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Ön Söz

Değerli Okurlar,

Alman Dili ve Kültürü Araştırmaları Dergisi (ALKAD) olarak, 2019 yılından bu yana, Alman dili ve kültürü alanındaki çeşitli bilimsel araştırmaları sizlerle paylaşmanın mutluluğunu yaşıyoruz. 2024 yılının Aralık sayısında da bu alandaki özgün çalışmalarla karşınızdayız. Dergimizin bu sayısının hazırlanmasında emeği geçen yazarlara, makaleleri titizlikle değerlendiren hakemlerimize ve derginin yayın sürecine katkı sağlayan tüm akademisyenlerimize teşekkür ederiz.

Bu sayıda, dil öğretimi, kültürel etkileşim ve dilbilim gibi farklı alanlarda yapılan araştırmalar yer almaktadır. **Ayşe Karataş** ve **Sevinç Ergenekon** dinleme becerilerinin geliştirilmesinde iş birliğinin önemini ele alırken, **Zeki Uslu** ve **Gülten Toy** Almanca'daki "ab-" ön ekinin anlam yapısını incelemişlerdir. **Aylin Seymen**, reklamların kültürel farklılıklarını ve bu farklılıkların çevirisine etkilerini tartışmış, **İzzet Efe** ve **Nurhan Uluç** ise, Alman pediatri uzmanı Albert Eckstein'ın Türkiye'deki kültürel etkilerini araştırmışlardır. Son olarak, **Özge Özbek**, artırılmış gerçeklik teknolojilerinin yabancı dil öğretimindeki yerini inceleyerek, bu alandaki yenilikçi yaklaşımları değerlendirmiştir.

Bu sayımızda yer alan makalelerin, dil eğitimi ve kültürel etkileşim gibi alanlarda önemli katkılar sağladığına inanıyor, gelecekteki sayılarımızda daha fazla özgün çalışmaya yer verme fırsatını bulmayı ümit ediyoruz.

Dergimizin bu sayısının, alanındaki araştırmalara değerli katkılar sunmasını ve okurlarımıza yeni bilgiler kazandırmasını diliyor, bir sonraki sayımızda tekrar görüşmeyi temenni ediyoruz

Saygılarımızla…

Prof. Dr. Muhammet KOÇAK

Baş Editör

İÇİNDEKİLER

The Role of Collaboration in the Improvement of Foreign Language Learners' Listening Skill[1]

Yabancı Dil Öğrenenlerin Dinleme Becerilerini Geliştirmede İş Birliğinin Rolü

Ayşe KARATAŞ[*]
Sevinç ERGENEKON [**]

Abstract

Listening skills have generally been approached as an individual activity, often treated as a passive, silent part of language classrooms where learners mostly sit and listen during listening exercises. This approach limits the effectiveness of listening skill development. In contrast, collaborative listening has emerged as a trending approach in recent years, and many educators support its use to create a more engaging learning experience. In that regard, this study aimed to investigate the effectiveness of collaborative listening activities in enhancing listening skills among Turkish EFL learners. A mixed-method research design was employed. The quantitative data was collected using pre- and post-tests to assess the impact of collaboration on listening improvement. The qualitative data was gathered through semi-structured interviews to explore participants' views toward collaborative listening activities. The data analysis showed significant improvement in the listening skills of those engaged in collaborative listening activities. Furthermore, interviews revealed the cognitive, affective, and social benefits of collaborative listening.

Keywords: Listening skill, Collaborative learning, Collaborative listening, Collaboration in listening, Peer-peer interaction

Öz

Dinleme becerileri genellikle bireysel bir etkinlik olarak ele alınmış, dil sınıflarında öğrencilerin çoğunlukla oturup dinleme alıştırmaları yaptığı pasif, sessiz bir bölüm olarak görülmüştür. Bu yaklaşım, dinleme becerilerinin gelişimini sınırlamaktadır. Buna karşılık, işbirlikçi dinleme son yıllarda yükselen bir yaklaşım olarak ortaya çıkmış ve birçok eğitimci, daha ilgi çekici bir öğrenme deneyimi yaratmak için bu yöntemi desteklemektedir. Bu bağlamda, bu çalışma, işbirlikçi dinleme etkinliklerinin Türkçe öğrenen yabancı dil

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öğrencilerinin dinleme becerilerini geliştirmedeki etkinliğini araştırmayı amaçlamıştır. Karma yöntemli bir araştırma tasarımı kullanılmıştır. İşbirliğinin dinleme gelişimine etkisini değerlendirmek için nicel veriler ön ve son testler kullanılarak toplanmıştır. Katılımcıların işbirlikçi dinleme etkinliklerine yönelik görüşlerini keşfetmek için yarı yapılandırılmış görüşmeler yoluyla nitel veriler toplanmıştır. Veri analizi, işbirlikçi dinleme etkinliklerine katılanların dinleme becerilerinde önemli bir iyileşme gösterdiğini ortaya koymuştur. Ayrıca, görüşmeler, işbirlikçi dinlemenin bilişsel, duyuşsal ve sosyal faydalarını da ortaya koymuştur.

Anahtar Kelimerler: Dinleme Becerisi, İşbirlikli Öğrenme, İşbirlikli dinleme, Dinlemede işbirliği, Akran-akran etkileşimi

Introduction

Scholars always see the listening achievement of language learners one of the biggest challenges of acquisition process. It is argued that listening skill is identified as the skill that the learners achieve the least when it is compared with the other skills according to the participants of his study (Graham, 2006). When it comes to the reasons, a substantial number of challenges were listed such as perception problems, speed of delivery, word recognition, clarification of the message, production of verbal or non-verbal feedback accent problems, etc. Due to the fact that most of the language learners face those sort of challenges, listening skill has been ignored for many years and been avoided by language teachers and learners. However, it is the basis of production of spoken language, and it should be noted that listening skill has been named as 'Cinderella Skill' because of the fact that it is specifically ignored by its big sister, speaking skill (Solak & Altay, 2014).

During practicing listening, language learners may face a series of challenges and difficulties. Until 1960s, because of the fact that listening had been ignored, it was harder for teachers and learners to handle the teaching and learning process of listening skill. However, during and after 60s, thanks to Direct Method, listening skill started to gain importance among scholars and was studied a lot. Krashen and Brown (1981 & 1982) paved the way for different and innovative approaches. Later years have shown the importance of collaboration in language teaching and listening has also started to be included but not in the sufficient way. Scholars have argued that it is not enough to decode any utterance for the listener since relating the utterance will potentially enhance comprehending (Marson & Emerson, 1990). Collaboration, namely including other listeners in the process, may be one of the ways to achieve this relation for listeners in a more meaningful way as sharing the burden of the process with another party may omit the passive state of the listening skill. Concisely, the basic problem is that treating listening as an alone processing skill since the opposite may be fostering when the mutual nature of language learning.

Compared to other skills, listening plays a significant role in meaningful communication, occupying more than half of a learner's class time (Nunan, 1998). Like other skills, it presents challenges, one being the need for willingness to listen for comprehension, enabling the listener to recognize, analyze, and process information to create utterances for effective communication—a primary goal of language learning. Achieving this may require additional assistance from teachers, coursebooks, or peers, as sociocultural theory asserts that learning occurs within and through social contexts (Packer & Goioceochea, 2000). Thus, learners must engage actively with their environment and peers to achieve better outcomes.

However, listening practice often remains an individual endeavor, as it is considered a more internal cognitive process. Analysis of lesson plans reveals that interaction is primarily teacher-student or student-teacher during the while-listening phase. Coursebooks also reflect this, with pre- and post-listening activities designed for collaboration, while while-listening tasks are typically for individual performance. A literature review indicates that few studies have explored collaborative listening, particularly in our country. According to Cross (2010), collaborative work can help learners plan, monitor, compare, and justify their understanding, easing the process and enhancing comprehension.

In conducting this research study, all the participants have been assumed to participate fully and regularly in each lesson, to work collaboratively with classmates with no hesitation and with the clear understanding of given instructions. Additionally, they are assumed to give objective and honest answers during the interview that was administered at the end of the treatment with each participant. Lastly, the data collection instruments that were used by the researcher for the analysis are assumed to have a high reliability and validity with double checks by colleagues and superiors during the analysis process.

In order to be able to answer the stated research questions above within the scope of limitations, an eight-week collaborative listening treatment was applied to the learners and this research study is limited to 32 participants. Lastly, this study is limited to a specific proficiency level of English language learners within a unique class in a Preparatory Language School of a private university in Ankara, Turkey.

Review of Literature

Listening is one of the four main domains of English language and in English Language Teaching (ELT) every domain has a pivotal role. Scholars have been studying every domain separately, and in an integrated way at the same time, in order to reach a more meaningful and useful way to teach English language. Unfortunately, scholars' attention was not equal for each skill until the 1970s. The listening skill was only accepted as one of the undistinguished pieces of acquisition of English language. More attention was paid to the other skills and subskills such as speaking and grammar, while listening was mostly used and dealt with during the instruction and explanation stages of language lessons. Even though, for scholars the speaking skill dominates the field to do research on since it seems to be the basis for communication, in reality, in order to communicate one must understand what is told in the first place (Gilakjani & Ahmadi, 2016). Within the knowledge of this, the listening skill has emerged as powerfully as the speaking skill and a great amount of research has been done to fulfill this communication aim.

According to Nunan (1998), more than half of language learners' class time consists of listening. This is a really considerable amount of duration. Learners listen and make an effort to comprehend the instructions, explanations, discussions and any other activities applied in the classroom. Hunsaker (1990) also agreed on the idea Nunan put forward, and found out that learners' achievement is correlated with the listening efficacy in the classroom. Since the success in listening has created a better and meaningful understanding for further tasks, learners could do better in other skills and fields, as well. This is also supported with another research Gilbert carried out in 2005. He conducted a study with English language learners to find the relationship between the listening effectiveness and performances of learners. The results have shown that improving learners' listening skill has led them to a better achievement in other language skills. Taking this research into consideration, it is an undeniable fact that learners may develop a positive attitude and motivation towards the target language with the help of improvement in the listening skill. Since motivation is accepted by many scholars and language teachers as one of the key features for the effective learner outcome, the idea of the fact that the listening skill should be prioritized first has naturally become important throughout the years in language teaching.

Gu (2018) has argued that language learning is based upon the ability to listen since it paves the way to acquiring the other skills and subskills. Without evaluating the meaning of what is heard and discussing it, learners cannot be involved in a constructive learning environment, which is one of the most vital requirements of language classrooms. When the nature of the language classrooms is taken into consideration, it is acknowledged by every teacher and scholar that there should be a constant negotiation among both the teacher and learners, and learners and learners. In order to be more effectively involved in these interactions, learners must first decode the meaning accurately.

According to Krashen, input plays a critical role in second language acquisition and the skills of listening and reading are the most natural ways to offer meaningful input for the learners (1982). He also states that when the input is presented in a comprehensible way, learning takes place easily and naturally. Based on this idea, Hulstijn (2003) argues that language learners mostly benefit from incidental learning through the medium of listening during the lessons. Learners may promote their learning by listening to an instruction from the teacher, an example from a peer, a song, a podcast or even a TV show. The list may effortlessly be extended thanks to the easier accessibility of listening materials.

The existing body of research suggests that the place of listening is incontrovertible in terms of both academic and daily life. It is on account of this fact that the sustenance of efficient interaction is based on the listening skill (Atxamovna & Shariyevna, 2020). It enhances the learners' perspectives for internalizing the culture of the target language and easing them into gaining new information because the listening skill dominates the classroom time in language learning classrooms.

Collaborative Learning

A wide range of definitions can be made for collaborative learning. Panitz (1996) defined it by stating that collaborative learning is not only an application in the classroom but an individual philosophy to get together as pairs and groups and expose learners' capacities and contributions. Based on this definition, it can be said that everything that a learner brings forward and produces for a task in a group is valuable, and it creates a positive and fruitful learning environment, which may also change the attitude of the learners towards language learning to the better.

According to Dillenbourg (1999), collaborative learning is defined as social classroom context which has pair and group interactions for learners to achieve or attempt to achieve the given tasks together. Here, the interactions do not have to be only pair or group since a class or community-based interaction can also be prepared for learners to take part in during the learning process.

It is widely accepted that collaboration is one of the most efficient ways to facilitate a task or to overcome a difficult task by supporting one another or by simply putting ideas and efforts together. It is the same for education and learning like many other disciplines and fields. Accomplishing is higher when working together. It is an interactive process where attendees actively participate in the completion of the task taking the responsibility for their own learning as well as other attendees' learning. Many cognitive processes, or higher mental activities, such as decision making, problem solving or critical thinking are included in it, which provides a higher level of development for the learners.

According to Brown (2008), a more successful and stimulating learning environment can be achieved by working and learning collaboratively, and this learning environment can lead learners to a satisfactory academic performance. That is to say, lessons, tasks and activities designed with collaboration enhance the academic development of language learners.

Collaborative learning is an actively engaging process for language learners. In this process, learners take the control and responsibility of their own learning by exploring individually first and contributing and enhancing together later. Thus, they construct their own knowledge, which makes learning more permanent and powerful. As well as providing a higher quality learning, collaborative learning also fortifies learners' social skills while developing positive attitudes. Learners benefit from their peers' philosophies for learning and get the chance of exchanging perspectives, which creates a context for learners to encounter and try new learning styles (Farrah, 2011).

Wentzel and Watkins (2002) argue that language learners may have a better chance to perform more effectively and make use of higher-level thinking abilities with the help of collaborative learning. Learners

become selectively participative in the lessons and come up with more practical learning outcomes during the application of collaboration integrated with any kind of classroom activities in language classrooms.

It is an inevitable fact that collaborative learning has its affective and subjective advantages for the learners. In this actively engaging process, learners experience better explanations, they listen to others attentively, they tolerate different opinions, and they gain different perspectives through collaboration (Akbaş, 2017). As understood here, collaborative learning enhances social communication and develops better interactions among one another and teachers, too. Another contribution of collaborative learning is stated by Smith and MacGregor (1992, p.13) for an important awareness for further learning as follows: "Learners are not just recipients of truths from textbooks or faculty members, but responsible creators of their own knowledge and meanings - a change that is essential to life-long learning and true intellectual development."

According to Laal and Laal (2011), a collaborative learning environment compels learners to promote themselves in social and psychological ways while they argue on different perspectives by evaluating arguments and defending their opinions. As anticipated, this leads learners to construct their own one-and-only notional frameworks and they gain a critical perspective towards an expert's or text's framework. Laal and Laal support the intellectual development argument of Smith and MacGregor by alleging this idea. Srinivas (2011) also shares the same opinion with them by adding that collaborative learning settings allow learners to confer opinions with peers, deliver and defend arguments, discuss differing points of view, approach critically and become participative.

According to Johnson and Johnson (1986), during collaborative learning, learners experience learning actively by discussing and exploring by reconceptualization of prior knowledge, namely activating, and connecting to the schemata, in an anxiety-and-ambiguity free environment. Furthermore, collaboration is one of the implicit ways to encourage learners since peer reassurance has a positive impact in motivating learners. In this way, thanks to the positive experiences gained during the collaboration, learners tend to build a positive attitude towards language learning itself and become more eager learners for further tasks.

Collaborative Listening

As stated above, listening has always been approached with its individualistic nature due to its being metacognitive. It is treated more like a silent part of the language classrooms, and learners mostly sit and listen during the listening activities, which reduces the effectiveness of learning for the listening skill. When an ordinary lesson is designed to practice the listening skill, most teachers come up with the plan of instructing learners to listen and answer the questions given. Undoubtedly, the pre and post stages of listening activities are easier to vary for learners in being more engaging, but the silent treatment of listening activities still continues. Ardi (2015) claims that learners come across with various challenges during "silent" listening activities, and the main problem for them is not understanding the listening audio to answer correctly. He states that learners may answer correctly when they communicate and discuss the ways to find the correct answer with their peers.

According to Cross (2018), collaborative listening supports language learners to perform the given task collectively in order to design and control their listening by getting help from peers to comprehend the oral texts. According to him, the collaboration must be applied to the whole listening process, namely to the pre-listening, while-listening and post-listening all together so that maximum efficiency from the collaboration could be obtained. Also, Cross (2018) specifies the process by stating that before listening, learners benefit from the collaboration by activating their prior knowledge better and on a broader sense with the help of discussions done by peers, by detecting whether to listen for gist or details together and

by analyzing structural formation and context of the text genre by communicating on it with peers. By doing so, learners ease the process for each other to get more prepared for the requirements of the task and this augments the task completion, which is the ultimate aim.

According to Cross again (2018), during while-listening, which has two steps mostly as the first listening and second listening, learners benefit from each other by basically exchanging and justifying their answers together, and in this way, they can achieve more in terms of meaningful outcomes compared to how much they can achieve when working alone. Furthermore, before the second listening, learners discuss and plan on what to pay more attention to with different perspectives, and present what is heard by each other to complete the missing parts of one another, which again increases the chance of finalizing the task effectively in the end. Cross here deals with while-listening and post-listening stages together by mentioning them as first and second listening and follow-up activities. However, it is better to have a more reflective separate post-listening activity in order to develop learners' higher level thinking skills.

Vandergrift and Goh (2012) have claimed that participating in meaningful communication with other peers facilitates to plan and monitor the process as well as upgrades the improvement of learners' potential as a whole and for the requirements of tasks to achieve better in listening practice. Vandergrift and Goh (2012) also have asserted that collaboration may be one of the most powerful ways to arrange the listening process for language learners in order to activate it efficiently, to make learners experience a conscious thinking process and to make learners take the responsibility for their own learning and direct it.

Although in theory collaboration for the development of listening is highly recommended, there is a limited body of research on this specific topic, and it should be studied in greater detail in order to become more knowledgeable about the application of it in the language classrooms since it definitely deserves more attention. Yet there is some research carried out to analyze the effects of collaborative listening. A 2017 Iranian study carried out in order to find out the effects of applications of peer scaffolding in listening development has revealed that scaffolding of peers has a positive correlation in listening comprehension and development. The researchers, Rozati and Safa (2017), carried out this study with the help of 90 EFL learners designed with an experimental research design. Implementation, which was peer scaffolding during listening activities, was applied during 15 treatment sessions to only the experimental group and the results have shown peer assistance is helpful for Iranian EFL learners in listening achievement.

Shabani and Malekdar conducted another study in order to investigate the collaboration in listening achievement in 2016. They carried out experimental research designed by gathering 33 elementary level EFL learners based on the Key English Test (KET) and implemented a 10-week treatment with peer scaffolding for the experiment group like in the first study explained above. Pre- and post-test measurements were applied to evaluate the overall achievement at the end of the treatment, and according to the results, it is stated that working collaboratively with peers during listening practice is practical and useful for the achievement of the listening skill since the experiment group's test results are a great deal better than the control group's results (Shabani & Malekdar, 2016).

As a more recent study, in 2021, another Iranian study was carried out with the purpose of finding out the effectiveness of collaborative listening for intermediate level EFL learners on listening comprehension and vocabulary learning. In this study, the learners' opinions were also evaluated to have a further insight on collaborative listening. As participants, 48 learners took part in the study in total from both the experiment and the control group. A 17-session treatment was implemented with the help of podcasts with follow-up activities for each group, group work for the experiment group and individual work for the control group, and it was found out that the group which studied listening collaboratively

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outperformed the group which worked individually in both listening and vocabulary tests done after the implementation. Additionally, learners stated that they developed a positive attitude towards the listening skill after the collaboration (Saeedakhtar & Haqju & Rouhi, 2021).

As a further study for the effectiveness of collaborative listening, Safa and Motaghi have investigated and tried to figure out whether it is the cognitive or meta-cognitive scaffolding strategies that are more effective for listening development. Researchers selected 90 intermediate level EFL learners and designed an experimental study. There were three groups in the study, two experimental groups for collaborative working and one control group working individually without any peer scaffolding. One of the experimental groups was presented with cognitive scaffolding strategies in their group and the other experimental group was presented with meta-cognitive scaffolding strategies in their group. Pre- and post-tests and interviews were used as the measurement and together they have shown that meta-cognitive scaffolding strategies are better to use during collaborative listening such as orientation, planning, monitoring, evaluation, and reflection. In addition, meta-cognitive peer- scaffolding strategies helped language learners to develop more positive feelings towards the listening skill according to participants' opinions (Safa and Motaghi, 2021).

The studies revealed that collaboration significantly enhances EFL learners' listening skills by providing opportunities for peer support and interactive learning. However, there is a dearth of research on collaborative listening in the existing literature. Therefore, this study aims to examine the effectiveness of collaborative listening activities in developing listening skills among EFL learners in an English Preparatory Program. To achieve this aim, the study seeks to answer the following questions:

1. Does collaboration affect the development of Turkish EFL learners' listening skills?

2. If so, to what extent does collaboration influence the development of Turkish EFL learners' listening skills?

3. How does collaboration contribute to the development of listening skills in terms of cognitive, affective, and social factors?

Methodology

Research Design

This study employed a mixed method quasi-experimental research design carried out to scrutinize the effects of collaboration in the development of the listening skill of the participants namely EFL learners in two different classrooms in the preparatory program of a private university. It aims to explore the correlation between collaboration in listening practices and listening achievement, focusing on three research questions: the existence of a relationship between collaboration and listening development, the extent of this impact, and its contributions to listening on cognitive, affective, and social levels. These questions were investigated through a quasi-experimental design, incorporating both qualitative and quantitative data. As Ross (2005) explains, "Experimental research is used in settings where variables defining one or more 'causes' can be manipulated in a systematic fashion to discern 'effects' on other variables." In Applied Linguistics, quasi-experimental designs are preferred, allowing for control over measurements with fewer random assignments, ensuring equivalence between control and experimental groups (Best & Kahn, 1993). This study adopted Dörnyei's model (2019), where the experimental group underwent a special implementation while the control group served as a baseline, enabling comparison to determine the intervention's effect on participants' listening comprehension development.

Participants

The participants of the study were learners from the preparatory program of the Foreign Languages Department of a private university. There were 30 learners with Alpha (intermediate) proficiency levels in these classes. The age range was between 18-21. This level of classes had 25 hours of contact lessons each week. The learners needed to complete three terms successfully to be able to cover the preparatory program. Assessment was divided into two parts as exams and performance. In the examination assessment, learners performed Full Tests (FT) and Progress Tests (PT) regularly. Based on the length of the term, on average there were three to five PTs and two to four FTs. In the PTs, there was a listening skill section with ten multiple choice questions in total, and in FTs, there was a listening section with 20 multiple choice questions. In this case, the data was collected during the second term due to two reasons. Firstly, the researcher wanted to wait so that the learners could form a certain learning style in and accumulate some base knowledge about the listening skill. Furthermore, the researcher applied a purposive sampling by taking the average grades of FTSs and PTs that the learners took in the first term, and accordingly, she formed the experimental and control groups in order to have more reliable results at the end of the implementation.

In total, there were 32 learners, 17 learners in the experimental group and 15 learners in the control group. The listening score averages taken from PTs and FTs belonging the first semester of the academic year were really close to each other, 71.5 for the experimental group and 69.8 for the control group, and this eliminated the variable of proficiency level difference to get more reliable results from the study.

Context

In this preparatory program, the classes are classified into three levels as Alpha, Bravo, and Charlie. This categorization represents the proficiency level of the learners as follows: Alpha (elementary), Bravo (pre-intermediate & intermediate) and Charlie (intermediate & upper intermediate). These levels specify the proficiency levels of the learners at the very beginning of the term. However, as the semesters proceeds, the levels become higher, and this research study was applied during the last semester of the academic year so that the basis for listening skill could be grounded before the implementation and the research results could be stronger. The research was applied to two different Alpha classes in the last spring term so that the proficiency level could be more appropriate for the aim of the study. These two different Alpha classes were chosen according to the learners' previous listening achievements. The researcher compared the listening skill scores in the examinations of the previous term and chose two classes whose listening scores were the closest. Additionally, it was easier to carry out the research since the researcher taught Alpha classes.

There are 25 hours of lesson every week for Alpha level classes. This level has four different teacher partners whose distribution of lesson hours are different, too. The researcher has 4 hours of lesson each week in each class that has the participants of this study. It should also be mentioned that the researcher teaches both experimental and control groups during the first two lesson hours on different days. It can be said that their preparedness and motivation for the lessons are more or less the same.

The Curriculum Development and Testing Office designs the curriculum of the institution according to the specific needs of the learners every year with the adaptations, additions, and omissions. The Curriculum Development and Testing Office inform the teachers about the details of the curriculum before starting to the new term every year. Alpha level classes use LB (Language Hub) Beginner, Elementary, Pre-Intermediate and Intermediate books as the main coursebook. Moreover, Step-up booklet, Listening booklet, Writing booklet, and Reading booklet are used as workbooks in order to support extra practice

during the term. As stated, along with the main coursebook, learners are exposed to extra listening practices with strategy trainings as of the second term. Nevertheless, there is no collaboration in the instructions of the Listening booklet either, which supports the main problem for this study.

Before the study, the researcher has carried out an online survey to have an idea of the teacher stance towards collaborative listening and the results have shown that although the teachers think that collaboration might work well during each phase of listening practices only few of them fully apply collaboration to each phase. As stated before, the main course book does not include enough interaction patterns in listening skill practices, especially in the while-listening phase.

Implementation

During the study, the listening skill was taught to two groups of learners, each using a different instructional approach. The experimental group engaged in collaborative listening activities for eight weeks, while the control group received individualistic instruction without collaboration. Both groups used the same main coursebook at the B1 level for their listening exercises, ensuring consistency in content and materials across groups. However, the experimental group's activities were specifically designed to incorporate collaborative tasks with the purpose of enhancing cognitive processing and fostering a deeper understanding of complex material through partner-based interactions. The main themes and activities from the B1 book are outlined in Table 1.

