra konuşma becerisini geliştirmede de etkili olduğunu saptamışlardır.

Söz konusu yapılan araştırmalardan yola çıkarak biz de animasyon ve çizgi filmlerin diğer eğitim alanlarında olduğu gibi yabancı dil öğretiminde kullanılmasının hem öğrenciler hem öğretmenler için yararlı olacağını düşünüyoruz.

Küçük Prens Çizgi Film ve Animasyonların Yabancı Dil Öğretiminde Kullanılması

Eğitim sistemi çocuklara temel kavramların öğretilmesinde, algılarının şekillendirilmesinde ve temel konulara ilişkin anlayışlarının formüle edilmesinde önemli bir rol oynar. Eğitim geliştikçe çocukların daha zor konuları iyi kavramalarına yardımcı olmak için kullandıkları teknikler de gelişir. Kara tahtadan interaktif beyaz tahtaya ve tabii ki internetin yayılmasıyla eğitimde materyal kullanımı son yıllarda daha da hızla gelişti. Tüm bu yenilikler, eğitimi gelecek nesiller için daha erişilebilir, ilgi çekici ve daha kolay anlaşılır hale getirmeye çalıştı. Günümüz teknoloji çağında artık çocuklar çizgi film ve animasyon içeriğine her zamankinden daha fazla maruz kalıyor. Çizgi film, televizyon veya çevrimiçi video kaynakları, çocukların karakterlerle etkileşimine de yol açmaktadır. Bundan beslenerek, karakter odaklı animasyon kullanımı, öğrencilerin karakterlerle bir bağlantı kurmasına olanak tanır ve bu da onların bilgiyi daha hızlı ve kolay bir şekilde özümsemelerine yardımcı olur.

Animasyonun en önemli gücü çoklu duyuşsal bir öğretim deneyimi olarak kullanılabilmesidir. Hikâye boyunca öğrencilerin ilgilendikleri deneyimi görmelerine, duymalarına ve hakkında konuşmalarına izin verir, bu da onu geleneksel kâğıt tabanlı öğretim yöntemlerinden daha etkileşimli bir deneyim haline getirir. Animasyon görsellerin etkili gücüyle kısa sürede çok şey söyleyebilir. Ayrıca öğrencilerin, estetik açıdan hoş hareketlerle uyarılmasına karakterin özellikleri, beden dili ve ses tonu ile gelişmiş bir öğrenme deneyimine ve önemli bilgileri daha hızlı bir şekilde özümsemelerine olanak tanır. "Animasyon filmlerdeki karakterler tıpkı gerçek hayatta var oluyormuşçasına insanların kişilik ve davranışları temelinde tasarlanmaktadır. Olaylar dizisi içerisinde karşılaştıkları sorunlarla baş etme yolları da insansal tavır ve davranışlar içerisinde gerçekleşmektedir.



Hayvanlar zaman zaman film içerisinde ana karakter olarak tasarlanabildiği gibi zaman zamanda yan karakter olarak yer almaktadır” (Olgundeniz,2017,s.292). Animasyon filmlerdeki hayvan karakterlerin bazı tutum ve davranışlarının insanlarınkine benzemesinde hatta konuşmasında fabl ve çizgi filmlerin etkisi önemli rol oynar. “Dil eğitimi bakış açısına göre çizgi filmler, dilsel gelişim sürecindeki çocuklar için önemli dilsel girdi kaynaklarından biridir. Özellikle dinleme ve konuşma yetkinliği kazandırma bakımından birçok üstünlüğe sahip olduğu düşünülen çizgi filmlere ikinci dil edinimi sürecinde başvurulmasındaki gerekçelerden bazıları şunlardır: Çizgi filmler bütün öğrenci düzeylerine uygundur. Gelişmiş mizah unsurlarıyla, çok renkli karakterlerin kalıcı oldukları kurgularıyla, ilgi çekici görsel ve işitsel uyarlarıyla, dilin etkileyici bir biçimde sunumunu yansıtan ifade biçimleridir. Çocukların dil ve hareketi birbirine koşut bir biçimde görmelerini sağlamalarıyla öğrenme verimliliğini arttırabilirler. Ön bilgi ve iş birlikli tartışmayı harekete geçirmek için uygun bir zemin hazırlarlar. Çocukların düş gücünün yansımaları gibidirler ve bu özellikleriyle yazma çalışmalarını besleyebilirler” (Akt. Bahadır & Peçenek, 2019, s.248).

Bazen bir şeyi ne kadar söylerseniz söyleyin, ne kadar okursanız okuyun, anlatmak istediğiniz şeyi karşı taraf anlayamaz, ya da siz anlatamadığınızı sanırsınız. Bu yüzden anlatılacak şeyi görsel materyal kullanarak anlatmaya çalışırsınız. Animasyon, daha karmaşık kavramları açıklamak için hem görsel hem de dinleme aracı olmanın gücünü kullanır. Sınıfta animasyon tüm katılımcıları içerir ve öğrenciler için ortak bir öğrenme ortamı oluşturur. Öğrencilerin gördükleri temel fikirler ve kavramlar hakkında bir grup olarak konuşmalarına olanak tanır ve ana temalar etrafında tartışma ve etkileşimi teşvik eder. Paylaşılan bir öğrenme ortamında animasyon kullanırken dikkate alınması gereken şey, animasyondaki hikâyenin çekici, akıcı ve anlaşılır olmasıdır. Hikâyenin akışı sırasında önemli noktalarda animasyon duraklatabilir ve sonraki adımların ne olabileceği veya bundan sonra ne olacağı konusunda grup içinde fikir tartışması sağlanabilir. Bu teknikle, izleyicilerin dikkatini çekmede ve öykü boyunca onların ilgilerini canlı tutmada animasyon iyi bir yardımcı materyaldir (www.theanimationguys.com).



Resim:1 Küçük Prens'in animasyon yapımı

Yabancı dil öğrenimi aşamasında karşılaşılan en büyük sorunlardan biri de sözcüklerin sesletimiyle ilgilidir. Dillerin ses ve sözcük yapısından kaynaklanan farklılıklar hedef dilde anlama sorunlarına neden olabilmektedir. Animasyonların görselliği ve sesletim özelliği sayesinde öğrencilerin anlama zorluğu kolaylaştırılabilir. Animasyonlardaki karakterlerin sesleri, jest ve mimikleri, öykü boyunca devam eden hareketlilikleri sayesinde öğrencilerin dikkat dağınıklıkları giderilerek ifade becerileri ve telaffuz sorununa büyük ölçüde katkı sağlanabilir. Bu tür yapımlarda alt yazı seçeneği bulunduğu için ekrandan seçilecek alt yazıyla da okuma yapılabilir. Ses ve görüntü arasında bağlantı kurularak dilbilgisi kuralları, deyimler, atasözleri gibi sözcük yapılarının kullanımının görülmesi ve duyulmasıyla anlama daha kolay hale gelebilir.



Küçük Prens'in animasyon ve çizgi yapımı Fransızcanın dışında diğer öğrenilecek hedef dillerde de materyal olarak kullanıma uygundur. Yukarıda resimlerini verdiğimiz 2015 yapımı animasyon 1 saat 45 dakika sürdüğü için biz uygulamamız için daha kısa olan aşağıdaki yapım üzerinde duracağız.



Resim 2: Küçük Prens'in İngilizce çizgi filmi

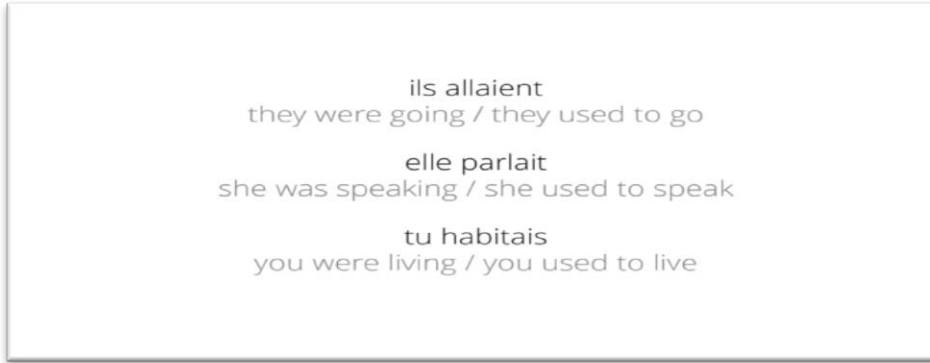
Yukardaki çizgi film A1 düzeyinde çocuklara İngilizce öğretimi için hazırlanmış olup konuşma ve dinleme becerilerine önemli katkı sağlayabilir. 24 dakika süren yapımda anlatıcı yavaş ve anlaşılır bir şekilde konuşmaktadır. Küçük Prens'le sık sık diyalog şeklinde konuşan anlatıcı hikâyeyi daha canlı hale getiriyor. Ayrıca alt yazı ayarlarıyla yazı karakteri üzerinde değişiklikler yapılabilmektedir. Çocukların eğlenirken İngilizce öğrenebileceği canlı renkleriyle etkili bir materyal olarak hazırlanmıştır.

Küçük Prens'in çizgi filmi aşağıda görüntüsü verilen bir başka sitede ise İngilizce ve Fransızca karşılaştırmalı olarak hazırlanmıştır. Bu da her iki dili öğrenenler için büyük avantajlar sunmaktadır. Özellikle dil bilgisi kuralları karşılaştırmalı olarak küçük prens metni üzerinden yapılmakta ve metin dışı alıştırmalarla da konunun pekiştirilmesi sağlanmaktadır. Cümleler İngilizce ve Fransızca anlaşılır bir şekilde telaffuz edilmektedir. Bu şekilde bir uygulamayla öğrencinin okuma, anlama becerisine, cümlelerin tekrarlanmasıyla da konuşma becerisine önemli katkılar sağlanabilir.





Resim 3: İngilizce Küçük Prens'in Fransızca öğretiminde kullanımı



Lorsque j'avais six ans j'ai vu, une fois, une magnifique image, dans un livre sur la forêt vierge qui s'appelait « Histoires vécues ». Ça représentait un serpent boa qui avalait un fauve. Voilà la copie du dessin.

When I was six I saw, once, a magnificent image, in a book about the virgin forest called "Living Stories". It depicted a boa snake swallowing a wild beast. Here is a copy of the drawing.

Animasyon ve çizgi filmlerin tekrar seyredilebilme özelliğiyle öğrencide ortaya çıkan eksik öğrenmeler geriye dönüşler yapılarak telafi edilebilir. Söz konusu materyallerle yabancı dil öğrenimi hızlandırılarak zaman tasarrufu da sağlanabilir. O halde tüm bu olumlu yanlarına rağmen neden birçok öğretmen animasyon ve çizgi filmleri materyal olarak kullanmaktan uzak duruyor?

Yapılan anketlere göre sorunun birkaç nedeni var:

1-Öğretmenler, öğrencilerinin öğreneceği dilde kullanan ilginç animasyonları bulmanın zor olduğunu düşünüyorlar.

2- Uygun yapımları nerede arayacaklarından pek emin değiller.



3- Öğretmenler nereye bakacaklarını bildiklerinde de derslerin yoğunluğundan pek zamanlarının olmadığını ifade ediyorlar.

4- Teknik aksaklıkların olma ihtimalinin yüksek olacağı görüşündeler.

5- Sınıfların kalabalık oluşu ve bu tür yapımların seyredilmesine uygun olmadığını söylüyorlar.

6- Konuyla ilgili uygun bir animasyon bulduklarında onu dil öğrenimi için en iyi şekilde nasıl kullanacaklarından pek emin olmadıkları düşünüyorlar.

