

# ICLEC 2019 ABSTRACTS

of the

2nd International Conference on  
Language, Education and Culture

*Edited by Ahmet Selçuk Akdemir*

İstanbul - 2019

# 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON LANGUAGE, EDUCATION AND CULTURE (ICLEC)

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## ABSTRACT BOOK

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## **FOREWORD**

2<sup>nd</sup> International Conference on Language, Education and Culture (ICLEC) is organized by İstanbul Medipol University, Cyprus Science University, Euro-Balkan University and Governors State University. ICLEC aimed at presenting contemporary research on three basic themes: Language, Education and Culture.

We would like to express our gratitude to all partners (journals, universities, participants and speakers) who helped us realize the event in İstanbul between 27-29 June 2019.

Hope to meet at the 3<sup>rd</sup> ICLEC in Jordan !

Dr. Ahmet Selçuk AKDEMİR  
on behalf of the organization committee

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**(ÇUKUROVA UNIVERSITY - TURKEY)**

**Beyond the black and white...**

*Every entity is one part of another, and in some sense, independent of the other. The presence of this interconnection is the very testimony to the existence of some form of inter-communication between such universal entities. From this, we can surmise that one's existence does depend on the existence of some other organism, and once the link is broken, alas, we have already set the alarm bells ringing for our own existence. Recognition and maintenance of diversity in a world where polarization is on the rise may help us see and appreciate colors other than black and white only, enabling us to accept and respect all regardless of race and creed.*

**KEYNOTE SPEAKER: DR. CLAUDIA NICKOLSON**  
(UNIVERSITY OF NORTH CAROLINA at PEMBROKE - USA )

**Social Justice: Lessons Learned from Migrant Education**

*This keynote session will examine some of the implications and considerations in working with migrant students in the United States. Factors that contribute to the educational vulnerability of students categorized as migrant include: their mobility, challenges to English as a second language, the effects of trauma, as well as social and economic issues. Teaching practices and enrichment programs that support psychosocial well being for migrant students help reduce disruptions experienced in school that result from instability and discrimination. Our shared goals today will be to explore possibilities for creating learning opportunities that foster equity, collaboration, respect, cultural responsiveness and awareness. The broader significance for ALL teachers in this audience is to actively challenge the deficit perspective, to highlight the resiliency of migrant and refugee families and children and to use this understanding to better reach and teach under-resourced children.*

**KEYNOTE SPEAKER: PROF. DR. ARDA ARIKAN**

**(AKDENIZ UNIVERSITY - TURKEY )**

**Studying Languages, Literatures, and Cultures as a  
Generalist: New Insights into Reading**

*This presentation will discuss the role we ascribe to reading and studying. It particularly focuses on the question of how we should read and study in today's world. Regardless of the field in which we study, there are changes in the nature of the fields of study that bring new ways of reading and studying among which digital, critical and socially responsible ones are the leading dimensions. By giving specific examples from various fields of study and social and technological realities, it is postulated that although we have to follow and practice new ways of reading, we inevitably have to have a generalist's perspective.*



**KEYNOTE SPEAKER: PROF. DR. ZORAN MATEVSKI**  
(SAINTS CIRYLAND METHODIUS UNIVERSITY - MACEDONIA)

**Religious Education in the State Schools in the European  
Union and R. Macedonia**

*The question with which the European Union states today is whether religious education will develop religious and ethnic tolerance among students in public schools. This also depends heavily on the teaching methods applied to the lessons of this course. The confessional model of teaching about religion, in which learning is oriented on the views of only one religious tradition, can be masked in a religious education of education where the ultimate goal is still the acceptance of one religious system of belief. Therefore, the potential benefits of the effective implementation of religious education in public schools should be taken into account. The research found that the basic reasons for introducing religious education in state schools in the Republic of Macedonia is: this subject will fill the moral vacuum and improve the moral behavior of young people; through this course children will become acquainted with each other and will integrate into the social system; in this way religious education will be under the control of the state. This kind of education will help young people develop their own thinking, mutual understanding, social integration and personal values that will keep the Macedonian society from "deviant" behavior. However, it is a fact that there is no European standard model of religious education in public schools. There is a range of approaches, with some common features in European countries. All have some sort of religious education in schools, as European contemporary societies face increasing plurality in the religious beliefs, values and cultural traditions of their citizens.*

***KEYNOTE SPEAKER: DR. ALI AL-HOORIE***

***(JUBAIL INDUSTRIAL COLLEGE - KSA)***

Publication in language and linguistics: Opportunities and  
challenges

This presentation can be accessed at :

[https://www.researchgate.net/publication/334122480\\_Publication\\_in\\_language\\_and\\_linguistics\\_Opportunities\\_and\\_challenges\\_keynote](https://www.researchgate.net/publication/334122480_Publication_in_language_and_linguistics_Opportunities_and_challenges_keynote)

ICLEC 2019

***KEYNOTE SPEAKER: PROF. DR. LUMA IBRAHIM AL  
BARZENJI***

*(DIYALA UNIVERSITY - IRAQ)*

**Pop Culture: An Overview**

The term ‘popular culture’ refers to the vernacular or people’s culture that predominates in a society at a point in time. As Brummett explains in *Rhetorical Dimensions of Popular Culture*, pop culture involves the aspects of social life most actively involved in by the public. As the ‘culture of the people’, popular culture is determined by the interactions between people in their everyday activities: styles of dress, the use of slang, greeting rituals and the foods that people eat are all examples of popular culture. Popular culture is also informed by the mass media. Popular culture represents the most immediate and contemporary aspects of life. These aspects are often subject to rapid change, especially in the global world. With these fundamental aspects in mind, Pop culture may be defined as the products and forms of expression and identity that are frequently encountered or widely accepted, commonly liked or approved, and characteristic of a particular society at a given time. Ray Browne in his essay ‘Folklore to popular’ offers a similar definition: “Popular culture consists of the aspects of attitudes, behaviors, beliefs, customs, and tastes that define the people of any society. Popular culture is, in the historic use of term, the culture of the people.” Popular culture gathers the different tendencies and moods of people to be in one unit and shape the same form of desires and needs. It serves to unify the masses on ideals of acceptable forms of behavior. Along with society classes and standards, pop culture items often enhances an individual’s prestige in their peer group and makes them agree to follow one form or style. Further, popular culture, unlike folk or high culture, provides individuals with a chance to change, to create, innovate, collaborate, and establish. So popular culture appeals to people because it provides chances for individual and community bonding.

# **WORKSHOPS**

ICLEC 2019

## M-Learning; Using Innovative and Practical Mobile Activities and Games in Language Classroom.

Abderrahim Ait Bara

*Freelance Researcher*

This workshop aims to highlight the importance of implementing all types of mobile devices as a learning resource and educational tool in teaching English to both native English language speakers and speakers of other languages. These days, Mobiles are not just for making calls or sending messages but they go beyond and have entered now the educational world from the large gate. Good teachers have always known the power and the effectiveness of technology implementation in the classroom. This workshop defines and differentiates some practical mobile activities and games and will provide authentic examples of the use of skill-related mobile activities that both the teacher and the students can do in the classroom. In this workshop I will shed light on how to prepare and select appropriate mobile activities and games according to age, culture, and language. Furthermore, I have suggested some tips on how to control students' misuse of mobile in the classroom. This workshop will help teachers practice creating classroom-related and mobile-based activities and games with the children and we will learn the strategies and techniques of useful applications of ICT. Lastly, I have tried to clarify and emphasise the teacher's four crucial roles in helping children learn how to learn independently and be autonomous learners through the digital devices they have and that they use in their daily life. The hard and soft skills are a key to improve the learner's literacy. I hope this workshop will be a useful resource for teachers who will be taking part in the 2nd ICLEC 2019.

**Keywords:** M-Learning, Language, Classroom Practice.

# Easy Steps to Maximize the Efficiency of Kahoot as a Way of Implementing Gamification in ELT Classes

Abouzar Rajabpour

*Sultan Qaboos University*

The workshop would start by defining what gamification is and what it is not. Moreover, a real-life gamified clarifies the topic a bit further. Then, a basic theory of gamified learning will be discussed while introducing a framework which instructors can use to develop gamification in their classes. There are numerous tools that have been utilized in academic contexts such as Khan academy, Quizlet, Quizz, Edpuzzle and Kahoot. Describing game features is important in developing gamified learning materials and also evaluating existing materials. Hunicke et al. (2004) introduced the MDA framework for gamified learning which consists of mechanics, dynamics and aesthetics. Mechanics is about the actions of players and rules of the game; dynamics concerns situations that emerge because game elements are working together and aesthetics considers the overall emotional experience of the players. Although Kahoot is following the same framework, it has some drawbacks as a gamification tool. Examples of these are Students getting out of control, cheating or peeking, learners not taking it seriously, using mother tongue and distraction towards names on the top on the leader board. However, we can hinder these challenges and enhance its benefits following easy steps.

**Keywords:** Kahoot, Gamification, EFL.

# **ORAL & VIRTUAL PRESENTATIONS**

# The Empirical Study of a SPOC Embedded Flipped Classroom Model for College Intercultural Communication Course: Perception of Students

Xiaofei-Tang

*Wuhan University of Technology/The Australian National University*

Higher education in China has experienced a significant transformation from an elite educational system to a stage of massification since the first decade of the 21<sup>st</sup> century. In 2007, the Department of Higher Education launched the *College English Curriculum Requirements*, promoting “a computer-assisted and classroom-based teaching model” (p. 8). A Small Private Online Course (SPOC) embedded flipped classroom is called for to accelerate the innovation of teaching and learning approaches particularly for English-major courses. Compared to the traditional knowledge-transmission teaching, flipped classroom approaches engage a variety of pre- and post-class work and in-class activities. This raises questions about the real status of the SPOC embedded flipped classroom model in Chinese higher education and whether it is perceived as important and effective. This study aims to explore the feedback of a four-month experiment using a flipped classroom approach which involved 153 undergraduate students at Wuhan University of Technology. Adopting an online-based questionnaire which consisted of 40 multiple-choice and open-ended questions, the present study investigated the attitudes of students toward the learning of English language and culture through the SPOC embedded flipped classroom model. Major findings show the positive attitudes of students toward the use of the proposed model in English-major courses; it contributes to the development of students’ autonomous, active, and collaborative learning skills. However, some issues are addressed in relation to the time allocation of online learning and in-class activities and students’ engagement in the online community. Several pedagogical suggestions are proposed such as the provision of an induction program.