Table 1

Collaborative Listening Activities for B1

UNITS	ACTIVITIES
B1 U6 6.1-Health Myths	Pre-L: Vocabulary matching exercise with a partner & Giving examples for myths and facts with a partner
	While-L: Listening together and answering a multiple-choice exercise with a partner
	Post-L: Brainstorming about disadvantages of the health myths with a partner
B1 U7 7.3- Intelligence	Pre-L: A picture description activity with a partner & Vocabulary matching exercise with a partner
	While-L: Listening together and numbering the events exercise with a partner
	Post-L: Talking about the advantages and disadvantages of homeschooling with a partner
B1 U8 8.1- Musical Taste	Pre-L: Matching different types of music with a partner by discussing & Discussing the questions with a partner
	While-L: Listening together and answering a multiple-choice exercise with a partner
	Post-L: Discussing the relationship between mood and music with a partner
B1 U8 8.3- Telling Stories	Pre-L: Vocabulary matching exercise with a partner & Predicting activity with a partner
	While-L: Listening together and identifying contrasting ideas activity with a partner
	Post-L: Identifying the linking words and phrases in the extract with a partner

B1 U9 9.2- Getting and Giving	Pre-L: Brainstorming about benefitting society with a partner
	While-L: Listening together and doing categorization activities with a partner
	Post-L: Giving a summary practice with a partner
B1 U10 10.1- Devices	Pre-L: Identifying the devices in a given picture with a partner
	While-L: Listening together and matching the devices with the speakers activity with a partner
	Post-L: Reflecting on the context of the listening extract with a partner
B1 U11 11.1- Natural Wonders	Pre-L: Matching the seven wanders of the world with the names with a partner
	While-L: Listening together and ordering the information in it & answering comprehension questions with a partner
	Post-L: Stating reasons for the favorite wanders with a partner
B1 U12 12.3- Advertising	Pre-L: Guessing the product based on the advertise with a partner
	While-L: Listening together and identifying the opinions of the speakers with a partner
	Post-L: Defending the better campaign with a partner

For the B1+ coursebook, the collaborative listening activities for the experimental group can be seen below:

Table 2

Collaborative Listening Activities for B1+

B1+ U1 Communication Today	Pre-L: Predicting the topic based on pictures and clues with a partner
	While-L: Listening together and answering a multiple-choice exercise with a partner
	Post-L: Discussing reflective questions with a partner
B1+ U1 Who owns English?	Pre-L: Commenting on an infographic with a partner
	While-L: Listening together & Answering comprehension questions and identifying speakers with a partner
	Post-L: Agreeing or disagreeing on the opinions of the speakers with a partner
B1+ U2 Important Decisions	Pre-L: A vocabulary matching activity and sharing personal experiences with a partner
	While-L: Listening together and correcting the mistakes in the summary of the podcast with a partner
	Post-L: Finding pros and cons for the topic of the podcast with a partner
B1+ U2 You can do it!	Pre-L: Predicting the problems in the talks based on pictures and clues with a partner
	While-L: Listening together and completing the statements according to the talks with a partner
	Post-L: Answering personal follow up questions with a partner
B1+ U3 Travel Experiences	Pre-L: Brainstorming about transportation with a partner
	While-L: Listening together and performing a true-false activity with a partner

	Post-L: Comparing the speakers based on questions with a partner
B1+ U3 Travel Smart	Pre-L: Commenting on a poster with a partner
	While-L: Listening together & Answering comprehension questions and multiple choice questions with a partner
	Post-L: Discussing arguments and claims in the conversation with a partner
B1+ U4 Personal Change	Pre-L: Talking about resolutions with a partner
	While-L: Listening together & Answering comprehension questions and performing a true-false activity with a partner
	Post-L: Choosing top 10 New Year's resolutions with a partner
B1+ U4 Personal Change	Pre-L: Talking about favorite books and movies with a partner
	While-L: Listening together & Matching speakers with the given information and filling in the blanks in the statements with a partner
	Post-L: Talking about the most interesting book and movie in the conversation with a partner
B1+ U4 Social Change	Pre-L: Stating pros and cons about the topic with a partner
	While-L: Listening together & Choosing the best description of the talk and paraphrasing the information in it with a partner
	Post-L: Creating more content for the talk with a partner
B1+ U5 At work	Pre-L: Brainstorming about employment skills with a partner
	While-L: Listening together & Answering multiple choice questions and performing a true-false activity with a partner
	Post-L: Recommending a possible employee for the position in the conversation with a partner
B1+ U5 In Business	Pre-L: Creating an idea-map for shopping with a partner
	While-L: Listening together & performing a true-false activity and identifying the phrases to state examples with a partner
	Post-L: Coming up with different environmental business ideas with a partner

In the experimental group, a total of 19 listening practices were implemented, with each activity structured in three phases: pre-listening, while-listening, and post-listening. During the pre-listening phase, learners engaged in predictive exercises and vocabulary-building tasks with their partners. These initial tasks served to activate background knowledge, facilitate vocabulary acquisition, and foster discussion on the topic at hand. For example, in Unit 6, the "Health Myths" activity included a vocabulary matching exercise and an exchange of examples related to myths and facts, helping students familiarize themselves with key terminology and context. Working with partners was intended to allow students to build on each other's ideas, making the learning process more interactive and reinforcing vocabulary retention.

The while-listening phase involved students listening to audio segments together and collaboratively responding to comprehension exercises, such as multiple-choice or true-false questions. These exercises were designed to enhance students' ability to focus on key details and promote active listening. Collaboration at this stage enabled students to discuss and negotiate their understanding in real-time, aiding in comprehension by allowing them to compare interpretations and clarify doubts with their peers. For instance, in Unit 7's "Intelligence" activity, students worked together to order events in the listening audio reinforcing their sequencing and analytical skills. Engaging in these tasks as a pair aimed to

foster a higher level of comprehension, as students could pool their knowledge and correct each other's misunderstandings, leading to more accurate responses.

Finally, the post-listening phase focused on critical reflection and synthesis of information. Students were encouraged to discuss broader implications, express personal opinions, and relate the listening content to their own experiences. These discussions provided opportunities for learners to reinforce comprehension through elaboration and personal connection to the material. In Unit 8, the "Musical Taste" activity led students to examine the relationship between music and mood, fostering a deeper, reflective dialogue about the content. Structuring these insights collaboratively was meant to help students gain perspectives beyond their own, which often deepened their understanding and helped solidify the knowledge gained.

To further maximize the benefits of collaborative learning, the researcher rotated partners frequently within the experimental group. This rotation was implemented to encourage a diversity of interaction, enabling students to practice listening skills with different peers and adapt to various communication styles. Additionally, the consistent use of collaborative tasks was intended to build a supportive learning environment, encouraging active participation and mutual support among learners. Overall, the approach aimed to not only promote active engagement but also make the learning process more effective, as students could draw from each other's strengths and insights to achieve a more comprehensive grasp of the listening material.

In contrast, the control group followed the same coursebook and completed the same listening activities independently, focusing on individual comprehension and personal interpretation of the materials. This approach provided a clear comparison of outcomes between collaborative and individualistic listening practices, with each group's progress and engagement measured and analyzed at the end of the study.

Data Collection Tools

The data was gathered with the help of the pre- and post-test, which were applied before and after the implementation to the participants in both groups in order to compare the effectiveness of collaboration on the development of listening skill. As the pre and post-tests, the researcher used the TOEFL Diagnostic Test since the institution applies TOEFL-based examination as the assessment during and at the end of each academic year. The reliability estimates for the listening section, which have been conducted basing on item response theory, have shown a high degree of consistency with the rate of 0.87. Thus, it can be claimed that the TOEFL Diagnostic Test of Listening has a sufficient amount of reliability to be administered to the participants of the study. The test of reliability for TOEFL Diagnostic Test of Listening reported in TOEFL Research Insight Series can be seen below (ETS, 2020):

Table 3

Reliability Estimates and Standard Errors of Measurement

Score	Scale	Reliability Estimate	SEM
Reading	0-30	0.87	2.34

Listening	0-30	0.87	2.38
Speaking	0-30	0.86	1.57
Writing	0-30	0.80	2.14
Total	0-120	0.95	4.26

The TOEFL Research Insight Series (2020) provides validity evidence for the TOEFL iBT® tests as a whole, and the Listening section is included in the broader validity framework. The validity arguments and the evidence can be seen in the table below:

Table 4

Propositions and Related Evidence in the TOEFL Validity Argument

Proposition	Evidence
The content of the test is relevant to and representative of the kinds of tasks and written and oral texts that students encounter in college and university settings.	Reviews of research and empirical studies of language use at English-medium institutions of higher education
Tasks and scoring criteria are appropriate for obtaining evidence of test takers' academic language abilities.	Pilot and field studies of task and test design; systematic development of rubrics for scoring written and spoken responses
Academic language proficiency is revealed by the linguistic knowledge, processes, and strategies test takers use to respond to test tasks.	Investigations of discourse characteristics of written and spoken responses and strategies used in answering reading comprehension questions
The structure of the test is consistent with theoretical views of the relationships among English language skills.	Factor analyses of field-study results for the test
Performance on the test is related to other indicators or criteria of academic language proficiency.	Relationships between test scores and self-assessments, academic placements, local assessments of international teaching assistants, performance on simulated academic tasks, grades, and other indicators of academic success
The test results are used appropriately and have positive consequences.	Development of materials to help test users prepare for the test and interpret test scores appropriately; long-term empirical study of test impact (washback)

The researcher spared total two lesson hours for both the pre- and post-tests before and after the implementation process. Also, the Shapiro-Wilk normality test have been applied by using SPSS to check whether the scores of the participants in the TOEFL Diagnostic Test of Listening have been distributed normally. The results of Shapiro-Wilk normality analysis performed at 95% confidence interval shown in Table 5, it was determined that the data showed normal distribution (p > .05). Since 'probability coefficient (p) values' in table 5 were greater than 0.05, it has been interpreted as the normal distribution of the data. Namely, it can be said that whereas some of the scores are low, some high, the bulk of the scores centered around the mean. The details can be seen in the table 5 below:

Table 5

The Shapiro-Wilk Normality Test Results for the TOEFL Diagnostic Test of Listening

Variables	N	P
Experimental Group Pre-Test Scores	17	.388
Experimental Group Post-Test Scores	17	.716
Control Group Pre-Test Scores	15	.639
Control Group Post-Test Scores	15	.394

The participants' views were analyzed by basing on individual semi-structured interviews right after the implementation was completed and categorized as the contributions of collaboration to the participants in only the experimental group regarding cognitive, affective, and social factors. The interview questions have been watched and analyzed on a question-based format one by one and the answers have been coded for each category by the researcher as positive, neutral, and negative responses firstly and the most common causes were categorized then. Moreover, the categorization was checked by an expert later. The questionnaire has been conducted in the participants native language, Turkish, so that they could answer without any confusion, Before carrying out the actual interview, the researcher double-checked the comprehensibility of the questions by implementing interviews with a few learners. The interview questions (see Appendix A) addressed cognitive, affective, and social factors, as well as the participants' overall opinions about collaborative listening activities.

Data Analysis

The study employed various data analysis techniques to examine the collected data. Quantitative data were analyzed using SPSS software. Quantitative data were analyzed using SPSS software to examine the impact of collaborative listening activities on participants' listening skill development. Pre- and post-test scores from the control and experimental groups were analyzed using paired-samples t-tests to assess within-group changes over time. Independent-samples t-tests were conducted to compare pre-test scores between the control and experimental groups to demonstrate the initial conditions and to compare post-test scores to evaluate differences in performance outcomes between the groups after the implementation. The qualitative data were analyzed using thematic content analysis and grounded method together. First, the interviews were transcribed verbatim. Participants' responses were categorized into three main groups: positive, neutral, and negative by using thematic content analysis.

Later, the most common themes were identified and categorized by using grounded method. Within each category, recurring details and patterns were identified to refine the codes. This process involved grouping similar responses, eliminating redundant or overly broad codes, and merging overlapping ones. Finally, these refined codes were used to derive meaningful themes that accurately represented the data. Throughout this process, categories and themes were checked for consistency and relevance, ensuring a systematic and robust analysis. The validity and reliability of the coding and themes were ensured through several steps. First, all responses were thoroughly reviewed, and the codes were derived directly from the data to ensure they reflected participants' answers accurately. Expert review was conducted to validate the coding process, and any discrepancies were resolved collaboratively. Additionally, the codes and themes were revisited multiple times to ensure consistency and alignment with the data. By transparently documenting each step of the coding and thematic analysis process, both validity and reliability were systematically reinforced.

Findings

The Paired-Samples t-Test for the Experimental Group

The paired-samples t-test was conducted in order to compare the scores of the experimental group pre- and post-test results. The appropriate type of t-test to carry out was the paired-samples one since there were two sets of scores obtained from the same group. The results of the test are shown in Table 6 below:

Table 6

The Paired-Samples t-test Results for Pre- and Post-tests of the Experimental Group

	Pre-test		Post-test			95% CI for Mean Difference		
	M	*SD*	*M*	*SD*	*N*		*T*	*P*
Experimental Group	21.18	7.94	28.47	8.81	17	-9.37, -5.22	-7.439	.000*

* *p* > .05.

The findings presented in Table 6 indicate a significant difference between the pre- and post-tests of the experimental group with the numbers of (M=21.18, SD=7.94) for the pre-test scores and the numbers of (M=28.47, SD=8.81) for the post-test scores, resulting in the significance value of; t(16) = -7.439, p<.05. This reveals a high statistical significance between the scores of TOEFL Diagnostic Test of

Listening in the experimental group after the treatment of collaboration in the listening practices. Next, the same procedure was applied to the control group's pre- and the post-test results.

The Paired-Samples t-test for the Control Group

Another paired-samples t-test was run for the pre- and post-tests of the control group in order to reveal whether there was a significant difference between the scores after the treatment of collaborative listening. The results of the test can be viewed in Table 7 below:

Table 7

The Paired-Samples t-test Results for Pre- and Post-tests of the Control Group

	Pre-test		Post-test			95% CI for Mean Difference		
	M	*SD*	*M*	*SD*	*N*		*T*	*P*
Control Group	21.13	6.59	22.40	5.11	15	-2.89, .36	-1.669	.117*

       * *p* > .05.

According to the findings given in Table 7 above, there is no significant difference regarding the comparison of the pre-test (M=21.13, SD=6.59) and the post-test (M=22.40, SD=5.11) scores in the control group of the study with the value of; t(14) = -1.669, p>.05. These results propose that the group, who were not exposed to the treatment of collaboration in the listening skill, did not show any significant development in this skill throughout this research study.

Consequently, the pre- and the post-test scores of the experimental group shows a significant difference, and the difference between the pre- and the post-test scores of the control group is insignificant. Based on this, it can easily be advocated that the treatment of collaborative listening most probably culminates with a development in the skill of listening comprehension. In order to demonstrate more insight on this argument, the researcher carried out the independent-samples t-tests for the pre- and the post-tests of both groups.

The Independent-Samples t-test Results for the Pre-test

After the paired-samples t-tests were completed, the independent-samples t-tests were run in order to compare the scores of the pre-test in both experimental and the control group before the treatment. Independent-samples t-tests were chosen to be employed here due to the fact that they aim at comparing the results of one group that are independent of each other. The findings of the test are presented in Table 8 below:

Table 8

The Independent-Samples t-test Results for the Pre-test for Both Groups

Group	*M*	*SD*	*N*	95% CI for Mean Difference	*T*	*P*
Experimental	21.18	7.94	17	-5.20, 5.29	.017	.987*
Control	21.13	6.59	15			

       * *p* > .05.

According to the results in Table 8 above, an insignificant difference was observed when the pre-test scores of the experimental (M=21.18, SD=7.94) and the control (M=21.13, SD=6.59) groups were compared with the value of t(30) = 0.017, p>.05. Within the knowledge of this, it is essential to state that both the experimental and the control group were approximately equal in terms of scores before the treatment in the very beginning of the research study. Next, the same procedure was applied to the post-test scores of both groups.

The Independent-Samples t-test Results for the Post-test

Another independent-samples t-test was carried out for the post-test scores of the participants in both the experimental group and the control group in order to indicate the potential difference in the scores of both groups after the treatment of collaboration in the listening practices. Table 9 below shows the results of the test:

Table 9

The Independent-Samples t-test Results for the Post-test for Both Groups

Group	*M*	*SD*	*N*	95% CI for Mean Difference	*T*	*P*
Experimental	28.47	8.81	17	.77, 11.37	2.341	.026*
Control	22.40	5.11	15			

* *p* > .05.

Table 9 above illustrates the findings of the post-test scores obtained from both the experimental (M=28.47, SD=8.81) and the control (M=22.40, SD=5.11) group with a significant difference in the value of t(30) = 2.341, p<.05. This significant difference between the scores proposes that there has been a development in the listening comprehension skill after the treatment of collaboration in the experimental group.

Consequently, the independent-samples t-test results also show that the post-test scores of both groups indicate a significant difference after the implementation during this research study. Hence, one can easily claim that collaboration in the listening practices help learners develop their listening skill.

Taken together, the analysis of the TOEFL Diagnostic Test of Listening as the pre- and post-tests was presented above in order to answer the first and the second research questions of this study, and accordingly, it can be concluded that the application of collaboration in the listening skill enhances the development in the listening skill.

The Semi-Structured Interview Questions and Results

The most common response codes of the participants to the cognitive factors related interview questions are demonstrated below in Table 10:

Table 10

The most common responses of the participants for cognitive factors related interview questions

Factor	Theme	Category	f	Codes
Cognitive	Listening skill	Positive	14	Peer assistance, feeling of responsibility, self-confidence, exchange of ideas, justification of the answers
		Neutral	0	
		Negative	3	Already problematic
	Process of Listening	Positive	13	Effective planning, exchange of ideas, sharing the burden
		Neutral	2	Not sure
		Negative	2	Already easy
	Time Management	Positive	12	Effective planning, relaxation, peer-assistance,
		Neutral	0	
		Negative	5	No trouble in time management
	Other Language Skills	Positive	17	Vocabulary- peer assistance, exchange of ideas Speaking- constant active participation, more opportunity to practice Pronunciation- peer correction, higher awareness
		Neutral	0	
		Negative	0	

According to Table 10, the first question asked students whether collaboration in listening practices has developed their skill in listening?" The majority of students responded positively, indicating that collaborative listening had enhanced their listening skills. Key themes that emerged from the responses included peer assistance, an increased sense of responsibility, increased self-confidence, exchange of ideas, and the need to justify answers. Working with peers seemed to allow students to actively engage with the material, taking responsibility not only for their own understanding but also for supporting their partner's comprehension. This exchange of ideas created an environment in which students could clarify and justify their responses, fostering deeper listening comprehension and stronger analytical skills. A few students, however, expressed negative opinions, describing collaboration as "already problematic." This minority may have faced personal or interpersonal challenges, which made the collaborative experience less effective for them.

The second question explored whether collaboration in listening practices eased the process of listening. Thirteen students found that collaboration indeed simplified the listening process, reporting that it encouraged effective planning, sharing of ideas, and division of responsibility. Collaboration appeared to facilitate better organization, as students could approach tasks with a structured plan and share the cognitive load with their peers. This allowed students to handle complex material more effectively, reducing cognitive strain and making the process smoother and more manageable. Two students felt uncertain about the impact of collaboration on the listening process, perhaps indicating that while they participated in the collaborative activities, they did not perceive a significant difference in their experience. A small number of students felt that collaboration was unnecessary, as they already found the listening process manageable on their own, indicating a level of confidence in their individual listening abilities.

The third question asked whether collaboration in listening practices has contributed to their time management in the listening process. Twelve students reported that collaboration positively affected their time management, highlighting that it led to better planning, a sense of relaxation, and peer assistance. The collaborative approach helped students approach tasks in a structured and timely manner, which likely reduced anxiety and improved efficiency. By working with peers, students seemed to feel less pressure regarding time constraints, allowing them to manage the listening tasks with greater ease. However, five students did not find collaboration beneficial in terms of time management, as they indicated that they had no initial issues in this area. These responses suggest that some students already had effective personal strategies for managing their time, so collaboration did not add a noticeable benefit in this regard.

Finally, the fourth question addressed whether collaboration in listening practices has helped students improve other language skills. Nearly all students reported improvements in other language skills, such as vocabulary, speaking, and pronunciation. They specifically noted that vocabulary was strengthened through peer assistance and the exchange of ideas, while speaking skill improved due to active participation and the increased opportunity to practice. Pronunciation also had positive changes, with students mentioning the benefits of peer correction and an increased awareness of pronunciation norms. These responses suggest that collaborative listening had a holistic effect, supporting students in developing a range of language skills beyond just listening. Through regular interaction, students gained exposure to language use in context, which reinforced their vocabulary acquisition, speaking fluency, and pronunciation accuracy. No students had a neutral or negative opinion on this question, indicating a consensus on the positive impact of collaboration on other language skills.

Overall, the data indicate that collaborative listening practices were seen as beneficial across multiple cognitive aspects related to listening skill development. The majority of students reported gains in listening skills, a smoother listening process, improved time management, and advancements in other language skills. These findings suggest that collaboration in listening practices can foster a supportive environment, where students benefit not only in listening comprehension but also in related language skills. However, it is worth noting that a small subset of students either did not perceive collaboration as beneficial or encountered difficulties, likely due to personal learning preferences or existing strengths in certain areas. This analysis highlights the potential of collaborative listening to support holistic language development while also recognizing the need for adaptability to accommodate individual student needs and preferences.

The most common response codes of the participants to the affective factors related interview questions are demonstrated below in Table 11:

Table 11

The most common responses of the participants for affective factors related interview questions

Factor	Theme	Category	f	Codes
Affective	Motivation	Positive	14	Constant focus, sharing the burden, compensation for each other's weak points
		Neutral	0	
		Negative	3	Already highly motivated
	Anxiety	Positive	12	Effective preparation, peer-assistance, relaxation
		Neutral	5	Knowledge of strategies, already anxiety-free
		Negative	0	
	Positive & Negative Feelings	Positive	17	Interactive process, no boredom, game-like process, constant attention
		Neutral	0	
		Negative	0	
	Attitude	Positive	16	Self-confidence, increased comprehension level, enjoyable process
		Neutral	0	
		Negative	1	Already positive

The fifth question asked students whether collaboration in listening practices has increased their motivation for listening practices. The majority of students indicated a positive impact on their motivation, with themes such as constant focus, shared responsibility, and compensation for each other's weaknesses emerging from their responses. This suggests that collaboration not only sustained their engagement but also created a supportive environment where students could rely on their peers to cover areas of difficulty. By sharing the burden, students likely felt more motivated to stay attentive and contribute, as they saw collaboration as an opportunity to support and be supported. However, three students responded negatively, explaining that they were already highly motivated before the collaborative approach, indicating that while collaboration enhanced motivation for most, it did not significantly impact those who were intrinsically motivated from the beginning.

The sixth question addressed whether there was any change in students' anxiety for listening practices after experiencing collaboration. Twelve students expressed that collaboration had reduced their anxiety, attributing this change to effective preparation, peer assistance, and an increased sense of relaxation. These responses imply that the collaborative environment allowed students to feel more secure, as they could rely on peers for support and share the challenges of listening tasks. Knowing they were not alone in the process appeared to decrease stress and create a more comfortable atmosphere for listening activities. Five students, however, reported a neutral stance, stating that they were either already aware of strategies to manage anxiety or did not experience anxiety in listening tasks initially. This indicates that while collaboration can be a valuable tool for reducing anxiety, its impact may be less pronounced for those who already possess effective coping strategies or a naturally low level of anxiety.

In response to the seventh question, which asked whether collaboration made listening lessons more enjoyable or more boring, all students reported positive feelings. Themes such as an interactive

process, absence of boredom, game-like qualities, and sustained attention were frequently mentioned. These responses suggest that collaborative listening activities transformed the lessons into an engaging and enjoyable experience. The game-like aspects, likely stemming from the interactive and dynamic nature of group work, appeared to maintain students' attention and foster a sense of enjoyment. This positive response across the participants implies that collaboration played a significant role in making the listening lessons more enjoyable for all students, likely enhancing their overall learning experience.

The final question explored whether collaboration in listening practices had changed students' attitudes towards listening. Sixteen students indicated a positive shift in their attitude, mentioning increased self-confidence, improved comprehension, and an enjoyable learning process. These responses suggest that collaborative activities not only boosted students' confidence in their listening skills but also allowed them to experience listening in a supportive and pleasant context, enhancing their perception of the activity. The increase in comprehension may have stemmed from the collaborative support and shared problem-solving, which allowed students to approach listening tasks with greater assurance. Only one student responded negatively, stating that s/he already had a positive attitude towards listening.

In summary, the data reveal that collaborative listening practices had a largely positive effect on affective factors such as motivation, anxiety, enjoyment, and attitude. Most students reported increased motivation, reduced anxiety, greater enjoyment, and a more positive attitude towards listening as a result of collaboration. These findings highlight the potential of collaborative activities to create a supportive and enjoyable learning environment that can enhance affective factors, making listening practices more engaging and less anxiety-inducing. However, the responses also show that students who already possessed high motivation, low anxiety, or a positive attitude towards listening experienced a less impact, suggesting that the benefits of collaboration may be more pronounced for students who initially face affective challenges in these areas.

The most common response codes of the participants to the social factors related interview questions are demonstrated below in table 12:

Table 12

The most common responses of the participants for social factors related interview questions

Factor	Theme	Category	f	Codes
Social	Social Skills	Positive	15	More opportunity to communicate, self-confidence thanks to higher achievement, more social interactions
		Neutral	0	
		Negative	2	Already social enough

A big portion of the participants thought that collaboration in listening practices helped them to improve their social skills. According to them, this regular collaboration and interaction during listening activities made the process easier. The most common response codes of the participants to the overall evaluation interview questions are demonstrated below in Table 13:

Table 13

The most common responses of the participants for overall evaluation interview questions

Factor	Theme	Category	f	Codes
Overall Evaluation	Task Completion	Positive	16	Exchange of ideas, different perspectives, peer-assistance, strategy learning
		Neutral	0	
		Negative	1	More effective individual work
	Further Listening Lessons	Positive	16	Being more alert, feeling of responsibility, better comprehension, higher task completion, enjoyable process
		Neutral	0	
		Negative	1	Dislike of people
	Phases Of Listening Lessons	Pre	3	Effective planning, feeling of readiness
		While	9	Justification of the answers, higher task completion, strategy learning
		Post listening	2	Opportunity to reflect, different feedback and perspectives
		Pre&while	2	Getting prepared, higher achievement
		All	1	Justification on the discussions, reflection on the process
	Advantages And Disadvantages	Positive	17	Higher task completion, no boredom, feeling of success, feeling of responsibility, more attention, more fun, improved critical thinking skills
		Neutral	0	
		Negative	0	

Based on these views, it could be undoubtedly claimed that collaboration in the listening practices has had positive impacts on the learners, specifically in terms of the development of the listening skill and increased positive attitude towards it.

Discussion

In this part there will be the exploration of some further remarks on the revealed answers of participants to the research questions.

Interpretation of the Findings Regarding Research Questions 1 and 2

The first two research questions of the study ask about the development of the listening skill after the treatment of collaborative listening over a period of time. Whereas the former asks whether or not there is a development in the listening skill owing to the collaboration, the latter aims at finding out the extent of the development. To be able to answer these questions, paired-samples t-tests and independent-samples t-tests were run with the idea of comparing the scores of the pre- and the post-tests in the experimental and the control groups. First of all, the comparison of the pre- and the post-test scores for both the experimental and the control group.

As presented above (in Table 6 and Table 7), whereas the scores of the participants in the experimental group before and after the treatment shows a significant difference, the scores of the

participants in the control group does not show any significant difference. Considering this difference in the scores, it can be claimed that the implementation of collaborative listening culminates with a noticeable development in the skill of listening. Obviously, more corroborative evidence is required for this argument. Hence, the independent-samples t-tests were run with the pre- and the post-test scores of both groups, again. Basing on the findings (in Table 8 and Table 9), it can be asserted that whereas the pre-test scores of both groups do not show a significant difference, the comparison of the post-test scores of the participants in both groups demonstrates a significant difference. This significant difference in the post-test scores reveals that there has been a development in the skill of listening after the treatment of collaborative listening.

Taken together, these findings presented above justify the claims of the supporters of collaborative listening. To exemplify, Cross (2018) believed and asserted that collaboration plays an important role between pairs or among small groups of language learners in fulfilling the purpose of facilitating and supporting one another's comprehension of L2 listening texts and L2 listening development. Moreover, according to Brown (2008), a more successful and stimulating learning environment can be achieved by working and learning collaboratively, and this learning environment can lead learners to a further satisfactory academic performance for each skill in language learning. As they put forward, the collaboration in the listening practices has paved the way for the participants of this study, too, according to their pre- and post-test scores.