Sorunun çözümü elbette çok yönlü çalışmalar gerektirir. Ancak yine de öğretmen, öğrenci ve okul yönetimiyle birlikte yabancı dil öğrenmenin günümüzde getireceği avantajlara inanarak uygun ortamlar oluşturulur ve sorunların çözümü için projeler hazırlanabilir. Bir çizgi veya animasyon filmi, çocuğun tüm eğitimine kültürel bir katkı, bir öğrenme desteği olarak ya da bir konuyu daha somut örneklemek için eşlik edebilir. Aktif bakış ve uygulama içeren çizgi veya animasyon filmlerden faydalanılması, tüm öğrenciler için eleştirel düşüncenin, hayal gücünün ve yaratıcılığın inşasını teşvik edecektir (Defaye, 2017)

Küçük Prens Çizgi Filminin Fransızcanın Öğretiminde Kullanılması

Çalışma Sayfası

Konu: Küçük Prens ve Pilot

Amaç: Anlama, Konuşma ve Yazma becerilerinin geliştirilmesi

Uygulama seviyesi: A2

Sınıfta etkili bir dinleme için mevcut öğrenci sayısının çok olmaması ve sessizliğin sağlanması gerekir. Bu tür filmlerde hikâye genellikle kısırdır. Başlangıç, macera süreci, mutlu ya da mutsuz sonla biter. Hikâye ortalama 10-15 dakikalık bir dilimi kapsar. Filmin konusu kısa sürdüğü için öğrencilerde dikkat dağınıklığı pek olmaz ve de sıkılmazlar. *Küçük Prens*'in bu çizgi filmi 12dk.12 saniye sürmekte, sürenin kısa oluşu da öğrencinin gördüğünü ve duyduğunu unutmadan ifade edebilmesine büyük imkan sağlamaktadır. Sınıf ortamında sessizlik sağlandıktan çizgi filmin seyredilmesine geçilir. Önce filmin tümü seyredilir. Öğrencilerin dikkatlerin konuyu anlayıp anlamadıklarının bir değerlendirmesi yapılabilir. En fazla duydukları sözcükleri defterlerine yazmaları istenerek sözcük çalışması yapılabilir. Öğrenciler yazdıklarını aralarında değiştirerek daha çok sözcük hatırlaması yapabilirler. Çizgi film 4'er dakikalık üç bölüme ayrılır. Birinci bölüm *Küçük Prens*'le Pilot'un çölde ilk karşılaşmalarıyla ilgilidir. Bu kısım hep birlikte seyredilir. 4 dakikalık süre sonunda film durdurulur. Öğretmen konuyla ilgili sorular sorarak öğrencilerden söz konusu bölümü anlayıp anlamadıklarını ölçer.





Resim: 4 Küçük Prenslük pilottan koyun çizmesini istiyor

Örnek sorular şu şekilde olabilir:

- 1- Le Petit Prince et le pilote où sont-ils?
- 2- Pourquoi le pilote attend devant son avion?
- 3- Que demande le Petit Prince au pilote de dessiner?
- 4- Pourquoi il demande au pilote de dessiner surtout un mouton?
- 5- Où emmènera-t-il le mouton?
- 6- Quelles plantes sont sur la planète du Petit Prince?
- 7- Quelle plante aime-t-il et laquelle n'aime-t-il pas?

Film bir daha seyredilerek hikâyedeki olay sıralaması iyice anlaşılır hale getirilir. Öğrencilerden hikâyenin 4 dakikalık süresindeki olayları anlatmaları istenebilir. Bu süre içerisindeki olaylar yazma becerisi için de yapılabilir.

Yazma becerisi için örnek:

Le Petit Prince descend de sa planète natale dans le désert. Là, il rencontre le pilote. Le pilote dort à côté de son avion. Il se réveille avec la voix du Petit Prince. Celui-ci lui demande de dessiner un mouton. Il n'aime pas les premières images que le pilote a faites. Il accepte son dernier dessin. Celui-ci est une boîte et le pilote lui dit que le mouton est dedans. Le Petit Prince lui parle d'emmener ce mouton sur sa planète. Car là-bas, il a des ennuis avec les baobabs. Le mouton les mangera et débarrassera la planète du Petit Prince des baobabs. Le Petit Prince parle au pilote de sa planète d'où il vient. Il dit qu'elle est très petite et qu'il regarde le soleil se lever et se coucher plusieurs fois par jour.

Hikâyenin bu bölümüyle ilgili doğru yanlış alıştırmaları yapılabilir:

- 1-Le Petit Prince descend dans une grande forêt sauvage. (F)
- 2-Lui et le Pilote parlent d'animaux sauvages. (F)
- 3-Le pilote dessine pour Le Petit Prince une image d'une boîte où se trouve un mouton. (V)
- 4-Pendant que le pilote répare son avion, il parle au Petit Prince. (V)
- 5-Il parle à Pilot de la planète d'où il vient. (V).
- 6-Le Petit Prince ne croit pas que les seins soient dangereux. (F)
- 7-Le lever et le coucher du soleil sur la planète du Petit Prince sont comme sur Terre. (F)

Çoktan seçmeli sorular için örnek bir uygulama:

- 1- Sur quelle planète Le Petit Prince atterrit-il en dernier? a) Astéroïde B-612. b) la Terre c) La planète du géographe
- 2-Où le Petit Prince rencontre le pilote? a) dans le désert b) dans une forêt c) dans une montagne
- 3-A quel animal appartiennent les images dessinées par le pilote pour Petit Prince? Au mouton b) À la vache c) Au chat



- 4-Que demande le pilote au petit prince en réparant son avion? a) *D'où vient-il* b) *Pourquoi est-il venu dans le désert* c) *Que mangerait-il?*
- 5-De quelle planète Le Petit Prince parle au pilote? a) *De sa planète* b) *De la Lune* c) *De la planète royale*
- 6-Avec quelles plantes le Petit Prince a-t-il du mal? a) *Rose* b) *Pin* c) *Baoabs*
- 8- C'est quoi, un baobab? a) *Une sorte de fleur* b) *Un animal qui mange les roses* c) *Arbre à tronc énorme*



Resim 5: Küçük Prenslar gülüyle konuşuyor

Çizgi filmin 4 ila 8. dakika arasındaki olaylar Küçük Prenslar'ın kendi gülüyle konuştuğu gezegeninde geçer. Konuşma sırasında gülünün kaptırmasına tahammül edemeyen Küçük Prenslar gezegenini terk eder. Sırasıyla 6 gezegene yolculuk yapan Küçük Prenslar, son yolculuğunu dünyaya yapar. 4 ila 8. dakika arasındaki Küçük Prenslar'ın macerası yine aynı şekilde sınıf ortamında seyredildikten sonra konuyla ilgili aşağıdaki sorular sorulabilir :

- 1-Avec qui le Petit Prince vit sur sa planète?
- 2-Pourquoi le Petit Prince quitte-t-il sa planète?
- 3- Sur quelle planète le petit prince fait-il sa première visite?
- 4- Quelle proposition le roi fait-il au Petit Prince?
- 5- Que le businessman compte t-il sur sa planète?
- 6- Quelle est le nom de la 5e planète où visite le Petit Prince?
- 7-Quel travail l'allumeur a-t-il fait régulier?

Çoktan seçmeli uygulama için örnek sorular:

- 1- Le Petit Prince discutait avec qui sur sa planète? a) *Avec la rose* b) *Avec l'allumeur*
c) *Avec le renard*
- 2-De qui le Petit Prince était inquiet avant de quitter sa planète? a) *De sa rose* b) *Du volcan* c) *De son ami*
- 3- Qui habite dans la première planète que Le Petit Prince visite? a) *un roi* b) *un businessman* c) *un allumeur*
- 4-Pourquoi Le Petit Prince va-t-il visiter les astéroïdes? a) *pour voir d'autres planètes* b) *pour chercher une occupation* c) *pour chercher son amie*
- 5- Pourquoi le roi était-il content de voir Le Petit Prince? a) *Parce qu'il l'aimait beaucoup* b) *Parce que le roi lui demande d'être son serviteur* c) *Le Petit Prince lui a apporté un cadeau.*
- 6- Le businessman occupe de quoi sur sa planète? a) *De sa machine* b) *De sa maison* c) *De son compte*



Yazma aktivitesinde açık uçlu sorularla öğrencilerin çizgi filmde gördüğünü anlama ve yazma bakımından kontrolü yapılabilir. “Açık uçlu sorular problem çözme, problemleri organize etme, yeni ve orijinal fikirler üretme, fikirleri değerlendirme, bilgileri değişik durumlarda işe koşma, neden-sonuç ilişkileri kurma, genellemeler yapma, hipotez üretme, alternatifler arasında karşılaştırmalar yaparak bir yargıya varma gibi üst düzey becerilerin ölçülmesi için en uygun soru türüdür” (Akt. İlhan, 2016, s.2). O halde bu tür çalışmalarda açık uçlu sorulardan yararlanmak öğrenciyi yeni fikirler üretme konusunda daha da yüreklendirecektir:

- 1) Pourquoi la rose captive Le Petit Prince?
- 1).....
- 2) Qu'est-ce que vous pensez sur la rose?
- 2).....
- 3) Quand le Petit Prince a décidé de quitter la planète, que feriez-vous si vous étiez Rose?
- 3).....
- 4) Si vous étiez le Petit Prince, quelle planète visiteriez-vous en premier?
- 4).....
- 5) Connaissez-vous d'autres planètes que ces planètes?
- 5)
- 6) Êtes-vous mouton, serpent ou renard, pourquoi?
- 6).....

Yazma becerisi için öğrencilerden 4 ila 8. dakika arasındaki olayları yazmaları istenebilir.
Örnek :

Le Petit Prince discute avec sa rose sur sa planète. Dans ce processus, La rose parle toujours d'elle-même. Elle fait le caprice au Petit Prince. Celui-ci ne supporte plus ce caprice et décide de laisser sa rose. Le Petit Prince visite d'abord la planète de l'homme d'affaires. Il voit l'homme d'affaires très occupé. Puis il visite la planète du roi. Le roi veut lui confier une mission sur la planète. Mais le Petit Prince ne l'accepte pas. Il visite ensuite la planète de l'allumeur. Le Petit Prince l'interroge sur le travail. Il ne reste pas longtemps ici et décide d'aller au Monde.



Resim: 6 Küçük Prens gül bahçesinde ve tilkiyle

8 ila 12. Dakikalar arasındaki görüntüler Küçük Prens'in Dünya'ya gelişiyle ilgilidir. Bu süre aralığındaki olayları içeren bazı alıştırmalar şöyle olabilir:



Verilen cümlelerdeki boşlukları tamamlayınız:

- 1- Le Petit Prince vient à la Terrea) d'une planète qui a beaucoup de fleurs b) d'une planète grande et désertique c)d'une planète plus grande qu'une maison.
- 2- Le Petit Prince aime.....a)une fleur b) un mouton c)une étoile
- 3- La fleur fait souffrir le Petit Prince par.....a) son étourderie b) sa vanité c)ses exigences
- 4- Lorsque le Petit Prince veut partir, la fleur lui dit :.....a)Si tu pars, je vais mourir. b) Je t'en prie, ne me quitte pas ! c)Je te demande pardon. Tâche d'être heureux.
- 5- Les grands personnes aiment.....a) les explications b) les chiffres c)les discours

Öğretmen konuşma becerisi için öğrencilere aşağıdaki soruları sorabilir:

- Vous avez déjà apprivoisé un animal?
 De quoi parlent le Petit Prince et le renard?
 Le Petit Prince a rencontré d'autres animaux sur Terre?
 Que pense le renard des gens?
 Comment se fera apprivoiser selon le renard?
 Quels sont les rôles du mouton, du renard et du serpent dans l'histoire?

Ayrıca, öğrenciler çizgi filmin altyazısında isim, fiil, sıfat ve zarfları bulabilir ve çalışmalarını sınıf arkadaşlarıyla paylaşabilirler. Öğrenciler farklı bakış açıları geliştirerek, çalışmalarını daha anlamlı hale getirebilirler. Animasyonun tamamı için şu çalışmalar yapılabilir:

Voici des réponses. Trouvez des questions :

- 1-.....
- 1- Le pilot est surpris de voir le Petit Prince.
- 2-.....
- 2- Le Petit Prince demande au pilote de lui dessiner un mouton.
- 3-.....
- 3- Le Petit Prince a quitté sa planète pour connaître le monde.
- 4-.....
- 4-Le Petit Prince a quitté sa rose à cause de son caprice.
- 5-.....
- 5-Le Petit Prince vient d'un astéroïde B612.
- 6-.....
- 6-Il a beaucoup de mal avec des graines de baobabs sur sa planète.
- 7-.....
- 7-La fleur toussait pour attirer l'attention du Petit Prince.

Qu'est-ce qui va ensemble ?