**Keywords:** SPOCs, flipped classroom, learners' attitudes.



# TEACHING COFFEE CULTURE AND THE COFFEE MUSEUMS IN ESL AND ESP CLASSES

Özlem Yağcıoğlu

*Dokuz Eylül University*

Turkish coffee is accepted as the Turkish cultural heritage. It was placed on the Representative List of the Intangible Cultural Heritage of Humanity in 2013 by the United Nations. Drinking coffee is one of the oldest traditions and customs in most of the countries in the world. Every country in the world has its own coffee culture and tradition. In Turkey, drinking coffee and welcoming guests with coffee has been a very well known tradition for a very long time. Even in the small villages and in small towns in Turkey, Turkish people love drinking coffee and preparing coffee for their guests and neighbours in their houses or in their gardens. The job owners also enjoy drinking coffee with their staffs or with their customers. This tradition and custom has been going on in our country and in our hometowns for ages. Drinking coffee makes people more sociable and talkative while spending time with their relatives, friends, neighbours or colleagues. There are also health benefits of drinking coffee and Turkish coffee. This study deals with teaching coffee culture and the coffee museums in the world. Students can learn many different kinds of adjectives, adverbs, nouns, idioms and proverbs which are related with these museums in the world. Some of these words, idioms and proverbs will be given. Sample classroom activities will be shared.

**Keywords:** Coffee Culture, Coffee Museums, Sample Classroom Activities.

# ENCOURAGING STUDENTS IN SPEAKING AND WRITING CLASSES

Özlem Yağcıođlu

*Dokuz Eylul University*

Speaking and writing skills are the two important skills in foreign language education. In Turkey, students usually make mistakes in grammar while writing their compositions or essays. In low level classes, they can hardly write their paragraphs in English. Due to the grammar mistakes, they don't want to attend pair work or group work activities in speaking classes. Besides, they don't want to write paragraphs in writing classes. They only want to listen to the courses without making comments or asking questions in English. They often insist on asking questions in English. When their instructors insist on talking with them in English they do not want to attend the class hours full heartedly and they feel themselves unhappy. These attitudes go on regularly during the first month of their courses. When they start to learn more words and grammar rules they feel themselves happier and they start to attend their writing and speaking courses regularly. This study deals with the speaking and writing class hours in the English Preparatory Classes Department and in the faculties. How we can encourage our students in speaking and writing class hours will be handled. Problems in learning speaking classes and in writing classes will be highlighted. Sample classroom activities will be shared.

**Keywords:** Speaking Classes, Writing Classes, Sample Classroom Activities.

# Set Off The Alarm !

## Issues in International Higher Education and Active Learning as a Potential Solution

Amel Meziane-Fourati

*University of Tunis*

A plethora of empirical studies and white papers have shed light on the set of thorny problems that international higher education is currently facing. Among the focal points that have been recurrently pointed at are student disengagement (Barkley, 2010; Coates, 2006, Schullery et al., 2011) and pedagogical ineptitude (O'flaherty and Phillips, 2015). The latter refers to the unsuitability of traditional lecturing, which leads to students' lack of interest in the delivered content. The list of consequences associated with such a serious situation includes high rates of absenteeism (Gump, 2006), low examination scores (Freeman et al., 2014) and a considerable number of graduates, whose profiles do not match the job market requirements. The relevant existing literature has already suggested active learning as a remedial measure. Loosely defined as " anything that involves students in doing things and thinking about the things they are doing' (Bonwell and Eison, 1991:2), active learning has lately gained the attention of researchers, who strongly believe that frontal lecturing is old-school. It is worth mentioning that the definition of the concept per se has never been as pivotal as the set of suggested learning strategies and teaching techniques that may ensure students' involvement in the learning act. This paper presents the value of active learning in comparison to frontal lecturing in and outside the classroom and suggests some classroom activities that can foster language learning and achieve high-order educational outcomes (Bloom et al., 1956; Anderson et al., 2001). Being an English language teacher herself, the researcher also suggests some English language lesson templates that are based on active learning.

**Keywords:** Active learning, international higher education, English language teaching.

# Teaching English in the Light of the Second Generation Programs in Algeria: Focus on Learner Autonomy

Sid Ali Selama

*Ecole Supérieure Des Sciences Appliquées*

The place of learner autonomy in teaching/learning process has been controversially discussed since the introduction of the Competency-Base Approach to foreign language courses. It is considered a highly relevant, even crucial, topic of discussion in most EFL courses, no matter whether they attribute to critical thinking an important role or a negligible one. The question in which way and how successfully English teaching materials could help educators achieve the autonomous learning aims of EFL course, and thus giving students tools for developing life-long learning skill, has been focused on in some rare cases only. As far as the Algerian situation is concerned, no study, to the best of our knowledge, has tackled the concept of learner autonomy in the Second Generation EFL textbooks. Accordingly, the attempt along this research was to investigate the place of autonomous learning instructions in My Book of English Middle School Year Three. To reach the set up research goal, the meant textbook was analyzed using a model put forward by Nunan (2003). The obtained results, which were remarkably insightful as they hint at the extent to which the Second Generation EFL textbook fosters learner autonomy, have been discussed with regard to students' needs appealing for future research and for innovation in the field of learner autonomy.

**Keywords:** ELT, materials, learner autonomy.

# The Role of Language in Survival of a Culture

Birjees Fatima

*Jazan University*

This paper focuses the deep relationship between language and culture. It examines the requirement of a language for the survival of a culture. As scholars believe that a language is the recognition of an individual human being, an individual society, an individual country. It consists in itself emotions, thought and values. In other words, language plays a crucial role to develop a great understanding and changes the perspective towards any culture. As we know the language, we know the culture. The development of a language is a great reason of the growth of that particular culture, where it exists. If we separate the language from the culture then culture will definitely obscure because language is a tool which develops the ability in human beings to understand and explore the culture. Therefore we can say, the existence of any culture cannot imagine without language. This paper focuses the deep relationship between language and culture. It examines the requirement of a language for the survival of a culture. As scholars believe that a language is the recognition of an individual human being, an individual society, an individual country. It consists in itself emotions, thought and values. In other words, language plays a crucial role to develop a great understanding and changes the perspective towards any culture. As we know the language, we know the culture. The development of a language is a great reason of the growth of that particular culture, where it exists. If we separate the language from the culture then culture will definitely obscure because language is a tool which develops the ability in human beings to understand and explore the culture. Therefore we can say, the existence of any culture cannot imagine without language.

**Keywords:** language, culture, communication.

# EFL Learners' Perceptions on Learning English: A Metaphor Analysis

**Ahmet Selçuk AKDEMİR**

*Fırat University*

The aim of this study is to investigate EFL learners' perceptions on learning English at university level. The study was conducted at a public university's school of foreign languages where university students from various departments are taught English through intensive language programs. Through a phenomenological approach, 240 EFL learners completed a questionnaire with demographic questions (age, gender, department, final exam point based on four-skill test, high school type etc.) and a prompt focusing on learning English (as a foreign language) (i.e., "Learning English is like... because..."). The participants were given forms they are asked to create as much metaphors as they can. The participants created 1240 metaphors. The researchers, then, classified the metaphors as negative and positive ones under twelve themes. In order to create a well-documented model of metaphors, the findings have been investigated through the participants' demographical variables and final exam point scores. Though the final exam point scores can not reflect the proficiency level or success of the learner, these scores are reasonable values as the exams are based on four skill tests and meticulous evaluation by the language programme of the university's language school. The findings of the study are shown in two parts. The first part contains the metaphors created by the participants. In order to summarize the metaphors, the researchers classified the metaphors under main themes. These themes are labelled as positive and negative ones. The second part reflects the connections between metaphors and demographic variables of the participants. The findings showed that, positive metaphors are created by those who have higher final exam point scores. Also, gender, age and department have direct relationships with the metaphors created by the participants. Those EFL learners, who perceive language learning as a negative concept have lower scores, they study at vocational schools and they are younger than those who perceive language learning as a positive concept. Gender is also connected with creating metaphors. Female learners created positive metaphors more than male learners. The high school type, the students have graduated has nearly no effect on the metaphors the participants created. The participants created both positive and negative metaphors regardless of their high

school type. The results of the current study reflects how the learners perceive language learning. It also shows the connections between demographic variables of learners and the metaphors they created. It is important to note that language learning process is facilitated as long as the learner develops positive perceptions towards language learning. Vice versa, it becomes much more difficult when the learner has a negative perception towards it. This study gives several implications for both learners and teachers. One of the most important implication is to help the learners develop positive perceptions towards language learning.

**Keywords:** EFL, language learning, metaphors.

ICLEC 2019

# An Inquiry into Turkish EFL Teachers' Attitudes towards English as a Lingua Franca

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Yonca Özkan

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A wide range of studies concerning the spread of English and the ongoing increase in the number of non-native English speakers have contributed to the recognition of English as a Lingua Franca (ELF), which inevitably influenced English teachers' attitudes towards English language. Thus, the aim of this mixed methods sequential explanatory study was to explore Turkish in-service EFL teachers' attitudes towards some ELF related issues such as (1) their own English accent, (2) use of L<sub>1</sub> accented English, (3) ownership of English, (4) native speaker norms in English Language Teaching, (5) non-native English speaker teachers' (NNEST) competence, and (6) culture and English varieties in English language teaching. The study also examined how their attitudes shaped their teaching practices based on their own views. The quantitative data came from 95 English teachers working at different levels of public schools in Turkey, ten of whom participated in the follow up interviews. The findings indicated that the participants' attitudes towards ELF related issues did not much impact their classroom practices. While most of the teachers were found to hold positive attitudes towards ELF related issues, they did not comply with ELF principles in their teaching practices. The study has some crucial implications for language teachers and language learners in terms of the application of ELF principles in ELT classroom.