The pre- and post-test findings of this research study have also been in parallel with the studies carried out on collaborative listening in the Iranian EFL context. A study conducted by Rozati and Safa (2017) has yielded similar results and also suggests that collaboration among peers during listening practices may create a positive correlation between collaborative listening and development of listening comprehension. Another Iranian study, such as the one above, has shown that working collaboratively with peers during listening practice is practical and useful for the achievement of the listening skill since the experiment group's test results are a great deal better than the control group's results (Shabani & Malekdar, 2016). Consequently, the interpretations of the analysis of the pre- and post-tests in the present research study support the higher achievement in the listening skill after the treatment of collaborative listening like the other studies discussed in the review of the literature section.

Interpretation of the Findings Regarding the Research Question 3

The first four questions in the interview ask the participants about their reflections and the comments regarding the cognitive aspects whereas the next four questions deal with the points for affective factors. In the following section, only one question is asked for the social factors. Finally, last four questions ask about the reflections on the overall implementation in order to gain more insight on the process. The responses of the participants will be discussed basing on each section separately.

As provided above (in tables between 10 and 13), most of the learners' responses to the questions regarding the cognitive aspects of contributions on the collaboration in the listening practices were positive. That is to say, the majority of the learners who took part in the study thought that collaboration developed their listening skill, eased the process of listening, contributed to their time management during listening lessons and, helped them to improve their other language skills, especially speaking, vocabulary and pronunciation. These contributions stated above on collaborative listening support most of the arguments provided in the review of literature chapter. To illustrate, Cross (2018) claimed that there is a direct correlation between the effective use of collaboration and the development in the listening skill. The learners' views in this research also support this idea. Moreover, four research studies carried out in Iran proposed that collaboration has positive impacts on the development in the listening skill improvement, as explained before. The comments of the learners on the same subject reassure the

findings of these studies. Most participants had the belief that the listening lessons became easier due to the collaboration as Vandergrift and Goh (2012) have claimed by stating that participating in meaningful communication with other peers facilitates the process as well as upgrades the improvement of learners' potential in the listening skill. Lantolf and Thorne's (2006) observations also argue that an active engagement in the language learning environment economizes on the task time and learner energy, and provides efficiency for task completion, and the comments of the learners are likewise. Furthermore, Panitz (1996) puts forward that effective planning with different perspectives provided by the peers for the assigned listening task saves time in the completion duration. This is also supported by many of the participants who were exposed to collaborative listening. Last but not least, many of the learners' views show that working collaboratively during the listening practices also have improved their vocabulary knowledge, pronunciation, and speaking skill. These outcomes can be supported by the arguments of Nunan (1990) since he found out that learners' academic achievement is correlated with the listening efficacy in the classroom. According to the learners, as an outcome of collaboration, they had the chance of exchanging ideas and strategies, and by this way, they could improve their listening skill along with new words and their pronunciation. They could also have more opportunity to speak and discuss during collaborative listening, which results in a development in speaking, too. This is also supported with another research Gilbert carried out in 2005. He has conducted a study with English language learners to find the relationship between the effectiveness of listening and general performances of learners. The results have shown that improving learners' listening skill has led them to a better achievement in other language skills, such as observed in the responses of the participants in this study.

Moreover, many of the learners' responses to the questions regarding the affective aspects of contributions to the collaboration in the listening practices were positive, too. In other words, the majority of the learners who took part in the study thought that the use of collaboration increased their motivation whereas decreased the anxiety level in the listening skill, and it made the listening lessons more enjoyable and changed their attitude positively toward the skill of listening. As in the first category, these findings have also supported the arguments put forward by many scholars in the review of literature part. As Hawaider (2017) suggested, psychological barriers have a great deal of impact on the development in the listening skill. Hamouda (2013) commented on this argument and stated that specifically lack of motivation and interest generate problems in the listening comprehension of the language learners. Later Bevilacqua (2000) showed that collaboration can be used as a way to overcome these barriers for higher achievement and stated that having a collaborative learning environment in the classroom gathers the attention of the learners more easily and increases their enthusiasm in taking part in the tasks actively, which increases the motivation of the learners. The comments gathered by the participants during the interview supported all the arguments presented above. They compared the beginning and the end of the semester, namely before and after the treatment of the collaborative listening process, in terms of their motivation toward the skill of listening, and they brought forward that working with the help of a partner during the listening practices undoubtedly helped them substantially to feel more motivated since they realized they were able to complete the task and experience a feeling of achievement when they worked collaboratively. Additionally, the implementation of collaboration in the listening practices has decreased the anxiety levels of the participants according to the interview responses. This was also mentioned by various scholars before. For instance, Johnson and Johnson (1986) argued that during collaborative learning, learners experience learning actively by discussing and exploring by reconceptualization of prior knowledge, namely activating it, and connecting to the schemata, in an anxiety-and-ambiguity free environment. Almost all the participants confirmed this argument by stating that they experienced a change in their anxiety level with the advantages of collaborative listening in terms of getting support from the peer and sharing the burden of the process with their friends. Moving on to discuss the next question, it is vital to note that all of the participants who took part in the interview responded to it positively. Hence,

all of them thought that the use of collaboration during the listening practices made the lesson more enjoyable. This point was also argued by Bevilacqua (2000), who asserted that collaborative learning is a perfect opportunity for teachers to transfer a lesson into a fun, interesting, informative, and developing social gathering when applied appropriately. When the learners were asked to compare the listening lessons before and after the implementation of collaborative listening, they all stated that collaboration made the listening process even more enjoyable than any other lessons they had had since it created a fun environment to complete the task by turning the lesson into a kind of game. Lastly, the attitude of the learners should be discussed here. Nearly all the participants have been observed to agree on the fact that collaboration in the listening practices changed their attitude towards the listening skill in a positive way. The possible change in the attitude of the learners towards the target language and its components after collaboration was mentioned in the literature by Brown, who argued that as well as providing a higher quality learning, collaborative learning also fortifies learners' social skills while developing positive attitudes (2008). Johnson and Johnson (1986) also supported it by putting forward that collaboration is one of the implicit ways to encourage learners since peer reassurance has a positive impact on motivating learners. In this way, resulting from the positive experiences gained during the collaboration, learners tend to build a positive attitude toward language learning itself and become more eager learners for further tasks. As a last exemplification, in a more recent study carried out with Iranian EFL learners on collaborative listening, according to the researchers' observations, it has been observed that the participants developed a positive attitude towards the listening skill after the collaboration (Saeedakhtar & Haqju & Rouhi, 2021).

The next point to discuss should be the aspect of social factors within the scope of the contributions of the use of collaboration in the listening skill. In this category, there has been only one question which asks about the improvement of the social skills of the learners during and after the treatment. The analysis shows that the majority of the participants thought that the use of collaboration during the treatment helped them to improve their social skills. They asserted a great many causes for the improvement, but the most common one was the better chances of interaction and communication during the collaboration. These responses obtained from the participants reassured the arguments of Laal and Laal (2011) who claimed that a collaborative learning environment compels learners to promote themselves in social and psychological ways while they argue on different perspectives by evaluating arguments and defending their opinions. Bevilacqua (2000) also defended the claims of Laal and Laal by stating that collaboration creates a fun and informative social gathering for the learners and allows them to socialize while learning. Furthermore, according to Akbaş (2017), collaborative learning in language classrooms enhances social communication and develops better interaction among one another and teachers, too.

Moving on to the last part of the interview, which asks some general questions in order to be able to obtain more details about the process, the researcher asked about task completion, further listening practices, stages of the listening and the overall advantages and the disadvantages of the treatment in this category. To begin with, one can see that a big number of the participants thought that the use of collaboration in the listening practices has helped them to improve themselves in terms of task completion. It is an essential outcome since one of the basic arguments claimed by the biggest admirer of collaborative listening, Cross (2018), is the improvement in the task completion as a consequence of the collaboration in the listening skill. According to him, the collaborative listening process results in higher and easier task completion, which is the most advantageous point of it because learners make use of the other advantages of collaborative listening, such as self-confidence, motivation and the like, as well in completing their tasks. The participants' responses totally match with this argument since they referred to the task completion for the justification of each response they gave during the whole interview. They specified their answers by claiming that they achieved more, became more motivated, but less anxious, enjoyed it more, developed a more positive attitude and managed their time better all because of the

higher and easier task completion. In addition to the task completion, the researcher asked about their preferences for the further listening practices to work individually or collaboratively, and most of the learners said that working with a partner was better and they would like to perform future listening practices collaboratively. They justified this response by claiming that they enjoyed and benefited from the whole process thanks to their partners and they would like to continue to make use of it in the future. This situation can be supported with the ideas of Smith and MacGregor (1992), who stated that collaboration is helpful to enlighten and motivate learners for further life-learning process and true intellectual development.

For question 12, the researcher aimed at finding out which stage of the listening (pre-listening, while-listening or post-listening) was the one that the participants benefitted from collaboration the most. The responses suggest that the participants made the most effective use of collaboration in the listening practices during the while-listening phase the most. The majority of them chose the while-listening as their response, and justified it by stating that comparing and defending their answers after between the first and the second listening promoted their task completion, which resulted in various advantages for them such as having more self-confidence, higher achievement and improvement in the listening and speaking skills. They also stated that performing the listening practices with the help of a partner taught the learners some strategies, new vocabulary items, and better pronunciation. These findings reassure the claims of Cross (2018), who stated that during while-listening, which has two steps mostly as the first listening and second listening, learners benefit from each other by basically exchanging and justifying their answers together, and in this way, they can achieve more in terms of meaningful outcomes compared to how much they can achieve when working alone. He also argues that learners present what is heard by each other to complete the missing parts of one another, which again increases the chance of finalizing the task effectively in the end. As a result of mentioned outcomes, as also suggested by most of the participants, the while-listening stage of the listening practices appears to be the one where participants benefit most from collaboration.

Finally, the last question in the interview asked whether the whole collaborative listening process was advantageous or disadvantageous regarding the development of the listening skill along with other skills and components. The researcher also asked them to add the additional advantages and the disadvantages of the use of collaboration in the listening practices. Again, all of the participants responded positively. They referred to justifications of the previous questions in order to explain themselves by mostly stating that the whole process eased the completion of the assigned task and improved them in terms of the listening skill owing to the strategies that they learned with the help of their partners. These points support the arguments of Swain and Deters (2007), who claimed that learners may actually make use of every social and interactional opportunity for learning since social interaction facilitates and mediates the process of language acquisition for each skill. Furthermore, Ohta (2001) stated that the assistance of a peer may lead learners to go beyond their actual capacities and achieve better. Lastly, Farrah (2011) also supported the reasons of the participants and stated that learners benefit from their peers' philosophies for learning and get the chance of exchanging perspectives, which creates a context for learners to encounter and try new learning styles.

Taking into consideration all the facts, findings and comments voiced so far, it can be concluded that the responses to the interview questions taken from the participants who were exposed to the treatment of collaborative listening were positive, and the participants described the whole process as quite advantageous rather than disadvantageous. The comments they offered to justify their positive experience reassured most of the arguments and the studies presented in the review of literature chapter.

Conclusion

The findings indicated a significant improvement in listening skills for the experimental group based on pre- and post-test scores. Interview responses from the experimental group showed positive effects of collaboration on task completion, motivation, attitudes, and vocabulary development. The study's results aligned with previous research, reinforcing the benefits of collaborative listening practices. Ultimately, the research addresses a gap in the Turkish EFL context, suggesting that incorporating collaboration in listening lessons can enhance learners' performance and comprehension.

This study highlights the benefits and implications of using collaboration in listening practices, providing insights for language course designers, teachers, and learners. The findings suggest that including collaborative activities during every phase of listening, especially the while-listening stage, can significantly enhance the development of listening skills. While many coursebooks and teachers typically focus on collaboration during pre- and post-listening activities, this research indicates that continuous collaboration helps learners exchange ideas and justify their answers, leading to higher achievement and better task completion. The results of the pre- and post-tests showed that learners who engaged in collaborative listening outperformed those who worked individually.

For language teachers, this study implies the need to raise awareness of the benefits of collaborative listening. Although collaborative activities can be challenging to monitor, the results show that learners prefer them over individual listening tasks. Interviews revealed that students enjoyed collaborative practices more than individual ones , developed positive attitudes towards listening, and improved their motivation. Thus, it is crucial for teachers to be informed about effective ways to implement collaborative listening in the classroom and encouraged to incorporate it consistently for optimal learning outcomes.

Finally, the study provides implications for learners, suggesting that they can benefit cognitively, affectively, and socially from collaborative listening practices. The participants expressed a preference for working with partners, highlighting the advantages of shared listening experiences. To maximize these benefits, an awareness should be developed in learners about the positive impacts of collaboration on their listening skills, both in class and out it while doing homework. As the findings support the integration of collaborative listening into the curriculum, further research is needed to deepen the understanding of its contributions to listening skill development. The researcher suggests expanding future studies on collaborative listening by involving a larger number of participants, various proficiency levels, and different educational settings other than universities , such as primary and secondary schools. Including more teachers and implementing longer durations, such as a full academic year, would provide more reliable results. Adding delayed post-tests and examining other language skills like speaking, vocabulary, and pronunciation could offer a deeper understanding of the treatment's effectiveness. The study's materials could be diversified with authentic listening resources, and a self-evaluation rubric could help participants reflections on the process. As a preliminary step, teachers could develop supplementary collaborative exercises tailored to their coursebooks, gradually creating their own comprehensive resources for collaborative listening.

NOTES

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Appendix

Appendix A

Cognitive Factors	When you compare the beginning and the end of the semester,	1. Has collaboration in listening practices developed your skill in listening?
		2. Has collaboration in listening practices eased the process of listening?
		3. Has collaboration in listening practices contributed to your time management in the listening process?
		4. Has collaboration in listening practices helped you improve other language skills?
Affective Factors	When you compare the beginning and the end of the semester,	5. Has collaboration in listening practices increased your motivation for listening practices?
		6. Is there any change in your anxiety for listening practices after experiencing collaboration in listening practices?
		7. Has collaboration in listening practices made the listening lessons more enjoyable or more boring?

		8. Has collaboration in listening practices changed your attitude towards listening practices? Explain briefly, please.
Social Factors	When you compare the beginning and the end of the semester,	9. Has collaboration in listening practices improved your social skills?
When you compare the beginning and the end of the semester,		10. Do you think that collaboration in listening practices have helped you in terms of task completion in listening practices?
		11. Would you like to perform listening practices with your partner during further listening lessons?
		12. During which phase of listening practices (pre-listening, while-listening or post-listening) does collaboration help you the most?
		13. Are there any other advantages or disadvantages of collaboration in listening practices regarding the development of listening skill along with other skills and components?

Alman Dili ve Kültürü Araştırmaları Dergisi

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Almanca Ön Ekli Fiillerde "Ab-" Ekinin Anlamsal İşlevi

The Semantic Function of the Affix "Ab-" in German Particle Verbs

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Öz

Bu çalışmanın amacı Almancada ab- ekinin önekli fiillerdeki anlamsal işlevini incelemektir. Çalışma nitel araştırma kapsamında betimleyici bir yöntemle hazırlanmıştır. Almanca çekimli bir dil olmasına karşın eklerle sözcük yapımı çok yaygındır. Özellikle önekli fiiller söz varlığında önemli bir yer tutar. Önekli fiiller iletişimin vazgeçilmez ögeleridir. Ancak yabancı dil olarak Almanca öğretiminde yeterince ele alındığı söylenemez. Ders içeriklerinde çok az yer bulmaktadır. Yapılan gözlemler Almanca öğrenenlerin çoğunlukla temel fiilleri öğrendikleri ve kullandıklarını göstermektedir. Bu durum hem sözcük dağarcıklarında eksiklik hem de iletişimde zorluklara neden olmaktadır. Bu nedenle önekli fiillerin her yönüyle incelenmesi gerekir. Önekler birleştiği temel fiil ile etkileşime geçerek, söz dizimsel ve anlamsal işlevleri yerine getirirler. Önekli fiiller ekin özelliğine göre ayrılan fiiller ve ayrılmayan fiiller olarak iki grupta incelenir. Ab- önekli fiiller Almanca ayrılan fiiller grubunda yer alır. Almanca önekli fiiller arasında sayısal olarak en çok ab- öneki ile yapılan fiil bulunmaktadır. Bu nedenle ab- önekli fiillerin her yönüyle incelenmesi yabancı dil öğrenenlere katkı sağlayacaktır. Ab- eki bağımsız bir biçimbirimdir. Tek başına anlamı vardır. İlgeç ve belirteç olarak kullanılabilmektedir. Bir yer ve zaman bağlamında, başlama, ayrılma, uzaklaşma, aşağı yönelme, öykünme, sonlandırma ve güçlendirme anlamlarını taşır. Bu anlamları birleştiği temel fiile aktarır. Yabancı dil olarak Almanca öğretiminde eklerle sözcük yapımına, bu bağlamda önekli fiillere daha çok yer verilmesi, yabancı dil öğrenmede başarıyı artıracaktır.

Anahtar sözcükler: Önekli fiiller, Ayrılan Fiiller, "Ab-" Öneki, Sözcük Yapımı, Almanca

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Abstract

The aim of this work is to analyze the semantic functions of the affix "ab-" in German particle verbs. In German, the prefix and particle verbs have an important place in the vocabulary, even though German is an inflectional language. These verbs are indispensable elements of communication. But one cannot say that they are sufficiently discussed in German as a foreign language lessons. The observations show that Turkish learners of German mostly learn and use the main verbs. This causes both incompleteness in their vocabulary and difficulties in communication. For this reason, the particle verbs should be examined in detail. The affixes perform syntactic and semantic functions in particle verbs by interacting with the simplex. The prefixing verbs in German are divided into two groups: separable verbs and inseparable verbs. The particle verbs with ab- are separable verbs and are the most commonly used. The particles ab- is a free morpheme and has different meanings. It can be used as a preposition and adverb. Ab- signals in particle verbs beginning, separation, downward direction, negation, imitation, termination and intensification. The prefixing verb addition transfers these meanings to the main verbs. The investigations in the area of word formation and particle verbs will contribute to GFL teaching and learning.

Keywords: Prefix and Particle Verbs in German, Separable Verbs, The Particle "Ab-", Morphology

Giriş

Almancada öneklerle sözcük yapımı çok yaygındır. Özellikle önekli fiiller söz varlığında önemli bir yer tutar. Temel fiillerin başına önekler getirilerek, yeni ve farklı anlamlar kazanmaları sağlanır. Bu özellik sözvarlığı açısından bir zenginlik olarak değerlendirilebilir. Mater (1966) Almancada temel fiil sayısının 3205 olduğunu, bunlardan 1581'inin önek almayan özellikte kullanıldığını, diğer 1624 fiilden ise önekler yardımıyla 11356 yeni fiil türetildiğini belirtmektedir (Akt: Mungan, 1986, s. 24; Bağatır vd. 2016, s.394). Görüldüğü gibi, önekli fiillerin sayısı temel fiillerden çok fazladır. Bu veri Almanca söz varlığında önekli fiillerin yeri ve önemini açıkça göstermektedir. Bir temel fiil ile birleşen öneklerin işlevleri, sağladığı olanaklar ve anlam zenginliği şöyle bir örnekle gösterilebilir (Balcı, 2010, s. 107):

nehmen = almak

abnehmen: zayıflamak	**an**nehmen: kabul etmek
aufnehmen: çekim yapmak	ausnehmen: hariç tutmak
sich benehmen: davranmak	durchnehmen: işlemek
einnehmen: içine almak, kazanmak	entnehmen: sonuç çıkarmak
festnehmen: tutuklamak	fortnehmen: elinden almak
heimnehmen: eve götürmek	hinnehmen: katlanmak
krummnehmen: gocunmak	leichtnehmen: hafife almak
malnehmen: çarpmak	mitnehmen: birlikte götürmek
nachnehmen: sonradan almak	schwernehmen: önemsemek
strengnehmen: titiz olmak	teilnehmen: katılmak
übelnehmen: darılmak	übernehmen: üstlenmek
umnehmen: omzuna atmak	unternehmen: girişmek
vernehmen: sorgulamak	vorausnehmen: öngörmek
vornehmen: önüne takmak	wahrnehmen: algılamak
wegnehmen: aşırmak	wundernehmen: şaşırtmak
zunehmen: kilo almak	zurücknehmen: geri almak

Görüldüğü gibi "nehmen" temel fiili farklı önekler ile birleşerek yeni anlamlar kazanmaktadır. Öneklerin işlevleri ve yüklediği anlamlar çok boyutludur. Bazı önekler "almak" eylemi çevresinde anlamlar katarken, diğer bazıları birleştiği temel fiilin anlamından uzaklaşarak yeni anlamlar yüklemektedir. Önekin türüne göre farklı işlevleri olduğu söylenebilir. Bu bağlamda, ayrılan öneklerle, ayrılmayan öneklerin biçimsel, anlamsal ve sözdizimsel işlevleri aynı değildir. Yukarıdaki örneklerde her önek birleşimi için yalnızca bir anlam yazılmıştır. Ancak, önekli fiilin anlamı kullanıldığı bağlama göre genişletilebilir. Örneğin; "abnehmen" fiilini yalnızca "zayıflamak" olarak öğrenmek yeterli değildir. Kullanım bağlamına göre şu anlamları taşıyabilir: den Hut abnehmen (şapkayı çıkarmak), Hörer abnehmen (ahizeyi kaldırmak), Bild abnehmen (resmi indirmek), den Bart abnehmen (sakal kesmek), Obst abnehmen (meyve toplamak). Önekli fiillerin bu anlam zenginliği yabancı dil olarak Almanca öğrenenler için önemli bir zorluk oluşturmaktadır. Özellikle anadilinde önek kullanımı bu kadar yaygın olmayan Türk öğrenciler için durumun daha da karmaşık olduğu söylenebilir. Ders ortamlarında yapılan gözlemler bunu açıkça göstermektedir. Öğrenciler Almancada yalnızca temel fiiller ile cümle kurmaya çalışmakta, öneklerin olanaklarından yararlanamadıkları için, düşüncelerini dile getirmekte zorluk yaşamaktalar. Ders kitapları ve benzeri öğretim materyalleri incelendiğinde öneklerle ilgili içeriklere yeterince yer verilmediği görülür. Oysa hem sözcük yapımı, hem anlam ve kullanım yönünden bu kadar çok işlevi olan öneklere daha fazla önem verilmesi gerekir.

Yukarıdaki düşüncelerden yola çıkarak, Almancada ab- önekli fiillerin özelliklerinin incelemesi ve Almanca öğrenenlere bu konuda katkı sağlanması bir gereklilik olarak değerlendirilmektedir. Çalışmada bu amaçla aşağıdaki sorulara yanıt aranacaktır:

1- Almancada önekli fiillerin özellikleri nelerdir?

2- Fiil birleşimlerinde ab- öneki ne tür bir rol oynar?

3-Önekli fiillerde ab ekinin anlamsal işlevi nedir?

Çalışmanın yabancı dil olarak Almanca öğretimine katkı sunacağı ve Almanca öğrencilerinin sözvarlığını geliştirmede önemli bir motivasyon sağlayacağı öngörülmektedir. Çalışma nitel araştırma kapsamında betimleyici bir yöntemle hazırlanmıştır.

Almancada Önekli Fiiller

Almancada bir temel fiilin başına çeşitli ekler getirilerek, yeni anlamlar kazanması sağlanır. Temel fiil ile birlikte kullanılan bu ekler önek olarak adlandırılır. Önekler, fiil, ad ve önad gibi sözcük türlerinin başına eklenerek, yapı ve anlamca farklı, yeni sözcük türlerinin oluşturulmasında görev alan dilsel araçlardır (Buβmann, 2002, s.528). Fiilin önüne eklenen önekler, temel fiil üzerinde biçimsel ve anlamsal yönden değişiklikler oluşturur. Biçimsel değişim cümle içinde önekin fiilden ayrılıp ayrılmaması ile ilgilidir. Anlam değişimi ise ilgili önek ve temel fiilin anlamsal etkileşimi ile oluşur. Bir temel fiil farklı öneklerle birleşebilir ve her önek fiile farklı bir anlam özelliği katar (Erben, 2000, s. 74). "Kommen" fiili "ab-, an-, auf-, be-, durch-, ein-, ent-, um-, zu- vb" gibi önekler alarak, farklı anlam özellikleri kazanır. Önekler birleştiği temel fiilin düz anlamını farklı yönlerden zenginleştirebilir ya da temel fiile düz anlamı dışında yeni anlamlar kazandırabilir. "Gelmek" anlamındaki "kommen" fiili ile birleşen an- öneki, "ankommen= bir yere gelmek, varmak" anlamını verir. Aynı temel fiille birleşen "be-" öneki ise, birleştiği temel fiilin içeriğini değiştirip "bekommen= almak" biçiminde yeni bir anlam etkileşimi kurar. Öneklerin sağladığı anlam değişimleri dikkate alındığında, üretken bir özellik gösterdikleri ve sözvarlığının gelişimine katkı sağladıkları söylenebilir (Engel, 1996, s. 438; Eichinger, 2000, s. 102).

Biçim ve işlev bakımından Almancada iki tür önek vardır: tek başına anlam taşıyan ve çoğunlukla ilgeçlerden (an, auf, über vb.) oluşan önekler ile tek başına kullanılmayan (be-, ent-, ver- vb.) önekler. Bu öneklerin temel fiil ile kurdukları etkileşim, hem biçimsel hem de anlamsal olarak farklılık gösterir. Önekli fiillerin bu özellikleri şöyle bir örnekle gösterilebilir:

fahren / araçla gitmek

Efe fährt nach Ankara. / Efe Ankara'ya gidiyor.

abfahren / hareket etmek, kalkmak

Der Zug fährt um 10.00 Uhr ab. / Tren saat 10.00'da kalkıyor.

erfahren / öğrenmek, deneyimlemek

Das erfahre ich von seiner Mutter. / Bunu annesinden öğreniyorum.

Yukarıdaki örneklerde "fahren" temel fiilinden türetilen "abfahren" ve "erfahren" önekli fiillerini incelediğimiz zaman öneklerin farklı özelliklerini görüyoruz. "Abfahren" fiili ile kurulan cümlede önek, özneye göre çekimlenen temel fiilden ayrılıp en sona gidiyor. Ancak anlamsal olarak temel fiilden uzaklaşmıyor. Temel fiilin anlam çerçevesine yeni bir boyut ekliyor. Buna karşın "erfahren" fiili ile kurulan cümlede ise "er-" öneki temel fiilden ayrılmıyor ve anlamsal olarak temel fiilden uzaklaşıp yeni bir içerik yüklüyor. Öneklerin bu özelliklerinin dilde ekonomi ilkesine katkı sağladığı bir gerçektir. Sözcük yapımında kolaylık ve söz varlığında zenginlik aracı olarak değerlendirilebilir.

Almanca dilbilgisi kitaplarında önekli fiiller iki başlıkta ele alınır; ayrılmayan fiiller (Präfixverben) ve ayrılan fiiller (Partikelverben). Bu sınıflandırma fiil birleşimlerindeki önekin özelliğine göre yapılmaktadır. Aşağıda bunların özelliklerini inceleyelim.