- 1-Le Petit Prince a pris la décision de partir
- 2-La planète du petit prince.....
- 3- Le Petit Prince veut que les moutons.....
- 4-Le Petit Prince doit toujours nettoyer sa planète
- 5-Le Petit Prince regrette.....
- 6-La rose a pleuré avant que



- le Petit Prince soit parti. (6)
- de ne pas voir sa rose. (5)
- car des baobabs gradissent vite (4)
- mangent les graines des baobabs (3)
- pour d'autres planètes (1)
- est très petite pour vivre (2)

Yukarıda yapılan çalışmalara ilave olarak öğrenciler karakterlerin konuşmalarını taklit ederek ve ezberleyerek cümle kurma yeteneklerini de geliştirebilirler. Bir başka uygulama olarak "Passez les lettres à l'ordre correct" dağınık kelimeler verilerek bazı isimleri öğrencilerin düzenlemesi istenebilir :

- 1-etèpaln.....planète
- 2-abosbba.....baobabs
- 3-erovirapps.....appriposer
- 4-manbuessinebusinessman
- 5-onutom.....mouton
- 6-rdrane.....renard
- 7-éïtdasero.....astéroïde

Öğrencilere görseller yardımıyla tanımlayabileceği animasyondan bazı önemli sözler, Qui dit quoi? Kim ne diyor? uygulamasıyla yeniden hatırlatılabilir:

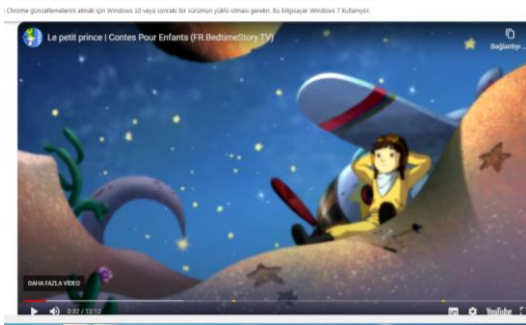


Image 3



Image 4

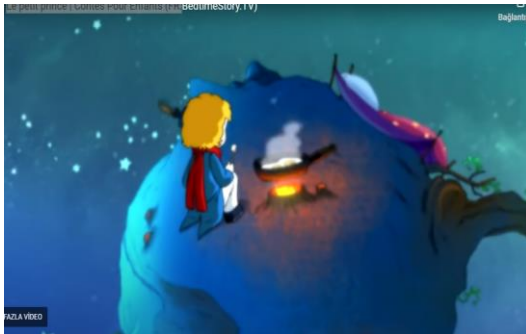


Image 6



Image 2





Image 8



Image 1



Image 5



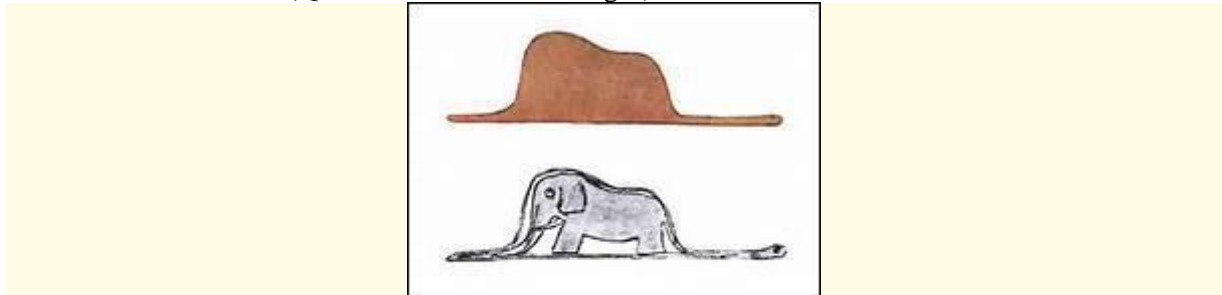
Image 7

- a- Je suis la seule et unique fleur dans le monde entier.
- b- Celui-là a l'air malade.
- c- J'ai passé la nuit dans le sable.
- d- Dessine-moi une mouton!
- e- Je n'ai pas le temps de parler et j'ai des choses importantes à faire.
- f- Il ya deux volcans endormis et un volcan actif.
- g- Comment je peux t'appivoiser ?
- h- Un jour, j'ai vu le soleil se coucher 44 fois.

Resimlerle Küçük Prens Quizi Hazırlama

Resimlerle kuiz yapmanın öğrencilerin motivasyonunu artıracakı düşünülerek böyle bir uygulama tüm bölümleri kapsayacak şekilde yapılabilir :

Resimlerle Kuiz ve Siz (Quiz et Vous avec les images)



1-Que représente le dessin que le narrateur a fait, enfant?

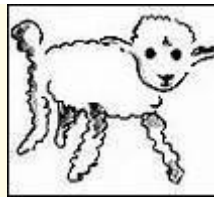
- Un chapeau
- Une montagne
- Un boa qui a avalé un éléphant





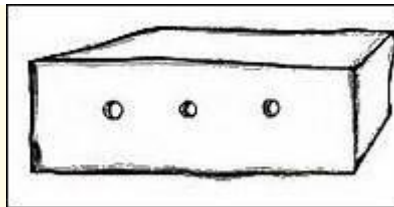
2-A quelle occasion le narrateur rencontre-t-il le Petit Prince?

- Un voyage au Sahara
- Une panne d'avion
- Lors d'un séjour chez les Bédouins



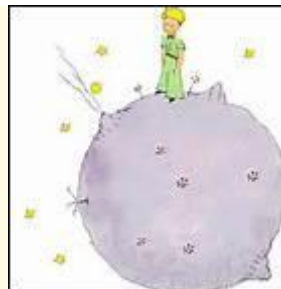
3-Que demande le Petit Prince au narrateur?

- De lui dessiner un cheval
- De lui dessiner un chien
- De lui dessiner un mouton



4-Finalement que représente le dessin?

- L'animal demandé
- Un animal impossible à reconnaître
- Une boîte avec des trous



5-D'où vient le Petit Prince?

- D'une planète inconnue
- De Mars



D'une étoile



6-De quelle planète le narrateur pense-t-il que vient le Petit Prince?

- L'astéroïde A 612
- L'astéroïde B 612
- L'astéroïde C 612



7-Quel arbre pousse sur la planète du Petit Prince?

- Un baobab
- Un sequoia
- Un chêne



8-Pour le narrateur, pourquoi les roses ont-elles des épines?

- Elles font partie de la fleur et c'est tout
- Elles sont méchantes
- Pour rien





9-Pour le Petit Prince, leurs épines ...

- Servent à les protéger
- Sont belles
- Sont cruelles



10-Pourquoi le Petit Prince se désole-t-il de n'avoir pas écouté la rose?

- Sous ses airs fanfarons, elle est tendre
- Elle est intelligente
- Elle sait tout sur la vie



11-D'après le narrateur, comment s'est échappé le Petit Prince?

- Grâce à un pouvoir magique
- Grâce à une migration d'oies sauvages
- Il a sauté dans le vide



12-Que dit la rose au Petit Prince quand il s'en va?

- Je te déteste !
- Bon débarras !
- Je t'aime !

**13-Qui habite sur le premier astéroïde visité par le Petit Prince?**

- Un vaniteux
- Un roi
- Un géographe

**14-Qui habite sur le deuxième astéroïde visité par le Petit Prince?**

- Un roi
- Un vaniteux
- Un buveur

**15-Qui habite sur le troisième astéroïde visité par le Petit Prince?**

- Un vaniteux
- Un allumeur de réverbères
- Un buveur

www.quizz.biz/quizz-150461.html

SONUÇ VE ÖNERİLER

Çizgi film ve animasyonlar kısa oluşları ve eğitici özellikleriyle çocukların seyerek seyrettikleri yapımlar arasında yer alır. Çocuklar onlar sayesinde bir çok konuyu eğlenerek öğrenirler. Çizgi film ve animasyonların çekiciliği, kahramanların ilginç özellikleri çocuğu duygusal ve bilişsel yolculuğa çıkarır. Yabancı dil öğretiminde kullanımının zevkli olması, dijital ortamda rahat ulaşılması bakımından tercih edilen materyallerdendir. Söz konusu yapımlar yabancı dil öğrenenlerin hem dört temel becerilerinin gelişmesine katkı sağlar hem de onların hoşça vakit geçirmelerine olanak tanır. Eğitici, heyecan verici ve yeniden kullanılabilir oluşlarıyla, soyut ve anlaşılması zor kavramları görselleriyle basit ve kolay bir şekilde aktarmayı mümkün kılar. Çizgi film ve animasyonlardaki kahramanların ve karakterler öğrencileri sadece derse motive etmekle kalmaz aynı zamanda onlara rol model olarak da yol gösterebilir. Çizgi film seyrederken çocuğun görselleri yorumlaması, anlatıya dahil olması onun hayal gücünün gelişmesine önemli katkılar sağlar. Çocuklar sevdiği yapımları tekrar tekrar seyrederek öyküde yer alan dilsel yapıların pekiştirilmesinde ve yeni dil unsurlarının öğrenilmesinde büyük avantajlar elde ederler. Görüntülerin etkili gücü, konuşmaların ve dilin kolaylığı sayesinde yabancı dil öğrenmede çizgi film ve animasyonlar özgün bir materyal olarak öğretmenler ve öğrenciler tarafından rahatlıkla kullanılabilir. Bu tür yapımlar sayesinde sınıfta etkileşimli bir ortam oluşturulur ve öğretmen-öğrenci ilişkisi daha pozitif hale gelmiş olur. Öğrenme ortamlarında renkli ve somut olan bu materyaller öğrenciyi bir taraftan aktif hale getirirken öte yandan düşünmeye, araştırmaya, eleştirel yaklaşmaya, iş birliğine yöneltir. Ayrıca ders sırasında konuya ilgi uyandırarak öğrencilerin dikkat dağınıklığını da giderebilir.

Çizgi film ve animasyonların en önemli özelliği çoklu bir öğretim deneyimi olarak görsel ve işitsel olarak kullanılabilmesidir. Bu yapımların bir başka özelliği de öğrencilerin öyküde geçen olayları görerek ve duyarak bunlar hakkında konuşmalarına, yorum yapmalarına izin vermesidir. Çizgi ve animasyon filmlerindeki görüntülerin etkili gücüyle kısa sürede öğrencilere çok şey verilebilir. Ayrıca iyi bir çizgi yapımla öğrencilerin, estetik açıdan hoş hareketlerle uyarılmasına, karakterin özellikleri, beden dili ve ses tonu ile gelişmiş bir öğrenme deneyimine olanak sağlanır. Çizgi film ve animasyonlar, dilsel ve bilişsel gelişim bakımından çocuklar için önemli olan eğitsel kaynaklar arasında yer alırlar. Özellikle duyduğunu anlama ve konuşma becerisi kazandırma açısından birçok üstünlüğe sahip olduğu düşünülmektedir. Bu filmler bütün öğrenci düzeylerine uygun gelişmiş mizah unsurlarıyla, ilgi çekici görsel ve işitsel yapılarıyla, dilin etkili bir biçimde sunumunu yansıtır. Çocukların dil ve eylemi aynı anda görmelerini sağlamlarıyla sadece öğrenme verimliliğini arttırmazlar aynı zamanda düş gücünü de beslerler. Çizgi film ve animasyonların çocuğun eğitsel sürecine sağladığı katkılar şöyle sıralanabilir:

- Çocukların daha erken yaşlarda kavrama ve öğrenmelerine katkı sağlar.
- Hayata ve olaylara bakış açıları zenginleşir.
- Evrensel ve ulusal değerleri eğlenceli bir şekilde öğrenmelerine katkı sağlar.
- Dilsel ve bilişsel becerilerinin gelişmesinde önemli bir rol oynar.
- Çocukların gördüğü olayları yorumlama ve karşılaştırma yapmaya yöneltir.
- Çocukların bazı olumlu davranışları taklit yoluyla öğrenmesine aracılık eder.
- Çizgi film ve animasyonlardaki görselliğin ve işitmenin ikili gücüyle çocuklarda öğrenme daha etkili hale gelir (Yağlı, 2017, s.113).

