Language and Literature Studies IV

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PREFACE

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We thank all of the authors with whom we collaborated to publish their books across disciplines.

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Chapter 1

THE COLONIAL LEGACY: LANGUAGE AS A TOOL OF DOMINATION

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INTRODUCTION

Language, a fundamental tool of human interaction, has been a potent weapon in the arsenal of colonial powers. During the colonial period, Imperialists used power to hegemonise other nations by camouflaging their real intentions, which were to exploit resources. As empires expanded, they imposed their languages on subjugated populations, often suppressing indigenous tongues and cultural identities. This linguistic imperialism has left a lasting impact on colonised societies, shaping their cultural, social, and political landscapes. Language, as both a medium of expression and a vessel of culture, is intricately woven into the fabric of postcolonial discourse. The imposition of colonial languages often sought to erase indigenous identities, relegating native tongues to the shadows of history. As G. Deleuze and F. Guattari poignantly state, language stretches far beyond words; it embodies cries, shouts, and the very essence of cultural identity. In the context of postcolonialism, this exploration of language becomes a powerful act of resistance against the legacy of colonialism, as it extends beyond linguistic features and represents the values of a specific nation.

Writers such as Ngũgĩ Wa Thiong'o and Salman Rushdie stand at the forefront of this linguistic struggle. Ngũgĩ's radical shift from English to Gikuyu in "Decolonising the Mind" highlights his conviction that language is not merely a means of communication but a fundamental aspect of cultural identity. His assertion that English is a "cultural bomb" underscores the dangers of losing one's linguistic heritage, while his embrace of Gikuyu recites lost histories and identities.

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to listening to the stories of those who have been silenced and an openness to learning from the diverse experiences that exist within our interconnected world. As we reflect on the role of language in shaping our societies, let us recognise its power to connect us, to challenge us, and to inspire us to envision a future where all voices are heard, valued, and respected. By fostering an environment that celebrates linguistic richness, we not only honour the past but also pave the way for a more inclusive and equitable future. Thus, the exploration of language's role in postcolonial societies serves as a reminder that, while the shadows of colonialism linger, the resilience and creativity of those who reclaim their voices can illuminate paths toward healing and transformation.

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Chapter 2

ENRICHING EFL CLASSES BY USING INTERTEXTUALITY

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INTRODUCTION

Intertextuality possesses great importance in the English Language Teaching field. Intertextuality, literally, means that two texts are combined with each other, which means that each text is of resemblance to the others in a way. There is no isolated text on its own. As for conducted studies on this issue, there is a lack of studies in the area of intertextual relations with coursebooks and the significance of coursebooks as an invisible curriculum. In this vein, there is a sheer importance to integrate intertextual elements in English Language settings.

Intertextuality is of significance in that it focuses on critical thinking and critical reading skills. These aforementioned skills are related to intertextuality due to the fact that reading a text by having an intertextual stance requires to have a critical eye and mind. Similarly, EFL students have the ability to enrich their critical reading skills by reading two texts comparatively. Teachers, as the forerunners of the educational process, have the responsibility to utilise new techniques and methods to make teaching setting active and dynamic. Intertextuality, hereby, gives the opportunity to teachers to employ a new way of teaching reading and critical thinking skills.

Of all the remarkable skills, critical literacy is a must-learn skill in this fast-pacing world. Being a critical reader requires being a critical and literate person donated with critical literacy skills such as comprehension, analysis, synthesis, and evaluation. In order to learn a language critically, language learners should be aware of this critical literacy skills with the guidance of their teachers. Hereby,

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CONCLUSION

This paper tries to give some insights concerning intertextuality as a novel approach to the instructors and practitioners to enhance EFL learners' critical thinking and critical reading skills. Instead of utilising traditional methods and techniques, instructors should look for brand new techniques to keep up with latest improvements in this era. Instructors and EFL teachers should make use of intertextuality to deepen learners' critical reading skills and literacies by opening a new dimension to the reading skill. With this dimension in mind, teachers enhance their critical literacies by being aware of recent techniques and developments.