Ayrılmayan Fiiller

Ayrılmayan fiillerin (Präfixverben) önekleri bağımlı biçimbirimlerdir. Tek başına anlam ve kullanımları yoktur. Almancada "be-, emp-, ent-, er-, fehl-, ge-, miβ-, ver-, zer-" yaygın kullanılan öneklerdir. Ayrıca yabancı dillerden Almancaya giren "de-, dis-, in-, re-" önekleri ile yapılan fiiller de vardır. Ayrılmayan önekler vurgusuz okunur (Duden, 1995, s. 445; Helbig & Busch, 1988, s. 222).

Ayrılmayan önekler birleştiği fiilin biçimsel özelliğini etkilemezler. Cümle içinde çekimlendiği zaman temel fiilden hiç ayrılmazlar. Bunların en önemli işlevi temel fiilin anlamını değiştirmeleri ve yepyeni bir anlam yüklemeleridir. Bazı önekler birleştikleri fiillerin geçişlilik özelliğini etkiler, geçişsiz fiilleri geçişli yapar. Böylece fiilin istemi ve değerliği gibi anlamsal özelliklerini değiştirir. Bu özellikleri aşağıda örneklendirelim:

Der Schüler steht vor der Schule. / Öğrenci okulun önünde duruyor.

Der Schüler besteht die Prüfung. / Öğrenci sınavı kazanır.

Der Ausländer versteht mich nicht / Yabancı beni anlamıyor.

Wie entsteht Regen? / Yağmur nasıl oluşur?

Der Angeklagte gesteht seine Schuld. / Sanık suçunu itiraf ediyor.

Yukarıdaki örneklerde "stehen/durmak" temel fiili ayrılmayan öneklerle birleşince, "bestehen/kazanmak", "verstehen/anlamak", entstehen/oluşmak" ve "gestehen/itiraf etmek" gibi yeni anlamlar kazanmıştır. Görüldüğü gibi ayrılmayan önekler temel fiilin anlamını önemli ölçüde değiştirmiştir.

Ayrılmayan fiillerde önek ile temel fiil arasına başka hiçbir ek getirilemez. Önekler geçmiş zaman çekimlerinde de yerlerini korurlar.

> Der Schüler bestand die Prüfung / Öğrenci sınavı kazandı.

> Der Ausländer hat mich nicht verstanden / Yabancı beni anlamadı.

> Der Angeklagte hat seine Schuld gestanden. / Sanık suçunu itiraf etti.

Örneklerde fiillerin Partizip Perfekt biçimlerinde "ge-" eki almadıklarını görüyoruz. "Stehen" fiili "gestanden" biçiminde çekimlenirken, "bestehen" fiili ge- eki almayarak "bestanden" olarak çekimleniyor. Bu özellik bütün ayrılmayan fiiller için geçerlidir.

Ayrılan Fiiller

Temel fiil ile birleşen önek anlamlı bir sözcük olup, tek başına kullanılma özelliğine sahipse bu fiiller ayrılan fiiller olarak adlandırılmaktadır. Ayrılan fiiller ile cümle kurulduğu zaman, temel fiil özneye göre çekilir. Önek ayrılarak cümlenin en sonuna getirilir. Ayrılan önekler çoğunlukla ilgeçlerden oluşan eklerdir. Bu nedenle, ayrılan önekle birleşen fiiller Almancada ilgeç birleşimli fiiller (Partikelverben) olarak adlandırılır. Ancak bu kavramı tartışmalı bulan yaklaşımlar da vardır. Çünkü ayrılan fiillerin öneki hem sözlüksel hem de biçimbilgisel açıdan ele alınabilmektedir. Ayrılan fiillerin önekleri bağımsız birimlerdir. Ama buradaki işlevi bir fiille birleşerek ona anlam yüklemektir. Bu düşünce ile "Duden" Dilbilgisi bu tür ilgeçler için yarım önek (Halbpräfix) kavramını kullanmaktadır. Almancada "ab-, an-, auf-, aus-, bei-, ein-, fest-, hin-, los-, mit-, nach-, vor-, weg-, zu-, zurück-, zusammen-, kaputt-, tot-, fern-, teil-" ayrılan fiil önekleridir (Duden, 1995, s. 450). Örneğin "aufgehen, anfangen, einnehmen, zurückkommen, teilnehmen" ayrılan fiillerdir. Aşağıdaki örneklerde bunların çekim özelliklerini görelim:

> Die Sonne geht früh auf, / Güneş erken doğuyor.

> Wann fängt der Unterricht an? / Ders ne zaman başlıyor?

> Herr Ali ist aus Deutschland zurückgekommen. / Ali bey Almanya'dan geri döndü.

> Vergiss nicht, am Seminar teilzunehmen! / Seminere katılmayı unutma!

> Nehmen Sie das Medikament ein! / Bu ilacı içiniz!

Ayrılan fiillerin önekleri bağımsız birimlerdir. İlgeç, belirteç, ad ve önad görevlerinde kullanılabilir. Önek olarak kullanıldığında sözlük anlamını eklendiği fiile de aktarır. Örneğin "auf" ilgeci sözlük anlamı olarak yukarı yönü bildirmektedir. Birleştiği "gehen" fiili ile anlam etkileşimi kurarak, "aufgehen" önekli fiilinin anlamını belirlemiştir. Yukarıdaki örnekte, "gehen/gitmek" fiili ile "auf/yukarı yön" ilgeci etkileşerek, özne ile kurulan bağlamda "güneşin doğması" anlamını ortaya çıkarmıştır. Temel fiilin "gitmek" olan anlamı değişmemiş, kapsamı genişletilmiş ve yeni bir anlatım olanağı kazandırılmıştır.

Örneklerde görüldüğü gibi, ayrılan fiillerin önekleri her tür dilbilgisel kullanımda temel fiilden ayrılmaktadır: şimdiki zaman (geht .. auf), geçmiş zaman (zurück**ge**kommen), emir kipi (nehmen … ein) ya da mastarlı yapılarda (teil**zu**nehmen). Bu özellikler bütün ayrılan fiiller için geçerlidir. Aynı temel fiile farklı önekler getirilerek (abschreiben, aufschreiben, einschreiben, vorschreiben, zuschreiben vb.) hem dilde ekonomi ilkesi sağlanıp, hem de dilin sözvarlığı zenginleştirilmektedir. Bu nedenle öneklerin özelliklerini bilmek, yabancı dil olarak Almanca öğrenenler için önemli bir konudur.

"Ab-" Önekinin Özellikleri

"Ab" Almancada ilgeç, belirteç ve fiil öneki olarak kullanılan bağımsız bir sözcüktür. İlgeç olarak belirli bir yer ve zaman bağlamında birlikte olduğu söz grubuna "-den itibaren, -den başlayarak, -den, -de" anlamlarını yükler. "Ab Montag bin ich wieder zu Hause". /Pazartesiden itibaren yeniden evdeyim. "Ab dem ersten Juni haben wir Prüfungen" (Bir hazirandan başlayarak sınavlarımız var), "Ab Lager" (depodan). Belirteç olarak "ab und zu" (arada sırada), "abwärts" (aşağıya doğru) vb. anlamlarda kullanılır. Belirli adlar (Sahne / absahnen, Kette / abketten) ve sıfatlardan (mager / abmagern, flau / abflauen) fiil yapımı ve temel fiillerin önüne eklenerek onları sözdizimsel ve anlamsal açıdan etkileme gibi işlevleri vardır. Ayrılan fiillerde önek olarak kullanımı çok yaygındır. Ayrılan fiillerdeki işlevi ve anlamsal özellikleri incelemeye değer görülmektedir. Sözdizimsel özelliğini görmek için aşağıdaki örneklere göz atalım:

1- a) Sie springt aus dem Fenster. / Pencereden atlıyor.
   b) Sie **springt ab.** / Aşağı atlıyor.
2- a) Der Schüler schreibt einen Text. / Öğrenci bir metin yazıyor.
   b) Der Schüler **schreibt** von einem Buch **ab.** / Öğrenci bir kitaptan kopya çekiyor.
3- Die Frau hat **ab**ge**nommen.** / Kadın kilo verdi.
4- Der Gast wird vom Bahnhof **ab**ge**holt.** / Konuk istasyondan alınır.
5- Ich werde das Zeitnugsabonnement **abbestellen.** / Gazete aboneliğimi iptal edeceğim.

(1a) örneğinde "springen / atlamak" fiilinin sözdizimsel değerliği görülüyor. "springen" fiilinin istemi, bir ilgeç ve dativ durumda bir tümleç. Bunlar olmadan, yalnızca özne ve fiille kurulacak cümle, anlamı tam olarak aktaramıyor. "O atlıyor" biçiminde bir cümlede anlam boşluğu var. Bu boşluk "nereden?" sorusuna yanıt verecek ögelerle tamamlanmak zorunda. (1b) örneğinde ise "abspringen" fiilini görüyoruz. "Ab-" öneki ile birleşen temel fiilin isteminde değişiklik olmuş ve önekli fiil ile kurulan cümlede tümleç bulunmasına gerek kalmamıştır. "Ab-" öneki "springen" fiilinin anlamına "aşağıya doğru" boyutunu ekleyerek değerliğini etkilemiş ve sözdizimsel özelliğini değiştirmiştir. Benzer bir durum "schreiben" fiilini ele alan örnek (2) de de vardır. Schreiben (bir şeyi yazmak) temel fiili "ab-" öneki ile birleşince, "abschreiben" fiili (bir yerden bakarak, aynısını yazmak) anlamını kazanmıştır. Şimdiki zamanda kurulan cümlelerde (1b) ve (2b) temel fiil özneye göre çekimlenmiş ve önek ayrılarak en sona gitmiştir. Fiilin geçmiş zaman ve edilgen yapı bildirmede kullanılan (3 ve 4) partizip perfekt biçiminde de önekin temel fiilden ayrıldığını görüyoruz (abGEnommen, abGEholt). Fiil çekimsiz olarak mastar biçiminde cümlenin sonuna getirildiğinde (5) önekin yerinde değişiklik olmuyor.

Yukarıdaki örneklerde ab önekinin birleştiği temel fiilde ne tür sözdizimsel etkiler yaptığını gördük. Şimdi ab- önekli fiillerin anlamsal özelliklerini ve ab önekinin birleştiği temel fiillerle kurduğu anlamsal etkileşimi inceleyelim.

"Ab-" Önekinin Fiillerde Anlamsal İşlevi

"Ab-" öneki ana hatlarıyla "ayrılma, uzaklaşma, aşağıya yönelme" anlamlarını taşır. Fiil öneki olarak kullanıldığında, bu genel anlamlarını temel fiile de aktarır. Böylece ab önekli fiil anlam zenginliği kazanır ve yeni durumları ifade etme olanağı sağlar. Ab- öneki diğer ayrılan öneklerde olduğu gibi, birleştiği temel fiile düz anlamından uzaklaşmadan yeni ve ayrıntılı anlamlar yükler. Örneğin; zahlen (ödemek) - abzahlen (taksitle ödemek), fahren (gitmek) – abfahren (hareket etmek), brechen (kırmak) – abbrechen (kırarak koparmak), schreiben (yazmak) – abschreiben (bakarak yazmak, kopya çekmek), lesen (okumak) – ablesen (bakarak okumak), suchen (aramak)- absuchen (iyice aramak), sagen (söylemek) – absagen (iptal etmek), binden (bağlamak) – abbinden (çözmek), bestellen (sipariş vermek) – abbestellen (siparişi iptal etmek). Örneklerden de anlaşılacağı gibi, ab- önekinin fiillerde önemli anlamsal işlevleri bulunuyor. Fiil önekinin bu işlevi bir yandan dilde ekonomi ilkesine uyarken, öte yandan söz varlığını güçlendiriyor. Bu anlam özelliklerini tanımak, yabancı dil olarak Almanca öğrenenlere önemli katkılar sağlayacaktır.

Dilbilim çalışmalarında ab öneki ile birleşen fiillerin çeşitli anlam özellikleri incelenmiş ve farklı işlevleri ele alınmıştır (Ülkü, 1980; Wahrig, 1986; Mungan, 1986; Duden, 1995; Lohde 2006; Fleischer ve Barz, 2012). Wahrig (1986, s. 21) ve Duden (1995, s. 450) gibi temel sözlükler ab- önekli fiillerin anlam özelliklerini altı grupta ele almıştır. Bu anlamsal özellikler bir yerden hareket, ayrılma, uzaklaşma, azalma, aşağı doğru yönelme, kopya etme, sona erdirme olarak sınıflandırılmaktadır. Ülkü (1980, s. 39) ab önekli fiilleri anlam özelliklerine göre on bir başlıkta incelemiştir. Diğer sınıflandırmalarda yer almayan bütünden bir parçanın kopması, yeni bir duruma geçme, kapatma, eskitme özelliklerini farklı gruplar olarak ele almıştır. Mungan (1986, s. 59) yedi yüz seksen adet ab önekli fiili çözümlediği çalışmasında, temel olarak beş farklı anlam grubu saptamıştır. Bir yerden ayrılma, uzaklaşma gibi anlam özelliğinin çok yaygın olduğunu belirleyerek bunları üç alt gruba ayırmayı tercih etmiştir: bir yerden ayrılma, ayırma, öykünme. Lohde (2006, s. 241) ab- önekli fiillerin anlamsal özelliklerini yer ilişkileri, tamamlama ve tarz gibi üç temel başlıkta incelemiştir. Bu başlıklardan özellikle yer ilişkilerine ağırlık vermiş ve uzaklaşma, aşağıya yönelme, sona erdirme, kopya etme gibi anlamlar taşıyan fiilleri bu grupta değerlendirmiştir.

Görüldüğü gibi ab- önekli fiillerin anlamsal özellikleri farklı biçimlerde sınıflandırılmaktadır. Gruplandırma sayıları bakış açılarına göre değişmektedir. Yakın anlamlı olanlar aynı grupta toplanabilir ya da ayrı ayrı ele alınabilir. Bu tercihin çalışmanın amacı ve kapsamı ile ilişkili olacağı değerlendirilmektedir. Bu bağlamda, çalışmamızda gruplandırma sayısı yerine anlamsal özelliklerine dikkat çekilmesi önemli görülmektedir. Anlamsal özellikleri kullanım sıklığına ve Türkçe karşılıklarına göre şöyle sınıflandırmak mümkündür:

1- Ayrılma, uzaklaşma, giderme;
abfahren (hareket etmek, kalkmak), abreisen (seyahate çıkmak), abschaffen (ortadan kaldırmak), abbröckeln (ufalamak), abholen (gidip almak), abwaschen (yıkamak), abnehmen (birinden bir şeyi almak, kilo vermek), abschneiden (kesmek, keserek ayırmak), abtrocknen (kurulamak), abbeißen (dişle koparmak), abkratzen (kazımak).

a) Wann fährt der Zug ab? / Tren ne zaman kalkıyor?
b) Morgen hole ich meinen Sohn vom Bahnhof ab.
/ Yarın oğlumu istasyondan alacağım.
c) Die Hausfrau hat das Geschirr abgetrocknet.
/ Ev hanımı bulaşıkları kuruladı.

2- Aşağıya inme;

absteigen (inmek, düşmek), abfallen (kopup düşmek), absitzen (attan, bisikletten inmek), abstürzen (yüksek bir yerden düşmek), abspringen (atlamak, sıçramak, kopmak), abkühlen (serinlemek), abrunden (hesabı alta yuvarlamak).

a) Der Hubschrauber des iranischen Präsidenten ist abgestürzt.
/İran cumhurbaşkanının helikopteri düştü.
b) Im Herbst fallen die letzten Blätter ab.
/ Sonbaharda son yapraklar dökülür.
c) Das Kind sprang ins Wasser ab, um sich abzukühlen.
/ Çocuk serinlemek için suya atladı.

3- Olumsuzlaştırma;
absagen (iptal etmek, gelemeyeceğini bildirmek), abmelden (kaydını sildirmek), abbestellen (siparişi iptal etmek), abbinden (çözmek), abbauen (sökmek, yıkmak), ablehnen (reddetmek), abschrauben (vidasını sökmek), abmontieren (makineyi sökmek), ableben (ölmek).

a) Die Besprechung wurde abgesagt. / Toplantı iptal edildi.
b) Er hat das Zeitungsabonnement abbestellt. / Gazete aboneliğini iptal etti.
c) Die Arbeiter lehnten den Vorschlag des Geschäftsführers ab.
   / İşçiler işverenin teklifini reddettiler.

4- Sonlandırma;
   ablöschen (söndürmek), abschalten (cereyanı kesmek), abstellen (gazı, suyu kapamak), abblenden (farı söndürmek), , aburteilen (mahkum etmek), abberufen (görevden almak), abrüsten (silahsızlandırmak, azaltmak), abpfeifen (oyunu durdurmak), abessen (yiyip bitirmek).

   a) Du musst den Strom abschalten.
      / Elektriği kapatmalısın.
   b) Der Schiedsrichter pfeift die Partie ab.
      / Hakem oyunu durduruyor.
   c) Die israelische Botschafterin wurde abberufen.
      / İsrail büyükelçisi görevden alındı.

5- Öykünme;
   abschreiben (bakarak yazmak, kopya çekmek), abmalen (resmin aynısını yapmak), abbilden (kopyasını çıkarmak), abzeichnen (bir resmi kopya ederek çizmek, paraf etmek).

   a) Der Schüler versuchte bei der Prüfung abzuschreiben.
      / Öğrenci sınavda kopya çekmeye çalıştı.
   b) Sie hatte eine Vorlage, von der sie abmalen konnte.
      / Çizim yapabileceği bir örneği vardı.
   c) An der Wand hing ein Foto, auf dem der Staatspräsident abgebildet war.
      / Duvarda devlet başkanını betimleyen bir fotoğraf vardı.

6- Güçlendirme;
   abbezahlen (tamamını ödemek), abbrennen (tamamen yakmak) abbremsen (ani fren yapmak), abändern (düzeltmek), abdunkeln (karartmak), abfrieren (donmak), abküssen (öpücüklere boğmak), absuchen (iyice aramak), absterben (nesli tükenmek), abzwingen (zorlayarak kabul ettirmek), sich abarbeiten (gece gündüz çalışmak), abnutzen (kullanarak eskitmek), abhandeln (bir konuyu derinlemesine ele almak).

   a) Das Haus ist abgebrannt, bevor die Feuerwehr kam.
      İtfaiye gelmeden önce ev tamamen yandı.
   b) Der Polizist suchte die Wohnung der Migranten ab.
      / Polis göçmenlerin evini köşe bucak aradı.
   c) Das Thema muss abgehandelt werden.
      / Konu her yönüyle ele alınmak zorunda.

Ab- ekinin birleştiği temel fiillere yüklediği anlamlar yukarıda sınıflandırılmıştır. Bir fiilin birden çok anlamı ve kullanım değeri vardır. Bu sınıflandırmada en belirgin anlam özellikleri vurgulanmıştır. Bazı fiilleri birden çok gruba yerleştirmek mümkün olabilir. Az da olsa bazı fiillerin anlam özellikleri bu sınıflandırmanın

dışına taşabilmektedir. Ancak ab- ekinin birleştiği temel fiillere yüklediği anlamlar temel olarak sınıflandırmada yer almıştır. Temel anlamları "ayrılma, aşağı yönelme, olumsuzlama, sonlandırma" olarak değerlendirmek mümkündür. Daha ayrıntılı incelendiği zaman pek çok alt başlık bu temel anlamların içine yerleştirilebilir. Ab- önekli ayrılan fiiller anlam özellikleri açısında incelendiğinde, ab- ekinin birleştiği temel fiilin anlamını tamamen değiştirmediği, temel fiil ile anlam etkileşimi kurarak, ona yeni bir kullanım değeri eklediği görülmektedir. Önekin bu özelliği bir yandan dil kullanıcısına kolaylık sağlamakta, diğer yandan sözvarlığının zenginleşmesine katkıda bulunmaktadır.

Sonuç

Almancada ab- önekli fiillerin ele alındığı ve ab- ekinin temel fiillere yüklediği anlam özelliklerinin incelendiği bu çalışmada aşağıdaki sonuçlara ulaşılmıştır;

a) Almanca sözcük yapımında eklerin önemli bir yeri bulunmaktadır. Özellikle önekler yeni fiil yapımında yaygın olarak kullanılmaktadır. Önekler biçimsel, sözdizimsel ve anlamsal özelliklerine göre ikiye ayrılmıştır. Çoğunlukla ilgeçlerden oluşan ve sözcük anlamı taşıyan önekler ile tek başına anlamı olmayan, genelde bir hece olarak karşımıza çıkan öneklerin birleşim özellikleri farklıdır. Bu farklılık nedeniyle önekli fiiller "ayrılan" ve "ayrılmayan" fiiller olarak iki başlıkta incelenmektedir.

b) Almancada önekli fiiller çok yaygın olarak kullanılmasına karşın, yabancı dil olarak Almanca öğretiminde yeterince ele alındığı söylenemez. Almancayı yabancı dil olarak öğrenenler daha çok temel fiillere odaklanmaktadır. Bu durum bir yandan dil öğrenenlerin sözcük dağarcığını kısıtlamakta, öte yandan dilin anlatım olanaklarından yararlanamamaları sonucunu doğurmaktadır.

c) "Ab" bağımsız bir biçimbirimdir. Tek başına anlamı vardır. İlgeç, belirteç ve önek olarak kullanılabilmektedir. Bir yer ve zaman bağlamında, başlama, ayrılma, uzaklaşma, aşağı yönelme gibi anlamlar taşır. Fiil öneki olarak kullanıldığında bu anlamları birleştiği temel fiile aktarır. Temel fiilin anlamını tamamen değiştirmez. Fiilin kendi anlamı ile etkileşerek, ona yeni anlam özellikleri kazandırır. Örneğin, "holen" (almak), "abholen" (gidip almak), "lesen" (okumak), "ablesen" (bakarak okumak), "fallen" (düşmek), "abfallen" (kopup düşmek), "binden" (bağlamak), "abbinden" (bağını çözmek) vb. Almanca önekli fiiller arasında sayısal olarak en çok ab öneki ile yapılan fiil bulunmaktadır. Bu nedenle ab- önekli fiillerin her yönüyle incelenmesi yabancı dil öğrenenlere katkı sağlayacaktır.

d) Ab- öneki birleştiği temel fiile anlamsal olarak, ayrılma, uzaklaşma, aşağıya inme, olumsuzlaştırma, sonlandırma ve güçlendirme işlevlerini yüklemektedir.

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Almanca çekimli bir dil olmasına karşın eklerle sözcük yapımı önemli bir yer tutmaktadır. Temel fiil ile birleşen önekler az sözcük ile çok anlam aktarma işlevini sağlamaktadır. Yabancı dil olarak Almanca öğretiminde eklerle sözcük yapımına, bu bağlamda önekli fiillere daha çok yer verilmesi, yabancı dil öğrenmede başarıyı artıracaktır. Bu düşüncelerle önekler üzerine yapılacak çalışmaların dil öğretimine önemli katkıları olacağı öngörülmektedir.

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Adaptieren oder Transferieren? Kulturelle Unterschiede von Werbungen und kulturelle Barrieren bei der Übertragung von Werbesprüchen

Adapt or Transfer? Cultural Differences in Advertising and Cultural Barriers in the Transfer of Advertising Slogans

Aylin SEYMEN[*]

Zusammenfassung

Werbung hat immer ihre Bedeutung für Produzenten und Konsumenten behalten, auch wenn sie im Laufe der Geschichte unterschiedliche Ausprägungen aufweist. Internationale Werbung hat an der Entwicklung von Technologie und Marktbedingungen an Bedeutung gewonnen. In der internationalen Werbung gibt es unterschiedliche Sprachen und Kulturen. Aus diesem Grund spielt die Übersetzung von Werbetexten als Mittler zwischen Sprachen und Kulturen eine wichtige Rolle. Welche Übersetzungsmethode von den jeweiligen Firmen bevorzugt wird, kann sich von Werbespruch zu Werbespruch unterscheiden. Bei der Auswahl dieser Methoden sollte man zunächst bedenken, ob die Ausgangskultur oder eher die Zielkultur berücksichtigt werden sollte. Bei der Übertragung von Werbung wird es einem in der Ausgangssprache verfassten Werbetext ermöglicht, den Zweck und die Funktionen der Werbung auf dem internationalen Markt zu erreichen. In diesem Zusammenhang lassen sich die Ziele dieser Studie wie folgt auflisten: Darstellung der Werbestrategien in deutschsprachigen Werbetexten anhand ausgewählter Beispiele; um anzuzeigen, welche Übersetzungsverfahren bei der türkischen Übersetzung dieser Anzeigen verwendet werden sollten; Ziel ist es, die in der Türkei praktizierte Werbestrategie anschaulich aufzuzeigen, indem untersucht wird, inwieweit sich Werbestrategien mit Übersetzungsprozessen und den von Übersetzern verfolgten Übersetzungsprozessen überschneiden. Dazu wurden 3 zufällig ausgewählte Werbungen aus 3 verschiedenen Branchen und 3 verschiedenen Marken aus der deutschen Ausgangssprache, Lebensmittel, Automobil, Haushaltswaren- und Möbelindustrie und deren Übersetzungen ins Türkische mit einem deskriptiven Ansatz auf Basis von Übersetzungsstudien im Kontext hinsichtlich der Skopos-Theorie

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untersucht und es wurde festgestellt, dass die Übersetzer sowohl die Adaption als auch das Transferieren für die Wiedergabe der Werbungen bevorzugen.

Schlüsselwörter: Werbetext, Werbung, Skopos-Theorie, Adaptation, Transferieren

Abstract

Advertising has always retained its importance for producers and consumers, even though it has had various forms or expressions throughout history. International advertising has gained importance with the development of technology and market conditions. There are different languages and cultures in international advertising. For this reason, translation of advertising texts plays an important role as a mediator between languages and cultures. Which translation method is preferred by each company may differ depending on the slogan. When choosing these methods, one should first consider whether the source culture or rather the target culture should be considered. When translating advertising, it will enable an advertising text written in the source language to achieve the purpose and functions of advertising in the international market. In this context, the objectives of this study can be listed as follows: To present the advertising strategies in German-language advertising texts using selected examples; to indicate which translation methods should be used in the Turkish translation of these advertisements; The aim is to illustrate the advertising strategy practiced in Turkey by examining the extent to which advertising strategies overlap with translation processes and the translation processes followed by translators. For this purpose, 3 randomly selected advertisements from 3 different industries and 3 different brands from the German source language, food, automobile, household goods and furniture industries and their translations into Turkish were examined using a descriptive approach based on translation studies in context with regard to the Skopos theory and it was found that the translators prefer both adaptation and transfer for the reproduction of the advertisements.