Çizgi film ve animasyonlar kısa hikâyeleriyle çocukların hayal dünyasını geliştirdiği, konuşma ve yazma becerilerine önemli katkılar sağladığı uzmanlar tarafından ifade edilmektedir. Söz konusu yapımları seyrederken çocuklar kahramanın adeta gölgesi olur, onun macerasına eşlik eder, farklı dünyalarda hayallere dalar ve hikâyeye sonundan bir ders çıkartırlar. *Küçük Prens*'te buna güzel bir örnek teşkil etmektedir. *Küçük Prens*'in bilindik bir eser olması onun yabancı dil öğretiminde kullanılmasını hem kolay hem de eğlenceli kılmaktadır. Yapılan birçok araştırmada, öğrencilerin önceden tanıdığı karakterlerin hikâyeleriyle dil öğrenmesi sürece olumlu katkı belirtilmektedir. Bu nedenle, öğrencilerin dil öğrenme süreçlerinde tanımlayabileceği karakterler içeren yapımların kullanılması gerekir. Bu ise yalnızca dili canlandırmakla kalmaz, aynı zamanda öğrencilerin izledikleri karakterlerle etkileşim kurarak etkili bir öğrenmeye kapı aralayabilir.



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Unveiling Translation's Role in Soft Power: The Case of the TEDA Project

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Abstract: Literary translation has been one of the most intriguing fields of study in terms of translation studies. Like other forms of translation, it encompasses not only linguistic transfer but also cultural transfer. Considering that cultural elements and literary features are prominent in literary texts, it is no surprise that literary translation gained significant ground in translation research. Despite the challenges faced in the process of literary translation, its contributions to literature, readers, and intercultural understanding outweigh. Apart from these, translation's role in fostering a country's soft power should not be underestimated. As a resource reflecting a nation's culture with abundant cultural elements, literary translation is one of the most substantial domains of translation that can have a pivotal role in soft power. In parallel with all these contributions of translation, the promotion of literature through translation on a global scale comes into prominence. Promoting literature belonging to less prevalent languages is even more crucial as the authors of such literature need to show more effort to make their voices heard in broader geographies. To fulfill this goal, translation projects that provide such an opportunity for authors play a significant role. From this point of view, this study aims to present a clear framework of literary works translated from Turkish literature into Spanish language within the scope of TEDA project funded by the Turkish Ministry of Culture and Tourism. The literary works translated into Spanish are presented based on elements such as the authors, translators, publishing houses, literary genres, countries and years. The results reveal that there is a remarkable amount of effort to make Turkish literature recognized in Spanish-speaking regions; however, there is still a long way to go as the number of translations and diversification in terms of authors, translators, and literary genres are still limited.

Keywords: *culture, literature, soft power, TEDA, translation*

INTRODUCTION

In our ever-globalizing world, the art of literary translation has been one of the main domains of translation. It establishes a bridge between cultures, increases understanding of different cultures, and helps different literary traditions enrich themselves. It has also been one of the intriguing areas of study in translation studies. Several studies focus on the challenging process of literary translation and its role both in our lives and in the field of translation studies. These studies cover several aspects of literary translation and various language pairs.

Even though the studies on literary translation cover various language pairs, some are more popular, while others are relatively neglected. Translation between Turkish and Spanish is one of the neglected language pairs in translation studies, especially in translation from Turkish into Spanish. However, interest in the Turkish language, literature and culture has recently increased thanks to factors such as Turkish series and movies and Orhan Pamuk's Nobel Prize. The increasing interest in the Turkish language and literature demonstrates the significance of globally promoting literary

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translations from Turkish into Spanish. TEDA (Translation and Publication Grant Program of Turkey) project that provides grants to publish Turkish literary works in various languages and cultures is one of the significant steps taken for this purpose. Despite having a long and rich history, Turkish literature has not gained the place it deserves in the international arena. Therefore, such projects are even more essential for languages and literature that are globally less dominant. Translations within the scope of such projects attract attention not only to the related literature but also to the language and culture. Increasing interest in a culture in one domain fosters interest in other domains, such as tourism, media, and literature, which is an indirect positive outcome of such projects.

Additionally, translation from less prevalent into more prevalent languages is another crucial point in promoting literature and culture. In the past, reaching a mass audience was more challenging than it is now. Owing to technology and the globalizing world, it is now easier, more practical, and faster to reach sources related to literature. When the power of technology and the prevalence of a language are combined, there will be more chance of global recognition for authors who might otherwise remain unheard of due to language barrier.

It would be unfair to claim that recognition of Turkish literature in foreign languages and cultures will only be beneficial for Turkish literature. The main objective of projects like TEDA is to promote the source culture. However, thanks to such projects, foreign readers can access foreign literature in the comfort of their own languages. While enjoying foreign literature, they will have the chance to gain knowledge about a different culture, broaden their perspectives, and even learn some words. Moreover, as literature is a living domain, interactions between different literatures will provide the chance to gain different insights and enhance themselves. There will also be positive outcomes in terms of intercultural dialogue.

With all these thoughts in mind, this study aims to provide a clear picture of translations from Turkish into Spanish within the framework of TEDA in terms of the authors, translators, publishing houses, literary genres, countries and years.

THEORETICAL FRAMEWORK

TEDA Project

Initiatives such as translation projects, workshops, or grant programs focusing on translation are significant tools for promoting a country's literature in different cultures worldwide. TEDA, a translation grant program started in 2005 by the Turkish Ministry of Culture and Tourism, is a notable example of such an initiative. TEDA is defined as "a translation, publication, and promotion support program that provides incentives to publishers operating in Turkey or abroad to promote works of Turkish culture, art, and literature published in Turkish or in another language abroad through translation and publication" (Republic of Turkey Ministry of Culture and Tourism, n.d.). Sağlam and Saydam attract attention to the role of TEDA and state that it can be considered the second translation movement in Turkey after the movement aimed at translating from the Western and Eastern languages into Turkish (2011, as cited in Yurtdaş, 2014). The distinction between the two movements lies in the direction of the translation. In the initial movement, the effort was to facilitate access to literary works from different languages and languages thanks to their translations in Turkish. Conversely, with TEDA, Turkish literature started gaining a significant opportunity to spread worldwide. This change can be attributed to Turkey's EU harmonization process (Koç, 2010).

The deficiencies in promoting Turkish culture, art, and literature abroad and the inability to reach readers efficiently can be counted as the reasons why this project started (Republic of Turkey Ministry of Culture and Tourism, n.d.). The blending of a variety of cultures and civilizations in today's world was also an encouraging factor in paving the way for this project (Republic of Turkey Ministry of Culture and Tourism, n.d.). Despite not starting with motives from abroad, the government's support and funding helped the project start (Uslu, 2012). In broad strokes, TEDA's aim



can be summarized as “representing and promoting Turkish culture and literature to the readers worldwide”. To fulfill this objective, TEDA provides incentives to foreign publishers who are willing to publish literary works in different languages. Besides, it helps increase Turkish authors' global visibility (Republic of Turkey Ministry of Culture and Tourism, n.d.)

In such projects, the meticulous evaluation process is significant. Once there is an application for the grant, it is evaluated by TEDA Advisory and Evaluation Committee. As stated by TEDA, the following criteria are taken into account in the process of evaluation:

- “The literary nature of the work
- If the publisher has received a TEDA grant in the past, whether or not the publisher has successfully met its obligations regarding previously funded works.
- Level of translator experience.
- The publisher’s distribution and promotion strategy” (Republic of Turkey Ministry of Culture and Tourism, n.d.).

The criteria for application show that the literary work itself, publisher, translator, and publishing house are the four main factors taken into account in the evaluation process. This is noteworthy because it shows that TEDA embraces the essential factors taking part in the process. The selection of books to be translated is substantial as these books will be a tool for promoting Turkish literature in different countries. The selection of translators is also significant because the translator is the rewriter of the book in the target language. Lefevere, who describes translation as “the most obviously recognizable type of rewriting”, puts forth that translations can portray the image of authors and/or a (series of) work(s) in a different culture and bring the authors and/or the works beyond the boundaries of source culture (Lefevere, 1992, p.9). This reveals translators’ role as rewriters who can “create images of a writer, a work, a period, a genre, sometimes a whole literature” (Lefevere, 1992, p.5). As problems arising due to translation might lead to failures in the project and also the promotion of Turkish literature and culture, careful selection of the translators is significant. Besides, the publishing house is also a key factor. Publishers with successful distribution and promotion strategies have a more comprehensive network and can help the translated books reach more readers. Bearing all these factors in mind, it can be inferred that projects such as TEDA can reach numerous publishers in a variety of languages in a variety of cultures and promote a country’s authors and literature via translation.

As stated by TEDA, between the years 2005-2021, the program supported publications by 868 publishers in 63 different languages and 89 different countries (Republic of Turkey Ministry of Culture and Tourism, n.d.). When the program first started in 2005, the countries that received support were mainly the USA (14 grants), Greece (7 grants), and Germany (3 grants). However, in 2006, the TEDA Project gained significant momentum, and the number of countries seeking grants indicated a notable increase. Several countries, including Spain, applied for the grant that year (Koç, 2010).

Given the parties involved in the program and the statistics, it is possible to state that it yields advantages for several parties involved. These benefits can be outlined as follows:

- Turkish authors gain recognition in different languages and geographies.
- As the literature is a notable reflection of a culture, it helps Turkish culture gain recognition in various countries.
- It boosts interaction between cultures and literatures.
- Translators find the opportunity to translate more literary works, which is a prestigious task.
- Publishing houses get the chance to publish books using grants. This contributes financially to them, which is an essential point as they are business enterprises. It also enhances their recognition.



- Copyright agencies started to provide a professional process regarding authors' copyrights (Koç, 2010) which is a significant issue when literary translation is at stake.
- As emphasized by Rona, foreign students now have a chance to read Turkish literature at universities (Koç, 2010)
- In the long run, the increase in interest in Turkish culture can also spark interest in Turkey in terms of tourism and media.

Spanish Language around the World

Spanish is a widely spoken language whose popularity has been increasing around the world day by day. Demographic information related to Spanish can provide insight for any translation project or grant as it reveals the importance of reaching the readers/audience in Spanish. According to the annual report published by the Cervantes Institute in 2023, the number of native Spanish speakers is almost 500 million, and the total number of Spanish speakers is estimated to be more than 599 million. Of all the languages spoken worldwide, Spanish retained its position as the second mother tongue in 2023. In addition, it occupied the fourth position regarding the total number of speakers and became the third most used language on the Internet. The increasing interest in the language also made it the fourth most studied language in the world. While it was the most studied foreign language in the United States, interest in learning the language is also increasing in the European Union (Pastor Villalba, 2023). When its position among other languages in terms of the total number of speakers is concerned, it holds the fourth position after English, Chinese Mandarin, and Hindi (Cervantes Institute, 2023). Alongside its demographic importance, Spanish is also among the politically significant languages, as it holds the third position in the United Nations and the fourth position in the institutional field of the European Union (Vitores, 2023). Apart from the current situation of Spanish, the estimations for the future are also promising. The number of potential Spanish language users is estimated to keep growing until 2071. At the time, it will exceed 718 million people with varying proficiency levels in the language (Vitores, 2023). Even though non-native speakers of Spanish have different motives for learning Spanish, the encouraging factors can be counted as its global use, cultural diversity, political influence, educational/professional reasons, touristic reasons and/or entertainment (such as football or series, and films).

Another attention-grabbing aspect of Spanish is its use in diverse geographies. It is not only spoken in Spain, where it emerged. The following table shows the statistics about the countries where Spanish is a native language (Vitores, 2023, p. 25-26).