To sum up, instructors are of opportunity to integrate brand-new methods to their educational environments for the sake of advancing students' reading competencies. By using intertextuality and intertextual activities in classes, instructors will pave the way for professional development process for teachers and other stakeholders. In the same vein, curriculum developers and designers will have a chance to wrap up coursebooks to embed intertextual activities to reinforce students' critical reading competencies. With the help of this significant profession, educators as researchers possess an irreplacable role in which they can ignite the importance of intertextuality and intertextual dimensions.

Further studies might work on the relationship between deconstructivism and intertextuality as a critical literary methods and teaching techniques in that both technique focus on improving EFL learners' critical perspectives while reading any literary work. In this way, researchers and instructors wishing to work on intertextuality will make use of these studies and these scholars will have a chance to employ these techniques in their teaching contexts, which adds variety to language teaching and learning processes.

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Chapter 3

THE INVESTIGATION OF EFL STUDENTS' PREFERENCES AND PERCEPTIONS ABOUT AI-POWERED PLATFORMS ON WRITING SKILLS

Hacer KAÇAR[1]

1. INTRODUCTION

In recent times, the introduction of artificial intelligence (AI) within educational settings has transformed traditional approaches to language instruction, particularly in the area of teaching writing to English as a foreign language (EFL) students. It is widely accepted that writing in another language is a cognitively and linguistically challenging task that usually demands learners to use multiple skills at once (Kim et al., 2025).Grammar checkers, paraphrasers, and generative AI systems are a few examples of AI-based writing tools that have gained popularity as immediate support, guidance, as well as idea generation tools for EFL learners, who frequently encounter difficulties with coherence, organization, and linguistic accuracy (Amani & Bisriyah, 2025). The instructional value of these platforms lies in their ability to provide immediate, personalized feedback, simulate interactive writing processes, and scaffold choices about the target language.

Recent research indicates that AI-powered writing systems may improve students' independence, confidence, and writing accuracy (Chen, 2025). However, there are still worries about low critical engagement, a high dependence on computerized feedback, and problems with academic confidentiality (Kim et al., 2025). Furthermore, a significant amount of research until now has concentrated on university students like in China or Indonesia, typically in the context of producing educational essays or research papers (Amani & Bisriyah, 2025; Chen, 2025). Studies on what platforms EFL students in Turkish preparation programs prefer to use and how they view these AI-based writing tools for their

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by employing longitudinal approaches to examine long-term effects, instructor perspectives to support student perspectives, and larger, more diverse samples. In conclusion, even though AI-based writing platforms present excellent chances for EFL students to improve their writing abilities, their full pedagogical potential requires careful integration, clear ethical standards, and ongoing instruction that promotes both independent learning and critical thinking.

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Chapter 4

PRE-SERVICE ENGLISH TEACHER PREPARATION IN TÜRKİYE AND JAPAN: A COMPARATIVE STUDY OF ADMISSION POLICIES, CURRICULAR CONTENT, AND PRACTICUM PRACTICES

Figen SELİMOĞLU[1]

INTRODUCTION

Education systems are composed of three essential elements which are students, teachers and the curriculum (Zhao & Fan, 2023). It is evident that these three fundamental components are intrinsically inter-related and must be dealt with deliberate coordination and utmost attention by all educational stakeholders to function properly, ultimately contributing to effective student outcomes throughout the educational processes (Darling-Hammond et al., 2020; OECD, 2021; Fullan, 2023). In other words, cultivating students' key competencies and qualities which are necessary for 21st century requires the joint efforts of students, teachers, and the careful planning of curriculum. In spite of the vital roles all elements exist for in educational practices, the quality and effectiveness of educational programs often hinge on teachers, who serve as the primary implementers on the ground and directly shape student learning outcomes (OECD, 2025a; Alam et al., 2024). Teachers are central to the success of educational reforms—they act as the direct facilitators of learning and the mediators of curriculum change in classrooms, translating policy into practice (OECD, 2023a; Chauke, 2025). Therefore, the quality of teacher education has long been recognized as a cornerstone for effective educational systems (Arifani et al., 2023; Ambu-Saidi et al., 2024; OECD, 2025a). Given that teaching is an inherently complex profession that requires teachers to cope with the unpredictable realities of classroom environments mostly characterized by students with diverse needs, and abilities, limited resources, time-constraints, and constant daily challenges, it becomes clearer that