Keywords: Advertising Text, Advertising, Skopos Theory, Adaptation, Transfer

Die Beziehung zwischen der Werbung und der Kultur

Hersteller produzieren ihre Produkte, um sie auf dem nationalen und internationalen Markt zu verkaufen und Werbungen sind die beste Methode für diesen Zweck. Parallel zu soziologischen, wirtschaftlichen, kulturellen, politischen und technologischen Entwicklungen kann die Werbung, die Verbraucher permanent auf verschiedenen Wegen erreichen. Sie haben einen sehr wichtigen Platz im alltäglichen Leben, weil sie sowohl für Hersteller als auch für Verbraucher einen bestimmten Stellenwert haben. Um im intensiven Wettbewerbsumfeld bestehen zu können, müssen Unternehmen zwischen ihren Konkurrenten herausstechen können. In diesem Zusammenhang treten Werbungen in den Vordergrund. Werbung kann als verkaufsfördernde Bemühung eines Unternehmens oder einer Marke ausgedrückt werden, um Produkte oder Dienstleistungen einer Zielgruppe bekannt zu machen. Die Werbungen können jedoch nur dann erfolgsversprechend sein, wenn die Eigenschaften der Zielgruppe während des Werbekampagnenprozesses richtig bestimmt werden. Daraus lässt sich schließen, dass der wichtigste Aspekt von Werbung gerade die Wirkung ist, die sie auf Menschen hat (vgl. Janich 2010:18-19). Die Kultur der Zielgruppe, mit der Aufhebung von Grenzen, insbesondere für Marken, die eine große Verbrauchergruppe erreichen wollen; wird zum Mittelpunkt von Werbe- und Verkaufsförderungsaktivitäten. Kultur wird als Gesamtheit von Symbolen und Elementen wie gemeinsame Werte, Überzeugungen und Traditionen ausgedrückt, die sich von Gesellschaft zu Gesellschaft unterscheiden. Daher sollten Unternehmen, die in internationale Märkte eintreten wollen, auch die mit diesen Gesellschaften verbundene Kultur kennen und in die Werbung inkludieren. Das Verhältnis von Beziehung zwischen Werbung und Kultur entwickelt sich jedoch nicht nur in einem einseitigen Rahmen. Werbung beeinflusst Kulturen ebenso wie sie die Kulturen widerspiegelt. In beiden Rollen der Werbung gilt es, die kulturellen Dimensionen von Gesellschaften zu bestimmen. Laut Müller/Gelbrich spiegelt die

Werbung, um auf gesellschaftliche Akzeptanz zu treffen, die Wünschenswerte einer Kultur wider (vgl. Müller/Gelbrich 2004: 643f.).

Adaptierende oder transferierende Übersetzung

Die internationale Werbung impliziert unterschiedliche Sprachen und Kulturen und damit auch unterschiedliche Lebensarten. In diesem Fall ist die Kommunikation zwischen diesen verschiedenen Sprachen und Kulturen nur mit einem geeigneten Übersetzungsverfahren möglich. Der Erfolg der Werbung auf dem internationalen Markt ist größtenteils auf einen erfolgreichen Übersetzungsprozess zurückzuführen. Aus diesem Grund kann man sagen, dass die Übersetzung eines der wichtigsten Themen ist, die im internationalen Werbeprozess hervorgehoben werden muss. In der internationalen Werbung wird der mit bestimmten Werbestrategien in der Ausgangskultur erstellte Ausgangstext auf einem anderen Markt als übersetzter Werbetext mit Werbestrategien präsentiert. Auch im Zieltext werden Übersetzungsverfahren angewendet, um die Werbestrategien im Ausgangstext zu erhalten oder die zum Konsumentenprofil passende Werbestrategie in der Zielkultur einzusetzen. Angesichts dieser Situation gewinnen für den Erfolg internationaler Werbungen sowohl Werbestrategien als auch Übersetzungsprozesse an Bedeutung. Die Wahl der Werbestrategien und Übersetzungsprozesse kann sich von Kultur zu Kultur unterscheiden. Obwohl die verwendeten sprachlichen Elemente unterschiedlich sind, werden sowohl Werbestrategien als auch Übersetzungsprozesse verwendet, um die Funktionen und Zwecke von den Werbungen erfüllen zu können.

Bei der Übersetzung eines Werbetextes geht man meistens von einer 1:1 Übersetzung aus, oder man geht von einer wortgetreuen Übersetzung aus. Man rechnet am Ende einer Übersetzung mit einer Übereinstimmung des Originaltextes. Bei einer Adaption eines Textes jedoch steht die Zielkultur im Vordergrund, der Text wird inhaltlich auf die Kultur der Zielgruppe adaptiert, wobei der Inhalt des Textes natürlich berücksichtigt wird. Koller (2011, S. 55) unterscheidet zwischen zwei idealtypischen Übersetzungsmethoden:

Die adaptierende Übersetzung: Assimiliert den Text im Kontext der Zielsprache durch das Ersetzen der kulturspezifischen AS-Elemente durch entsprechende Elemente der Zielsprachenkultur

Die transferierende Übersetzung: Vermittelt (oder versucht zu vermitteln) die kulturspezifischen ausgangssprachlichen Elemente im AT als solche im ZT.

Als Übersetzer hat man die Aufgabe zu entscheiden, ob es in dem AT-Elemente gibt, die in den Kulturen der Ausgangssprache und der Zielsprache unterschiedlich sind, und welche Übersetzungsmethode zu verwenden ist, um diese eventuellen Unterschiede zu vermitteln. Die Zielgruppe muss ohne Schwierigkeiten die Botschaft und den Zweck der Übersetzung verstehen. Je unterschiedlicher die Kulturen, desto wahrscheinlicher ist es also, dass man beim Übersetzen die Botschaft des ATs modifiziert (Ingo, 2007, S. 127).

Klingberg (1986, S. 12) gibt auch eine weitere Definition für Adaption mit dem Begriff „cultural context adaptation" und erklärt diese Übersetzungsstrategie als eine Arbeitsweise, um den Text verständlicher oder interessanter für die Zielgruppe zu machen.

In Vinay und Darbelnets (1995) Modell, wie es in Munday (2008, S. 56–60) dargestellt wird, wird das Verfahren der „Adaptation" beschrieben. Adaptation wird verwendet, wenn eine beschriebene Situation in der Ausgangskultur in der entsprechenden Zieltextkultur nicht existiert. Es handelt sich um die Ersetzung eines Sachverhalts in der Ausgangskultur durch einen Sachverhalt, der in der Zieltextkultur eine vergleichbare Funktion hat. Hier sollte besonderes Augenmerk auf die „vergleichbare Funktion" gelegt werden, da dies für die internationale Werbung ausschlaggebend ist.

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Man kann also aus den Definitionen verstehen, dass die transferierende Übersetzung die Ausgangskultur und die adaptierende Übersetzung die Zielkultur berücksichtigt. Die beiden Übersetzungsverfahren schließen sich nicht gegenseitig aus, sondern betonen nur unterschiedliche Auffassungen des Übersetzungsprozesses. Der Übersetzer einer internationalen Werbung müsste also die Ausgangskultur, aus der die Werbung eigentlich stammt und auch die Zielkultur in der die Werbung ihren Zweck erfüllen soll, sehr gut kennen und daraufhin ein geeignetes Übersetzungsverfahren vorziehen

Werbesprache

Durch die Werbesprache wird der Kontakt zwischen dem Produkt und dem potenziellen Kunden hergestellt. Meistens geschieht dies vielleicht sogar unbewusst, aber die Gesellschaft wird von der Werbung durch die eingesetzte effektive Sprache stark beeinflusst und diese Werbeslogans können auch zum Teil des alltäglichen Lebens werden. Man könnte sogar behaupten, dass sich die Sprache mit der Werbesprache verwandelt. Ob wir es wollen oder nicht, wir verinnerlichen die Werbesprüche so sehr, dass wir ohne es zu bemerken die Werbesprüche in unserem Alltag gebrauchen. Je kreativer die Werbesprüche sind, desto einfacher ist es diese einzuprägen, z.B.

- Just do it (Nike)

- Have a break. Have a KitKat. (KitKat)

- Red Bull verleiht Flügel (Red Bull)

- Haribo macht Kinder froh und Erwachsene ebenso (Haribo)

Baumgart (1992:34) bezeichnet Werbesprache als „instrumentalisierte Sonderform der Alltagssprache". Bußmann (2002:746) bezeichnet die Werbesprache weder als Varietät noch als Fachsprache „die Werbesprache ist keine lexikalisch oder grammatisch fixierbare Sprachform im Sinne einer Varietät, sondern eher ein funktionaler Stiltyp, der geprägt ist durch die persuasive Kommunikation des ‚Überredens'".

Bei Werbetexten, die drei Zwecke haben, die sich in Kommunikations-, Verkaufs- und sonstige Zwecke unterteilen lassen, wird auch die Werbesprache nach diesen Zwecken gestaltet, und alle verwendeten Sprachelemente werden aufgenommen, um diesen Zwecken zu dienen und von allen Feinheiten der Sprache profitieren zu können. Alle verwendeten Sprachelemente sind darauf ausgerichtet, die Effektivität und Glaubwürdigkeit der Werbung zu erhöhen, wobei viele sprachliche Merkmale in der Werbesprache verwendet werden. Die Werbesprache können wir als einfache, klare, fließende, verständliche und alltagstaugliche Sprache beschreiben. Der Grund dafür ist der Wunsch, leicht verständlich zu sein, in Erinnerung zu bleiben, um sich so von anderen Produkten abzuheben. Dementsprechend kann argumentiert werden, dass die verwendete Sprache je nach der in der Werbung verwendeten Methode variieren kann.

Das Hauptmerkmal der Werbesprache ist die Indirektheit der sprachlichen Strategien, die alle Ausdrucksmittel in den Diensten des versteckten Werbeappells instrumentalisiert. Um dieser Hauptaufgabe gerecht zu werden, müssen die Werbeslogans dementsprechend wiedergegeben werden. Bei der Übersetzung der Werbesprache ist es notwendig, die Ziele der Werbung zu berücksichtigen.

Die Rolle und Bedeutung der Übersetzung in der internationalen Werbung

Im Gegensatz zu lokalen Werbungen gibt es bei internationalen Werbungen zwei verschiedene Sprachen und dementsprechend zwei verschiedene Kulturen. Die in der Ausgangssprache gestaltete

Werbung muss eine andere Sprache und Kultur erreichen und in dieser Zielsprache und Kultur verstanden werden, die gewünschte Wirkung erzielen und dem Zweck der Werbung dienen. An dieser Stelle gewinnt die Frage des Sprachgebrauchs bei der Übersetzung von Werbungen mit sprachlichen Elementen an Bedeutung, zu der auch Faktoren wie kulturelle Konnotation und Kommunikationsstrategie gehören. Es ist die Übersetzung, die als Brücke dient, um dieses Problem zu lösen. Dank der Übersetzung wird sichergestellt, dass ein auf dem Markt eines Landes hergestelltes Produkt oder eine angebotene Dienstleistung die Märkte anderer Länder erreicht. Aufgrund dieser vermittelnden Rolle der Übersetzung ist, der in der Zielsprache produzierte Text für den Erfolg der Werbung in der Zielkultur in der internationalen Werbung ebenso wichtig, wie der in der Ausgangssprache produzierte Text. Daher sind Übersetzungen im Bereich der Werbung von großer Bedeutung. Der Übersetzer muss in diesem Fall entscheiden, ob der Werbeslogan transferiert oder adaptiert werden sollte.

Es ist eine Tatsache, dass ein Werbeslogan in der Ausgangssprache auch ganz unterschiedlich in der Zielsprache erscheinen kann. Beispiele dafür, die auf Unterschiede in der kulturellen Wahrnehmung zurückzuführen sind, gibt es in der Geschichte der Werbung viele, hier kann man die Media Markt Werbung als eine Sonderform nennen:

Wahrnehmungswelten sind das grundlegendste Phänomen, das Kulturen und Gesellschaften voneinander trennt. „Ich bin doch nicht blöd" bedeutet für einen Deutschen, nichts Anderes als, „vernünftig zu handeln". Für einen Türken bedeutet dies jedoch, dass er so handeln sollte, wenn er nicht „dumm" ist; überdies bedeutet es, seine Persönlichkeit direkt anzugreifen. Diese Werbung wurde nach diesen Wahrnehmungen verändert in den Markt geführt.

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Skopostheorie und die Übersetzung von Werbetexten

Im Hinblick auf die Übersetzungswissenschaft bietet die Werbeübersetzung ein Beispieluniversum, das fast alle metrischen, pragmatischen, syntaktischen, textuellen, semiotischen und sogar figurativen Schwierigkeiten umfasst, die beim Übersetzen auftreten können (Smith, Klein-Braley, 1997: 176).

Im Rahmen dieser Studie wird ausgehend vom Anwendungsbereich der allgemeine Rahmen auf der von Hans J. Vermeer entwickelten Skopostheorie aufgebaut. „Skopos", ein Wort griechischen Ursprungs, bedeutet „Zweck/Ziel". Die Skopostheorie, die 1978 von Hans J. Vermeer in Deutschland entwickelt wurde, stellt sich als eine Theorie heraus, die einen Übergang von den zuvor verbreiteten sprachlichen und eher stilistischen Übersetzungstheorien zu einem eher funktionalen und soziokulturellen Übersetzungskonzept bietet. Bei der Werbeübersetzung ist es wichtig, dass der Übersetzer unter Berücksichtigung der Zielkultur handelt. Da Werbetexte eine Aufruffunktion haben, zielen sie darauf ab, den Leser zu einer Handlung zu lenken. Auch die Umsetzung ist von Kultur zu Kultur unterschiedlich.

Vermeer behauptet: „Unter der Annahme, dass jeder Text von jemandem in einem bestimmten kulturellen Umfeld produziert wird und dass er Teil der Kultur der Person ist, die den Text produziert hat, kann jeder Text (Rahmen) methodisch als Spiegelbild der Kultur betrachtet werden" in dem es produziert wurde" (Vermeer, 1990: 143).

Die Elemente „Kultur und Kommunikation" prägen sowohl die Skopostheorie wie auch die Werbung, man kann also pointieren, dass die Skopostheorie und auch die Werbung stark kulturorientiert sind. Vermeer geht davon aus, dass ein Text ein Teil einer Kultur ist, in der er von bestimmten RezipientInnen wahrgenommen wird (vgl. 1994:36 ff.). Reiss und Vermeer sind der Meinung, dass, wenn ein Produkt mit Hilfe einer Übersetzung der Zielkultur dargestellt werden soll, die Optimierung des Werbeumfangs im Vordergrund steht und gewissermaßen das Umschreiben des Ausgangstextes eine Selbstverständlichkeit ist. In solchen Texten steht die „Aufruffunktion" im Vordergrund (Reiss/Vermeer, 1984; 218).

Nach Vermeers Ansatz ist der übersetzte Text nun der Originaltext. Es sollte kein unantastbares Original geben und der Zweck der Übersetzung sollte sich an den Erwartungen der Zielgruppe orientieren. Um eine erfolgreiche Übersetzung anzufertigen, muss der Übersetzer daher über Kenntnisse der kulturellen Merkmale verfügen, die die Erwartungen der Zielgruppe prägen.

Aus übersetzerischer Sicht ist es zwar wichtig, dass der Übersetzer eine für seinen Anwendungsbereich geeignete Übersetzung erstellt, aber unter Marktbedingungen ist es auch wichtig, dass die Anzeige dem Anwendungsbereich des Werbetreibenden entspricht, damit die Anzeige die vom Werbetreibenden beabsichtigten Ergebnisse liefert. Das Ziel des Translationsprozesses ist immer eine erfolgreiche Kommunikation zwischen den AuftraggeberInnen und dem Zieltextpublikum herzustellen und die von den AuftraggeberInnen gewünschte Wirkung zu erzielen (vgl. Reiß/Vermeer 1991:95 ff.). Ohne eine genaue Spezifizierung der Zielgruppe kann keine erfolgreich funktionierende Werbung entstehen (vgl. Reiß/Vermeer 1991:104).

Mit anderen Worten: „Basierend auf der in seinem eigenen Kopf geschaffenen Szene muss der Übersetzer einen Rahmen suchen und finden, der dem Empfänger die Szene vermittelt, die in der Zielsprache im Kopf des Empfängers erstellt werden soll" (Vermeer, Heidrun, 1990: 82-83). Kurz gesagt: Nach der Interpretation des Werbeslogans muss der Übersetzer ihn auf die effektivste Art und Weise in die Zielkultur anpassen und übertragen. Auch wenn er mit einer konnotativ reichen oder mit rhetorischen Figuren geschmückten Werbesprache konfrontiert ist und viele bereits erwähnte soziokulturelle, rechtliche und sprachliche Hürden überwinden muss, muss der Übersetzer mit seiner Kreativität die

richtige Entscheidung treffen. Nach diesem Ansatz sollte der Übersetzungstext aus einer originellen und kommunikativen Perspektive betrachtet werden und die notwendigen Lösungen gefunden werden, um sicherzustellen, dass die Übersetzung für ihre Funktion in einer bestimmten Kultur und in einem bestimmten Umfeld geeignet ist. Also ist der Übersetzer in der Skopos-Theorie in erster Linie ein Experte, der entscheidet, wie ein Text übertragen werden sollte.

Um die Frage zu beantworten, warum unter den zielorientierten Übersetzungstheorien insbesondere die Skopos-Theorie angemessenere Perspektiven auf das Thema der Übersetzung von Werbeslogans bietet, kann man sagen, dass die Skopos-Theorie die Faktoren im Hinblick auf die Gestaltung der Beziehung zwischen Übersetzer, Arbeitgeber und Leser, die Teil des Übersetzungsprozesses ist, betont. (Vermeer, 2004: 265). Erfolg bei der Übersetzung wird dementsprechend dadurch erreicht, dass der Zweck und die Funktion der Übersetzung, die im Einklang mit den Wünschen des Arbeitgebers dargelegt werden, mit den „vorhandenen" Bedingungen in der Kultur übereinstimmen und die Übersetzung den Erwartungen des Ziellesers entspricht. Mit anderen Worten: In der Skopos-Theorie wird darauf geachtet, dass der Leser keine negative Einstellung gegenüber der Übersetzung hat (Vermeer, 1983: 55), und die Berücksichtigung der Erwartungen des Verbrauchers gedeckt wird.

Nach der Skopos-Theorie ist der Skopos (Ziel/Zweck) dann erfüllt, wenn der Leser/Verbraucher mit der Übersetzung/dem Produkt zufrieden ist, oder genauer gesagt, wenn er das Produkt unter den Konkurrenzprodukten bevorzugt.

Darüber hinaus ist sich der Fachübersetzer, der den Zweck und die Merkmale der Art des Werbetextes versteht, im Hinblick auf die Übersetzung von Werbeslogans und rhetorischen Figuren der Bedeutung formaler Merkmale in der Werbung bewusst und trifft die notwendigen Entscheidungen bezüglich des Übersetzungsprozesses in der richtigen Reihenfolge den Werbeslogan optimal auf die Zielkultur zu übertragen. Da es sich bei Werbetexten um Texte mit einem hohen kulturellen Kontext handelt, besteht das Ziel des Übersetzers darin, die notwendigen kulturellen Anpassungen vorzunehmen und sicherzustellen, dass dieselbe Werbung in der Zielkultur Aufmerksamkeit erregt, indem sie die formalen Merkmale des Werbegenres in der Zielsprache wiedergibt. Angesichts all dieser oben erläuterten Ansichten ist zu erwarten, dass, wenn der Zweck (Skopos) des Übersetzers bei Werbeübersetzungen gemäß der Skopos-Theorie definiert wird, auch der Skopos des Werbeübersetzers dieser sein wird.

Der Rezipient oder Adressat ist also nach Vermeer Sondersorte/Untermenge des Skopos, denn das Translat ist Element der Zielkultur und muss in dieser verstanden werden (vgl. Reiß/Vermeer 1984:101).

Nachdem an dieser Stelle erwähnt wurde, dass der Übersetzer ein Experte darin ist, die Übersetzungsmethode anzuwenden, die am besten zum kulturellen Kontext und zu den Freiheiten passt, die dem Übersetzer durch die Skopos-Theorie gewährt werden, werden wir nun einige Fallbeispiele in dieser Hinsicht betrachten.

Fallbeispiele

Wenn man bedenkt, dass es sich bei der Werbeübertragung um eine interkulturelle Übersetzung handelt und ihr Ziel ist, den Verbraucher in der Zielkultur nur dann am effektivsten erreichen zu können, wenn die Erwartungen dieser Kultur durch das Werbekonzept erfüllt werden, sollte nicht außer Acht gelassen werden, dass die Werbegewohnheiten von jeder Kultur anders sein können. Als Beispiel kann man hier die Dr. Oetker Werbung vergleichen:

Was eine Kultur überzeugt, hängt von den Gewohnheiten dieser Kultur ab. Der Übersetzer als Experte, der unter Berücksichtigung interkultureller Unterschiede entscheidet, welche Änderungen am Text vorgenommen werden sollen, kann auch Änderungen und Anpassungen in formalen Merkmalen vornehmen, um von der Zielgruppe akzeptiert zu werden. Angesichts dieser Informationen lässt sich Folgendes sagen: Um eine wirksame Slogan-Übersetzung zu erstellen, muss der Übersetzer alle notwendigen Werkzeuge, einschließlich Anpassung und Neugestaltung, verwenden, mit denen alle Funktionen einer wirksamen Werbung wiedergegeben werden können. In dieser Dr. Oetker Werbung kann man genau erkennen, dass der Stellenwert der Familie hinsichtlich der Kulturen berücksichtigt wurde und deshalb der Originaltext „Back deinen Mann glücklich-auch wenn er eine zweite Liebe hat" nicht übernommen wurde. Der Satzteil „Back deinen Mann glücklich" könnte zwar wiedergeben werden, doch die Wiedergabe des Satzteils „…auch wenn er eine zweite Liebe hat." wäre nicht passend, da man sich über solche Situationen in der türkischen Kultur, nicht in der Öffentlichkeit offenbart. Die im Slogan enthaltenen humorvollen Elemente wurden somit der Zielgruppe nicht vermittelt und die Mitteilung des Originaltextes konnte deshalb auch nicht bewahrt werden. Basierend auf der Tatsache, dass Werbung als Marketinginstrument nur dann erfolgreich ist, wenn es ihr gelingt, das Kaufverhalten des Verbrauchers zu aktivieren, werden kulturelle Zeichen genutzt, um die Sympathie und das Interesse des Verbrauchers zu gewinnen, wie es auch in dieser Dr. Oetker-Werbung der Fall ist, daher ist es unvermeidlich, dass es Anpassungen und Änderungen geben wird. Die Dr. Oetker -Werbung wurde ins Türkische somit in die Zielkultur adaptiert und als „Babam böyle pasta yapmayı nerden öğrendi?" wiedergegeben.

Werbungen stellen den Verbrauchern, Produkte oder Dienstleistungen in kurzer Zeit unter mehr als einer Botschaft vor. Während diese Botschaften, die vordergründig auf Werbung und Kauf abzielen, vermittelt werden, wird versucht, die verborgenen Bedeutungen, die den unsichtbaren Teil des Eisbergs bilden und diesen Botschaften zugrunde liegen, in die Köpfe der Zielgruppe einzuprägen. In diesem

Zusammenhang spiegeln Werbungen ein reichhaltiges und komplexes System von Zeichen/Bedeutungen, die die Erfahrung und soziale Position des Verbrauchers vor Augen hält, wider. Nach Barthes (1993: 166) erzählt jede Werbung vom Produkt (das ist ihre Konnotation), versucht aber etwas Anderes zu erzählen (das ist ihre wörtliche Bedeutung) und enthält eine diskursive Einheit in sich. Werbungen geben ihre Indikatoren nicht preis, obwohl sie eine Zeichenfolge bilden, um nicht geschlossen zu werden. Es sind die Bedeutungen dieser Indikatoren, die interpretiert werden müssen, wenn der Analyseprozess gestartet wird.

In dieser Automarkenwerbung zeigen die Symbole mit assoziativen Dimensionen, dass die Indikatoren einen reichen Inhalt haben. Bei der Recherche kann man deutlich erkennen, welche Art von Botschaften die Werbungen der Zielgruppe unterhalb des Sichtbaren vermitteln möchten. Der Slogan der Automobilmarke Audi „Vorsprung durch Technik" zieht den Verbraucher in eine Bedeutungswelt, die interpretiert werden soll. Auf diese Weise produziert Werbung ein Rätseluniversum mit der Kodierung der materiellen Welt.

In der Werbung des Ausgangstextes wurde die Automobilmarke „Audi" vorgestellt, ohne Druck auf die Zielgruppe auszuüben, und das durchsetzungsfähigste Merkmal des Produkts wurde als seine Marke präsentiert, wenn man bedenkt, dass es eines der wichtigsten Merkmale ist, auf das man bei einem Kauf von einem Auto achtet. Auf diese Weise wurde versucht, die Zielgruppe zu überzeugen, ohne die Verwendung von z.B. Imperativsätzen. In dieser Werbung wurde die Automarke rot geschrieben und unten drunter der Slogan „Vorsprung durch Technik" bevorzugt. Der Hintergrund der Werbung ist schwarz gewählt worden, da dadurch die Schrift besser zum Vorschein kommt.

Diese Werbung will ein Versprechen und ein Lebensmodell ansprechen, für diejenigen die die zukünftige Technik erreichen wollen und sich in einem anderen Status sehen. Die Automobilmarke gibt dem Verbraucher ein Versprechen, in der heutigen Welt, in der der symbolische Konsum mehr Bedeutung hat, sich wie in der Zukunft zu fühlen. Die Werbung verspricht dem Verbraucher Differenz, Exklusivität und Luxus.

Die Analyse der Werbung zeigt uns, wie raffiniert man nur mit einem kurzen Satz versucht, den Verbraucher zu beeindrucken. Zum Vergleich dazu, werden wir nun die türkische Werbung analysieren.

In dieser Werbung wurde im Gegensatz zum Original ein Bild benutzt, dass ein Symbol der Zukunft reflektiert. Der Slogan „Teknoloji ile bir adım önde" unterstreicht das Bild der Werbung und zeigt, dass man mit dem Besitz eines Audis immer ein Schritt voraus ist.

Der Vergleich der Slogans „Vorsprung durch Technik" und „Teknoloji ile bir adım önde" zeigt, dass man in diesem Fall zwar keine wörtliche Übersetzung vorgenommen hat, doch man kann behaupten, dass der Werbeslogan inhaltlich adäquat wiedergegeben wurde. Die Besonderheit solcher Texte besteht darin, dass sie darauf abzielen, den Empfänger (Zielgruppe) zu einem bestimmten Verhalten zu lenken. Bei der Übersetzung solcher Texte ist es wichtig, dass die gewünschte Reaktion auch beim Empfänger der Zielgruppe geweckt wird, was in dieser Werbung auch der Fall ist.

Das Übersetzen von Werbungen kann so wie die Werbung selbst als eine dynamische Aktivität angesehen werden, die sich von Kultur zu Kultur unterscheidet, welche von den Gewohnheiten der Kulturen geprägt ist und von Sprache zu Sprache Unterschiede aufweisen kann.

IKEA ist eine weltweit bekannte schwedische Marke und ein großer Name in der Haushaltswaren- und Möbelindustrie. Das Unternehmen ist für seine Mission bekannt, erschwingliche, funktionale und gut gestaltete Haushaltsprodukte günstig anzubieten. IKEA hat dieses Image im Laufe der Jahre durch verschiedene Marketingkampagnen und Slogans gestärkt.