Table 1: Spanish around the World

Country	Population ¹	Native Speakers (%) ²	Native Proficiency Group (NPG) ³	Limited Competence Group (LCG) ⁴
Mexico	131.230.255 ⁵	96,8 %	127.030.887	4.199.368 ⁶
Colombia	52.156.254 ⁷	99,2 %	51.739.004	417.250
Spain	47.615.034 ⁸	91,4 % ⁹	43.520.141 ¹⁰	4.094.893 ¹¹
Argentina	46.654.581 ¹²	98,1 %	45.768.144	886.437
Venezuela	33.728.624 ¹³	97,3 %	32.817.951	910.673
Peru	33.725.844 ¹⁴	86,6 %	29.206.581	4.519.263
Chile	19.866.923 ¹⁵	95,9 %	19.052.379	814.544
Guatemala	17.602.431 ¹⁶	78,3 %	13.782.703	3.819.728



Ecuador	15.924.108 ¹⁷	95,8 %	15.255.295	668.813
Bolivia	12.169.501 ¹⁸	83,0 %	10.100.686	2.068.815
Cuba	11.194.445 ¹⁹	99,8 %	11.172.056	22.389
Dominican Republic	10.711.155 ²⁰	97,6 %	10.454.087	257.068
Honduras	9.745.149 ²¹	98,7 %	9.618.462	126.687
Paraguay	7.554.796 ²²	68,2 %	5.152.371	2.402.425
Nicaragua	7.046.308	97,1 %	6.841.965	204.343
El Salvador	6.364.940	99,7 %	6.345.845	19.095
Costa Rica	5.262.237 ²³	99,3 %	5.225.401	36.836
Panama	4.468.089 ²⁴	91,9 %	4.106.174	361.915
Uruguay	3.423.108	98,4 %	3.368.338	54.770
Puerto Rico	3.263.584 ²⁵	99,0 %	3.230.948	32.636
Equatorial Guinea	1.715.000 ²⁶	74,0 %	1.269.100	445.900
Total	481.422.366	94,5 % ²⁷	455.058.518	26.363.848

The above table reveals that Spanish is spoken in 21 countries across 4 continents, including North America, South America, Europe, and Africa. Therefore, it would be misleading to think of Spanish as only limited to Spain and Europe and underestimate its potential.

All these statistics show that the Spanish language has a significant presence in various parts of the world and highlights its potential influence in the domains of communication, education, politics, and international relations. Thus, it is evident that Spanish would be one of the reasonable language choices to promote foreign literature and culture to broader populations.

Soft Power

The dynamics of each era affect international relations and a country's place in the global arena. Based on the current situation at the time, countries determine their moves accordingly. The recent changes in politics, economy, and technology have led countries to become part of global competition. This competition, in turn, changed countries' policies used to increase their global influence (Arslan & Sezgin, 2023). They try to find up-to-date methods to secure and improve their place across the globe. In the past, hard power, defined by Nye (2003) as "the ability to use the carrots and sticks of economic and military might to make others follow your will" was the core in international relations. After the long-term use of hard power in international relations, the tendency changed towards the employment of soft power. Although soft power requires more time compared to hard power that has tangible resources, it provides long-term change (Wagner, 2014) which results in increasing interest in this type of power.

Nye (1990), who coined the term soft power, associates the power in international politics with the weather and adds that leaders and analysts strive to forecast the changes in power distribution among states just as farmers and meteorologists attempt to forecast storms. According to Nye (1990), there are three ways to obtain power. These are compulsion (sticks), inducement (carrots), and attractiveness (soft power). He also gives a clear definition of soft power: "the ability to achieve what you want by attraction rather than compulsion or payment" (Nye, 1990, p. 5-7) and further states that soft power is based on influencing the choices of others (Nye, 2023, p. 102). The methods used to



foster soft power differ from hard power. Soft power involves using communication, attraction, and persuasion to be recognized, accepted, and supported both in domestic and international affairs (Timilsana, 2024)

The role of culture within soft power is essential. Recently, nations have started to appreciate its significance more, and its use as an element of soft power is growing. Through culture, it can be simpler to establish connections and influence others in case of a nation possessing a strong culture and values associated with it that appeal to others (Timilsana, 2024). Nye emphasizes that culture can be considered as one of the resources on which a country's soft power is based, together with its political values and its foreign policies, and adds:

In international politics, the resources that produce soft power arise in large part from the values an organization or country expresses in its culture, in the examples it sets by its internal practices and policies, and in the way it handles its relations with others (Nye, 2023, p. 102).

Turkey is one of the developing countries striving to increase its global power. As with several other nations, it realized its soft power and potential later than its hard power. Especially the latter half of the 2000s witnessed Turkey's involvement in both regional and international affairs that can be described as more extensive, diverse, and profound. Several politicians, columnists, and even academics, both in and outside the country, started to put more emphasis on soft power than in the past. Steps taken in terms of economy and diplomacy, as well as the increasing popularity of cultural products helped Turkey gain attraction, especially in the neighboring regions (Gültekin, 2019).

Translation and Soft Power

Translation acts as a bridge between languages and cultures. Its crucial role in bridging cultures gives it a central role in exercising soft power. Nations that understand the value of translation in increasing a nation's soft power by disseminating its culture in the global arena, attach importance to translation. Fortunately, translation's role is not marginalized these days. On the contrary, its role has been strengthened, enabling even greater prominence for translation (Wu, 2017).

Through translation, a cultural product such as literary works, films, series, and music can make ground in another language and culture. It does not only have an effect on directing discourses and actions of social actors in the global arena, but it also helps represent a nation's cultural image (Çakır & Tekin Çetin, 2022). It can also be considered a significant force for development (Wu, 2017). Therefore, translation can be considered one of the most powerful elements of soft power (Çakır & Tekin Çetin, 2022). The following description of translation displays its potential in pursuit of increasing soft power:

Translation is an inexpensive form of exchange, the fruits of which- the dissemination of information and ideas, the inculcation of nuanced views of foreign cultures, increased empathy and understanding, the recognition of our common humanity- will be on display for a very long time (U.S. Department of State, 2005, as cited in Kochan, 2008, p. 561).

Among various types of translation, literary translation is one of the domains of translation through which the culture of a nation can be expressed in other languages. Therefore, authors are among the potential soft power elements together with others such as musicians and actors (Roselle, Miskimmon & O'loughlin, 2014). Via literary translation, sympathy and understanding of a culture can be facilitated. Consequently, nations can increase their soft power in the long run and provide a more secure place in international relations. Especially for countries such as Turkey whose language is spoken less widely compared to the nations considered powerful at a global level, the use of translation as a way of fostering soft power has become even more critical. Therefore, translations into widely spoken languages such as Spanish can be considered an important step taken in this pursuit.



Bearing all these in mind, it can be inferred that translation projects such as TEDA can play a pivotal role in strengthening Turkey's soft power.

METHODOLOGY

All forms of research require “an explicit (i.e.auditable), disciplined and systematic approach” and the most suitable methodology is chosen so as to find things out within the scope of the related research. (Hancock, Ockleford & Windridge, 2009, p.6). This study is a quantitative research as it collects numerical data by the use of instruments and uses statistics and makes a comparison and interpretation of them (as cited in Ghanad, 2023).

Firstly, information about the TEDA project was obtained in order to understand its purpose and framework. Then, the 3097-page catalogue related to translations was analyzed. The information was confirmed through correspondence with TEDA authorities. The relevant data, comprising of the titles of the books in the source language and target language, authors, translators, publishing houses, literary genres, countries and years was retrieved. The titles of the books in source and target languages were provided in a table. The other data was demonstrated in graphics to form a clear picture of the situation. Each form of data was interpreted under the related graphic. All the data and the interpretations were used to provide a clear picture of the translations from Turkish into Spanish within the framework of TEDA and to show the significance of such initiatives in terms of soft power and encourage more initiatives in the field of translation.

Turkish Literature in Spanish

Considering the widespread distribution of Spanish worldwide, it can be stated that initiatives such as TEDA can enable access to Turkish literature and culture in a broader geography via translations in Spanish and help foster Turkey's soft power. As Carpintero Ortega (2012) states, there was a relative “explosion” in Turkish books translated into Spanish in the 2000s, which can be partly attributed to TEDA. However, despite this relative increase in interest, Spain was not even among the 20 countries where the most significant number of works was translated via grants by TEDA. In parallel with this, Spanish was not among the 20 languages into which the most significant number of books was translated between 2005 and 2018 (Ünal, 2019).

In the following part of the study, the findings related to translations of literary works from Turkish literature into Spanish within the framework of TEDA from its beginning until the research date (April 2024) will be provided. The following table shows the titles of the books translated between the given dates.

Table 2: Translations from Turkish into Spanish between the years 2005-2024 (April) within the framework of TEDA

Source Language (Turkish)	Target Language (Spanish)
Amak-ı Hayal	Las profundidades de la imaginación
Aşk İlahileri	Cánticos de amor
Aylak Adam	Un hombre ocioso
Ben Olmadan Çöller Vardı	Antes de mi había desiertos
Beş Şehir	Cinco ciudades
Beyaz Kale	El castillo blanco
Bizans Sultanı	El Sultán de Bizancio
Bugünlerde Bahar İndi	La primavera ha venido
Cemile	Lejos de Estambul
Cevdet Bey ve Oğulları	Cevdet Bey e hijos
Çıplak Ceset	Último acto en el Bósforo



Dağın Tepesindeki Kız	La muchacha en la cima de la montaña
Dokunmadan	Sin tocar
Dualar Kalıcıdır	Conversaciones de otoño
Eşik	El Umbral
Göçmüş Kediler Bahçesi	El jardín de los gatos desaparecidos
Hasretinden Prangalar Eskittim	Desgasté cadenas añorándote
Hikayelerim	Mis historias
Şiir Antolojisi	Antología poética
İnsanın Acayip Kısa Tarihi	La historia insolitamente breve del ser humano
Dokuzuncu Hariciye Koğuşu	Pabellón nueve de cirugía
Huzur	Paz
İki Genç Kızın Romanı	Dos chicas de Estambul
İstanbul Bir Masaldı	Estambul era un cuento
İstanbul Hatırası	Réquiem por Estambul
İstanbullular	Gentes de Estambul
Kırk Ambar	El harén del otoño perdido
Kırmızı Saçlı Kadın	La mujer del pelo rojo
Kirpi ve Sergi	El Erizo y la Exhibición
Kitapçı Dükkanı	Hotel Bósforo
Kürk Mantolu Madonna	Madona con abrigo de piel
Peygamber Cinayetleri	Los crímenes del profeta
Saat Kulesi	Cuentos cortos cortos y la torre del reloj
Saatleri Ayarlama Enstitüsü	El instituto para la sincronización de los relojes
Sessizlik	Silencio
Size Pandispanya Yaptım	He hecho un pastel para ti
Umursamaz Uykucu	El Impávido dormido- Cuentos y textos cortos cortos
Veda: Esir Şehirde Bir Konak 1918-1924	Adios, Estambul
Yaz Yağmuru	Lluvia de verano