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post-teaching practicum would help teacher candidates to benefit more from their practical teaching experience. Taken together, these implications emphasize the necessity of a more coherent and evidence-informed policy environment that can respond effectively to insights gained from the comparative analysis of different teacher education programs. Building on these implications, future research could focus on the long-term impact of school-level specialization in ELTE programs on teacher effectiveness and student outcomes. Additionally, longitudinal studies examining how the duration and quality of practicum influence novice teachers' classroom readiness in different educational contexts would provide valuable insights.

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Chapter 5

PREPARING ENGLISH TEACHERS FOR GLOBAL COMPETENCE: A COMPARATIVE ANALYSIS OF ELTE PROGRAMS IN TURKIYE AND SINGAPORE

Selma ÇELİK[1]

1. INTRODUCTION

The quality of education is widely recognized as a key driver of a nation's social and economic progress, with teachers playing a central role in shaping this outcome (OECD, 2005). Educational systems rest on three interconnected pillars: students, teachers, and curriculum (Segall & Wilson, 2004). While each of these elements is essential, it is the teachers who implement the curriculum who most directly influence learning outcomes (Darling-Hammond & Youngs, 2002; Kayange & Msiska, 2016). A growing body of research affirms that teachers are the most significant in-school factor affecting student achievement, surpassing even material resources or class size (Hattie, 2009; Darling-Hammond, 2000). Importantly, effective teaching is not merely the product of subject-matter expertise, but also of well-designed teacher education programs that foster pedagogical knowledge, reflective practice, and ethical professionalism (European Commission, 2013). Consequently, teacher education has emerged as a central concern in global education reform agendas, particularly in countries striving to improve both equity and excellence in learning (Schleicher, 2012).

While teacher education is a broad and multifaceted domain, this study specifically focuses on ELTE (English Language Teacher Education), a branch that has gained increasing attention with the rising importance of English as a global lingua franca (Richards, 2008). ELTE programs are designed to equip future English teachers with the linguistic proficiency, pedagogical knowledge, and intercultural awareness necessary for effective instruction in diverse educational contexts. These programs typically include coursework in second language acquisition, language

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Şevik, 2021). In contrast, Singapore offers a cohesive and forward-looking model, where selective admissions, inquiry-driven curricula, scaffolded practicum phases, and embedded PD structures work in harmony to produce well-prepared and adaptable teachers (Brill, Reitmeier, & Yang, 2019; Rajandiran, 2020; Tan, 2017). This alignment reflects global best practices that prioritize lifelong learning, school–university partnerships, and professional reflection (Hairon & Dimmock, 2012; Learning Policy Institute, 2021). For Türkiye, the findings suggest an urgent need to transition toward more competency-based selection mechanisms, mentorship-rich practicum experiences, and school-embedded PD frameworks. Strengthening collaboration between universities and schools, enhancing practicum supervision, and aligning postgraduate programs with classroom realities are critical priorities. As global research highlights, the effectiveness of teacher education hinges not only on initial qualifications but also on how teachers are supported to grow throughout their careers (Darling-Hammond et al., 2017; Chung, 2016; Audisio et al., 2024). In essence, teacher education must be viewed as a long-term investment in educational quality. Countries like Singapore, which structure ELTE as a continuum of professional growth, offer valuable insights for reform efforts in Türkiye and beyond (Darling-Hammond, 2010; Goh & Lee, 2008).