**Keywords:** ELT, ELF, NNEST.



## Misgin Abdal, brotherhood and humanism

Həsən Hüseyni

*Freelance Researcher/Author/Folklore Researcher*

One of the most prominent representatives of Azerbaijani poetry in the 15-16th centuries is Miskin Abdal. He is a philosopher, poet, religious figure in the poetry of Azerbaijan, as well as its social and political life. He is a prominent figure who wrote his name to the honorable pages of history with his religious- scientific, philosophical meetings. Miskin Abdal's closeness to Shah Ismail Khatai, his special position in the palace confirm that he is deeply aware of the religious and secular knowledge. In this article we have considered important the interpretation of the divani (an ashug poem form) "Me" of Miskin Abdal. The author touches on issues of brotherhood, friendship and humor among peoples here and declares that the agreement is based on humanity at the same time. And these thoughts and feelings are clean and pure. It also sounds with the Kuran, the sermons of our Prophet. He calls nations to mutual relations, peace and justice and he explains that there is no difference between them. Because our Prophet also reminds every Muslim that the Arab has no advantage over those who are not Arabs, alien, or any Arab. That is, all people are the sons of Adam. This is reflected in both religious knowledge and the Prophet's "Vida" sermon: "Oh, my people, listen to me and understand. Every Muslim is the brother of another. All the believers are brothers. A person's property is not lawful for his brother, even though he has given it his will. Do not wrong yourself." Miskin Abdal describes the common equality and mutual understanding among the peoples based on friendship and brotherhood. The great poet skillfully expresses that the people are from the same root and they are equal.

**Keywords:** Miskin, Abdal, the sacred place "Girkhlar".

# AGHBABA GIMGIMIES

Tacir Qurbanov

*Anas Institute of Folklore*

Though gimjimies (gimgimi is a genre of music folklore) is one of the interesting genres of Aghbaba music folklore, almost forgotten, they are not investigated till nowadays, they are not known in music folklore and very few collected and written. Of course, one of the reasons is that it is difficult to write. Because gimjimies tellers are absorbed to their inner worlds and don't want anyone to hear gimjimies which are sang melodiously. Nevertheless, the human qualities, warm feelings are strongly entrenched in gimjimies. The volume and motive of the movements vary depending on the nature and the talent of the author, that is, folklore samples created from a few speeches in a few volumes reflect a very few learned part of musical folklore. As a result of searches, it is commonly known that the gimjimies deal with both pleasure and glaze. Nevertheless, it is clear from the informants that the gimjimies dealing with misery is more prevalent. This is closely linked to the hardships, problems, and difficult living conditions of the authors of the gimjimies. Here, also reflected the situation of people, the Agbaba-Childyr, the Agbaba-Kars relations, the separation between these provinces, the destruction of native ties. Although the gimjimies are small in volume, they attract attention as interesting folklore examples. There is a difference between the poetic parts in folklore samples and the poetic parts in "The Book of Dede Gorgud". This shows that the gimjimies were formed in ancient times. In the folklore samples we have mentioned that the feelings and thoughts such as longing for Agbaba-Çıldır, Aghbaba-Kars, the distinction of these provinces, the loss of ties are related to the protection of our national memory and it shows that the boundaries of the former Kars province are kept in folklore. Because the Agbaba region was also a land of Eastern Anatolia and for some centuries it has been a part of the Kars province.

**Keywords:** gimgimi, tiringi, Agbaba.

# Human Translation vs. Machine Translation

Mohammad Mehawesh

*Zarqa University*

Since the time of inventing MT, the question that always arises is; which translation outcomes are better HT or MT? This study aims to investigate the differences between HT and MT of Naguib Mahfouz's novel "Palace Walk". Therefore, the study will be concerned with the literary translation of humans and machines. Cultural background is an essence in the translation of any literary work. Newmark (1988:94) defines culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression". Literary translation is one of the most important tools to break the barriers between languages. The task of it is to interpret the cultural aspects and beliefs from one nation to another. Transferring such works to be equivalent to the original ones is not an easy task for humans, imagine what would happen if we shifted this task to machines! The researcher chose Naguib Mahfouz's novel "Palace Walk" "بين القصرين" to investigate the differences between human translation and machine translation. Thus, the study is based on the comparison of human and machine translation outcomes. It also aims to dig deep down in the strategies used by both of those translations. Finally, this research will shed some light on the mistakes and problems faced humans and machines of transferring cultural expressions from Arabic into English.

**Keywords:** Human, translation, machine.

# Çağdaş Siyasi Akımlar ve Devlet

## Neşet Toku

*Yıldız Teknik Üniversitesi*

Sosyolojik tanımlamasıyla “**kurumsallaşmış siyasal iktidar tipi**” ve “**emretme yetkisini elinde bulunduran güç**” olarak **devlet**; tarihte görülen muhtelif örgütlenmelerin her zaman için en buyurgan ve en kapsayıcı olanıdır. Dün ve bugün olduğu gibi, yakın gelecekte de beklenen odur ki gerçek egemenliğin sınırları, devletin sınırlarını aşamayacak ve en geniş çaplı siyasal örgüt olarak da varlığını sürdürecektir. Ancak devletin ne tür fonksiyonları icra edeceği, eylemlerinin kabul edilebilir hududunun fiiliyatta ne olacağı ve mensuplarıyla arasındaki doğru ilişkinin nasıl kurulacağı hususu da hep ihtilafli kalacaktır. Devletin; meşru şiddeti tekelinde bulunduran güç mü yoksa egemen sınıfın baskı aracı mı yahut da soyguncu bir çete mi olduğuna dair yapılan tartışmalar boşuna değildir. Devlete yönelik değerlendirmelerde hem realist hem de normatif açıdan bakılması gerektiği iddiaları şüphesiz bu nedenden kaynaklanmaktadır. Bununla birlikte değerlendirmeler hangi açıdan yapılırsa yapılsın devlete yöneltilen fonksiyonel sualler kolaylıkla cevaplandırılmadıklarından olsa gerek, çağdaş siyasi akımlardan **Faşizm** hariç hemen hemen hiçbirisi ne **Liberalizm** ne **Marksizm** ne **Konservatizm** ne de **Anarşizm** ona sıcak bakmaktadır. Ancak pratik açıdan devlet, kendisine yönelik böylesi teorik eleştirilerden hiç de etkilenmemekte ve onlara rağmen yine de varlığını devam ettirmektedir. Böyle bir atmosfer altında belki de yapılması gereken şey; mevcudiyetini sürdüren bu devletin hangi formunun insanların kahir ekseriyatı için **özgürlük**, **eşitlik** ve **ekonomik refah** sağlayabildiğini dikkate almak ve onu tercih etmek olmalıdır... Bildiride işte bu konu tartışılmaya çalışılacaktır.

**Keywords:** çağdaş siyasi akımlar, devlet, iktidar.

# A cross-sectional analysis: Age effects on grammar and vocabulary knowledge in the United Arab Emirates

Muhammad Asif Qureshi

*Zayed University*

Although several studies have explored the effects of age of significant exposure (ASE) on language acquisition, results in this area are inconclusive. Findings in the second language (SL) contexts -- where a target language is found outside the classroom -- support age effects for language learning (Granena, 2012), while in the foreign language (FL) settings, findings contradict the commonly held belief of 'earlier is better' (Qureshi, 2018). In contrast to the typical EFL settings, the UAE presents a different picture – EFL learners have a greater exposure to English owing to a greater number of foreigners in the country. Considering this, the current study examined differences in morphosyntactic and lexical knowledge of learners who were exposed to English medium instruction (EMI) at different educational-levels (i.e., elementary, secondary, and tertiary; ASE). The data collection involved two grammar assessment tasks: (a) a grammaticality judgment task (GJT) and (b) an editing task, and two vocabulary knowledge tasks: (a) a vocabulary size task, and (b) a vocabulary depth task. Participants also completed a background questionnaire (BQ). Since size of the data-collection battery was large, participants were split into two groups – those who completed the grammar tasks only ( $n = 93$ ), and those who accomplished the vocabulary tasks ( $n = 90$ ). A one-way MANOVA revealed a significant multivariate main effect of ASE for grammar knowledge, Wilks'  $\lambda = .857$ ,  $F(2, 81.000) = 6.75$ ,  $p < .002$ ,  $\eta_p^2 = .143$ , as well as for the vocabulary knowledge, Wilks'  $\lambda = .853$ ,  $F(4, 172.00) = 3.57$ ,  $p < .008$ ,  $\eta_p^2 = .077$ . A posthoc analysis showed a significant effect of ASE for the GJT and vocabulary size tasks, while no significant effect was observed for the editing and vocabulary depth tasks. Teaching and policy implications will be discussed.

**Keywords:** Critical Period Hypothesis, Grammaticality Judgment Task, English Medium Instruction.

# TEXTBOOK “SURGERY” FOR FOREIGN LANGUAGE STUDENTS

Volodymyr Sulyma

*Dnipropetrovsk Medical Academy*

Method of differential diagnosis (most reliable), which excludes all signs of other similar diseases. The most important thing in education is the development of future doctor is method of preliminary diagnosis of any disease, including surgical. The previously used textbooks on surgery has been described mainly the clinical manifestations of diseases and their treatment techniques, without clarifying the principles and preliminary diagnosis capabilities for students. After medical education the doctors of the general medical practice tasks determinates basic requirements of scope of knowledge and practical skills for graduating student of institute of higher education of IV level of accreditation: goal-directed methodic algorithm of questioning of the patient (getting anamnesis), physical examination, substantiation of provisional diagnosis, determinate algorithm of additional methods of investigations with analysis of received results, differential diagnosis, forming clinical diagnosis, substantiation of treatment program and it's realization. In the future the young doctor can work not only the doctor of family medicine, but also the expert of other directions, for example - the surgeon. For preparation to practical works application textbook “Surgery” for English language foreign students and including information on methods and principles of forming of preliminary diagnosis, differential diagnosis, clinical diagnosis and treatment of surgical patients (Ed: Berezhnytskyy, Zakharash, & Mishalov, 2016).

**Keywords:** Textbook, Surgery, Students.

# Implementing the Lexical Approach in Teaching ESP

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English for specific/special purposes (ESP) is the teaching of English for use in a particular area of activity. ESP was developed in the 1960s as a major reform in English teaching by identifying learners' needs and designing ways of meeting these needs in different domains such as tourism, scientific research, arts, business, law...etc. ESP has always been a necessity in all branches in the Algerian universities; however the relative outcome of ESP on the learners relies mainly on their interest in the language, level of mastery, and specific needs. Therefore this research study is an attempt to demonstrate that the lexical approach is an effective strategy to meet ESP learners' needs. The lexical approach is a way of analyzing and teaching language based on the idea that it is made up of lexical units integrated in any language approach. The research methodology in this study is constructed on a triangulation methodology based on questionnaires to gather quantitative data, classroom observation to add qualitative dimensions, and also personal records of teaching ESP at Tahri Mohamed University in Bechar. The findings highlight the importance and the effectiveness of implementing the lexical approach in ESP courses because the learners' aim is to enrich their lexis related to their specialties.