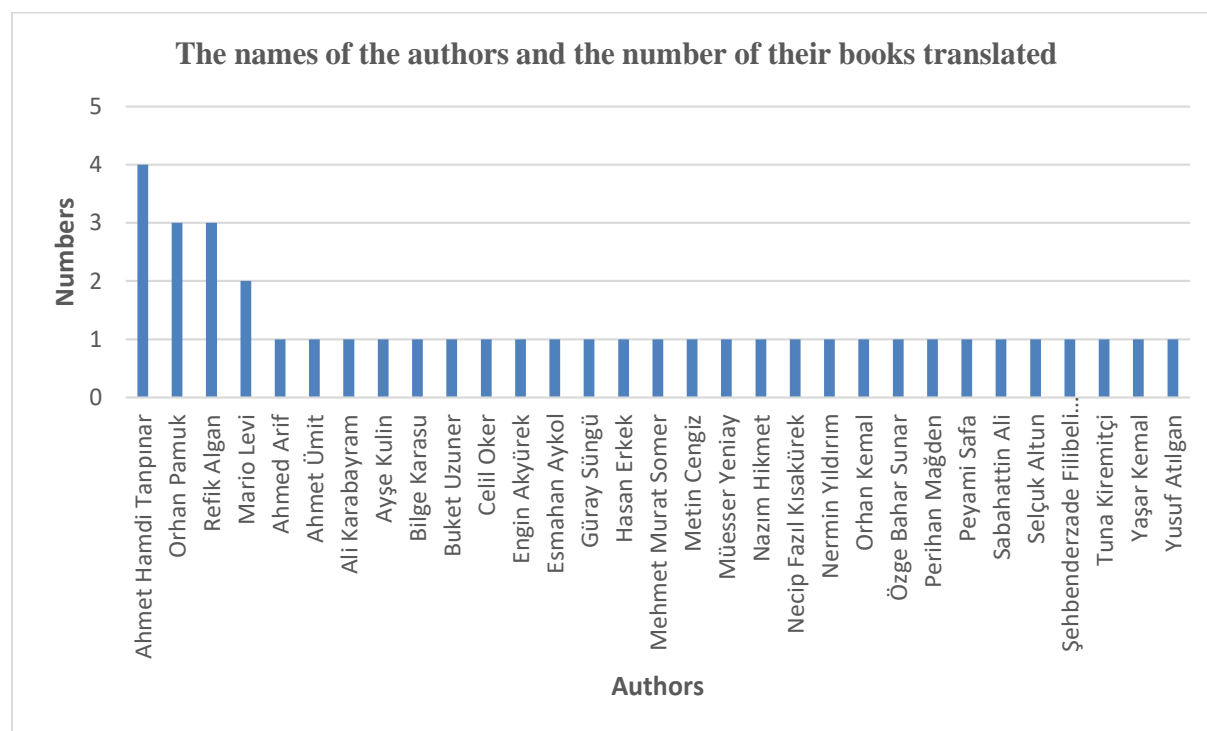
At this point it may be necessary to point out that the aim of this study is not to analyze the translation strategies or methods used in the translations. Therefore, translations will not be analyzed one by one. However, some points in the translation of titles given above may be worth mentioning. Some of the words used in the titles are not actually present in the source text. These words include Bósforo (Bosphorus), Estambul (Istanbul), and harén (harem). This finding is also in parallel with Carpintero Ortega's findings related to Turkish literary works in Spain between 1954-2010 (Carpintero Ortega, 2012). This may be accepted as an interesting finding as it shows that some keywords were preferred in translations to capture the attention of prospective readers. These are among the first places/words that might come to a foreign reader's mind when Turkish culture is mentioned. In the later years, this stereotypical approach was abandoned. This is promising as it partly signals that translations are more open to the source culture and do not limit it to certain words, concepts, or places. Such an approach might provide a better understanding of Turkish culture.

The choice of such words emphasizes some cultural elements with which prospective readers are familiar. This choice might be a translator's own choice, considering several factors that might be present in the translation process. On the other hand, the reason might be the inclusion of the publishing houses in the translation process, which is often the case. As the primary aim of the publishing houses is to sell their products, their preferences are mainly based on elements that will help them sell more. This can be considered a win-win situation as the more books are sold, the more people will be familiar with Turkish culture. This might also evoke interest in other sectors, such as media and tourism.



FINDINGS

Graphic 1: Authors



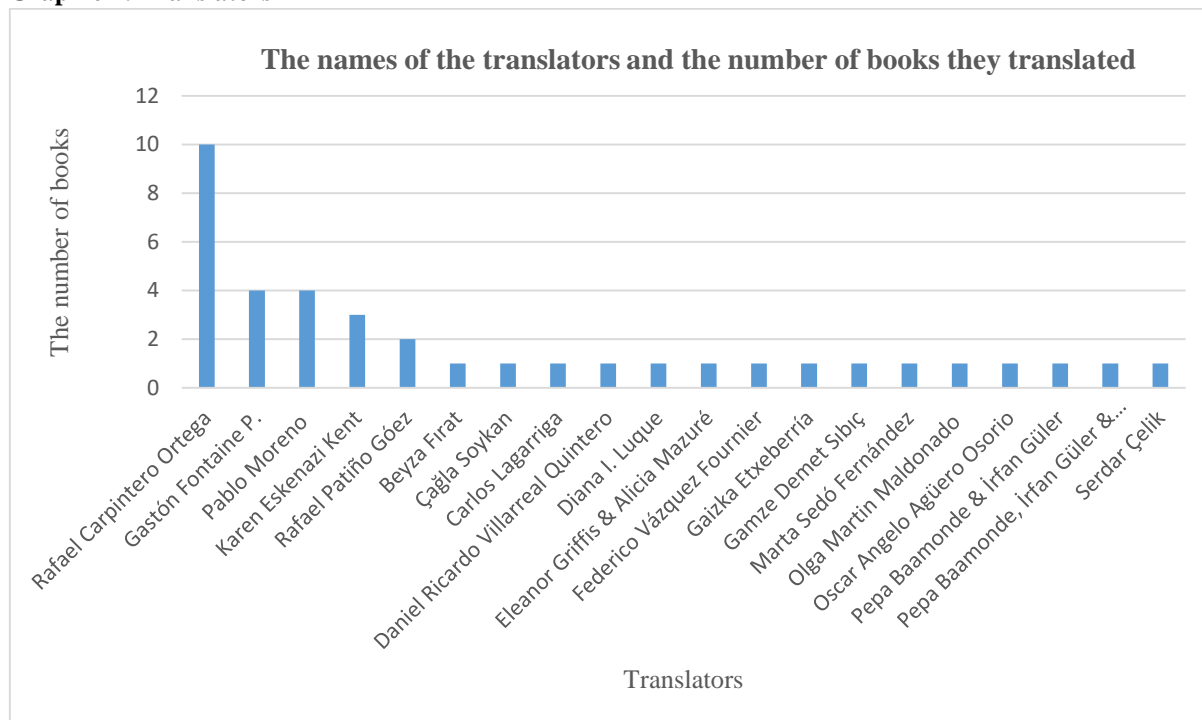
The results showcase intriguing insights related to the authors whose works have been translated into Spanish. The works of Ahmet Hamdi Tanpınar, a prominent figure in twentieth-century Turkey as a poet, novelist, essayist, short-story writer, and academic and political figure, are predominant with 4 translated books. Ahmet Hamdi Tanpınar did not receive significant recognition, probably because he did not conform to any of the ideologies of his era. However, he has recently started to be considered one of the esteemed figures in Turkish literature (Britten, 2018). Later, Orhan Pamuk and Refik Algan come second in the list with 3 translated books. Orhan Pamuk, winner of the Nobel Prize for Literature in 2006, increased his popularity after the prize. It can be inferred that this prize positively affected his place among the authors. Besides, he is known for reflecting cultural elements and is described as an author “who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures” by the Swedish Academy (The Swedish Academy, 2006). Algan’s second place in the list indicates that despite not being as widely acknowledged as Tanpınar or Pamuk, there is a certain degree of interest in Algan’s books among Spanish-speaking readers. As he won Sait Faik Story Award in 2006 (Darüşşafaka Society, n.d.), it is possible that interest in his works increased thanks to this award, and this played a role in selection of his works. Mario Levi, on the other hand, occupies the third rank in the list with 2 translated books. It shows that there is a moderate interest in his books. However, it can still be considered as noticeable among the others.

The works by the other 27 authors were translated once. This is a remarkable result indicating interest in a wide variety of authors. This is a significant finding as each author has his/her own style and stories to tell. The variety of authors can enable different literary voices to be introduced to Spanish-speaking readers. Interestingly, among these authors, there is a renowned actor, Engin Akyürek, who has increasing popularity in Spanish-speaking countries. This result suggests a crossover between the literature and the media sector. This is a promising finding considering the popularity of Turkish films/series in Spanish-speaking countries, as this crossover might lead to an increase in interest in Turkish culture and literature, even in the Turkish language.



As for the gender of authors, the data reveals an overwhelming difference between the number of male and female authors. In terms of the number of authors by gender, out of 31 authors in total, 24 are men while only 7 are women. In terms of the number of translations by gender, again, there is a vast majority of books written by male authors, which is 32, while the number of books written by female authors is only 7. Besides, only 1 book by each female author was translated. These findings show that more male authors in the Turkish literary circle have more chance to be acknowledged in Spanish-speaking countries in comparison to female authors.

Graphic 2: Translators

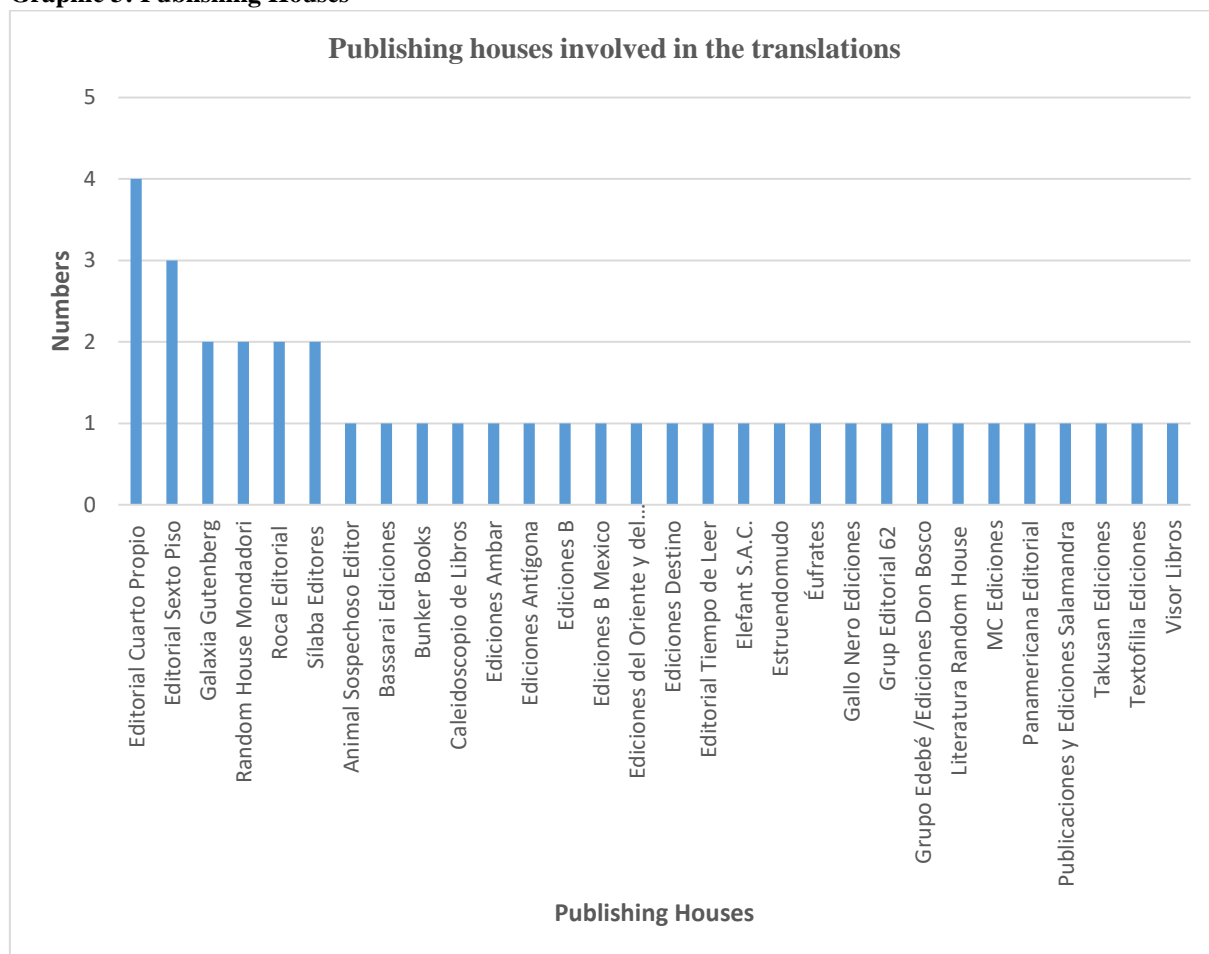


The data shows 21 distinct translators/groups of translators involved in the process. 36 translations were made by 1 translator, signaling the predominance of an individual translation approach. In contrast, 2 of the works were translated by 2 translators, while 1 of them was translated by 3 translators. Rafael Carpintero Ortega, a prominent academician in Turkey in the field of Spanish language and literature, translated the highest number of books, totaling 10. Gastón Fontaine P. and Pablo Moreno are ranked second in the list with 4 translations. Karen Eskenazi Kent translated 3 books, while Rafael Patiño Góez translated 2. When individual translations and translations in groups are considered separately, it can be seen that the rest of the translators translated 1 work only.

On the other hand, the results indicate that some translators had both individual and group translations or participated in different group translations. Çağla Soykan translated 1 book independently and was involved in a translation group for 1 translation. On the other side, Pepa Baamonde and İrfan Güler contributed to 2 different group translations.