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Chapter 6

A COMPARATIVE POLICY REVIEW OF TEACHER EDUCATION SYSTEMS IN TÜRKIYE AND CHINA

Zehra EREN[1]

1. INTRODUCTION

Education is a complex process in which various components are of significant roles in achieving satisfactory results. Teachers are among the indispensable elements for achieving high-quality educational outcomes. In other words, teachers, as the central stimulators, conveyors, and directors of the education process, are highly valued for their qualified learning and teaching. Teaching is unique and arduous as it deals with human beings rather than objects or products, even though people enter professions primarily to earn a living. Nevertheless, teaching incorporates notable issues more than this. Raising a student is akin to the attention of the teachers. Therefore, an effective education system can not be figured out without the assistance of teachers. In this vein, Buchanan (2012) emphasizes that the quality of teachers is the determinant of the whole education system. This has prompted researchers to investigate the relationship between teacher quality and student achievement and performance (Cordero & Gil, 2018). Although there exists an agreement on teachers' influence on the education process (Chetty et al., 2014), the answers to the critical question of "how an effective teacher should be" are not conclusive enough to create a certain profile of a perfect teacher (Nye et al., 2004; Hattie, 2009). However, there is a general frame of a good teacher whose lines are determined by both law and societal expectations. At this point, it is essential to examine what teacher quality matters for a well-running education system in a country.

In a rapidly changing world, improving teacher quality has become one of the most significant concerns for elevating students' educational outcomes. To achieve this purpose, the first issue to be addressed is the teacher education

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intention is common, although the approaches and methods differ. Türkiye might change its route by integrating reflective practices, mentorship models, and more functional selection tools beyond exam scores. On the other hand, China might go further by applying learner-centered methodology and triggering flexibility through international and educational exchange.

Ultimately, teacher education can not be limited to the boundaries of exam results and fulfilling the requirements. It is more related to elevating the heart of the education system: the teacher. Constructing a strong teaching profession is akin to vision, coherence, consistency and long-term commitment. It is significant to begin with the investment in those who shoulder the responsibility of teaching: the teacher. The future of a nation begins with its teachers. Therefore, the way they are trained shapes the extent to which society can progress.

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Chapter 7

PISA-POWERED EXCELLENCE: SOUTH KOREA TEACHER EDUCATION SYSTEM

Aleyna GÜRSOY KAYGIN[1]

1. INTRODUCTION

Over the decades, the quality of teacher education has become even more central to a decisive effect on the students' achievement and the success of a nation's education systems (OECD, 2018). Increasing empirical evidence shows students to be considerably impacted in learning achievement by well-qualified and well-prepared teachers across a range of subjects and contexts (Darling-Hammond, 2000; Barber & Mourshed, 2007; OECD, 2009; OECD, 2018; Han, Shin, & Ko, 2017). Indeed, it is argued that "the quality of education cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, as cited in Im, Yoon, & Cha, 2016, p. 1864). Teachers' performance stands at the core, especially in high-profile international tests like the Program for International Student Assessment (PISA). This test's persistent focus on the connection between teacher knowledge and student performance has created widespread international concern with the institutional and cultural underpinnings of teacher education systems. In this context, English Language Teaching Education (ELTE) receives special attention due to the central role played by English as both the global lingua franca and an important component of 21st-century skills (Chung & Choi, 2016).

Program for International Student Assessment (PISA), conducted by the Organization for Economic Co-operation and Development (OECD), is an international benchmark for evaluating the performance of education systems to equip students with knowledge and skills to be applied in real-world contexts. The 2022 PISA test results indicated South Korean students scored an average of 515 in reading literacy and well above the OECD average of 476, and 13% of South Korean students scored Level 5 and above (OECD, 2022). Not only do

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Likewise, the increasing intersection of technology in education requires a perspective that emphasizes caution rather than innovation. Training teachers in the direction of thinking through digital tools, modifying, personalizing, or augmenting them with educational intent, might assist in maintaining the interpersonal, human aspect of personalized education. In the end, the future of teacher education involves educating teachers who are skillful and knowledgeable, yet also are reflexive, responsive, and engaged with the changed realities of learners and society.