**Keywords:** the Lexical Approach, ESP, learners' needs.

# SURGERY TRAINING FOR FOREIGN ENGLISH LANGUAGE STUDENTS

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The doctors of the general medical practice tasks determinates basic requirements of scope of knowledge and practical skills for graduating of foreign student of institute of higher education of IV level of accreditation: goal-directed methodic algorithm of questioning of the patient (getting anamnesis), physical examination, substantiation of provisional diagnosis, determinate algorithm of additional methods of investigations with analysis of received results, differential diagnosis, forming clinical diagnosis, substantiation of treatment program and its implementation. Preparation of doctors of the general practice is the principal task of the medical institution of higher education, and therefore the proper teaching of surgery in the whole complex of other disciplines will create conditions for quality medical practice doctor in the future, especially for those professionals who plan to work as surgeons in around world of countries. Taking into account that the level of qualification of the doctor is in the first place in various gradational system of educational societies it's understood the necessity to improve the quality of the doctor in institutes of higher education, in which directed implementation of the credit-module system to the educational process. To implement the system of planning, monitoring and evaluation of the education quality for a real degree of assimilation of foreign students with specific components of the program during the academic year of surgery training and discipline for module "Abdominal surgery and Proctology" in general based on the cumulative number of ranking points for the European Credit Transfer System (ECTS).

**Keywords:** Surgery, Training, Students.



# Language of Instruction and Quality Education

Taoufik Djennane

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Algeria is characterized by a fragmented language education policy in the sense that pre-university education is based on Standard Arabic, whereas sciences and technology institutions of higher education exclusively depend on French. Therefore, new baccalaureate holders who wish to enroll in such scientific and technological institutions are required to cope with an abrupt switch in the medium of instruction. The present paper aimed at investigating the learning situation in scientific institutions from a linguistic standpoint. To put it another way, the end was to examine whether the sudden change in the language of teaching impedes efficient learning and academic attainment, or it has no other than marginal effects that can be quickly surmounted. The study was undertaken in the Department of Biology at Tlemcen University, Algeria. It built on a mixed methods approach to data collection, including classroom observation, semi-structured interviews and closed-ended questionnaires. The study covered a sample of 220 first year students. On an order-scale which contains six difficulties that are frequently met during the first year at university, 76% of the informants placed the language of instruction as the first major obstacle facing them while learning content subjects. It was reported that the medium of a foreign language (French) introduces a demanding learning atmosphere in which the students have to deal concurrently with content learning and the language through which this content is delivered. The paper ends up with a number of recommendations the implementation of which is likely to rationalize the linguistic problem.

**Keywords:** academic attainment, content learning, language education policy.

# Religious Education in the State Schools in the European Union and R. Macedonia

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Dushka Matevska

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The question with which the European Union states today is whether religious education will develop religious and ethnic tolerance among students in public schools. This also depends heavily on the teaching methods applied to the lessons of this course. The confessional model of teaching about religion, in which learning is oriented on the views of only one religious tradition, can be masked in a religious education of education where the ultimate goal is still the acceptance of one religious system of belief. Therefore, the potential benefits of the effective implementation of religious education in public schools should be taken into account. The research found that the basic reasons for introducing religious education in state schools in the Republic of Macedonia is: this subject will fill the moral vacuum and improve the moral behavior of young people; through this course children will become acquainted with each other and will integrate into the social system; in this way religious education will be under the control of the state. This kind of education will help young people develop their own thinking, mutual understanding, social integration and personal values that will keep the Macedonian society from "deviant" behavior. However, it is a fact that there is no European standard model of religious education in public schools. There is a range of approaches, with some common features in European countries. All have some sort of religious education in schools, as European contemporary societies face increasing plurality in the religious beliefs, values and cultural traditions of their citizens.

**Keywords:** religious education, confessional model, teaching methods.

# Teachers' Attitudes and Perceptions of Multicultural Awareness in Turkish Primary and Secondary Schools

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In the recent years, with the rapid globalisation, our world has witnessed intense mobility of people for various purposes. While this mobility, in many cases, is voluntary such as for travel purposes, some takes place as a result of forced immigration because of war or some other political reasons. Turkey has accepted a lot of asylum seekers and migrants in the last years that is one of the main reasons why the multicultural population has increased. Inevitably such immigration brings about the question of education of the children of these culturally diverse migrants. The purpose of this study is to find out primary and secondary teachers' perceptions and attitudes on teaching displaced multicultural students and their own training toward teaching such multiculturally diverse learners. Also to determine to what extent those attitudes and perceptions could be attributed to in-service teacher training programs and current curriculums. Within the framework of this mixed- method research, the data was collected through Likert-type questionnaires and face-to-face, semi-structured interviews conducted with primary and secondary school teachers teaching multicultural students in the schools of the Ministry of Education in Gaziantep/İslahiye district of Turkey. The study revealed that preservice teachers in teacher education programs as well as teachers already in the teaching profession need training to be able to effectively teach learners coming from diverse cultural backgrounds. The study has crucial implications for all stakeholders within multicultural educational settings.

**Keywords:** Multiculturalism, primary and secondary school teachers, pre-service teacher education.

# Hunting Pronunciation Errors of Turkish EFL Students at A2 Level

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Differences in native language and target language may cause errors due to nature of languages stemming from structural and nonstructural factors. Internalization of several linguistic elements in a foreign language can be problematic for language learners, if the foreign language to be learned is from another language family with respect to the mother language, and this assumption applies to pronunciation in foreign language as well. Fossilized pronunciation errors can be troublesome for both foreign language teachers and foreign language learners by leading situations which can become truly mind-numbing especially when we consider the time and effort devoted to foreign language education in our country. This study by adopting an error hunting approach tried to figure out the most common pronunciation errors of EFL learners at a university context in Turkey. The study comprised the fall term of 2018-2019 academic year. The researcher was also the foreign language instructor of the Foreign Language I classes, and the errors were collected from the same group of learners throughout the term. The learners were at A2 level, and the context was in a traditional state university. The study reported the most common pronunciation errors made by the learners, and discussed possible reasons behind them. Finally, several pedagogical implications to overcome similar pronunciation problems were suggested.

**Keywords:** pronunciation errors, EFL, error hunting approach.

# Strategies to Meet Students' Needs to Write for Academic Purposes

**Benketaf Hafid**

*Tahri Mohamed University*

Throughout their graduation and post-graduation studies, the students of English are required to write exposés, reports, dissertations, and articles in partial fulfilment of the requirements for the degree of Masters or Doctorate. Today, LMD (Licence-Master-Doctorate) studies require from the students more involvement in the research and acquisition of knowledge mainly through academic writings. The purpose of this presentation is to provide practical and efficient strategies for the students to be able to write their aforementioned academic assignments. It also aims at initiating debate on the teaching of written expression, preparing the students to write for academic purposes, and initiating and encouraging them to step in the vast domain of creative writing. This presentation is based on the study of students' essays that they elaborated in their semestral exams, and Master dissertations. Therefore, the research methodology in this study is constructed on gathering quantitative data in the form of dissertations and exam scripts to add qualitative dimensions, and personal records of teaching written expression and academic writing at Tahri Mohamed University in Bechar, Algeria. The findings highlight the importance and the effectiveness of implementing the adequate strategies especially: paragraph structuring - paragraph outlining -paragraph summarising - paragraph expanding. The main implication of applying writing strategies is to enable the students to write without resorting to plagiarism.

**Keywords:** written expression, creative writing, plagiarism.

# Standard Language Ideology and the Media

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It has long been acknowledged that media play a key role in transmitting ideologies. However, empirical inquiry into the language ideologies purveyed by the broadcast media remains limited (Lippi-Green, 2012). The current study aims to document the accent portrayals in a sample of selected films and television programs. The study uses a conversation analysis approach to understand how a standard language ideology is imposed in the selected media discourse. The study addresses the standard language ideology through a qualitative investigation of the interactions that take place between different interlocutors in formal and informal contexts. The results of the study reveal that the media generate misinformation about the status of language and language varieties, marginalize the speakers of vernacular English, and construct threats and promises based on linguistic choices. Consequently, the results of the study establish that the broadcast media play a major role in the language subordination process by privileging the standard language and stigmatizing the social and regional varieties of English. In light of these results, the study problematizes the concept of ‘standard’, and argues for the equality of accents, dialects or varieties, and languages. The study implicates that media must critique, rather than promote the standard language ideology.

**Keywords:** accent, language ideology, media.

## Live subtitling at Wayang Kulit performances

--One of the study cases at translating performing arts --

Yukari Okada

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Wayang Kulit Theatre is one of the Indonesian performing arts. It is was designated as one of the Masterpiece of the Oral and Intangible Heritage of Humanity by UNESCO. Javanese Wayang Kulit performance is conducted in Javanese, one of Indonesian regional language. There was a yearly event called Hari Wayang Dunia (World Wayang Day) at Indonesian Arts Institute Surakarta. In 2016 and 2018, multi-languages-translation was done at that events. The author also joined this multi-languages-translation above as a Japanese language translator. This paper gives a study case of translating performing arts by a view of Anthropology-based researcher. This paper concludes that uniqueness of Japanese language sometimes causes difficulties on live subtitling process, especially these three points: (1) three characters such as Hiragana, Katakana, and Kanji Chinese character; (2) word order; (3) honorific expression, or in other words, speech levels of respect. To solve difficulties, these three techniques are very helpful: (1) Kanji compounded words (2) free translation (3) omitting a subject or/and object. In addition, No Convert key, which is equipped only with laptops available in Japan, also worth to be used.