As for the gender of translators, the data reveals that 12 male translators and 10 female translators contributed to the translations. In terms of the number of translations by gender, male translators translated 29 books, 2 of which were in collaboration with female translators. On the other hand, female translators contributed to 10 different translations. Of these translations, 1 was a group translation by two female translators, while 2 were translated in collaboration with a male translator.



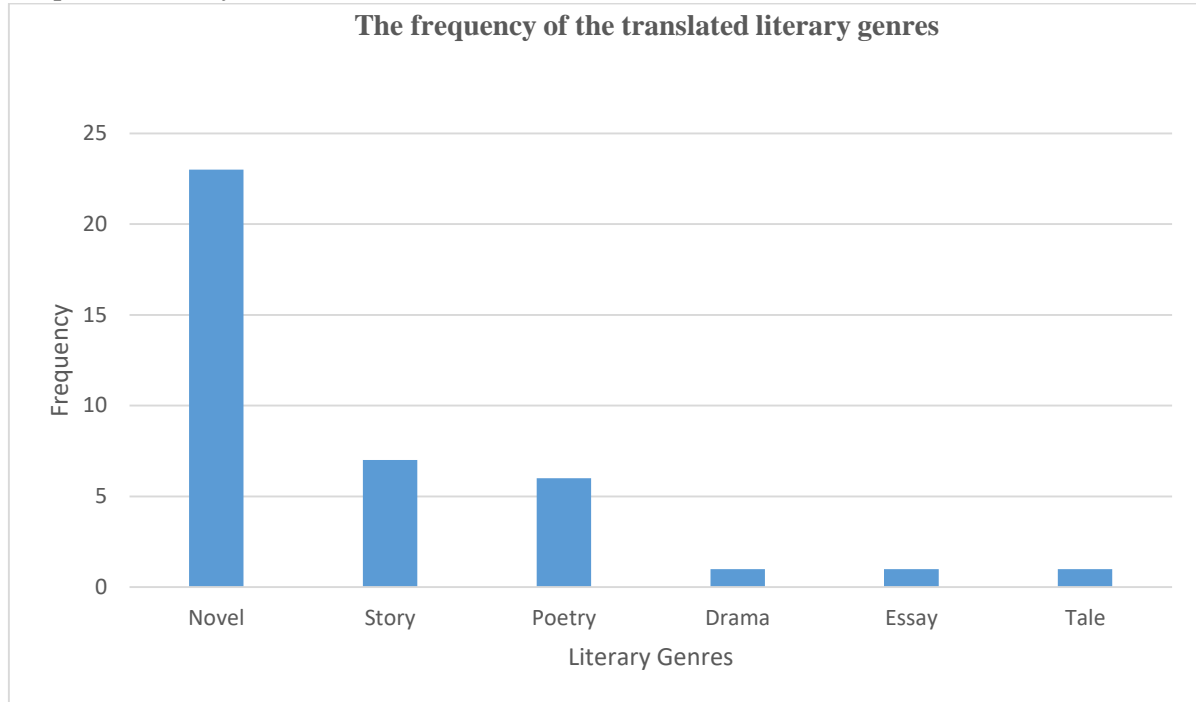
Graphic 3: Publishing Houses

There are 30 different publishing houses involved in the translations. Editorial Cuarto Propio translated the highest number of books, equaling 4 books in total. It is followed by Editorial Sexto Piso that translated 3 books. Galaxia Gutenberg, Random House Mondadori, Roca Editorial, and Sílabas Editores followed them with 2 translated books. The rest of the publishing houses (24) published 1 translation only.

The data indicates a great variety in terms of publishing houses. It can be considered both positive and negative. Different publishing houses reach different audiences based on some non-literary factors such as economics, politics, and quality. Therefore, diversity might be beneficial in terms of reaching mass readers with different backgrounds and needs. In addition, the variety also suggests that Turkish literary works and TEDA attracted the attention of several publishing houses, which might result in reaching even more readers. There could also be an indirect result of this interest in TEDA, which might lead to more projects supporting literature and translation.

Conversely, the results can be interpreted in a negative manner. They indicate that there is no consistency in terms of publishing houses. The majority of the publishing houses were involved in the project only once. They might not be interested in the translation and publication of more works in terms of the TEDA project, or they might not have had the same opportunity again.

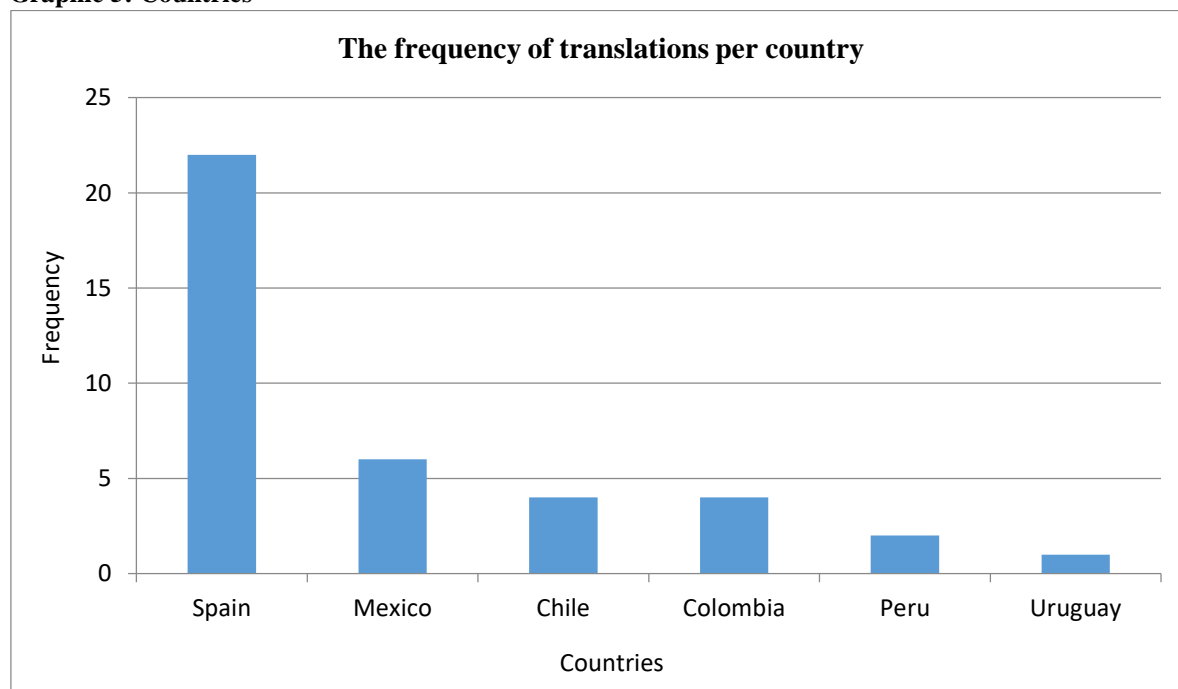


Graphic 4: Literary Genres

Taking the genres of the translated works into account, it is apparent that the vast majority belongs to the novel genre with 23 translations. This genre made ground for itself in Turkish literature during the Tanzimat era. Several works in the genre started to be produced and gathered momentum in time. Therefore, the popularity of novels among the authors and the increasing interest in the genre among readers can be counted among the reasons to be at the top of the list. The story genre follows the novel genre with 7 translations. Stories are literary works that are mostly a versatile source of cultural elements. Moreover, they represent social issues, opinions, and feelings in an effective manner. Considering the number of pages, it is evident that they are a time-efficient way of enjoying literature and a good source for teaching a country's literature and culture. Poetry represents the third common genre among the translated works with 6 translations. It is a presumable result because it is a genre commonly enjoyed by Turkish literary circles.

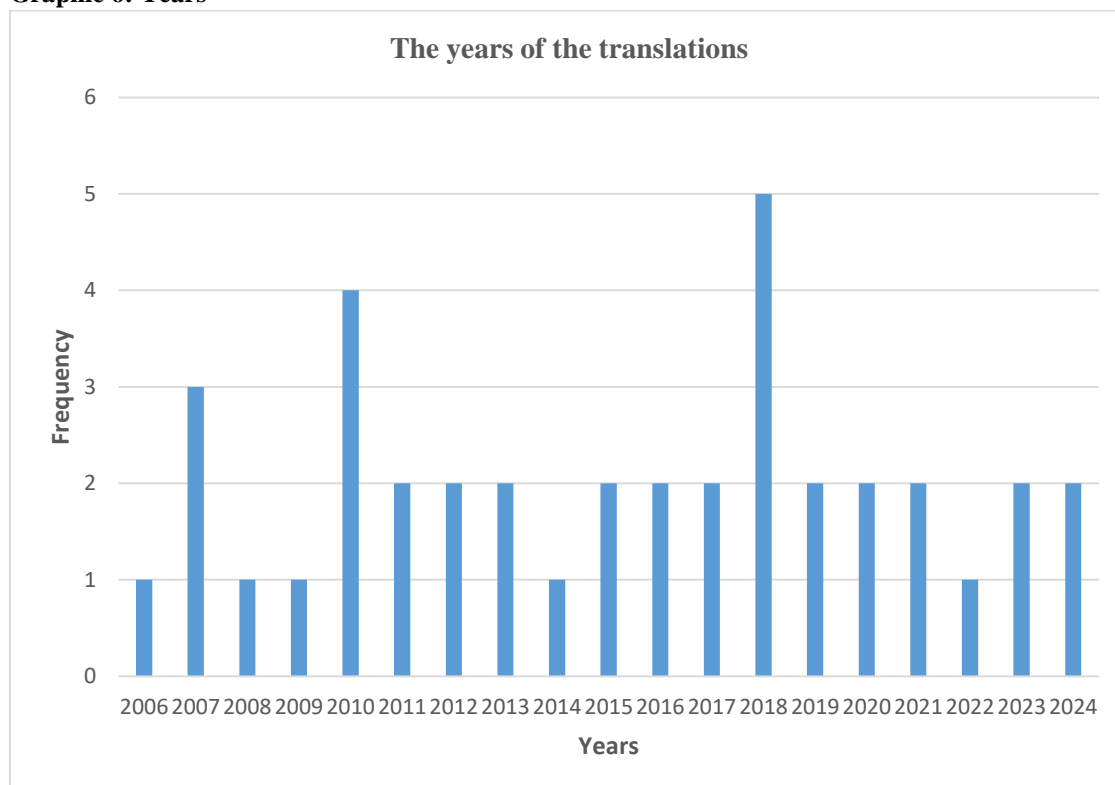
On the other hand, drama, essay, and tale are the genres that have been translated the least among the others. The difficulty of translating drama texts due to dramatic elements and their format and the lesser popularity of such texts can be why they have a lower frequency in terms of translation. The lesser popularity of essays can also be explained by the difficulty of translating the author's style as it is a free way of writing and involves a condensed form of opinions and emotions and lower popularity as sometimes they involve specific issues. Interestingly, even though the popularity of tales in Turkish literature has increased in recent years, the genre remains among the least translated genres. They target a certain age group and this age group constitutes of individuals who might not be aware of cultural elements yet. These two reasons might be why they have been neglected among the other genres.



Graphic 5: Countries

As stated above, Spanish is a widely spoken language around the world. Therefore, a literary work translated into Spanish can reach readers in various geographies. There are 6 countries where Turkish literary books were translated within the scope of the TEDA project. Considering Turkey's historical background with Spain, it is no surprise that Spain ranks first in the list with 22 translations. Mexico comes second with 6 translations, while Chile and Colombia follow Mexico with 4 translations. Peru is the second to last on the list with 2 translations. Uruguay, on the other hand, is the country where Turkish literary works have been translated the least, with 1 translation only. Limited demand in Turkish literature or accessibility to literary works from Turkish literature due to the inadequacy of interaction between the countries might be why it is at the end of the list. The countries in the list indicate that Turkish literature has had the opportunity to reach Spanish-speaking readers in different parts of the world, though in different numbers, which is a promising finding that shows its potential.



Graphic 6: Years

The data relating to the years of translations reveal that the first translation was done in 2006 when the TEDA project gathered steam in general. In 5 different years, there was only 1 translation. 2018 stands out as the year with the highest number of translations (5 translations). There is no regular course when considering chronologically from the first to the last translation. On the other hand, there has not been a steady increase or decrease in the number of translations. Besides, there was at least 1 translation each year between the years 2006-2024 which signals stability.