Mit diesem Slogan „Wohnst du noch oder lebst du schon?" und auch ähnlichen andere Slogans versucht IKEA zu vermitteln, dass seine Produkte nicht nur einen Mehrwert in Bezug auf Ästhetik und Design, sondern auch in Bezug auf Funktionalität und Lebensqualität anbieten. Das Unternehmen gibt an, dass es seinen Kunden nicht nur ein Produkt, sondern auch einen Lebensstil bietet und auf diese Weise eine tiefere Bindung zu ihnen aufbauen möchte. Falls man sich für diese Firma entscheiden sollte „wohnt man nicht nur, sondern man fängt auch an zu leben" hier ist eine Doppeldeutigkeit zu erkennen

Der türkische IKEA-Werbeslogan „evinizin her şeyi" bedeutet so viel wie „alles für ihr zu Hause", hier soll betont werden, dass man bei IKEA alles für das zu Hause finden kann, man braucht nicht in andere Läden zu gehen und zu suchen. Der Unterschied beider Werbetexte besteht darin, dass bei dem deutschen Werbeslogan durch die angeboteten Möbel, Haushaltswaren etc. auch der Lebensstil durch diese verändert oder sogar verbessert werden kann, wobei in der türkischen Werbung nur die Waren der Firma in den Vordergrund gestellt werden.

Schlussfolgerung

Da jedes Land seine eigenen kulturellen Indikatoren hat, ist es offensichtlich, dass globale Marken, während sie in verschiedenen Ländern tätig sind, die kulturellen Symbole, Werte, Helden und Bräuche in diesen Kulturen im Detail analysieren und Werbebotschaften und Marketingstrategien im Einklang mit diesen entwickeln müssen. Bei der Adaptierung der Werbeslogans wurden inhaltliche und auch stilistische Unterschiede festgestellt. Die Werbesprache ist mit Sprachspielen verwoben und aus diesem Grund sollten, soweit es die Zielsprache und -kultur zulässt, das Alter, die Erwartungen, die Bedürfnisse, die sozialen, kulturellen, ideologischen usw. der Zielgruppe berücksichtigt werden. Wie in den Fallbeispielen zu entnehmen ist, wurden die Werbetexte unter Berücksichtigung der Merkmale teilweise oder vollständig geändert, angepasst oder neu verfasst. Dies ist manchmal der Titel der Anzeige, manchmal ein Teil oder der gesamte Text und manchmal der Slogan. Nur so kann es in der Zielsprache und -kultur sinnvoll, verständlich und vor allem effizient erscheinen.

Dieser Befund, dass wie auch immer wir uns entwickeln, die kulturellen Elemente, die von Gesellschaft zu Gesellschaft unterschiedlich sind, in der Werbung aufzufinden ist, mal mehr mal weniger, ist daher bedeutsam.

In der ersten Werbung (Dr. Oetker-Werbung), deren kulturelle Dimensionen und kulturellen Elemente inhalts- und diskursanalytisch untersucht wurden; ist ersichtlich, dass die deutsche Version der Werbung nicht ins Türkische übertragen wurde. Denn im Zusammenspiel von Werbung und Kultur wird die Art und Weise der Kodierung der Werbung durch kulturelle Indikatoren festgelegt.

In der heutigen Konsumgesellschaft nimmt Werbung von Tag zu Tag mehr Raum im Leben des Verbrauchers ein und fügt den traditionellen Definitionen und Funktionen neue hinzu. Dies geschieht im Namen symbolischer Werte, die auf psychologischen Bedürfnissen basieren, wie z. B. der Erlangung eines über die Bedürfnisse hinausgehenden Status, der Andersartigkeit und Einzigartigkeit gegenüber allen anderen, dem Erwerb einer Identität und eines Images sowie dem Aufstieg in eine höhere Klasse. In der zweiten analysierten Werbung (Audi-Werbung) ist kein inhaltlicher Unterschied vorzufinden, die Wiedergabe wurde entsprechend des Originals durchgeführt.

Im Kontext der untersuchten dritten Werbeanzeige wird der Konsument ein Teil der Werbeanzeige, „wohnst **du** noch, oder lebst **du** schon?". Diese Teilhabe ist auch in der türkischen Version ersichtlich „evinizin her şeyi", doch die türkische Wiedergabe ist im Vergleich des deutschen Textes begrenzt wiedergegeben.

Wenn man die Studie aus einer allgemeinen Perspektive betrachtet, enthalten die jeweiligen Werbungen etablierte kulturelle Inhalte, Darstellungen der Lebensstile der Länder. Als Ergebnis der Studie zeigt sich, dass in den übertragenen Texten eine ausgangstextorientierte Herangehensweise bevorzugt wurde und die in den Ausgangstexten verwendeten Werbestrategien durch die verwendeten Übersetzungsverfahren überwiegend erhalten blieben.

Wenn man im Sinne der Skopos-Theorie die analysierten Werbungen betrachtet, kann man erkennen, dass es sich gleichgültig, in welchem Land diese Werbungen gezeigt werden, um Texte mit einer Aufruffunktion handeln, die darauf abzielen, den Empfänger zu einer Handlung zu verleiten.

Es ist nur natürlich, dass sich beim interkulturellen Transfer die Situation von der Ausgangstextproduktion zur Zieltextrezeption grundlegend ändert, und nicht jeder Zweck lässt sich in jeder Situation erreichen. Vermeer (1990:143) spricht von einer „potentiellen Skopoibündelung". Das bedeutet folgendes: Ein Text funktioniert nicht nur in genau der einen Situation, für die er gedacht war, er ist somit plurifunktional. Im Translat kann jeder Skopos realisiert/aktualisiert werden, der im Ausgangstext potentiell vorhanden ist. Die Grundstrategie richtet sich dabei nach dem dominanten Strang innerhalb des Bündels.

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Alman Dili ve Kültürü Araştırmaları Dergisi

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Alman Pediatri Uzmanı Albert Eckstein'ın Türkiye'deki Kültürel Etkileri

German Pediatrician Albert Eckstein's Cultural Impacts in Turkey

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Öz

Bu çalışma, Türkiye'nin sağlık alanındaki dönüşüm sürecinde Alman pediatri uzmanı Prof. Dr. Albert Eckstein'ın etkilerini, özellikle kültürel aktarım açısından incelemektedir. Eckstein'ın Türkiye'ye gelmesi, dönemin zorlu koşullarına rağmen, sağlık politikalarının ve uygulamalarının geliştirilmesinde kritik bir rol oynamıştır. Araştırma, literatür taraması ve döküman analizi yöntemleri kullanılarak gerçekleştirilmiştir. Bulunan sonuçlar, Eckstein'ın pediatri biliminin yanı sıra, Alman tıp kültürünün Türk sağlık sistemine entegrasyonu konusunda da önemli bir köprü oluşturduğunu göstermektedir. Eckstein, Türkiye'deki tıp eğitimine modern pediatri pratiğini ve çocuk sağlığına dair yenilikçi yaklaşımları tanıtarak hem bilimsel hem de kültürel bir etkileşim sağlamıştır. Ayrıca, Türkiye genelinde gerçekleştirdiği sağlık kampanyaları ve eğitim programları ile halk sağlığı bilincinin artırılmasında ve hastalık önleme stratejilerinin benimsenmesinde önemli bir rol oynamıştır. Ayrıca Alman ekolüne dayalı öğrenciler yetiştirerek bu alandaki modernleşme ve gelişme sürecinin kalıcı hale gelmesine katkı sağlamıştır. Bu çalışma, Eckstein'ın Türkiye'deki etkilerini kültürel bir perspektiften değerlendirerek, kültürlerarası etkileşimin pediatri alanındaki dönüşümlere nasıl katkı sağladığını ortaya koymaktadır. Bu bağlamda, Eckstein'ın Türk sağlık tarihi içindeki yeri, kültürel aktarım ve adaptasyon süreçleri açısından incelenmiştir.

Anahtar sözcükler: Albert Eckstein, Albert Eckstein'ın Kültürel Etkileri, Pediatri Alanında Kültürel Etkileşim

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Abstract

This study examines the effects of German pediatric specialist Prof. Dr. Albert Eckstein on the transformation process in the field of Turkey's health, especially in terms of cultural transfer. Eckstein's arrival in Turkey played a critical role in the development of health policies and practices despite the difficult conditions of the period. The research was conducted using literature review and document analysis methods. The results show that Eckstein formed an important bridge in the integration of German medical culture into the Turkish health system, as well as pediatric science. Eckstein introduced modern pediatric practice and innovative approaches to child health to medical education in Turkey, providing both scientific and cultural interaction. In addition, he played an important role in increasing public health awareness and adopting disease prevention strategies with the health campaigns and education programs he carried out throughout Turkey. He also contributed to the permanence of the modernization and development process in this field by educating students based on the German school. This study evaluates Eckstein's effects in Turkey from a cultural perspective, revealing how intercultural interaction contributed to the transformations in the field of pediatrics. In this context, Eckstein's place in Turkish health history was examined in terms of cultural transmission and adaptation processes.

Keywords: Albert Eckstein, Albert Eckstein's Cultural Effects, Cultural Interaction in the Field of Pediatrics

Giriş

Günümüzde, kültürel etkileşimlerin bilim ve eğitim alanlarındaki rolleri giderek daha fazla önem kazanmaktadır. Özellikle sağlık alanında, farklı kültürlerden gelen bilimsel bilgi ve uygulamaların aktarımı, hizmet kalitesinin ve eğitim standartlarının yükseltilmesinde kritik bir rol oynamaktadır. Bu bağlamda, Prof. Dr. Albert Eckstein'ın Türkiye'de sağlık alanında yapmış olduğu katkılar, sadece tıbbi yeniliklerin aktarılması değil, aynı zamanda kültürel bir alışverişin tezahürü olarak da değerlendirilebilir. Almanya'da Nazilerin etkisiyle ülkeyi terk etmek zorunda kalan Yahudi asıllı Alman bilim adamlarından birisi olan Eckstein, Türkiye'ye gelmeyi tercih ederek burada modern pediatri bilimini Türk sağlık sistemine entegre ederek kültürel etkileşimin sağlık alanındaki dönüşümü göstermiştir.

Bu makale, Albert Eckstein'ın kariyeri boyunca pediatri ve sağlık alanında gerçekleştirdiği çalışmaları, kültürlerarası etkileşim açısından incelemeyi amaçlamaktadır. Ayrıca, bu sürecin Türkiye'deki sağlık hizmetlerine etkileri, kültürel aktarım teorileri çerçevesinde tartışılacaktır. Eckstein'ın Türkiye'de yürüttüğü çalışmalar incelenecek ve Türkiye'de pediatrinin dönüşümündeki rolü vurgulanacaktır.

Makalede öncelikle kültür, kültür aktarımı ve kültür aktarımında aracı figürlerin rolü bağlamında teorik bir inceleme sunulacaktır. Sonraki bölümde, 1950 öncesi Cumhuriyet dönemi Türkiye'sinde pediatri alanının genel durumu ele alınacaktır. Ardından Albert Eckstein'ın biyografisi ve Türkiye'ye geliş süreci inelenip kültürel katkıları değerlendirilecektir. Son olarak, Eckstein'ın asistanları kültür aktarımı bağlamında ele alınacaktır. Bu giriş bölümü, makalenin ana hatlarını belirlemekte olup, kültürlerarası etkileşimin sağlık alanındaki etkilerini ve bunun Türkiye özelindeki yansımalarını öne çıkarmayı amaçlamaktadır.

Kültür

"Kültür" karmaşık bir terim olup, kökeni "tarım" kavramından gelmektedir ve doğa ile tarım arasındaki ilişkiyi yansıtmaktadır. Bu terim, yalnızca toprağı işleyen maddi bir süreci değil, aynı zamanda insan faaliyetleri ve başarılarını, özellikle de kentsel bağlamlarda temsil eden soyut bir kavrama dönüşmüştür. Kültür kavramının bu evrimi, kırsal hayattan kentsel hayata geçişi gösterirken, aynı zamanda toprağı işleme düşüncesini entelektüel ve ahlaki gelişimle de birleştirir (Eagleton, 2000, s. 7-8). Böylece, kültür terimi yalnızca tarımsal faaliyetlerle sınırlı kalmaz, insanın kendini geliştirmesi, toplumsal yapıların oluşumu ve medeniyetin ilerleyişiyle de ilişkilendirilir. Eagleton'ın ifade ettiği "kültürün karmaşıklığı"

terimin kapsadığı olgunun çok yönlülüğünden kaynaklanmaktadır. Bu bağlamda kültür, doğrudan yalnızca bir kavram değil, birçok farklı boyutta algılanabilecek bir olgududur.

Şimşek'e göre kültür, insanların bir arada olduğu her yerde kendini gösterir. İnsanoğlunun düşünceleri, eylemleri, fikirleri, davranışları ve yarattığı her türlü eserde kültürün izleri bulunur. Bu yüzden, günümüzde kültür kavramı, bir toplumun üyesi olarak insanların ortaya koyduğu bütün beşerî birikimi tanımlamak amacıyla kullanılmaktadır (Şimşek, 2016, s. 11). Bu doğrultuda, kültür, toplumun ortak değerler ve normlar etrafında şekillenen kolektif birikimlerini de içermektedir.

Kültür, geleneksel olarak somut davranış kalıplarının toplamı olarak değil, davranışı yönlendiren kontrol mekanizmaları planlar, kurallar, talimatlar gibi görülmelidir. Bu bağlamda toplumlar, kendi içindeki ilişkileri düzenleyen normlara sahiptir ve bu normlar kültürden kültüre farklılık gösterir. Bir toplum, kanunlarını kendi geleneklerine, adetlerine ve kültürel değerlerine uygun şekilde inşa etmelidir (Şimşek, 2016, s. 23). Bu bakış açısı, kültürü bir dizi program olarak ele alır, yani davranışı şekillendiren bir rehber olarak görmektedir.

Kültür, iki temel anlamı barındıran geniş bir kavramdır. İlk olarak, ekonomik, sosyal ve politik alanlardan nispeten özerk olan ve genellikle estetik formlarda, haz amacı güden pratikleri kapsar; bu pratikler arasında tanımlama, iletişim ve temsiliyet sanatları yer alır. Kültür, hem dünyanın uzak bölgelerine dair popüler bilgi birikimini hem de etnografi, tarih yazımı, filoloji, sosyoloji ve edebiyat tarihi gibi disiplinlerdeki uzmanlaşmış bilgiyi içerir. İkinci olarak, kültür, her toplumun sahip olduğu en iyi bilgi ve düşünce birikimini içeren, bireyleri geliştiren ve yücelten bir unsur olarak da anlaşılır (Said, 1993, s. 14-15).

Bu çalışmada kültür kavramını yeniden tanımlamak ya da detaylı bir şekilde ele almak hedeflenmemektedir. Kültürün tanımlanması, aslında çeşitli kültürel unsurların alınarak yeniden biçimlendirilmesini bir çatı altında toplamaktadır. Burada esas olan, kültürler arası etkileşim sonucunda kaynak kültürden alıcı kültüre aktarılan unsurların, alıcı kültür tarafından yaratıcılık ile yeniden yorumlanması ve bu unsurların alıcı kültürün ihtiyaçlarına göre dönüştürülmesidir.

Kültür Aktarımı

Kültür aktarımı, kültürel değerlerin ve uygulamaların kültürlerarası süreçlerle nasıl iletildiğini ve alındığını ifade eden bir kavramdır. Özellikle insanın çevresel şartlara uyum sağlamasının, kültürel hayatın ilk adımlarını oluşturduğu ve bu sürecin insan zihninin dış dünya ve iç dünya arasındaki dengesine dayanır. İnsanın kültürel evriminin ileri aşamalarında, dış dünyayı anlamakla birlikte içsel ruhsal yaşamı da anlama ihtiyacı ön plana çıkar. Bu bağlamda, kültürel aktarım hem içsel hem de dışsal bilgi edinme süreçleriyle derinden bağlantılıdır (Cassirer, 2011, s. 13). Albert Eckstein'ın Türkiye'deki konumu ve faaliyetleri incelendiğinde aktaran bir figür olarak ikinci maddedeki süreci ön plana çıkar. Ancak diğer süreçler de bu alımlama süreciyle doğrudan ilintilidir.

Kaynak kültürden alıcı kültüre geçen ögeler, dinamik bir sürecin parçasıdır. Espagne ve Werner'e göre, alımlama süreci, kültürel unsurların orijinal anlamlarını korumaz; aksine, bu unsurlar yeni bir bağlama oturtularak yeniden yorumlanır ve şekillendirilir. Kültürler arası bu dönüşüm sürecine "akültürasyon" adı verilir ve bu süreç, kültürlerin karşılıklı olarak birbirini dönüştürmesini içerir (Espagne & Werner, t.y., s. 21). Bu minvalde alıcı kültüre geçen bir ögenin artık alıcı kültür bağlamında değerlendirilmesi gerekir, çünkü alıcı kültür bu ögeyi kendi kültür bağlamında şekillendirmiştir. Uluç'a göre, kültürler arasındaki etkileşim, karşılıklı zenginleşmeyi sağlar; farklı kültürel unsurlar paylaşılırken, her kültür kendi kimliğini koruma eğilimindedir. Bu sayede kültürler hem dış etkilerle zenginleşir hem de öz değerlerini kendi gelişim çizgisinde sürdürürler (Uluç, 2003, s. 32).

Kültür aktarımı, bir kültürün başka bir kültür üzerinde yayılmacı bir etki oluşturması olarak değil, alıcı kültürün ihtiyaçları doğrultusunda belirli unsurların bilinçli bir şekilde entegre edilmesi olarak anlaşılmalıdır

(M. Middell, 2021, s. 109-110). Bu yaklaşıma göre, araştırmalar kültürel bir öğenin bir topluma nasıl dahil edildiğini inceleyerek, kültürel öğelerin seçici olarak nasıl benimsendiğini ve yeniden yorumlandığını analiz eder. Bu süreçte aracı bireyler önemli bir rol oynar, çünkü kültürel öğenin kabul edilme şekli, alıcı kültürün mevcut değerlerine nasıl entegre edildiğine bağlı olarak değişir. Bu doğrultuda çalışmanın konusu bakımından kültür aktaran rolündeki Albert Eckstein'ın Alman sağlık kültürüne ait ögeleri Türk kültürüne aktarım süreci önem kazanmaktadır.

Kültür aktarımı süreçlerine genel bir bakışın ardından şimdi aracı figürlerin rolü ele alınacaktır. Kültür aktarımında aracıların rolü hakkında yapılacak incelemenin ardından, Albert Eckstein'ın kültür aktarımındaki yeri incelenecektir. Kültür aktarımı, farklı kültürlerin birbirleriyle temas halinde olduğu her dönemde gerçekleşmiştir. Eckstein gibi önemli figürlerin, kültürel aktarım süreçlerindeki aracılık rolleri, bu araştırmalarda önemli bir yer teşkil etmektedir.

Kültür Aktarımında Aracı Figürlerin Rolü

Kültür aktarımı kavramı, kültürler arasındaki etkileşim süreçlerini merkeze alarak, kültürlerin birbirleri üzerindeki etkilerini incelemeye odaklanır. Bu yaklaşım, kültürel unsurların bir kültürden diğerine nasıl geçtiğini, bu süreçte nasıl dönüştüğünü ve yeni bağlamlarda nasıl yeniden yorumlandığını analiz eder. Dolayısıyla, kültür aktarımı, kültürler arası etkileşimlerin ve benimseme süreçlerinin önemine dikkat çeker ve kültürel bağlantıları derinlemesine araştırmayı amaçlar (K. Middell & Middell, 1994, s. 109). Kaynak kültürde üretilen kültürel unsurlar, alıcı kültürdeki yeni bağlama doğrudan ve kendiliğinden geçiş yapmaz. Bu unsurların aktarımı, genellikle belirli bir grup insan veya aktörler aracılığıyla gerçekleştirilir. Bu süreçte aktörler, kültürel unsurları farkında olarak ya da farkında olmadan, alıcı kültürün dinamiklerine ve bağlamına uygun hale getirerek aktarırlar. Böylece, kültürel unsurlar bağlama bağlı olarak farklı yorumlara olanak tanırlar. Kültür aktarımının temelde mümkün olmasının nedeni, kültürel unsurların sabit bir anlam taşımaması, aksine her zaman farklı yorumlara açık olmasıdır. Özellikle kültürel unsurların çeşitli bağlamlara yerleştirilerek farklı şekillerde yorumlanabilme özelliği, kültür aktarımının gerçekleşmesini mümkün kılmaktadır (Celestini & Mitterbauer, 2003, s. 48).

Kültür aktarımı, yalnızca soyut konjonktürel veya zihinsel faktörlerle değil, aynı zamanda bireyler aracılığıyla aktif olarak gerçekleştirilen bir süreçtir (Espagne & Werner, 2018, s. 506). Alıcı bağlamda kendi orijinal bağlamını temsil eden veya yabancı bir ülkede edindiği deneyimleri kendi ülkesinde değerlendiren bu bireylerin geçici veya nihai olarak yer değiştirmesi (Espagne, 1997, s. 309) kültür aktarıcısı konumunda olmalarına neden olur. Bu bağlamda, aracıların rolleri hem bireysel biyografiler hem de belirli gruplara mensup olmaları üzerinden incelenebilir. Örneğin, 18. yüzyılın ikinci yarısında faaliyet gösteren Alman bakır oymacısı Johann Georg Wille (1715-1808), Paris'e gelen Alman sanatçılar için bir rehber işlevi üstlenmiş, onların eğitimlerine katkıda bulunmuş ve Alman kültürü hakkında birinci elden bilgiler aktarmıştır (Espagne & Werner, 2018, s. 506).

Espagne'ye göre, kültür aktarımında aracılar vazgeçilmez bir rol oynar. Kültürel düşünce yapıları ve pratikler kendiliğinden yayılmaz; bunun yerine, bu fikir ve pratikler, aracı gruplar tarafından taşınır ve yayılır. Aracılar, bir kültürden diğerine bilgi ve uygulamaları aktarırken, sadece mevcut olanı iletmez, aynı zamanda kendi yorumlarını ve eklerini de bu sürece dahil ederler. Aracılar sadece taşıyıcı değil, aynı zamanda yaratıcı bir rol oynarlar. Kendi toplumsal ve kültürel bağlamlarıyla ilgili birikimleri de sürece dahil ederek, yeni bağlamda kültürel dönüşümler yaratırlar (Espagne, 1997, s. 310-311).

Kültür aktarımında aracılar genellikle kültürel melezliğin bilinçli temsilcisidir ve böylece farklı sembolik düzenler arasındaki engelleri aşabilirler. Onlar, kültürlerini temsilen "insan simgeleri" olan ve yabancı unsurları kendi kültürel bütünlüklerinin bir parçası olarak algılayan "temsilcilerden" ayrılırlar (Celestini & Mitterbauer, 2003, s. 46). Yani, aktarımı sağlayan bireyler hem tek başlarına hem de belirli sosyal gruplar içinde etkili olurlar. Kültür aktaran kişiler, çeşitli meslek gruplarından olabilirler: tüccarlar,

girişimciler, çevirmenler, dil öğretmenleri, kütüphaneciler, gazeteciler, yazarlar, öğrenciler, bilim insanları, doktorlar, mühendisler, ustalar, sanatçılar, müzisyenler, askerler ve diplomatlar gibi. Bu kişiler, kendi alanlarında en önde gelen isimler olmasalar da kültür aktarımı açısından önemli bir rol oynarlar. Örnek olarak bu kişilere ait ticari yazışmalar, el yazmaları, seyahat belgeleri, idari dosyalar ve özellikle göç eden bireylere dair belgeler gibi çeşitli kaynaklar gösterilebilir (K. Middell & Middell, 1994, s. 110). Onların mesleki alışkanlıkları ve yöntemleri, alıcı kültürün ekonomik çevrelerinde değişimlere neden olduğu gibi, estetiksel, müzikal ya da dini kültürel ögelerin taşınmasında da payları bulunmaktadır (Espagne & Werner, 2018, s. 507).

Aktaranlar, bulundukları kültürel bağlamda üretken, yaratıcı ve aktif bir rol üstlenmektedir. Bu aktarım sürecinde, aktaranların ulusal kültürlerin homojen bireyleri olarak değil, belirsiz sınırları olan bir alanda yeni bağlamlar içinde hareket eden bireyler olarak değerlendirilmesi gerekmektedir. Onlar, iki kültür arasındaki sınırların kesişim noktalarında faaliyet göstermektedirler (Pym, 1993/94, 63 akt. Wolf, 1993).

Kültür aktarımı ve kültürel unsurların aktarımında aracı figürlerin rolüne dair genel bir teorik çerçeve sunulmuştur. Bu bölümde, kültür aktarımı süreci ve aktaran figürler ele alınmıştır. Bir sonraki bölümde 1950 öncesi Türkiye'de pediatri alanında genel durum ele alınacak; ardından, Albert Eckstein'ın Türkiye'ye gelişiyle başlayan kültürel etkileşimin bu alandaki etkileri incelenecektir. Dönemin sağlık koşulları üzerindeki reformist katkıları bağlamında değerlendirilmesi, onun kültürel aktarıcı rolünü daha somut bir perspektifle ortaya koyacaktır.

1950 Öncesi Türkiye'nin Pediatri Alanında Genel Durumu

19. yüzyılda Osmanlı Devleti, sağlık hizmetlerini modernleştirmeye yönelik adımlar atsa da bu hizmetler 19. yüzyılın sonuna kadar devletin temel görevleri arasında görülmemiştir. 1876'da yürürlüğe giren Kanun-u Esasi'de ise sağlık hakkına dair herhangi bir düzenleme yer almamıştır, bu da sağlık konusunun o dönemde anayasal bir hak olarak değerlendirilmediğini göstermektedir (ER, 2011, 45 akt. İleri vd., 2016, s. 178-179). Batılı standartlara göre, Osmanlı İmparatorluğu'nun tıbbi uygulamaları bilimsel temelden yoksundu ve halk sağlığı standartları yetersizdi. Bebek ölümlerinin yüksek, yaşam süresinin ise kısa olduğu biliniyordu; ancak eldeki epidemiyolojik veriler, çoğunlukla anekdotlara dayanıyordu. Halk sağlığı konularında, özellikle su kalitesi gibi temel sorunlar mevcuttu. Kırsal bölgelerde, gıda üretimi ve tüketimi geleneksel yöntemlerle yapılıyor ve beslenmeye dair bilgi, uzun yıllar değişmeden kalmıştı. Bu durum, sağlık alanındaki modern gelişmelerin yeterince takip edilmediğini göstermektedir (Reisman, 2005, s. 135).

Cumhuriyet Dönemi Sağlık Politikası

Cumhuriyet dönemi Türkiye'sinde ilk kurulduğu yıllarda nüfusun korunması ve artırılması ve genel sağlık için gerekli tedbirlerin alınması hedeflenmiş ve bu ideoloji sağlık alanındaki çalışmaları da etkilemiştir (Yıldız Özlü & Ünüvar, 2023, s. 223). 1920'de kurulan Sağlık Bakanlığı, savaş sonrası sağlık sorunlarını çözmeye, sağlık çalışanlarının sayısını artırmaya ve kırsal alanlarda sağlık hizmetlerini yaygınlaştırmaya odaklanmıştır. Bulaşıcı hastalıklarla mücadele edilmiş ve çeşitli sağlık kurumları ile mevzuatlar hayata geçirilmiştir. Cumhuriyet dönemi ilk sağlık bakanı olan ve 1937 yılına kadar süren bu görevde kalan Saydam, görev süresince Türkiye'de sağlık sektörünün örgütlenmesine yönelik pek çok önemli çalışmaya önayak olmuştur. Salgın hastalıklarla mücadele için sosyal devlet anlayışıyla sağlık hizmetlerinde ülkenin koruyucu hekimlik sistemini kurmuş ve bunu tüm ülkeye yaymaya çalışmıştır (Kahveci Ceylan vd., 2023, s. 189).