**Keywords:** live subtitling, performing arts, Wayang Kulit.

# Assessing EST in the Algerian Electrical Engineering Baccalaureate Examination: A Question of Validity

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Tests measuring scientific and technological discourse refer to the instruments which are administered to homogeneous groups of test takers for the purpose of making inferences about their long-term stored levels of both language and specialized knowledge, and about the extent to which they can use this knowledge in situations comparable to their academic fields of study, and to which test scores are expected to be generalized. Building valid and interactive measurement instruments in these specialties, requires these tests to be as engaging as possible of test takers' subject-specialist knowledge. This means that in the context of English for electrical engineering purposes, the test input should manifest its relevance to the disciplinary cultures of the pupils studying in electrical engineering streams. This paper attempts to conduct an empirical study to examine the extent to which the electrical engineering baccalaureate English tests administered during the sessions from 2010 to 2018 have engaged the pupils' background knowledge to interact with the test input. Since this paper is not concerned with gathering information from any type of population, three types of documents have been used as data gathering tools. These include electrical engineering's subject-specialist syllabuses representing the target situations, their English content syllabus delineating the pupils' specific communication needs, as well as the baccalaureate English tests designed for these streams. The results of the analysis revealed great discrepancies between the syllabus and the test content on the one hand, and the contexts in which the pupils are supposed to use English on the other, which affects the score interpretations and the purposes for which they are intended to be used. The paper concludes with a set of recommendations intended to improve the process of English language testing in electrical engineering branches.

**Keywords:** Assessment, EST, Validity.



# A Training Experience in Working Memory for English as a Foreign Language: Game-Like Activities

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Students of English as a foreign language who display low proficiency often complain about their poor memory as one of the causes of their low achievement in class, and the truth is that it could definitely be a determining factor in this regard. Memory plays a role in every activity human beings develop in their daily activities. Therefore, memory also plays an important role in learning processes students are faced with. One part of the entire memory system, as it is commonly known our specific part of the brain that ultimately makes us learn, is constituted by Working Memory (WM). Working memory is that part of the brain that provides us the skills to store, remember and retrieve information to be used to perform the tasks learning demands. This WM component of our brains is said to benefit not only general learning but also Foreign Language Learning. To test this assumption, a case study was developed with a small group of low proficiency students of English as a foreign language who underwent a training period with game-like activities that promoted not only the improvement of WM but also of English production skills. This presentation shows the study and the findings obtained.

**Keywords:** working memory, memory training, language learning.

# AN INVESTIGATION OF KNOWLEDGE, PRACTICES AND PROFESSIONAL TRAINING NEEDS OF HIGH SCHOOLS EFL TEACHERS FOR ORAL LANGUAGE ASSESSMENT

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Intercultural communication is increasingly getting significant in today's global world; therefore, teaching to speak English as a lingua franca is one of the primary aims of educational systems. Herewith, EFL teachers need to develop their teaching skills for a successful oral language instruction. Accordingly, as assessment is one of the indispensable parts of teaching processes (Brown, 2000), EFL teachers also need to assess oral language skills efficiently. The purpose of this study was to find out high school EFL teachers' knowledge, current practices, factors influencing their current practices and mainly, their training needs to assess oral language skills efficiently in their contexts. The participants were 50 Turkish EFL teachers, 42 females and 8 males, who work in public high schools Beşiktaş, İstanbul, Turkey. The data were collected using mixed method design via two surveys (*EFL Teachers' Knowledge of Speaking Assessment Questionnaire* and *Training Needs Analysis for Oral Language Assessment Survey*) and semi-structured interviews. The quantitative data were analysed via SPSS and content analysis was carried out for the analysis of qualitative data. The results indicated that, although high school teachers do their best to assess oral language skills in their classrooms, they have various shortcomings in their practices either due to lack of procedural knowledge or challenges in their contexts. Eventually, high school teachers were revealed to have training needs on many aspects of oral language assessment in order to overcome difficulties and carry out an effective assessment.

**Keywords:** Oral Language Assessment, Speaking Assessment.

# EPIGRAFIK ANITLARDA BULUNAN BAŞLIKLARIN DİL BİLİM ÖZELLİKLERİ

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Dilin kelime haznesi içeriğinde özel ağırlığı olan sesteş kelimeler içeriğinin etnografik ve sosyal özellikleriyle ilgilidir. İnsanın dünyayı idrak etmesi ile ilgili konular, sosyal hayatı aks ettiren makamlar dilbilimine yansıyor. Toplumdaki sosyal rolleri tanımlamak için kullanılan başlıklar, antroponyumların ayrılmaz bir parçası olarak belirli yapılara, semantik ve fonksiyonel özelliklere sahiptir. Başlıkların sosyal semantikleri, toplumdaki değerler ve değerler sistemi, toplumsal tabakalaşma ve toplumsal yapının öğeleri arasındaki işlevsel ilişkileri içerir. “Eski Türkler” kitabında L. Gumilyof, eski Türklerin Avrupalılar gibi doğdukları günden itibaren aynı adı taşımadıklarını ve isimlerinin daima toplumdaki konumlarını yansıttığını, onların doğarken lakab, gençliğinde çin, yaşlandıkta titül taşıdığını yazdı. Başlıklar ve rütbeler, birden fazla stil tanımına sahip olduğundan kişi ve ya görsel hakkında daha fazla bilgiye sahiptir. Azerbaycanda hilafet dönemine kadar yalnız türkçe, VII yüzyıldan itibaren hem türkçe, hem arap, hem farsça rütbeler kullanılmıştır. Başlıklar ve rütbeler, insanın toplumdaki konumunu, yazılı anıtlarda ve yaşamı boyunca var olan sosyo-politik durumdaki stilize bir araç olarak yansıtır. Çeşitli yazılı eserlerde olduğu gibi, epigrafik metinler de diğer sesteş kelimelerin yanı sıra başlıklarda da yaygın olarak kullanılmaktadır. Şeyh Murata aid olan mezar taşında da “sultan”, “şah”, “şeyh” başlıklarının kullanımına rastlanılmaktadır. “Sultan” – A. Bakıhanofun da söylediği gibi, türkçekökenli rütbelerdendir. Şah – Eski İranda, Afganistanda hükümdara verilen farsça kökenli başlıktır. Başlıklar, imgenin ismini kişiselleştirmeye ve ifade etmeye hizmet eder. Zaman geçtikçe, başlık sözcükleri, dilin söz dizimi sistemindeki kelime dağarcığının farklı işlevsellik kazanması gerçeğinden etkilenir.

**Keywords:** epigrafik anıtlar, rütbe, antroponimler.

# A study on Omani EFL Learners' production of the speech act of giving and responding to compliments in English

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A compliment is a speech act that enables the speaker to express an interest in the hearer. A vast body of research has been devoted to the study of compliment and compliment responses. However, according to Jamil (2016), there is a lack of studies investigating speech acts of compliments in the Omani context. The present study has examined pragmatic competence of two classes of Omani Business Studies students: part-time and full-time. The study employed both qualitative and quantitative methods of data analysis. Discourse completion test (DCT) was developed as an instrument for data collection. DCT consisted of two parts: in the first part six scenarios were described where the participants had to describe how they would respond to a compliment, and in the second part there were six situations where the students had to write how they would react in a particular situation. Results of the study demonstrated that Omani EFL learners employed fixed formulaic expressions while complimenting. In compliment responses, appreciation token (e.g thank you, thanks) represents more than half of the produced responses. However, praise upgrade was a common feature used by the participants while responding to a compliment. Therefore, taking into account pedagogical implications, the current study suggests that in order to avoid the possibility of misunderstanding, or embarrassment more attention should be paid to sociopragmatic aspect of English in classrooms.

**Keywords:** compliments, compliment responses, second language acquisition.

# "Kuran-ı Kerim"de kullanılmış olan ortaçların üslup fonksiyonelliğinin özellikleri

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Arapçadaki sıfat-fiiller birkaç sözcük grubunun özelliklerini taşır. Bu durum hem ad hem nitelik hem de hareket anlamı ifade etmesiyle ilgilidir. Sıfat-fiiller özne ile nesnenin durumuna göre ismi fail (iş yapan) ve ismi meful (işten etkilenen) olarak ikiye ayrılır. Arapçada basit ve türemiş sıfat-fiiller “bablar” denen fiil kalıpları yardımıyla türetilir. Sıfat-fiillerin fonksiyonel, üslup özelliklerinin Arap belagatinin etalonu olarak bilinen Kuran-i Kerim`deki kullanımının araştırılması, bu yapının kullanım alanının rengârenk, geniş anlam yelpazesi dolayısıyla da açıkça anlaşılmaktadır. Kuran-i Kerim`de klasik Arapçada olduğu gibi üslup açısından bazı gramer kategorilerinin değiştirildiği durumlar mevcuttur. Kelimelerde ismin durum eklerinin yer değiştirmiş olması sorunu da araştırma konusu olarak dikkat çekmektedir. İsmi yalın halindeki kelimelerin ismi belirtme halinde kullanılması yahut belirtme halinde olması gereken sözcüğün yalın halde olması bu duruma örnek olarak gösterilebilir. Klasik Arap tefsircileri kelimelerdeki durum eklerinin farklı kullanımının cümledeki vurguyu güçlendirme ve cümledeki bazı özelliklerin öne çıkarılması amacıyla yapıldığını savunmaktadırlar. Bu kullanım olumlu veya olumsuz olabilir. Fakat durum eklerinin farklı kullanımı kelimelerin cümledeki diğer kelimelerle ilişkisine ve anlamına zarar vermemektedir. Kuran-i Kerim`de sıfat-fiillerin kullanımına çokça yer verilmiştir. Aynı zamanda üslup özelliğini belirleyici morfolojik değişimlere de sıkça rastlanır. Kuran-i Kerim`in dili günümüz Arap belagatinin vazgeçilmez örneğidir. Kuran-i Kerim sayesinde Arap dilinin gramer ve yazım kuralları yüzyıllar boyu değiştirilmeden kalmıştır. Kuran-i Kerim aynı zamanda anlam ve kompozisyon bütünlüğüyle dikkat çekicidir. Bu nitelik dilin kullanımı ve düşünce bütünlüğü için geçerlidir.

**Keywords:** Kuran-ı Kerim, sıfat-fiil, üslup.

# On the Importance of Teaching Collocations in Translation Classes

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Using the right collocations in a foreign language is often a challenge in translation practices especially when there is a negative transfer from L1 which often leads to a wrong word choice in L2. In such cases it is of utmost importance that translators be familiar with the existence and use of collocations as well as the difference between them in the working languages. The paper stresses the importance of raising students' awareness of collocations in translation practices (own findings based on the analysis of language books show that the teaching of collocations, especially lexical collocations are somewhat neglected) at the same time it raises the question of how these constructions can be introduced in translation classes in an effective way. Applying the framework of cognitive grammar the paper treats collocations as constructions, pairings of form with a specific meaning and supports the idea of teaching them as such. It is argued that besides translation practices and also additional exercises on collocations that can reveal the difference between L1 and L2, the use of electronic corpora (both monolingual and parallel corpora) can significantly improve students' knowledge of collocations. By getting familiar with corpus linguistics methods students can see examples of everyday language use and acquire metalinguistic skills, becoming more aware of the use of collocations as well as the similarities and differences between them in different languages.