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Chapter 8

CONCEPTUAL BLENDING THEORY AND IDIOMS: RICH SOURCES OF CONCEPTUAL BLENDS

M. Fatih ADIGÜZEL[1]

INTRODUCTION

Before the cognitive linguistic approach, idioms were often viewed as linguistic oddities–arbitrary, non-compositional and opaque phrases whose meanings were non-inferable from their lexical constituents. Consequently, they remained at the fringes of systematic linguistic analyses. From this traditional viewpoint, expressions such as kick the bucket or spill the beans were regarded as lexical fossils largely impervious to analysis, and could or should be acquired simply by rote. However, the cognitive linguistics revolution of the late 20th century prompted a reconceptualization of idioms not as arbitrary anomalies but as cognitively motivated products of the human conceptual system. Researchers established that their meanings are not arbitrary; rather, they are based on embodied experience and cultural cognition, frequently organized by cognitive mechanisms like conceptual metaphor.

Although Conceptual Metaphor Theory (CMT) posits the foundational principle that idioms are motivated by systematic cross-domain mappings (as seen in the mind is a container motivating spill the beans), it does not comprehensively account for the rich, often surreal and narrative-driven imagery that imbues idioms with their unique cognitive and rhetorical power. The physically impossible scenario of smoke coming out of a person's ears or the paradoxical act of nurturing a deadly snake in one's own bosom reflect complex images that call for a more dynamic and powerful explanatory framework.

This chapter argues that Conceptual Blending Theory (CBT), as formulated by Fauconnier and Turner (1994, 1998, 2002), offers precisely such an explanatory framework. We contend that idioms are not merely motivated by simple

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The synergy between CMT and CBT highlights how rich idioms are as cognitive artefacts. In this synergic relationship, CMT contributes the basis for stable mappings rooted in bodily and culturally embodied experiences linking idiom meanings to cross-domain mappings. On the other hand, the role of CBT is to expand this framework by activating dynamic interactions between the relevant elements of different mental spaces, which makes it possible to create novel, context-specific semantic scenarios which are well captured in the creative richness of idiomatic expressions (Fauconnier and Turner, 2002). This framework could be extended in future studies into idiomatic analyses in other languages or other expressive forms like proverbs to reveal how conceptual blends facilitate cross-cultural understanding. In summary, idioms are perfect tools for interpersonal and intercultural communication because they clearly show our mind's creative ability to produce meaningful, human-scale expressions through complex conceptual integrations.

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Chapter 9

CULTURAL SURREAL HYBRID CREATURES IN IDIOMS: FROM BLENDED CONCEPTS TO METAPHORICAL SOURCE DOMAINS

M. Fatih ADIGÜZEL[1]

INTRODUCTION

It is not a seldom case that some idioms and proverbs evoke vivid, surreal imagery by blending animal characteristics with particular human behaviours, thus forming hybrid entities, which we will refer to as "surreal creatures" that effectively address some societal issues or flaws. Expressions such as "shedding crocodile tears" for feigned, insincere grief to pretend to sympathize with someone's pain or loss or "a wolf in sheep's clothing" for hidden ill-intent are not simply decorative language examples but products of significant cognitive frameworks which are grounded in culture-specific imagination. The present article discusses surreal animal-animal or animal-human blends through Conceptual Blending Theory (CBT) and Conceptual Metaphor Theory (CMT) to explore and reveal how they serve as succinct, culturally meaningful tools for satirizing vice such as deception or foolishness. Through the creation of unique, hybrid concepts, idiomatic expressions possessing them capture complex social judgments, and provide insight into the mind's ability to blend varied domains into rhetorically potent imagery.