Bu dönemde özellikle sıtma, frengi ve verem gibi hastalıklar, çocuklar başta olmak üzere pek çok vatandaşın ölümüne yol açmıştı. Cumhuriyet hükümeti, sağlıklı bir nesil yetiştirmek amacıyla sağlık politikalarına öncelik vermiştir. Bu doğrultuda sağlık kurumları iyileştirilmiş, çocuk ölümlerinin azaltılması hedeflenmiş ve sağlık çalışanlarının sayısı artırılmıştır. Umumi Hıfzıssıhha Kanunu'nu kabul edilerek sağlık

hizmetleri devletin temel görevlerinden biri olarak belirlenmiştir. Ayrıca, özel sağlık sektörünü desteklemek için yasal düzenlemeler yapılmış ve Hıfzıssıhha Enstitüsü, salgın hastalıkların önlenmesi konusunda önemli çalışmalar gerçekleştirmiştir. Bu politikalar, sağlık hizmetlerine erişim ve kaliteyi artırmayı amaçlamıştır. Bu şekilde, Türkiye Cumhuriyeti'nin sağlık politikaları, ulusal düzeyde sağlık hizmetlerine erişimi ve kalitesini artırmaya yönelik önemli adımlar atmıştır (Yıldız Özlü & Ünüvar, 2023, s. 223-224).

Alman Bilim İnsanlarının Türkiye'ye Göçü

Cumhuriyetin kurulmasından sonra, Türkiye'de nitelikli uzman açığı önemli bir sorun haline gelmiştir. Uzun yıllar süren savaşlar, birçok eğitimli bireyin kaybına yol açmıştır. 1933'te Almanya'da Yahudi ve Nazi karşıtı vatandaşların kurumlarından kovulması, birçok bilim insanının güvenli sığınak aramasına neden oldu. Bu dönemde Türkiye, 190 seçkin entelektüeli davet ederek güvenli bir liman sağladı. Göçmen bilim insanları özellikle tıp alanında uzmanlaşmıştı, çünkü savaş sonrası Türkiye'nin en büyük ihtiyacı doktorlardı (Günay-Erkol & Arnold, 2008, s. 30). O zamanlar Türk makamları, bilim transferi projesi çerçevesinde tıp sahasındaki her türlü gelişmenin Türkiye'ye aktarılmasına önem veriyorlardı (Öztürk & Erichsen, 1999, s. 71). Bu doğrultuda Ankara Numune Hastanesinin profesör ihtiyacını karşılamak amacıyla Albert Eckstein davet edilmiş, böylece yeni doktorların yetiştirilmesi hedeflenmiştir (Yıldız Özlü & Ünüvar, 2023, s. 230-231).

Çocuk Doktoru Albert Eckstein (1891-1950)

Albert Eckstein, 9 Şubat 1891'de Almanya'nın Ulm şehrinde doğdu ve tıp eğitimini Freiburg'da tamamladı. I. Dünya Savaşı sırasında askere alındı ve cesareti nedeniyle Eisernes Kreut ile Birinci Sınıf Alman Onur Haçı'na layık görüldü (Akar, 2003 akt. Akar, 2004, s. 295). Eckstein, Türkiye'ye gelmeden önce de kendi alanında çok ünlüydü ve birçok başarıya imza atmıştı (Ord.Prof. Albert Eckstein, Cumhuriyet İnsanları Portreleri, t.y.). Savaşın ardından Freiburg'da 1920 yılında, ünlü pediatrist Carl T. Noeggerath'ın asistanı olarak üniversitenin çocuk hastanesi bölümüne atandı (Yıldız Özlü & Ünüvar, 2023, s. 226-227). 1923'te genç farelerde doğal ve yapay ışığın büyüme üzerindeki etkisi konusundaki çalışmasıyla doçent unvanı aldı. 1925'te Düsseldorf Tıp Akademisi'ne bağlı Çocuk Hastanesi'nin başhekimi olarak göreve başladı ve Arthur Schlossmann ile çalıştı (Wiedemann, 1994). 1926 yılında profesörlüğe, 1932 yılında ordinaryüs profesörlüğe yükseldi ve Schlossmann'ın ölümünden sonra bölüm başkanlığına getirildi (Akar, 2004, 46 akt. Günay-Erkol & Arnold, 2008, s. 34). 1 Temmuz 1935'te, Düsseldorf'taki kliniğinde, Adolf Hitler'in emriyle Almanya'daki görevlerinden alındığını belirten bir mektup aldı. Modernleşmeye yönelik reformlar yapan ve Nazilerden kaçan akademisyenler için güvenli bir sığınak haline gelen Türkiye, görevinden uzaklaştırılan Eckstein'ı ülkeye davet etti. Eckstein, İngiltere ve ABD'den teklifler almasına rağmen, Türkiye'ye gelmeyi tercih etti ve ilk olarak Ankara'da modern bir pediatri bölümü kurmakla görevlendirildi (Nolte, 2021, s. 3). Bölümü kurmakta zorluklarla karşılaşsa da kapsamlı bir poliklinik sistemi ve çocuk sağlığını iyileştirmek için ülke genelinde önleyici sağlık hizmetleri geliştirdi. Bebek ölümlerini azaltmaya yönelik çalışmalarıyla tanınan Eckstein, Türkçe bir pediatri ders kitabı yazacak kadar akıcı Türkçe öğrendi. II. Dünya Savaşı'ndan sonra 1950'de Türkiye'den ayrılarak Hamburg Üniversitesi Çocuk Hastanesi'nin direktörü oldu. 18 Temmuz 1950 yılında geçirdiği kalp krizi sonucu vefat etti (Wiedemann, 1994).

Eckstein'ın Türkiye'de Pediatri Alanında Çalışmaları

Eckstein, uzmanlık alanı olan pediatri alanında Türkiye'de önemli bir sosyal reformcu olarak kabul edilmektedir. Türkiye genelinde bir dizi klinik kurarak çocuk hastalıklarının tedavisine büyük katkılarda bulunmuş, ayrıca pediatri müfredatını yeniden tasarlayarak bu alandaki eğitimi modernleştirmiştir. Türk pediatrisinin gelişimine önemli katkılar sağlayan Eckstein, kırsal bölgelerde çocuklar için çeşitli enstitü ve klinikler kurarak bu sayede o bölgelerdeki çocuk ölümlerinin azalmasına büyük ölçüde destek vermiştir. Türkiye'de modern pediatrinin mimarı olan Eckstein, çocuk sağlığı hizmetlerinin en güncel bilgi ve teknoloji

ile sunulmasına öncülük etmiş ve bu katkıları Türkiye'nin sağlık sisteminde kalıcı izler bırakmıştır (Reisman, 2005, s. 143).

Dönemin sağlık bakanı Refik Saydam, daveti üzere Türkiye'ye gelen Eckstein'dan Numune Hastanesi'nde çocuk kliniğinde çalışmasını ve Türkiye genelinde çocuk sağlığına dair araştırmalar yapmasını istedi. Eckstein, 4 Ekim 1935'te göreve başladı ve ilk asistanı Selahattin Tekand oldu (Akar, 2008, s. 35-53). Saydam'ın önerisiyle Sağlık Bakanlığı, Eckstein'a kırsal kesimde çocuk ölümleri üzerine kapsamlı bir inceleme görevi verdi. Cumhuriyet'in ilk yıllarında bebek ölüm oranı oldukça yüksek olduğundan, hükümet bu durumu azaltmaya yönelik önleyici tedbirlere büyük önem veriyordu. Bu bağlamda, 1937 yazında Eckstein ve asistanı Tekand, Orta ve Güney Anadolu'nun farklı il ve ilçelerinde çocuk sağlığı üzerine araştırmalar yapmak üzere görevlendirildi. 1938'deki ikinci gezide ise Eckstein ve ekibi kırsal bölgelerdeki halkı daha yakından tanıyarak, çocukları muayene ettiler, ailelerle sohbet ederek köylülerin temel sağlık ihtiyaçlarına destek sundular (Günay-Erkol & Arnold, 2008, s. 37).

Eckstein, koruyucu ve tedavi edici önlemleri hayata geçirmeden önce Türkiye'de görülen çocuk hastalıklarının türleri, ortaya çıkış şekilleri ve yayılımı üzerine detaylı bir araştırma yürüttü (Öztürk & Erichsen, 1999, s. 71). Ekibiyle ilk olarak çocuk sağlığı, annelerin doğurganlığı ve çocuk ölümleri hakkında veri topladı; ayrıca tarım, eğitim ve kırsaldaki sağlık durumu hakkında detaylı incelemelerde bulundu. Türkiye'de çocuk sağlığı alanında modern bir yapı kurulmasına öncülük eden bu araştırmalar, ülkenin nüfus artışı ve kırsal kalkınma stratejileri için önemli veriler sundu (Reisman, 2005, s. 145-148). Bilimsel çalışmalarında, bağışıklık sistemi zayıf ve yetersiz beslenen çocuklarda görülen Noma hastalığının tedavisine yoğunlaştı. Diğer bir önemli araştırma alanı ise sıtma hastalığıydı (Akar vd., 2007, s. 213).

Noma ve Sıtma Hastalıkları Üzerine Çalışmaları

Eckstein, bağışıklık sistemi zayıf ve yetersiz beslenmiş çocuklarda görülen ağız mukozasında bir Borrelia enfeksiyonu olan Noma hastalığının tedavisinde bilimi kullanarak öncü bir rol üstlenmiştir. Sulfonamidlerle geliştirdiği tedavi modelini "Annales Pediatrici" dergisinde yayımlayan Eckstein, 1936-1945 yılları arasında özellikle Doğu Türkiye'deki köylerde ve dört yaş altı çocuklarda yaygın olan bu hastalığa karşı önemli bulgular sundu (Reisman, 2005, s. 150). Tedavi edilmeyen hastalarda ölüm oranı %100 iken, penisilinle bu oran %12,5'e düştü (Nolte, 2021, s. 3). Hijyen, beslenme ve antibiyotiklerle Noma hastalığı ortadan kaldırılmış ve bu tedavi modeli, köylerde yaşayan insanlar için etkileyici bir çözüm olarak kabul edilmiştir (Reisman, 2005, s. 150).

Eckstein'in bir diğer temel araştırma konusu sıtmaydı. Sıtmanın teşhisi ile ilgili çalışması sayesinde uluslararası bir ün yapmıştır (Öztürk & Erichsen, 1999, s. 74). 1947 yılında New York'ta düzenlenen Beşinci Uluslararası Pediatri Konferansı'nda "çocuklarda sıtma" konulu bir bildiri sunmaya davet edildi ancak katılamadı. Yine de çocuklarda sıtma üzerine topladığı bilgilerin, Türkiye'de hastalığın önlenmesi ve tedavisinde büyük etkisi oldu (Reisman, 2005, s. 150).

Eckstein'in Noma ve Sıtma tedavisindeki başarıları, yalnızca sağlık sisteminin gelişimini değil, aynı zamanda hijyen ve beslenme konularının önemini de ön plana çıkarmıştır. Bu hastalıkların tanı ve tedavisinde yenilikçi yöntemler sunarak, pediatri alanında uluslararası bir etki yaratmıştır. Bu çabaları, pediatrik hastalıkların yönetiminde bilimsel yaklaşımın gerekliliğini vurgulamış ve gelecekteki araştırmalara zemin hazırlamıştır.

Eğitim Alanında Çalışmaları

Eckstein, Türkiye'nin pediatri müfredatını yeniden düzenledi ve pediatri alanındaki en son bilgi ve teknolojiyi getirdi (Reisman, 2005, s. 143). 1938-1939 yıllarında Avrupa'da pediatri alanın da öne çıkan bir dergi olan "Annales Paediatrici"nin editörlüğünü yaptı. Ekim 1938'de ise Ankara'da ilk Türk Pediatri Kongresi'ni düzenledi (Akar, 2004, s. 296). Çocuklarda önemli bir sağlık sorunu olan sıtmayla mücadele

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yöntemlerini, Ankara Tıp Fakültesi Mecmuası'nda yayımlandı. 1941'de yazdığı "Çocuk Gelişim, Metabolizması, Fizyolojisi ve Patolojisi" adlı kitabı, Türk çocuk hekimleri için önemli bir rehber oldu. Sağlık Bakanlığı bu kitabı basıp tüm çocuk hekimlerine dağıttı ve bu eser, uzun yıllar tıp fakültelerinin ders programında yer aldı. Diğer önemli eseri, 1947'de Ankara Tıp Fakültesi tarafından yayımlanan "Türkiye'de Çocuk Hastalıkları ve Çocukların Korunması Problemleri" adlı kitaptır (Başkan, 2019, s. 41).

Türkiye'de bulunduğu süre boyunca İhsan Doğramacı, Bahtiyar Demirağ ve Sabiha Cura gibi değerli öğrenciler yetiştirdi. Öğrencileri tarafından çok sevilen bir hocaydı, araştırmalarını ve gözlemlerini onlarla paylaşırdı. Ayrıca konferanslar düzenleyerek öğrencileri ve halkı hastalıklar konusunda bilgilendirmeye çalıştı (Wiedemann, 2010, s. 250).

Anne Doğurganlığı ve Çocuk Ölümleri Üzerine Çalışmaları

Sağlık ve Sosyal Yardım Bakanlığı, Eckstein'dan, bu kez Anadolu'nun iç bölgelerini kapsayan bir başka araştırma gezisi yapmasını talep etti. Eckstein, bu araştırmada çocuk doktoru olan eşi Erna Eckstein ve baş asistanı Tekand ile çalışarak hane sayısı, kadın ve erkek nüfus oranı, sıtma ve bağırsak enfeksiyonu vakaları, su kaynakları türleri ve yerleşim yerlerindeki okul durumu gibi temel sağlık ve sosyo-demografik verileri topladı (Toplum Hekimliğine Gönül Verenler, Ord. Prof. Albert Eckstein, 2015, s. 20).

Eckstein, Anadolu'da yaptığı araştırmalarda sağlık, temizlik, gıda durumu ve çocuk ölümleri gibi konuları detaylıca inceledi; trahom ve ishalle başa çıkma yöntemlerini köylülere anlattı. Çeşitli köy ve şehirlerde 1528 çocuk üzerinde cilt hastalıklarıyla ilgili araştırmalar yaptı, çocukların %9.39'unun tüberküloza yakalandığını tespit etti. Ayrıca, 8000 kadın üzerinde doğum ve çocuk ölümleri hakkında istatistik toplayarak Türkiye'de süt çocuğu ölümlerini azaltmak için veriler oluşturdu. Çalışmalarını bilimsel yayınlarda ve gazetelerde paylaştı (Yıldız Özlü & Ünüvar, 2023, s. 228). Eckstein'in Anadolu köyleri hakkında topladığı veriler, bölgenin sağlık ve sosyal durumunu değerlendirebilmek için son derece önemli bir belge haline gelmiştir. Bu çalışmalar, Türkiye'deki "nüfus ve sağlık araştırmalarının" öncülerinden biri olmasını sağlamıştır. Özellikle anne doğurganlığı ve çocuk ölümleriyle ilgili elde edilen istatistikler oldukça yönlendirici olmuştur. Eckstein'in çalışmaları olumlu sonuçlar vermiş ve özellikle süt çocukları arasındaki ölüm oranlarında belirgin bir düşüş yaşanmıştır (Ord.Prof. Albert Eckstein, Cumhuriyet İnsanları Portreleri, t.y.). Bu gelişmeyle Eckstein yerel bir gazetenin ilk sayfasından ülkeye bu azalma dolayısıyla tebriklerini iletmiştir.

Ayrıca Eckstein, koruyucu hekimliği teşvik eden bir yaklaşımı benimseyerek Ankara Tıp Fakültesi'ne de bu yönde ilham vermiştir. Bebeklerin ihtiyaç duydukça emzirilmesine dair gözlemleri ise, günümüz pediatrisinin anne sütünü öncelikli kabul eden anlayışıyla örtüşmektedir (Reisman, 2005, s. 150-151).

Eckstein'ın 300 yataklı bir çocuk hastanesi planı vardı ancak Saydam'ın 1942'de vefatı ve devam eden II. Dünya Savaşı, bu planın hayata geçmesini engelledi. 1948'de projenin son anda iptal edilmesi üzerine büyük bir hayal kırıklığına uğradı ve Türkiye'den ayrılarak Hamburg Üniversitesi Çocuk Hastanesi'nde direktörlük yapmaya karar verdi (Akar, 2004, s. 296-297).

Eckstein Sonrası Pediatride Genel Durum ve Asistanlarının Katkıları

Eckstein, 1950 yılında Hamburg'daki Üniversite Çocuk Hastanesi'nin müdürü olarak görev yapmak üzere Türkiye'den ayrıldı. Modern tıp eğitimi almış Türk çocuk doktorlarından oluşan kritik bir kitle, 1940'ların sonlarına doğru sürekli bir yükseliş için gerekli hale gelmişti. Ankara Üniversitesi Tıp Fakültesi'nin ilk mezunları, göçmen hocalarına kıyasla dünya çapında daha az takdir görmelerine rağmen büyük bir ihtiyacı karşılayarak Türkiye'nin en saygın pratisyenleri ve profesörleri oldular. Bu mezunlar arasında Eckstein'in birçok öğrencisi de bulunuyordu (Günay-Erkol & Arnold, 2008, s. 39). Çocuk hastalıkları kliniği kuruluşunun ilk günlerinden itibaren temel hedefi koruyucu çocuk sağlığı hizmetleri sunmak olmuştur. Bu

süre zarfında, Eckstein'ın halefleri çocuk hastalıkları alanında farklı konularda bilimsel çalışmalar yaparak bu alana değerli katkılar sunmuşlardır (Akar, 2004, s. 297).

1936-1939 yılları arasında Berlin'de pediatri ihtisası yapan genç doktorlar; Selahattin Tekand, İhsan Doğramacı, Bahtiyar Demirağ ve Sabiha Cura, İzmir'de Çocuk Hastaneleri, Ankara'da Hacettepe Çocuk Hastanesi ve İzmir'de Ege Üniversitesi Çocuk Hastalıkları Bölümü gibi önemli sağlık kurumlarını kurarak pediatri alanına önemli katkılarda bulundular (Reisman, 2005, s. 150).

Eckstein'ın ilk Türk asistanı, "gezici asistanı" Salahaddin Cevdet Tekand'dır. Özellikle kırsal bölgelerdeki seyahatleri sırasında çiftçilerle kolay iletişim kurma konusundaki becerileriyle Eckstein'in başarısında önemli bir rol oynamıştır. Yıllar içinde saha doktoru olarak etkileyici bir deneyim elde eden Tekand, İzmir'deki çocuk kliniği'nin başına geçmiş ve 1997 yılına kadar çocuk refahı programları üzerinde çalışmıştır (Heinzelmann, 2015, s. 6-7). Tekand, yıllar boyunca İzmir'de binlerce çocuğa tedavi hizmeti vermiştir. Ölümünden üç yıl önceye kadar aktif olarak çalışmaya devam etmiştir (Reisman, 2005, s. 498).

1938'de Eckstein, "Anadolu yolculuğu" sırasında İhsan Doğramacı ile tesadüfen tanıştı. Eckstein, onu bir çocuk doktoru olarak beş günlük bir araştırma gezisine katılmaya davet etti. Bu gezi sonrası, Doğramacı Eckstein'ın asistanı oldu ve Ankara'da çalışmalar yürüttü. 1941'de, "Yaz ishallerinin bakteriyofajla tedavisi" adlı ortak makaleleri yayımlandı. 1949'da Ankara'ya dönerek doktora sonrası çalışmalarına başladı (Heinzelmann, 2015, s. 6). Eckstein'ın ayrılışının ardından, 1950'lerin sonlarında Doğramacı, Hacettepe Çocuk Hastanesi'nde 300 yataklı bir hastane kurdu (Reisman, 2005, s. 150). Böylece Eckstein'ın hastane planını hayata geçirmiş oldu. 1958'de Hacettepe Üniversitesi kliniğini kurdu, ardından 1984'te Türkiye'nin ilk özel üniversitesi olan Bilkent Üniversitesi'ni kurarak Türk eğitim sistemine katkı sağladı (Heinzelmann, 2015, s. 6).

Bahtiyar Demirağ 1950'den sonra Ankara Numune Hastanesi'nde Albert Eckstein'ın yerini aldı. Doğramacı'nın yaptığı gibi Eckstein'ın hayalini gerçeğe dönüştüren Çocuk Hastanesi'nin 1952 yılında temelini attı ve 1963 yılında tamamladı. Bu hastane, çocuk sağlığı alanında önemli bir adım olarak öne çıkmıştır ve burada çok sayıda çocuk doktoru yetiştirilmesini sağlamıştır. Ankara Üniversitesi'nde Antalya-Akdeniz Üniversitesi ve Diyarbakır-Dicle Üniversitesi pediatri kliniklerini kurdu ve hâlâ Ankara Üniversitesi'nde çocuk hastanesi olarak hizmet veren bir çocuk hastanesi de açtı (Günay-Erkol & Arnold, 2008, s. 41).

Sabiha Cura ise İzmir'e giderek Ege Üniversitesi'nde pediatri kliniği kurdu ve burada sosyal pediatrinin geliştirilmesine katkıda bulundu. Kardeşi Alphan Cura da pediatrist olarak onun izinden giderek Ege Üniversitesi Pediatri Anabilim Dalı'nı geliştirdi (Günay-Erkol & Arnold, 2008, s. 41).

Eckstein'ın yanında çalışan asistanlar eğitim aldıkları dönem boyunca ve sonrasında gerçekleştirdikleri projelerle sağlık sisteminin modernleşmesine katkı sağlamışlardır. Yurt dışında aldıkları uluslararası standartlardaki eğitim Türk pediatri uygulamalarında yenilikçi yaklaşımların benimsenmesine zemin hazırlamıştır. Bu bağlamda, Selahattin Tekand, İhsan Doğramacı, Bahtiyar Demirağ ve Sabiha Cura, Eckstein ile başlayan pediatri alanındaki kültürel ve bilimsel aktarımı devam ettirmişlerdir. Bu süreç, bu alanının gelişiminde önemli bir etken olmuş ve sağlık hizmetlerinin kalitesini artırmıştır.

Sonuç

Bu çalışmada, Türkiye'nin 1930'larda pediatri alanında yetersiz kliniklere ve sınırlı sağlık hizmetlerine sahip bir ülkeden, ilerleyen yıllarda modern pediatri uygulamalarının yerleştiği ve bu alanda tanınmış doktorların yetiştiği bir ülkeye dönüşme sürecinde, Albert Eckstein'ın katkıları sınırlı, ancak genel bir çerçevede ele alınmıştır.

Nazilerin iktidara gelmesiyle Almanya'dan ayrılmak zorunda kalan Yahudi bilim insanları, Türkiye'ye davet edilerek üniversitelerde görevlendirildiler ve böylece yüksek öğretimde Alman ekolünün etkisi arttı. Bu ekole uygun olarak, Alman öğretim üyeleri geniş amfilerde tercümanlar aracılığıyla Türkçe dersler verdiler ve kısa sürede Türkçe ders kitapları ile yayınlar hazırladılar. Türkiye'de pediatri alanının kurulması ve yaygınlaştırılmasında önemli rol oynayan çocuk doktoru Eckstein de bu değerli bilim insanlarından biriydi. O dönemde bilimsel verilere dayalı bir sisteme geçiş yapılırken, Eckstein özellikle kırsal bölgelerdeki çocukların durumu hakkında kapsamlı raporlar sundu. Ayrıca, Ankara Numune Hastanesi'nin kurucularından biri olarak, bilimsel kitaplar hazırlayıp bunları ülke genelindeki doktorlara ulaştırdı ve bilimsel kongreler düzenleyerek bilimin yaygınlaşmasına katkı sağladı (Widmann, 2010; Schwartz, 2003; Özata, 2007; Terzioğlu, 2002 akt. Şahin, 2024, s. 160). Eckstein'in çalışmaları, özellikle kırsal bölgelerde sağlık hizmetlerinin iyileştirilmesi ve çocuk sağlığına yönelik reformların hayata geçirilmesinde etkin bir rol oynamıştır.

Türkiye'deki tıp uzmanlarının başarılı olabilmesi için bölgesel çalışmalar yapmak tek koşul değildi. Bazı göçmen bilim insanları, eski araştırmalarını sürdürerek asistanlarıyla araştırma ekipleri kurdular ve böylece çalışma konularını ve yöntemlerini sonraki Türk meslektaşlarına aktardılar (Öztürk & Erichsen, 1999, s. 71-72). Eckstein, Almanya'daki çalışmalarını da burada devam ettirmiş ve kendinden sonra görevi devralan asistanları tarafından pediatri alanında birçok konuda bilimsel katkılar yapılmıştır.

Eckstein ve ülkeye gelen diğer göçmen hekimler, modern tıbbı aktarmaya çalışırken, hijyen koşullarının yetersizliği, donanım eksikliği ve gelişmemiş kliniklerle başa çıkmak zorunda kaldılar. Eckstein, uzmanlığı kadar öğrencilerine ve meslektaşlarına karşı dostça tavırları ve hastalarına olan şefkatli yaklaşımıyla da tanınmıştır. Türkiye'de üç büyük başarı Eckstein'a atfedilmektedir: halk sağlığı verilerinin toplanması ve bu istatistiklerin ülke çapında sağlık hizmetlerini planlamak ve uygulamak için kullanılması, Noma hastalığının ortadan kaldırılması ve buna bağlı ölümlerin sıfıra indirilmesi, ayrıca anne ve bebek sağlığına yönelik geliştirdiği uygulamalar sayesinde bebek ölümlerinin büyük ölçüde azaltılması. Onun bilgi ve becerileri hem meslektaşları hem de tıp öğrencileri için ilham kaynağı olmuştur (Günay-Erkol & Arnold, 2008, s. 46-48). Bu katkıları, Türkiye'de pediatri alanının bilimsel temellere dayanarak gelişmesine ve ulusal sağlık politikalarının şekillendirilmesine zemin hazırlamıştır.

Görüldüğü üzere Eckstein'ın Türkiye'deki kültürel temasları, pediatri ve bu konudaki eğitime yönelik yaklaşımların da gelişmesine katkı sağlamıştır. Alman tıp ekolünü benimseyerek Türk sağlık sistemine modern pediatri yaklaşımlarını entegre etmiş ve çocuk sağlığı hizmetlerini ülke genelinde yaygınlaştırmıştır. Sağlık alanında kurumsal yapıların güçlenmesine yönelik gerçekleştirdiği çalışmalar, özellikle köylerdeki bireylerin sağlık bilincinin artırılmasını sağlamıştır. Eckstein'ın gerçekleştirdiği saha çalışmaları ve veri toplama yöntemleri, Türkiye'nin sağlık politikalarında kanıta dayalı uygulamaların yayılmasına öncü olmuştur. Ayrıca, yetiştirdiği Türk öğrenciler aracılığıyla, Türkiye'de modern pediatri eğitimine ve sağlık hizmetlerine katkıda bulunarak bu alanlardaki kültürel etkilerini sürekli hale getirmiştir. Eckstein, bir kültür aktarıcı olarak Türk sağlık tarihine önemli bir miras bırakmıştır.