**Keywords:** collocations, awareness-raising, translation practices.

# Individual Struggles of Being a Female in-between Two Cultures: Fifth Chinese Daughter by Jade Snow Wong

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Literature has always been an interchanging outcome in which different cultures, understandings and traditions meet and affect one another. The subject matters of literature vary in a wide range of topics and the writers whose focus is on the mingled cultures are especially the ones who were born into a different society from their ancestors or change their living places. Jade Snow Wong, one of the first Chinese-American women writers, focuses on the challenges of being a hybrid individual- a person who is stuck between Chinese and American cultures. As a child whose Chinese parents strictly try to stick to their heritage Wong searches for being accepted as an American. Throughout her upbringing, Jade Snow tries to achieve personal success in a white society that sees her as an outsider. In negotiating Chinese and American cultures, she has to bridge these two realms. For Jade Snow, who has had to battle against Chinese patriarchy from a young age, American individualism particularly attracts her, and she rebels against her authoritarian parents, whose Chinese values clash with her American perception of life. The difficulties of being a woman in a patriarchal world is doubled for her due to the cultural oppressions she is exposed to. The present study is aimed at examining a female's search for being accepted as an individual in her family and society together with the hybrid traits and the clashes of cultures in Wong's book Fifth Chinese Daughter.

**Keywords:** Hybridity, ethnic, culture.

# Investigating the Motivational Strategies Used by EFL Teachers in Indonesia

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This study aims to investigate how EFL teachers in secondary schools in Indonesia which use English as a medium of instruction create basic motivational strategies, generate the student's initial motivation, maintain the students' motivation as well as reveal how those teachers encourage positive retrospective self-evaluation of the students' motivation in learning EFL. The study was conducted in Indonesian setting with its cultural attributes, its unique and specific context compared to other studies with the same topic. Qualitative research design was used in this current study regarding to the type of data, the way to analyze the data and also the way to present the result. Three secondary schools located in Surabaya, involved in this study representing each level of secondary education. The result showed that the secondary teachers in all level performed certain frequent motivational strategies even though there are other strategies that they did not do. The study indicated that motivational strategies had already been employed into the practice of teaching and learning. Moreover, the result also revealed that the motivational strategies done in secondary schools in Indonesia were different in terms of ways and practical effectiveness since several factors existed beyond them. The study indicated that motivational strategies had already been employed into the practice of teaching and learning. Moreover, the result also revealed that the motivational strategies done in secondary schools in Indonesia were different in terms of ways and practical effectiveness since several factors existed beyond them.

**Keywords:** motivation, EFL, EMI.



## Speaking Anxiety: Are learners anxious or do their teacher think they are anxious?

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The purpose of this study is to examine the level of learners' speaking anxiety and to what extent their teachers think their learners have speaking anxiety. Particularly, this study investigates whether learners are anxious in speaking and their teachers think they are anxious. Participants of this study were 207 learners, 94 of whom are prep-class learners and 103 of whom are university level. While prep-class learners have speaking exam, university level learners don't have speaking exam. 36 language teachers participated in the study. 24 of these teachers are Prep-Class Instructors and 12 of them are instructors in the university level language education. This study is a quantitative study with survey design. Convenience sampling method was used to determine learners. In order to reach aim of the study, a speaking anxiety questionnaire was administered to learners. The speaking anxiety questionnaire consists of 18 items. Cronbach alpha level of the questionnaire was found to be 0,84 which is more than acceptable level. Data were analyzed with the help of SPSS 20 by employing descriptive and inferential statistics. Descriptive results showed that 21 learners have high level speaking anxiety while 131 learners have low level of speaking anxiety. 55 learners have average level of speaking anxiety. When teachers' results were analyzed 15 out of 36 teachers think that their learners have high level of speaking anxiety while 9 teachers out of 36 think that their learners have low level of speaking anxiety. 12 teachers think that their learners have an average level of speaking anxiety. Results were compared with the other studies in literature in the discussion part of the study. In the conclusion part of the study, study was concluded with necessary recommendation.

**Keywords:** Anxiety, Speaking, Speaking Exam.

# NİTQİ İNKİŞAF ETDİRMƏ YOLLARI

Rahilə Məmmədova

*Mingəçevir Dövlət Universiteti*

Hər bir insan formalaşmış, səlis nitqinin olmasını istər. Cilalanmış nitq insana bütün həyatı boyu gərəklidir və eyni zamanda onun gələcək inkişafına təkan verir. Bəzən yüksək intellekt sahibləri belə öz hiss və emosiyalarını, fikirlərini çatdırmaqda əziyyət çəkirlər. Səlis nitq qabiliyyətinin insana anadangəlmə verilməməsi bir həqiqətdir. Fikrimizcə, bu məsələdə irsi və genetik faktor da rol oynamır. Sadəcə nitqin keyfiyyətini yüksəltmək üçün onu daim məşq etdirmək lazımdır. Müxtəlif ədəbiyyatlar, dili səlis olan yazıçıların əsərlərinə, hətta tərcümə əsərlərinə, eləcə də qəzet və jurnallara daha çox müraciət olunması söz ehtiyatının artmasına, düzgün cümlə qurmağa gətirib çıxaracaq ki, bu da fikrin rahat ifadəsinə böyük köməkdir. Çox hallarda hər kəlmənin əvvəlində “deməli”, “misal üçün”, “yəni” və s. bu kimi ifadələrə yol verilir. Güclü emosiyaları ifadə etməkdənsə sadə frazalara yer vermək mütləqdir. Monoton nitqin özü də insanın tez yorulmasına gətirib çıxarır. Tempi izləmək, yalnız vurğulamaq istədiyimiz nöqtələri güclü olmayan emosiyalarla fərqləndirmək, müəyyən fasilələrə zaman ayırmaq monotonluğun qarşısını ala bilər. Situasiyaya görə zarafat etmək, yumordan istifadə, metaforalar, bənzətmələr, atalar sözü və məsəllər, eləcə də uyğun müqayisələr nitqi canlı edən əsas amillərdəndir. Geniş ünsiyyət əhatəsi, radio və televiziya da köməyə çatan vasitələrdir. Qeyd etməliyik ki, keçmiş Sovetlər dönməində nitq mədəniyyətinin formalaşmasında televiziya və radio aparıcıları mühüm rol oynayırdı. Bu gün təəssüf hissi ilə qeyd etməliyik ki, efirlərin bir çoxu aparıcıların nitqinin zəif olması və s. qüsurlu hallarla bağlı ciddi tənqidlərlə üzləşir. Qısacası, nitq mədəniyyəti məsələsinə ciddi yanaşılır. Hər halda bu problemin get-gedə aradan qalxması labüddür.

**Keywords:** nitq, selis, inkişaf.

## Development of terminology and its actual problems

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One of the principal characters that distinguishes the terms from other word combinations is their relation with scientific conception. Most of all it is related with extra-linguistic factors. The principal and leading characters of those extra-linguistic factors exert influence on the status of the term in the language too. Thus, the principal aspect observed by the investigators in the terms is reflection of theoretical perception of the scientific-technical facts. As the result, establishment of close relations appears between the terminological calling and the termed notions of certain areas of knowledge. Besides, the term appears as a word subordinating to the regularities of the language where it is used from the point of view of appearance (phonetic peel) not depending on its formation and derivation from other language. The terms and their essence, at the same time whole terminology besides naming the scientific theories, laws, conditions and etc. principles arisen thanks to it, the shows itself as an important element of separate science and technique. The investigators determine the science as te form of thought appeared in the result of investigations having different characters. Every step forwarded by these investigations is called by the terms as the product of thinking activities of the people being able to think. Therefore, the determination of the direction of the investigation of separate areas is very important. In all cases the process of making terms in this language functions in the investigated scientific areas.

**Keywords:** common language, speech, Turkish world.

# Teaching Foreign Language in Inclusive Settings – Visions, Facts and Suggestions

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In contribution to the development of an inclusive school system between September 2017 and March 2019, a project was conducted at the University College of Teacher Education Krems/Vienna, Austria. The main goal was to gain evidence about teachers' experience in teaching inclusively as a basis of organizational, professional, personal and instructional development in schools. The first part was a qualitative research based on guided interviews with 31 teachers with experience in teaching inclusive classes. The main questions asked were "Which systemic conditions provide and support inclusive teaching?" "In what format can findings about successful inclusive teaching be transferred into the context of inclusive language teaching?" and "Which didactics and methods are appropriate for inclusive language teaching?" On behalf of the systemic question the results were connected to the paradigms of the "Index of inclusion" (Booth, Ainscow, 2016) and the "Framework of Inclusion" (Kiel, Weiß 2016). They underpinned the importance of a common inclusive and open minded culture in schools, the positive attitudes of all participants supported by both material and personal resources. The findings of the specific language teaching methods were compared with models of inclusive teaching in other subjects (Köpfer, 2015) and connected to didactic approaches as CLIL (content and language integrated learning) and TBL (task based learning) that provide opportunities to differentiate and individualize due to the specific conditions of the children (Böttger, 2012, Tomlinson, 2016). The outcome produced a teachers' manual that presented a concept of inclusive ELT-lessons completed by four practical sequences was designed.

**Keywords:** CLIL, inclusive education, ELT.

# The classical poetic tradition in the creativity of Ashug Jalal Gahramanov

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The history of Azerbaijan ashug literature not only has formed the known tradition, but also has polished saz melodies and poem forms. Ashug Jalal Gahramanov's role in the transmission of the classic ashug poetry to new generations is very great. His creativity is distinguished by its unique creativity and performance, based on the classical tradition. As Gazakh region is near Goycha, Borchali, Tovuz, Gadabay the ashug art has these four regions specific peculiarities, and because of it Ashug Jalal has improved his knowledge in this sphere. Ashug Jalal's activity is very colorful according to its theme, it has protected all themes, poem forms, sayings entering the classical tradition. According to the geographical situation Gazakh ashug sphere is in the centre of some ashug environments and that is why it conveys the classic ashug poem. Ashug Jalal Gahramanov being considered the protector of this tradition among the ashugs of Gazakh ashug sphere is differed according to his approach to the classical themes, classical saz melodies, including the singing style and repertoire. Ashug Jalal Gahramanov being considered the protector of this tradition among the ashugs of Gazakh ashug sphere is differed according to his approach to the classical themes, classical saz melodies, including the singing style and repertoire.