The most drastic changes happened between 2009-2010 and 2017-2018 (as an increase) and 2018-2019 (as a decrease). Thus, it cannot be definitively asserted that the history of translations from Turkish into Spanish within the scope of the TEDA project often faced drastic changes.

CONCLUSION AND SUGGESTIONS

Within this study's scope, translations of literary works from Turkish into Spanish under the TEDA project were presented in terms of the authors, translators, publishing houses, literary genres, countries, and years. In the narrowest sense, the findings of this research are specific to a particular translation project, a certain pair of languages and domains. However, in a broad sense, the results might provide insight into other translation incentives for different projects, languages, and domains.

Regarding the authors, it can be concluded that the wide variety of authors from different backgrounds, times, literary genres, and positions in Turkish literature enabled different authors to make their voices heard and have a place in Spanish-speaking countries. The results related to translators, the other significant actor in the translation process, revealed that the translation process can be carried out both individually and in collaboration with other translators. The variety of publishing houses in the project is promising to reach a mass audience. As literature is a broad domain, the analysis of literary genres is also essential. The distribution among the translated literary genres showed that a genre's historical and cultural significance within Turkish literature could affect its popularity in the selection of works to be translated. In addition, other factors such as societal interests, current literary trends, and difficulty in translating might also affect the selection process.



The popularity of the genres in a country's literature might also indicate the preferences of readers and the market demand in parallel with these preferences. In addition, the number of countries where these literary works were translated is promising as it is not limited to Spain. As stated above, Spanish is a widely spoken language worldwide and has been increasing its popularity even more day by day. Likewise, the popularity of Turkish series has been increasing in Spanish-speaking countries. This increasing popularity might also explain the popularity of the literary works translated from Turkish into Spanish. In addition, one of the authors is a famous actor in these countries. This finding suggests that the increase in interest in one domain can show its effect in other domains. Therefore, such trends should be kept in mind in such projects. On the other hand, the results related to years showed that there was no steady course or many drastic changes over the years. The fact that there was at least one translation each year is promising in terms of stability. In such projects, the aim is generally to gain momentum over the years. However, the history of the abovementioned translations does not indicate such a momentum.

The TEDA project undoubtedly contributed to the recognition and popularity of Turkish literature in various regions and languages worldwide. Translations into widespread languages should be given more prominence in such projects as this can facilitate reaching more people around the globe. In parallel with this, Turkish literature needs more projects to gain prominence worldwide. In pursuit of this aim, TEDA can be improved by increasing the number of translations and diversifying the authors and translators, as each has their own style and can enrich literature in their own ways. Stability in terms of cooperation with publishing houses is also essential. On the other hand, the increase in the variety of publishing houses, especially those that attained a place in the market, might also be beneficial as each publishing house has its own readers and areas in which they are famous. Concerning the countries involved in the projects, the increasing popularity of the Turkish series can be beneficial in fostering interest in Turkish literature and culture in a broader geography. Moreover, delving into this topic in academic research can increase the recognition of the TEDA project and generate ideas for further programs and projects.

It is evident that the formation of incentives for translation is beneficial in terms of the translation domain and promoting literature and culture to readers in different geographies who do not speak the source language of the literary work. These contributions indirectly lead to another notable contribution: soft power. The abandonment of hard power, the latest technological developments, and global policies have increased the tendency toward using soft power. Though its results might be seen in the longer term compared to hard power, it can be considered a convenient way of gaining a powerful position for nations. Therefore, enhancing soft power will be advantageous for nations, and inevitably, translation can be regarded as an essential component of soft power. It can contribute to soft power via different fields, such as literature, media, and tourism, which are significant and widespread domains in our globalized world. By recognizing translation as not merely a transfer between languages, nations can promote their literature, culture, and political ideals and shape international public opinion. This can help them reinforce their place in the global arena. Moreover, they can foster understanding and respect between nations and cultures. This can contribute to global order and lead to a culturally diverse and more interconnected world.

At this point, the results obtained in the study have intriguing implications for the role of translation in terms of soft power. They show the broad and multifaceted benefits of translation regarding soft power. They also indicate the potential effect of language and the exchange of cultures on soft power through translation. As appreciating translation's value in conveying culture may promote soft power, translations should be given more importance in related academic studies. In addition, a collaborative approach is significant. All the actors that might support soft power, such as policymakers, culture experts, translators, non-governmental organizations, and academicians should cooperate. Nations should invest more in quality translation than ever before. They should consider it as the cornerstone of soft power. Even though translation has not yet taken its rightful place in terms of soft power, thanks to the current situation and the speed of developments around the world, it seems promising in this pursuit.



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Book Review on ‘The Hermeneutics of Translation: A Translator’s Competence and the Philosophy of Hans-Georg Gadamer’

The Hermeneutics of Translation: A Translator’s Competence and the Philosophy of Hans-Georg Gadamer

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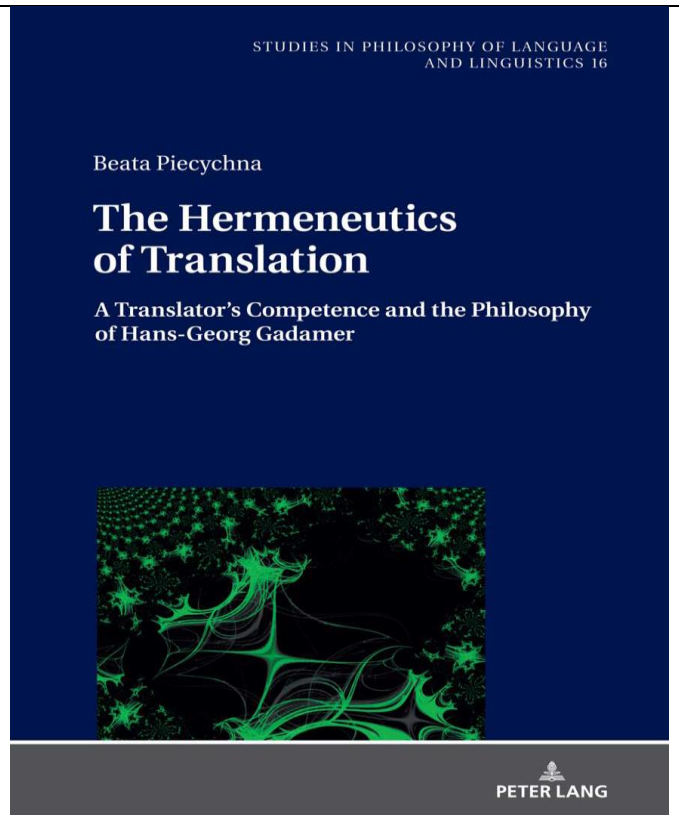
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What Lies Under A Translator’s Competence?

The Hermeneutics of Translation: A Translator’s Competence and the Philosophy of Hans-Georg Gadamer, as a revised and shortened version of the author’s doctoral thesis in Polish, was translated into English and published in 2021. As an important and unique study of its kind, its re-creation in English will undoubtedly get to be known to a much wider audience, and inspire and lead further studies on the Hermeneutics of Translation.

The book is situated within the contemporary translation study which deals with the question of what determines a successful translation and a competent translator. Although relatively recent interest to researchers in the field, it is acknowledged the subject is contextualized in many different ways in the available literature. However, the author argues, the works in the literature have no reference to philosophers who reflected on translation in their works.

With this criticism and anticipation that it will shed a new light on the question, the author pulls the issue of translator competence into the field of hermeneutic philosophy, especially of philosophical hermeneutics of Gadamer. The main purpose of the study is “to analyse and reconstruct

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Gadamer's views on understanding, history, dialog, and indirectly on language, and to find an answer to the question of the nature of a translator's competence analysed from the perspective of his hermeneutical philosophy" (p. 18). The research question of the study is justified on the basis of insignificant number works concerning translator competence within the framework of the hermeneutics of translation, the relationship between philosophy (especially hermeneutics) and translation, and unsatisfactory conceptualizations of the concept of translator competence within cognitive approach to translation.

The book is comprised of four chapters each of which delves into main concepts of Gadamer's hermeneutic philosophy to give a detailed analysis of their relevance to the translation act and translator competence. Chapter One explores Gadamer's concept of language. It begins with the question of what the hermeneutic philosophy of language is. As a specific medium of understanding, hermeneutic philosophy of language, with a holistic analysis, relates it to human existence, the world, and other people. With this orientation, Gadamer's most famous words and ultimate view of language "being that can be understood is language." (Gadamer, 2004, p. 470) is quoted and taken as a starting point to inquire into the pertinence of language to any worldly experience including translation. In the emergence of contemporary hermeneutic theories, text and translation have had an exclusive impact on disclosing the phenomenon of language. Gadamer expounds these aspects in his *magnum opus* (i.e., Truth and Method), which will be a great help to any study on the competences of translators.

Chapter Two examines the circularity of understanding (see Gadamer, 2004) which is a crucial point in Gadamer's philosophical hermeneutics. Developed from the idea of part and whole, basically it means, in Gadamerian terms, there is a dynamic relationship between our prejudices and the text we are trying to understand. We use our prejudices to anticipate a meaning from a text and what we get out of the text either validates or reinforces our prejudices or existing ones are discovered to be invalid or inadequate. In other words, there is not an ultimate understanding and each understanding becomes a pre-understanding for the consecutive one. The hermeneutical circle shows what the process of translation is. Translation act gets the meaning of a text on the basis of individual parts available to the translator and of the parts on the basis of the whole, which covers the points such as the historicity of the text, its cultural and social conditions. A competent translator, aware of his/her limitations in understanding a text, does not translate uncritically and considers the origins and horizon of the text.

Another key concept to Gadamerian hermeneutics is historically effected consciousness (Gadamer, 2004, p. 296), and it is expounded in Chapter Three. Expressed succinctly, it means we never escape from history to a point out of it where we can get a complete knowledge of ourselves. In other words, as historical beings, we are always in the hermeneutical situation which makes our knowledge and understanding incomplete. The chapter, whereby translation is taken as the concretization of historically effected consciousness, explores other Gadamerian concepts of hermeneutic experience, effective history, horizon, and their relevance to the act of translation and competences of translators. It concludes "the competent translator is immersed in history and tradition, but has the ability to transcend them, to take a different stance on a given issue and to open up to new interpretive possibilities" (p. 172). The question of how a translator achieves this is scrutinized in the last chapter.

Chapter Four focuses on the concept of hermeneutical conversation which, according to Gadamer, characterizes the event of understanding in that it is achieved through dialectic of question and answer (Gadamer, 2004, p. 363). As an inherent and indissoluble element in all understanding, translation is a form of hermeneutical conversation in which the translator and the text are partners. The text speaks through the translator so a competent translator opens oneself to the otherness of the text by drawing and accentuating the similarities and differences at various layers of interpretation.

In Concluding Remarks, after a summary of concepts found in philosophical hermeneutics and their relevance to the act of translation in general and specifically to a translator's competence, the

author offers a model of a translator's competence based on Gadamer's philosophical hermeneutics. Very similar to the hermeneutic circle and circular structure of understanding, the model poses a circular character, which implies the dynamic character of a translator's competences.

In the closing section titled "Coda: Hermeneutics of Translation, Where Are You Heading?", the author, after presenting the justified relationship between hermeneutics and translation with reference to philosophers and translation theorists, tries to clarify the scope and subject of the fields of hermeneutics of translation studies and philosophical hermeneutics of translation. The book is situated between the interfaces of these two fields on the ground that they offer questions to each other on many common concepts which fosters conversation between the researchers of both fields.

As a great source for anybody studying and reflecting on translation, the monograph is invaluable in its attempt to define "hermeneutics of translation" which, when hermeneutics taken as an "art of heading to the darkness" (Tatar, 2014, p. 8), will enable us to find out the correct questions to fully appreciate the phenomenon of translation. It gives us insight into the conditions in which a competent translator rises. However, a particular practice of a hermeneutics of translation should also reflect on the journey of the text from one language to another. What happens to the text? What is it that is translated, subject matter or intention of the author? How does it achieve validity and keep its "horizon" in a new "tradition"?

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