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A Review of Augmented Reality-Supported Studies in Foreign Language Teaching

Yabancı Dil Öğretiminde Artırılmış Gerçeklik Destekli Çalışmaların İncelenmesi

Özge ÖZBEK[*]

Abstract

This study explores papers investigating augmented reality (AR) integration in foreign language teaching and learning. Most of the reviewed articles examine AR technologies' effects on learners' motivation, engagement, and academic achievement. With the increasing presence of technology in educational settings, AR offers new opportunities for immersive and experiential learning. This research explores how AR-supported tools are used in foreign language education by examining studies indexed in the Web of Science, SCOPUS, and ERIC databases, which have received a certain number of citations. Employing a qualitative document analysis, this study performs a literature review to identify recurring themes and outcomes. The findings reveal that AR creates a multilingual and multicultural environment, allowing learners to actively experience the foreign language and its cultural context, aligning with the "Action-Oriented Approach" of the Common European Framework of Reference for Languages (CEFR). Notably, most studies in foreign language teaching assisted with AR-based technologies focus on English as a foreign language. This research highlights the potential of AR in foreign language learning. It suggests further research and implementation in areas such as the teaching of German and French as foreign languages to develop innovative and cost-effective solutions to maximize the benefits of AR across various educational contexts.

Keywords: Augmented Reality (AR), Virtual Reality (VR), Digital Games, Foreign Language Teaching/Learning

Öz

Bu çalışmada, artırılmış gerçekliğin (AG) yabancı dil öğretimine ve öğrenimine entegre edilmesini araştıran makaleler incelenmiştir. İncelenen makaleler çoğunlukla AG teknolojilerinin öğrenenlerin motivasyonu, katılımı ve akademik başarısı üzerindeki etkisini araştırmaktadır. Teknolojinin eğitim ortamlarında giderek daha fazla yer edinmesiyle birlikte, AG sürükleyici ve deneyimsel öğrenme için yeni olanaklar sunmaktadır. Bu araştırma, yabancı dil eğitimi alanında AG destekli araçların nasıl kullanıldığını anlamak amacıyla Web

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of Science, SCOPUS ve ERIC veritabanlarında dizinlenen ve belli sayıda atıf almış çalışmaları incelemektedir. Nitel doküman analizi yöntemiyle yürütülen bu çalışma, sınıf katılımının artması, dil öğreniminin hızlanması ve kültürel farkındalığın gelişmesi gibi tekrar eden tema ve sonuçları belirlemek üzere bir literatür taraması yapmaktadır. Bulgular, AG'in çok dilli ve çok kültürlü bir ortam yaratarak öğrenenlerin yabancı dili ve kültürel bağlamını aktif bir şekilde deneyimlediğini ve bu yönüyle Diller İçin Avrupa Ortak Başvuru Metni (DOBM)'nde belirtilen "Eylem Odaklı Yaklaşım"a uygun olduğunu ortaya koymaktadır. Yabancı dil öğretimi alanında yürütülen çalışmaların büyük çoğunluğunun İngilizcenin yabancı dil olarak öğretimi alanında gerçekleştirildiği dikkat çekilmektedir. Bu araştırma, AG'in yabancı dil öğrenimindeki potansiyelini vurgulamakta ve AG'in faydalarını çeşitli eğitim bağlamlarında en üst düzeye çıkarmak için geliştirilebilir ve uygun maliyetli çözümlerin oluşturulmasına yönelik, özellikle Almancanın ve Fransızcanın yabancı dil olarak öğretimi gibi alanlarda daha fazla araştırma ve uygulama yapılmasını önermektedir.

Anahtar sözcükler: Artırılmış Gerçeklik, Sanal Gerçeklik, Dijital Oyunlar, Yabancı Dil Öğretimi/Öğrenimi

Introduction

In the era of constant transformation we live in, the evolution and advancement of technology are regarded as part of a natural process. It can be observed that today's youth and children are born and raised surrounded by engaging technology and digital games. For this reason, experts make a noticeable effort to incorporate technology and games into educational settings, and research has increasingly focused on computer-aided or technology-supported education. Numerous information and communication technologies have evolved in this context. Web 2.0 tools have been developed, and virtual reality, augmented reality (AR), and artificial intelligence (AI) programs have emerged. According to research, augmented reality studies have significantly increased, particularly since 2010 (Cai et al., 2021; Garzón et al., 2019; Özdemir et al., 2018).

AR, which is used in a wide range of fields such as engineering, medicine, art, biology, architecture, sports events, and tourism, has also begun to be employed in foreign language teaching (Marrahí-Gómez & Medina, 2022; Parmaxi & Demetriou, 2020). Studies on AR have highlighted aspects such as motivation, class participation, collaboration, and accelerated learning (Akçayır & Akçayır, 2017; Parmaxi & Demetriou, 2020).

In some cases, teaching the culture associated with the "foreign" community may be neglected in foreign language teaching (Tseng, 2002, p. 11). However, it is now recognized that language and culture are inseparable. As a natural outcome of recent language teaching theories and approaches, the Council of Europe has established the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR), outlining the objectives of European language policies through the themes of multilingualism and multiculturalism (Council of Europe, 2001). According to the specified text, an "Action-Oriented Approach" has been adopted in foreign language education; the learner is encouraged to actively participate in a process based on experiential learning within the learning environment. Digital games that actively incorporate the use of foreign languages, along with the subsequent emergence of AR, enable the learner to enter a multilingual and multicultural environment and actively engage in the experiential learning process.

As the influence of technology in education continues to expand, augmented reality (AR) holds promising potential in enriching foreign language teaching by merging linguistic and cultural elements within immersive, interactive environments. By aligning with the Common European Framework of Reference for Languages (CEFR) principles, AR provides a platform where learners can engage with the language in context, promoting linguistic competence and intercultural awareness. Through an action-oriented and experiential learning model, AR encourages learners to actively participate and build practical

communication skills in multilingual and multicultural contexts, thus bridging the gap between language and culture in modern foreign language education.

Method

This study aims to examine research on Augmented Reality (AR) in foreign language teaching/learning and discuss how these studies contribute to the literature from various perspectives. To this end, AR and foreign language teaching papers indexed in the Web of Science, SCOPUS, and ERIC databases were analyzed in this research.

The qualitative analysis method employed in the study is described by Creswell as follows:

"Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study and data analysis that is inductive and establishes patterns or themes […]" (Creswell, 2007, p. 37).

For analyzing the data, this research employs document analysis, which "involves skimming (superficial examination), reading (thorough examination), and interpretation." (Bowen, 2009, p. 32)

The Emergence of Augmented Reality

Although the earliest known reference to "Augmented Reality" dates back to 1901 when Frank L. Baum introduced the term "character marker," the widespread use of this term only emerged in the 1990s, spurred by advancements in technology and the advent of mobile phones (Marrahí-Gómez & Medina, 2022, p. 7). Owing to its initial fame to Pokémon and requiring significant costs at the time, AR was initially used almost exclusively by Air Force pilots for training purposes. However, those wishing to use AR no longer required such expensive equipment, as AR-supported applications eventually became accessible even through mobile phones (Akçayır & Akçayır, 2017).

The origins of augmented reality (AR), as we currently understand it, trace back to Sutherland's pioneering study in the 1960s, where he employed a transparent head-mounted display (HMD) to display 3D graphics. Nevertheless, sufficient research emerged in the late 1990s to formally establish AR as a distinct academic field. In 1997, Azuma released a comprehensive survey that outlined the field, identified key challenges, and recapped the advancements up to that time. Since then, AR has seen impressive expansion and progress. By the late 1990s, numerous AR-focused conferences began to take shape, including the International Workshop and Symposium on Augmented Reality, the International Symposium on Mixed Reality, and the Designing Augmented Reality Environments workshop (Azuma et al., 2001).

AR technology has enabled educators and learners to engage in digital and interactive classrooms, blending the real-world environment with augmented digital elements. Various factors, such as the availability of free applications like Roar, Zapworks, Aumentaty, etc., have driven the widespread adoption of AR tools. The rapid growth of AR has been so successful that numerous global companies have incorporated it into their portfolios of apps and games. For example, IKEA developed an app that allows users to visualize its products in their own homes for improved representation, while Nintendo launched Pokémon Go in 2016, which has become the most popular game globally, using AR as its primary gameplay feature (Marrahí-Gómez & Medina, 2022).

Carmigniani and Furht defined the AR term as "a real-time direct or indirect view of a real-world physical environment that has been enhanced/augmented by adding virtual computer-generated information to it. AR is interactive and registered in 3D and combines real and virtual objects" (2011, p. 1). Augmented reality (AR) can be described as a technology that integrates digital objects or enhanced elements into the physical world. An AR system has the following attributes: physical and digital objects are integrated within a real-world setting, it is operated interactively and in real-time, and natural and virtual objects are synchronized with one another. Augmented Reality (AR) differs from Virtual Reality (VR) in that VR immerses users in a completely virtual environment created by a computer. In contrast, AR enhances the real-world environment by overlaying additional information and images through the system (Karagözlü, 2018).

Augmented Reality and Foreign Language Teaching

Numerous studies indicated that AR technologies positively support learners' cognitive learning processes, academic achievements, and motivation (Chang et al., 2014; Liou et al., 2016; Sotiriou & Bogner, 2008). When examining the games students play outside of school, it can be noted that they tend to prefer collaborative and multiplayer games in addition to single-player games (Dunleavy et al., 2009).

> "Massively multiplayer online games (MMOG), such as the World of Warcraft (Blizzard Entertainment) and Everquest (Sony Online Entertainment), bring players together online where they can interact in a virtual, immersive, collaborative context." (Dunleavy et al., 2009, p. 8).

It is inevitable that these students from many different societies and cultures, who come together through digital games and AR, will communicate verbally or in writing and use foreign languages in international settings. With AR-based technologies, students can engage in simulated conversations; for example, they might chat about French cuisine with virtual French speakers as if they were in an authentic French restaurant, interact in English as if they were at Heathrow Airport in the UK, or chat with their German friend while eating a Berliner as if they were in Cologne. In this way, AR applications allow students to improve their foreign language speaking and listening skills within relevant contexts. A key benefit of AR in education is its ability to foster an integrated, blended learning setting that supports the growth of critical thinking, problem-solving, and collaborative communication skills by merging digital and physical elements within a shared space (Dunleavy et al., 2009; Özdemir et al., 2018).

AR and digital games can incorporate cultural aspects by superimposing culturally significant content (like regional cuisine, traditions, or iconic landmarks) onto the user's surroundings. This enables learners to deepen their comprehension of the culture tied to the language. Additionally, augmented reality enriches foreign language learning environments and often shifts students, who typically remain passive in such settings, into an active role (Taşkıran et al., 2015). This outcome is also one of the desired results in foreign language teaching according to the CEFR's action-oriented approach.

Employing AR technologies in foreign language education will allow students to realize how words are applied within specific contexts and phrases (Taşkıran et al., 2015). In this way, students will observe which words can be used in which sentences and will experience where to place those words within a sentence according to the syntax and grammatical rules of the foreign language.

In a study conducted in Turkey on the use of AR technologies in foreign language teaching, students highlighted the advantages of AR, noting its delightful, motivating, learning-facilitating, and memory-enhancing features. The same study's results indicated that, according to students, the use of AR in foreign

language teaching also brings certain disadvantages: some students viewed AR as a time-consuming tool, while others pointed out technical or usability challenges. However, some participants reported no disadvantages in using AR (Taşkıran et al., 2015).

In a study in Japan, the research group implementing an AR tool in a foreign language classroom indicated experiencing specific issues related to technology and user experience with the AR application (Yang & Mei, 2018).

Findings

The data selected by the researcher was drawn from studies conducted over the past five years in augmented reality and foreign language teaching, each of which has received a certain level of citation. As recommended by Dey for researchers conducting document analysis, inclusion and exclusion criteria were established before initiating the research (1993, p. 105). When selecting the articles, the inclusion criterion was that they should have been published in journals indexed by SSCI, SCIE, ESCI, Scopus, or ERIC. Studies published in journals except these indexes were excluded from the research. The articles to be examined are listed alphabetically in the table below and are explained in detail beneath the table. Since the researcher observed the journal indexes between September and November 2024, any subsequent changes in these indexes should be taken into consideration in future studies.

Table 1

Studies on Augmented Reality and Foreign Language Teaching

Author	Year of Publication	Name of the Journal	Indexes	Citations
Cai et al.	2021	Journal of Computer Assisted Learning	SSCI, Scopus, Eric	72
Garzón & Acevedo	2019	Educational Research Review	SSCI, Scopus	489
Karacan & Akoğlu	2021	Shanlax International Journal of Education	Eric	92
Min & Yu	2023	Sustainability	SSCI, Scopus	21
Parmaxi et al.	2020	Journal of Computer Assisted Learning	SSCI, Scopus, Eric	230
Punar Özçelik et al.	2022	Participatory Educational Research	Scopus	29
Wedyan et al.	2022	Electronics	SCIE, Scopus	48
Wen	2021	Educational technology research and development	SSCI	127

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The study conducted by Cai, Pan, and Liu is a meta-analysis published in 2021. As emphasized by the authors, there is a limited number of studies on augmented reality in foreign language teaching and

learning. Among articles published between 2008 and 2020, 21 studies meeting the inclusion criteria were identified and included in the meta-analysis. This study reviewed only research conducted with an experimental group and written in English. "The pooled effect-size estimate was 0.93" for language improvements and 0.42 for motivation, indicating that AR applications have a substantial impact on learners' language progress and a minor to moderate impact on their motivation (Cai et al., 2021, p. 929). The results of the moderator analysis indicated that learners' educational levels and the length of the interventions are significant factors that influence the effect of AR on their motivation. The analysis of AR applications in language learning indicated a large positive impact on students' language development and a small to moderate effect on their motivation. These results highlight the powerful capacity of AR to boost language learning acquisition and assert that AR-based materials could help presumably increase their motivation. Relative to other educational fields, research on AR in language education is not common, so this meta-analysis, according to the authors, may offer support for AR's role in language learning and inspire educators and researchers to integrate AR and explore it further (Cai et al., 2021).

Like the study by Cai et al., Garzón and Acevedo (2019) also conducted a meta-analysis exploring the topic of augmented reality in education. The authors noted that most studies on the specified topics were qualitative and did not evaluate the impact of augmented reality in educational settings. While augmented reality originated in the early 1990s, its use in education only began to gain prominence around 2010. Therefore, this study reviewed 64 articles employing quantitative methods over an eight-year period (2010–2018) to determine the effect of AR on students' learning outcomes. As the results demonstrate, augmented Reality has a moderate impact on students' academic achievements, with undergraduate students gaining the most from these technologies, particularly in Engineering and Arts and Humanities. Highlighting gaps in the literature, the authors indicate that there is a lack of meta-analyses on augmented reality conducted with students in areas such as "Early Primary Education," "Post-Secondary Education," "Postgraduate Education" as well as in fields like "Business, Administration and Law," "Agriculture, Forestry, Fisheries, and Veterinary and Services." They recommend that future research be conducted in these areas (Garzón & Acevedo, 2019, p. 256).

Karacan & Akoğlu (2021) published their study on augmented reality and foreign language teaching in the Shanlax International Journal of Education. According to the authors, although AR technology is more commonly used in fields such as medicine, anatomy, and science, its application in foreign language education remains limited. The authors classify these AR tools into three distinct classes: "image-based AR, creation-based AR, and markerless AR" (2021, p. 70). Image-based AR applications can be obtained from major physical stores or online platforms, and the necessary software can then be downloaded from the Internet. This process allows for using flashcards, which are often not specifically designed for foreign language learning, by language learners. These flashcards can be used independently by the learner or under the guidance of a teacher, particularly to enhance vocabulary acquisition. For instance, learners can engage with flashcards that integrate AR technology to visualize and interact with words and concepts, making the learning process more dynamic and memorable. Examples of applications in this category include 4D Flashcards, Quiver, Space 4D+, Animal 4D+, and Dinosaur 4D+. These tools enable users to interact with augmented 3D representations of animals, objects, or concepts by scanning the physical cards, creating an immersive language learning experience. Such applications are efficient for young learners or beginners, as they combine visual stimuli with language input to strengthen word associations and retention. The second category of augmented reality, markerless AR, consists of ready-to-use instructional materials. However, the authors note that some AR applications developed in this category may not fully align with the teacher's specific objectives in the classroom and may, therefore, require adaptation by the teacher to suit the lesson. Applications such as "Elements 4D, DevAR, AR Real Animals, ARZoo, Catchy Words AR, CoSpaces Edu, Figment AR, and Metaverse" serve as examples of this AR category (Karacan & Akoğlu, 2021, p. 70). The third and final AR category, creation-based AR, allows users

to design custom photos, videos, music, or 3D models using an AR application. Examples of AR applications in this category include "Blippar, HPReveal, Augment, PlugXR, Zapworks, Layar, Arloopa, Quiver, Metaverse, CoSpaces Edu, UniteAR, and ARize" (Karacan & Akoğlu, 2021, p. 70).

Using the Quiver application, as illustrated below, the students draw pictures of any object or animal they choose (shown on the left). Then, this drawing is brought to life through Quiver, an augmented reality (AR) application on their phone. In this case, since the drawing is of a lion, the AR technology animates the lion, which roars when the student taps on the screen (shown on the right).

Figure 1

Animation of a Lion Drawing Coming to Life Through the AR Application Quiver.

As illustrated above, the AR application Quiver can generate an exceptionally engaging and interactive learning experience for teaching foreign languages, especially children. With the lion drawing, students can enhance their vocabulary—for instance, learning animal-related nouns and verbs (e.g., "lion," "mane," "roar," "run") or adjectives to describe the lion (e.g., "fierce," "majestic," "golden"). This lion can also be used for speaking activities. For example, students can describe the lion's actions, such as "The lion roars" or "The lion is running." Additionally, role-playing activities can be introduced: one student pretends to be the lion while another acts as a different animal. They can then ask each other questions about their habitats, behaviors, or diet. They can make cultural comparisons by exploring how lions are perceived in different cultures and languages and discussing idioms, myths, or symbols. Students can also describe the actions of the lion or other animals animated through the AR application, practicing verb conjugations (e.g., "The lion jumped," "The lion slept") and conditional sentences (e.g., "If the lion roars, the animals run away"). This approach allows them to engage in grammar exercises effectively. By integrating the AR lion drawing into these activities, the lesson becomes more dynamic, sparking curiosity and fostering language learning in a fun and memorable way. Similarly to Quiver, the Halo AR application can also be effectively and appropriately used in foreign language teaching classrooms. The Halo AR application mentions that AR can be used not only with photos and drawings but also with books or magazines to add audio narration, images, videos, and more.

The study published by Min and Yu in 2023 is a bibliometric analysis focused on qualitative and quantitative research combining the fields of foreign language teaching and augmented reality (AR). Using bibliometric tools such as VOSviewer and CitNetExplorer, the authors examined the top ten authors, sources, countries, and organizations. The study's findings show that students and teachers demonstrated

a favorable perspective toward using AR tools in language education. Games, 3D visuals, and videos are primary methods for integrating virtual elements into the real world, with HP Reveal being the most commonly utilized tool in AR-supported learning. Additionally, the research revealed that AR applications can improve language learning by creating a captivating learning environment, boosting impulse, fostering communication, and alleviating concern. As a growing technology, augmented reality is progressively entering the education sector. However, the language skills currently incorporated into AR applications involve relatively more straightforward cognitive tasks, such as pronunciation, understanding meanings, and vocabulary development. As the authors indicated, more advanced language skills, such as reading and writing, are noticeably absent from AR applications (Min & Yu, 2023). Among the study's findings, the top 10 most-cited research papers on AR and education worldwide, along with their authors and countries, were identified. In this regard, the study contributes to the field.

In their study, Parmaxi et al. (2020) conducted a systematic review covering the years 2014 to 2019. Based on the study's results, the AR dataset highlighted that mobile-based AR, primarily using smartphones or tablets, was employed by the majority of researchers (63%), along with "a range of devices and software for initiating AR" (Parmaxi et al., 2020). Regarding "Vuforia, HP Reveal (formerly Aurasma), and ARIS (Augmented Reality and Interactive Storytelling)," "an open-source game editor," have captured the interest of researchers in the realm of mobile-based AR (Parmaxi et al. 2020, p. 865). In terms of the target languages examined, "English (63%) and Chinese (14%)" are the most frequently studied languages. The potential of AR to assist learners with special needs in acquiring sign language is also highlighted in this study. According to the referenced study, it was observed that thirty four studies focused on English as the target language in AR research, eight studies on Chinese, four on sign language, one on French, and so on.

Punar Özçelik et al. (2022) examined seventeen experimental studies conducted between 2017 and 2021 that combine foreign language teaching and augmented reality. These studies were discussed from various perspectives, such as research methods, tools, and contexts, AR applications, and the findings of the studies. Regarding data collection methods, most experimental studies employed pre- and post-tests, along with various questionnaires, in alignment with their research objectives. Among the seventeen studies, seven were conducted in Taiwan, highlighting a significant gap in the literature due to the lack of diverse study contexts published in the selected prestigious journals. The remaining studies were carried out in several countries like Spain, Turkey, and others. Examining research features indicated that most studies utilized an experimental design, employing various data collection methods. These studies predominantly focused on vocabulary acquisition, motivation, and attitudes, with most participants being university students in Taiwan. According to the authors, the effectiveness of AR has been demonstrated by numerous studies, highlighting the need for greater incorporation of AR in language education to improve language skills, such as reading, listening, speaking, and writing. The integration of AR into language classrooms remains inadequate, highlighting the need for additional research on effectively incorporating AR technology into language teaching and learning in multiple dimensions.

Another study was carried out by Wedyan et al. (2022), seeking to investigate the significance of augmented reality (AR) in developing English language skills from the viewpoints of English teachers and educators. A mixed-method approach, incorporating qualitative techniques, was employed. To address the study's objectives, twelve interviews were conducted with English teachers to gather insights on the subject. A systematic literature review (SLR) was also undertaken to examine the benefits, limitations, and methodologies of using AR for English language learning. The study determined that AR enhances language skills and academic performance while reducing students' anxiety, fostering creativity, and promoting greater collaboration and engagement. Additionally, students expressed positive attitudes toward employing AR to learn English.

In Wen's (2021) study, the impact of an AR-based Chinese character learning game on students' cognitive engagement in classroom learning was examined, with the participation of 53 second-grade students and two teachers. The results reveal a clear development in students' cognitive engagement levels during the AR-based activities. Moreover, unlike learning expert-developed content, students remain more consistently involved in teaching tasks designed to facilitate self-generated contexts.

While the study does not encompass the year in question, Perry's (2015) use of an augmented reality-supported mobile application in teaching the French language is noteworthy, having received over 300 citations. This research primarily aims to evaluate the effectiveness of a new mobile learning tool, called *Explorez*. Designed for first-year French students at the University, *Explorez* seeks to combine gaming and education through quest-based learning and augmented reality. Benefiting from GPS, *Explorez* transforms the University of Victoria campus in British Columbia into a virtual francophone environment, allowing students to engage with characters, objects, and media while enhancing their French language proficiency and exploring their campus.

Augmented Reality (AR) can be a powerful resource in foreign language teaching and learning by creating immersive, interactive, and contextual learning settings that render language practice both captivating and applicable. With the integration of AR into foreign language teaching, students are expected to engage in real communication scenarios within virtual environments, allowing them to interact by speaking in the target language. Consequently, students are believed to become more motivated, learn the language more enjoyably and dynamically, and develop a more positive attitude toward collaborative learning.

Conclusion

This research accentuates the pivotal role of augmented reality (AR) in transforming foreign language teaching methodologies by integrating technology that meets linguistic and cultural learning needs. As AR technologies advance, their application in education signals a change toward innovative experiential and interactive learning models. This change aligns with the "Action-Oriented Approach" outlined in the Common European Framework of Reference for Languages (CEFR), which emphasizes immersive, student-centered learning. In foreign language teaching and learning processes, AR tools enable learners to immerse themselves in the target language's language and the cultural contexts (primarily English, German, or French in Turkey), fostering a comprehensive multilingual and multicultural experience.

The analysis of relevant studies obtained through databases such as Web of Science, SCOPUS, and ERIC reveals that AR contributes to critical dimensions of educational effectiveness, including enhanced motivation, increased class participation, and accelerated learning. Most of the studies examined in this research provide evidence that AR-supported language programs can improve students' engagement and comprehension, enabling them to practice language skills within a simulated but contextually authentic environment. The implications for foreign language learning are significant. AR technologies not only help overcome traditional barriers associated with language acquisition, such as lack of context and limited exposure to the target language's culture, but they also facilitate the practical application of linguistic skills through authentic real-life scenarios.

However, while AR demonstrates significant potential, this study also emphasizes the critical need for further investigation into the effectiveness and accessibility of AR-based language learning programs. The documented challenges, including high costs, technical difficulties, and the necessity for adequate teacher training, could limit the widespread integration of AR across diverse educational settings. Thus, it is recommended that future studies explore cost-effective and scalable AR solutions to satisfy the needs

of various educational contexts. Furthermore, examining the sustained impact of AR on both language proficiency and cultural understanding could provide deeper insights into its actual impact on language learning. Since the studies conducted on AR and reading and writing skills in foreign language teaching are not frequent so far, future research in this area could also be recommended.

From a methodological standpoint, qualitative document analysis enabled an in-depth exploration of AR's contributions to foreign language teaching. The qualitative method adopted, which involved skimming, reading, and interpreting a broad selection of academic papers, provided a nuanced understanding of how AR is currently perceived and applied in educational research. The recurring themes suggest a strong consensus on AR's potential to foster meaningful language experiences but also point to a need for rigorous and standardized assessment methods to evaluate AR's efficacy across different language learning contexts. Future studies could benefit from a mixed-methods approach, combining qualitative insights with quantitative data to establish a more holistic approach to AR's influence on language learning outcomes.

The findings from this research contribute to the existing literature on technology-assisted language learning and emphasize educators' evolving role in this landscape. With the rise of AR, educators are no longer merely transmitters of information but rather facilitators of immersive learning experiences that require new pedagogical skills. To support this transition, educational institutions should consider investing in AR training programs for teachers and developing curriculum guidelines that effectively incorporate AR into language teaching strategies. As AR continues to evolve, its application in foreign language teaching and learning will likely expand, making it a valuable tool for promoting linguistic and cultural competence in a globalized world.

In conclusion, augmented reality represents a transformative force in foreign language teaching and learning, and this development aligns with contemporary theories of language acquisition and cultural learning. By creating a motivating, immersive learning environment, AR ameliorates language acquisition and supports the broader goals of multilingualism and multiculturalism outlined by frameworks like the CEFR. As research in this field grows steadily, so will our understanding of how best to utilize AR's potential to create more engaging, effective, and culturally rich language learning experiences.

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