**Keywords:** Gazakh, ashug, Ashug Jalal.

# A new way to develop listening skill in language learning: Edpuzzle

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The purpose of this study aimed at examining the efficiency of “Edpuzzle” in listening skills development. Edpuzzle is an interactive online platform which gives teachers opportunities to create, share videos and track comprehension levels of learners. This study is a quantitative study with experimental design. Random sampling method was used to determine learners and classes. Participants of this study were 122 English language learners in B1 level, 61 of whom are experimental group in two classes and 61 of whom are control group in two classes. Learners in experimental group followed their usual language class and were assigned 60 videos for ten weeks after opening Edpuzzle account by registering the class of the researcher. Three data collection tools were utilized to get data. Firstly, ALCPT (American Language Placement Test) was administered to learners at the beginning of the term and cronbacha alpha level of the test was found to be, 98. Secondly, overall Edpuzzle scores of the learners in experimental group were calculated out of 60 videos and recorded into SPSS. Thirdly, listening achievement test was formed and revised after taking feedback from three colleagues and two experts. Data were analyzed with the help of SPSS 20 by employing descriptive and inferential statistics. Test of normality and homegenity were calculated by applying Kolmogorov-Smirnova and Levene Statistic respectively. Descriptive results showed experimental group were significantly different in their listening achievement test although there were no significant difference between control group and experimental group at the beginning of the semester.

**Keywords:** Listening, Edpuzzle, Development.

# Geçmişten Günümüze Mizah Çevirisiyle İlgili Bazı Gözlemler

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Belli fikirleri ifade etmek için kullanılan mizahın çevirisi düşünüldüğünün aksine oldukça ciddi bir iştir. Aristo ve Bergson'da dahil çok farklı isimler mizah konusuna değinmişler, bu konuda ki fikirlerini belirtmişlerdir. Jean Paul Richter'ten ve Freud'a kadar mizah konusunu çeşitli yönleriyle ele alan yazarlar listesi o kadar geniştir ki yalnız bu isimler bile bu çalışma konusunun ne kadar karmaşık ve interdisipliner olduğu hakkında bize fikir vermesi açısından oldukça önemlidir. Kendi içinde zaten karmaşık olan mizah konusunu başka bir dile dolayısıyla başka bir kültüre aktarmaya çalışmakta bir o kadar zor ve karmaşıktır. Mizah çok güçlü bir kültürel ruha sahiptir. Ancak, küreselleşme ve sosyal medya, yine kültürlerle çizilen sınırların aşılmasına yardımcı olmaktadır. Yine aynı şekilde, her geçen gün yaygınlaşan mizah içerikli televizyon dizilerinin de başarılı olabilmeleri hedef dile nasıl çevrildikleriyle yakından ilgilidir. Bu çalışma, mizah çevirisini oldukça pratik ve anlaşılabilir bir bakış açısıyla ele almayı amaçlamaktadır. Asıl olan içeriğe sadık kalıp komik öğeyi kaybetmek mi yoksa içeriği değiştirip komik öğeyi diğer dile taşımak mıdır? Elbette, psikolog Kurt Lewin'in: 'İyi bir teoriden daha pratik birşey olamaz' sözünden yola çıkarak, çalışma konusunun sınırlarını belirleyerek işe başlayacağız. Devamında, mizah konusunda en yaygın teorilerin kısaca üzerinden geçerek mizahi unsurların tipolojilerini ortaya koymaya çalışacağız. Son olarak, konunun daha net ve anlaşılabilir olması için farklı mizah örnekleri sunacağız.

**Keywords:** Mizah, Mizah Çevirisi, İspanyolca.

## EYE TRACKING METRICS IN L2: A BRIEF DESCRIPTION OF EYE MOVEMENTS

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Eye movements are the physiological movements of the eyes, either voluntarily or involuntarily, which people execute to fixate on the visual stimuli around in order to acquire information. Eye tracking refers to the technique which measures these movements via infrared illumination reflected on the eye(s) through an eye tracking device. Eye movements can give valuable clues on how people perceive and process the world. In second language research, eye tracking is quite a recent technique which has started to be utilized since 2010s. In about a decade, researchers mainly focused on observable processes such as attention, reading, word processing, cross-linguistic effects and noticing in second language. This study aims to explain the “eye tracking metrics” commonly used in eye movement analysis and their relation to language research. These metrics are first fixation duration, gaze duration, single fixation duration, regressions, second pass time and total fixation duration. In a well-designed experiment, these measures can give significant information on how L2 learners process linguistic input including word processing, syntactic processing and attention. Besides, they enable the analysis of the relationship between attentional spans and L2 learning gains. Eye tracking as a technique was also briefly explained and its uses in L2 were elaborated.

**Keywords:** eye tracking, second language, eye movements.



# Şili’li yazar Isabel Allende’nin ‘Kışın Ötesinde’ adlı romanındaki mizahi öğelerin incelemesi

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1973 yılında Şili’de yaşanan askeri darbe sonrası ülkesini terketmek zorunda kalan Isabel Allende, roman yazmaya başlamadan önce bir gazetenin kültür ekinde feminizmle ilgili yazılar kaleme almıştır. Döneminde tepkiyle karşılaşan bu yazılar incelendiğinde Allende’nin mizahi ne kadar içselleştirmiş bir yazar olduğunu görmek çokta zor olmaz. Yazı yazmak hokkabazlık gibi bir şeydir: Şapkanın içinden tavşanlar çıkarman yetmez, bunu zarafetle ve inandırıcı bir şekilde yapman gerekir. Bütün eserlerini bu zarafetle yazıp okuyucularına sunan Isabel Allende şüphesiz 21. yy’da ki en başarılı yazarların başında gelir. Eserlerinde, Latin Amerika ülkelerinin tarihlerinde yaşadıkları acıları büyük bir ustalıkla mizahla harmanlayarak dünyanın her yerinde ki okuyucularının yüzünde bir tebessüm oluşmasını sağlar. Allende’nin eserlerinde gerçekte kurgu birbirleriyle o kadar iç içedir ki bazen anlattıklarının hangisi gerçek hangisi kurgu anlamak imkansız olabilir. Bunun nedeni aslında kurguladığı şeylerde bile kendi hayatından parçalar olmasıdır. Yazdığı ilk roman ‘Ruhlar Evi’nde yakaladığı ünü yıllar boyunca artarak devam etmiştir. Peki Isabel Allende bu kadar popüler ve başarılı olmasını neye borçludur? Gabriel Garcia Marquez’i taklit ettiği iddia edilen büyülü gerçeklikle başlayan serüveni daha sonra şekil değiştirmiş midir? Bu çalışmada, latin kraliçe’nin hayatına ve yazın serüvenine ışık tutarken, ‘Kışın Ötesinde’ adlı romanın’da ki mizahi öğeleri örneklendirerek incelemeyi amaçlıyoruz. Zira, mizah Isabel Allende’nin hayatında ve dolayısıyla da yazımında vazgeçilmezdir. O, mizahı başına gelen trajik olaylarla başa çıkabileceği bir silah olarak kullanır.

**Keywords:** Mizah, Isabel Allende, Kışın Ötesinde.

# Realistic Mathematics Education Practice in Teaching Sequences

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In this study, the effects of teaching 11th grade sequences by using realistic mathematics education (RME) activities and the students' opinions about RME approach were investigated. The study is expected to reveal positive or negative student views about RME and to increase student achievement in the series which is one of the most difficult subjects for students to understand. In this study, semi-experimental design with pretest – posttest control group and was carried out. The study was carried out with 50 students in the 11th grade of a high school in Yeşilyurt, - Malatya- in 2015-2016 academic year. In the experimental group (n = 25), the teaching was supported by Realistic Mathematics Education and in the control group (n = 25) the current teaching was applied. The data were collected by using the equivalenciation test, the pre-post achievement test and the thought survey. In the analysis of the distribution normality of the data with SPSS package program, it was seen that the data were not distributed normally. So the nonparametric test, Mann Whitney U and Wilcoxon Signed Rank Test, were used for the analysis of achievement test data. Thought survey results were interpreted by giving frequency-percentage distributions. As a result of the findings, it was determined that there was a significant difference between the experimental group students studying with realistic mathematics education and the control group students who continued their current education in favor of the experimental group was obtained. According to the results of the Thought Survey “that is the Realistic Mathematics Education approach” applied to the experimental group students, it was observed that the opinions of the students were positive.

**Keywords:** Realistic mathematics education, sequences, success.

# The effect of PAL on the Foundation students' learning skills development.

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Peer assisted learning (PAL) is a model which aims to facilitate complementary learning rather than replace proper teaching. It fosters cross year assistance, cultivates support between students and provides an informal, yet a planned opportunity for the students who require more support (Capstick, S. 2004). Peer assisted learning (PAL) approach drives at the convergence of collaborative learning and learning communities. Furthermore, research shows a divulgence in academic and personal benefits for participating students as well as those who lead the sessions as PAL facilitators. It enhances students' interpersonal skills, academic performance and encourages independency. It is also a powerful source of evidence for PAL leaders to impress the future graduate employers who seek for skilful employees. This paper explores a detailed impression of the PAL model and how the implementation of PAL enables students to develop their personal skills on the Foundation Programme. Finally, the researcher will share some feedback of the students' experience with PAL for the past six semesters on the Foundation programme and will offer some recommendation to apply this model of learning to support the Foundation students at Majan University College.