Speaking specifically, the study demonstrates how novel, emergent structures are generated in blended spaces, especially surreal conceptual fusions, which then function as culture-specific source domains to be exploited whenever necessary. These "ready-made culturally concocted hybrid concepts" enable speakers to metaphorically depict certain individuals, often highlighting their vice, deceptive, ridiculous, or foolish traits. Specific cognitive mechanisms such as conceptual integration and metaphor are at work in many culture specific conceptualisations.

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blends, when established, become readily available or reactivatable, custom-built source domains, primed for metaphorical mappings (Benczes, 2002) such as a hypocritical person is a weeping crocodile or a pretentious person is a crow in peacock's feathers. When speakers want to conceptualize individuals exhibiting deceptive guile or vain pretension, they reactivate these potential surreal hybrid blends, whose communicative power becomes immediately apparent: they compress a complex social judgment into a single, paradoxical, and memorable image, which serves as an efficient and rhetorically potent tool for satirizing human follies while simultaneously reinforcing cultural norms against vice.

The synergy between CMT's established mappings and CBT's dynamic conceptual fusions reveals the complex cognitive architecture behind our most creative and witty uses of language (Grady, 2007). The analysis discussed in the study highlights the mind's incredible capacity of generating novel meanings by blending incompatible elements of different concepts so as to comment on human personality imperfections. This framework, striking a balance between CMT and CBT as its shows how surreal entities as hybrid concepts in idioms are later used as source domains in conceptual metaphors, provides a foundation for diverse-scoped future studies: For example, the scope of the approach can be broadened to encompass other figurative phenomena like irony, or empirical techniques like neuroimaging can be employed to uncover how speakers process these surreal blends in real-time. Further comparative analyses encompassing diverse languages and cultures are necessary to determine whether the conceptual blending patterns identified herein constitute cognitive universals or instead depend on specific cultural schemas (Kövecses, 2005). Ultimately, these surreal creatures exemplify language's bi-functional role: as a reflective mirror exposing human imperfections via absurd conceptual blends, and as a scalpel—while sharpening collective insight into psychological underpinnings of social behaviour.

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Chapter 10

THE GODDESS "*ŠUŠUMAḪI*" IN HITTITE CUNEIFORM TEXTS

Nursel ASLANTÜRK[1]

INTRODUCTION

The majority of the cuneiform texts unearthed in archeological excavations carried out to date in Hittite settlements, primarily at Boğazköy, the capital of the Hittites, are of a religious nature. From these texts, we learn that the Hittites possessed a complex pantheon of deities and they incorporated the gods of the societies they subjugated into their own pantheon or group of gods[2]. For this reason, gods of different ethnic origins are encountered in the Hittite pantheon.

Šušumaḫi, who appears in the Hittite pantheon and is therefore considered a member of the pantheon, is of Hattic origin. The meaning of the name *Šušumaḫi* which is frequently appears in festival texts that hold an important place in Hittite theology, is not fully understood; however, due to the suffix "*-hi*" added to the end, it is considered to be a feminine name[3]. Moreover, one of the Hittite female names "*Šušumanniga* (NH 1194)" indicates that *Šušumaḫi* is femininkube, that is a goddess.

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[2] For the history and development of Hittite religion, see. Arıkan, 1998a, p.271-285; Arıkan, 1998b, p.45-51; Haas, 1994; Arıkan, 2018, p.41-72; Koç, 2006, p.91-106.
[3]   Laroche, 1946-1947, p.31; Daddi, 1998, p.11; Trémouille, 2013, p.364; Zender, 2010, p.280.

Another important point here is the occurrence of *Šušumaḫ*i name in the festival rituals where Hattic words appear, namely KUB 28.103 (Bo 1723) and KBo 37.97 (1103/u). However, the texts unfortunately do not provide much information in terms of content.

CONCLUSION

Based on all this available information, we believe that the goddess mentioned in the theological classification or hierarchy of the Hittite pantheon should have a status independent of or less significant than the primary positions, yet among the Hatti gods or goddesses, she is a more important goddess figure.

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