**Keywords:** develop, skills, experience.

# Culture, Language, and Sustainable Development Drive in Nigeria

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Sustainable development in its multidimensional form. Remains in the present day the conception in several countries that motivates and transforms the contemporary world. This two-phase paper explores the function of English in Nigeria towards accomplishing/un-accomplishing sustainable development goals. Through an attempt to probe the following question: what function does culture and language plays in attaining sustainable development goals; would Nigeria be a progressive country with or without English; to date, is English an advantage or a disadvantage in Nigeria's sustainable development drive? The study came up with the most important finding: culture and language do have a dominant function in Nigeria's sustainable development initiative, and the dual role played by English is both facilitative and inhibitory. It's inhibitory for the reason that the culture wherein it functions is alien to the Nigerian setting. Thus, English, single-handedly cannot stimulate the sought-after sustainable development in Nigeria, however, must remain supported by the country's indigenous culture and language. English is used for multifarious functions in Nigeria, the multilingual/multi-ethnic composition of the Nigerian community requires a Lingua Franca for the purpose of inter-ethnic communication and understanding. It is assumed that the introduction of English appropriately solves this problem at least for an important section of the population. Still, there is no gain-saying that English is used for multiple purposes in Nigeria.

**Keywords:** Language, culture, sustainable development.

# Domains of Language use in Present-day Kantin Kwari Business Community, Kano, Nigeria.

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This study explores the social influence in the manner members of Kano Kantin Kwari business community choose varieties of a language(s) and perhaps occasionally switch and/or mix codes to ascertain language choice. It places much interest in informal and smallest interactions within the community which initiates describing social life in language use. Also, the paper studies how social interactions within the community entail every part of their conversation norms. A socio-cultural approach is applied and domain analysis is the framework chosen since it is one of the conceptions in sociolinguistics usually employed to symbolize social context of communication. Data was collected by observation, ethnographic interview and archival records; the analysis from Fishman's (1972) and Ager's (2001) point of views in eliciting consequences of language domains on community's dynamism. Findings show that diverse language usage found in different transactional domains within the inadvertent multi-ethnic landscape composed in the community necessitates that members interact (with their customers) not only in varieties of languages but also in varieties of Hausa language due to influx of visitors from within Nigeria, neighbouring African countries, and the presence of immigrants settlers; Hausa is the common medium of expression in the community. The findings also raises such question; whether the use of Hausa language is adequate in meeting various communicative/interpersonal demands made upon it in the community? The study represents the unheard voices in under-researched spaces, adds up to communication and language diversities literature, significant to foreign investors coming for the first time, stakeholders and policy makers.

**Keywords:** language diversity and variation, domain analysis, ethnography.

## Preserving National Values in the Globalised World

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In the process of Qlobalasation in order to exist as a nation it is necessary to change all our national values – folk-songs, mugam, art, national monuments to the digital forms. To give information about our country, our nation, our historical truths, national-moral qualities, values we must translate them to the different languages. The national-moral qualities as patriotism, truthfulness, responsibility, justice, stuggleness, industrious, hospitality and others are analysed in this article. In the process of Qlobalasation in order to exist as a nation it is necessary to change all our national values – folk-songs, mugam, art, national monuments to the digital forms. To give information about our country, our nation, our historical truths, national-moral qualities, values we must translate them to the different languages. The national-moral qualities as patriotism, truthfulness, responsibility, justice, stuggleness, industrious, hospitality and others are analysed in this article. In the process of Qlobalisation in order to exist as a nation it is necessary to change all our national values – folk-songs, mugam, art, national monuments to the digital forms. To give information about our country, our nation, our historical truths, national-moral qualities, values we must translate them to the different languages. The national-moral qualities as patriotism, truthfulness, responsibility, justice, stuggleness, industrious, hospitality and others are analysed in this article.

**Keywords:** national values, globalism, responsibility.

# Ideological Evaluation of Practicing Hybrid Bangla

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The paper aims at exploring ideologies about hybridization of Bangla language in Bangladesh. There are popular media claims that young adults hybridize Bangla with other languages such as English and Hindi, and this hybridization is evaluated as linguistic pollution (The Daily Prothom Alo, 16 February, 2012). Such claims are, however, yet to be explored empirically and thus, this paper investigates: What are the speaker's ideologies about hybridization of Bangla in the multilingual ecology of Bangladesh? How do they ideologically evaluate the consequences of hybridization of Bangla? How do the linguistic ecology of the country, globalization, and superdiversity contribute in (re)shaping their ideologies about hybridization of Bangla? The investigation is based on the conceptual framework of globalization and superdiversity in which languages are seen in motion for a variety of reasons and thus, people are found to violate rules of linguistic monocentrism and bring about complexity, uncertainty, and unpredictability in their linguistic practices since their linguistic repertoires turn into complex, dynamic, and unstable in polycentricism (Blommaert, 2013; Blommaert & Backus, 2013; Vertovec, 2006; 2007). Analysing TV talk-show discourse, urban linguistic landscapes, and responses of university students obtained through a questionnaire survey, the paper finds that hybridization of Bangla has become a commonplace linguistic practice and *habitus*. Respondents are found to show no reservation about hybridization of Bangla asserting that such hybridization is not new and aberrant, rather it is part of the evolution of Bangla language which has been accelerated in globalization and superdiversity.

**Keywords:** hybridization, ideology, evolution.

# Evaluation of Middle School Mathematics Textbook Qualification from the Perspective of Teachers

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This study aims to evaluate middle school mathematics textbooks from the perspective of teachers. The focus of this study is on whether the middle school mathematics textbook meets the requirements of students and teachers for the new exam system. A semi-structured interview form was developed by the researchers as a data collection tool. In this interview form; whether, the textbooks are actively used in the course, there is any need for an extra resource book, the textbooks are suitable to the current education system for the High Schools Registration System (HSRS), or the ideas and suggestions of the teachers for the textbooks is located in terms of content for the appropriateness of the textbooks distributed by the Ministry of National Education to the new examination system (HSRS), The study was designed as a phenomenology study. The study group of the research will consist of the teachers who are working in a province located in the Eastern Anatolia region. With the help of semi-structured interview form, teachers' opinions about the subject will be taken on a voluntary basis. The obtained data will be subjected to content analysis and themes, categories and codes will be created and interpreted. The findings and results will be presented in the report.

**Keywords:** Mathematics Textbook, High Schools Registration System (HSRS), Content Analysis.



# Polysemy as a Manifestation of Semantic Ambiguity

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As an aspect of semantics ambiguity, polysemy focuses on the multiple meanings of words. In discourse, making accurate polysemic judgments is often difficult to achieve. The context of situation, interlocutors, function, knowledge of the language, *inter alia*, are factors that contribute significantly to the understanding of meaning. This study investigates how learners of English as a foreign language handle words and phrases with multiple meanings. The population of the study consisted of 100 EFL senior level BA students in the English language program at different universities. The student sample was presented with 20 sentences including polysemous words/phrases. The respondents were asked to recognize and select the intended meaning of the target words/phrases, out of many. The research findings revealed that most students have shown poor mastery of polysemous words and phrases. While a small percentage of the sample (13%) was able to make intelligent judgments, a wide range of variation in the students' responses was detected. The results were consistent with the hypothesis that polysemy, as a feature of semantic ambiguity, poses problems to EFL learners. The importance of polysemy derives from its application in discourse analysis, contrastive and error analysis, TEFL, machine translation and learning, etc. It is recommended, therefore, that more emphasis be placed on the notion of polysemy as a feature of semantic ambiguity. Furthermore, the study provides practical solutions and teaching/learning strategies on what EFL students need to know in order to discern meaning in words with multiple meanings.

**Keywords:** polysemy, semantic ambiguity, discourse.

## March 31, genocide - an open manifestation of the policy of "Greater Armenia"

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On March 30, 1918 Baki was ravaged by Shaumyan and with the participation of Japaridze, Korganov, Saakyan and Yolchiyan within 3 days, the city turned into a "bloody sea". During the bloodshed, 12-14 thousand innocent people were perished only in Baki. The gangs fired "Ismailiyya", destroyed editor offices of "Achiq soz", "Kaspi", "Baku" and the other newspaper and magazines and disserved "Taza pir" mosque. In Guba 7-8 thousand people were killed. In March-April, 1918, 211 villages in Iravan province, 122 in Guba, 150 in the mountainous part of Karabakh, 115 in Zangazur and 92 in Kars were checkmated and their habitants were murdered. Armenians still persued their evil intentions next years. On August 10, 1920 Zangazur and Nakhchivan were planned to be handed on Armenia. Nuvadi, Ernazir and Tughut villages of Zangilan were imparted to Armenia on February 18, 1929 and between 1938-1939 Nuvadi was connected to Ernazir, but Tughut to Astazur. Establishment of Mehri region caused the separation of Nakhchivan from Azerbaijan. Seeing this, Armenians kept insisting on deportation of Azerbaijanis and achieved their malicious intention with the decree passed by Stalin on December 23, 1947. But since 1988, Azerbaijanis were completely expelled from Armenia, besides, from Karabagh and 7 surrounding regions. All these show that, Armenians have committed genocide not only to Azerbaijanis, but also to its culture, art and science.

**Keywords:** genocide, Azerbaijan, Armenia.

# What Do Copyreaders And The Community Want From Online Public Newspapers? Gatekeeping in Social Media

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With an emerging number of individuals moving far from conservative sources of data suppliers, in the direction of new online sources, it has revolved out to be understandable that the agenda setting and gatekeeping foundations of the past have been improved. Because of such alteration, it very well may be said that the calling of data spread has everything nonexistent into a cesspit of conclusion that has been surrounded to maintain the perspectives of a specific belief system. While most investigations to date have been successful in featuring the adjustment of plan setting and gatekeeping, this paper endeavors to concentrate on the move in such practices, far from conventional broad communications foundations, to another type of media through the acts of organized news-casting. This inspection examines the theory of system gatekeeping in neighborhood news through online networking, reviewing the job of editors and clients in making news in their locale using Facebook and Twitter. The key component of this new kind is partnership, with editors utilizing web-based social networking to recognize and distribute stories through day by day checking, publicly supporting, and viral posts, and peruses utilizing these. Tweets from customary broad communications organizations, new media foundations, and the open are gathered and inspected in connection to data dispersal, through theme inclusion. An examination of these tweets affirms such move in motivation setting and gatekeeping, where the forces of data spread move far from conservative broad communications establishments, towards a model of data that is needy upon the general population and its commitment of such data.

**Keywords:** Gatekeeping, Social media, data dispersal.

## DIALOGUE BUILDING ABILITY OF ILYAS AFANDIYEV

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Folk writer Ilyas Afandiyev was recognized as a perfect master of art dialogue in the history of modern Azerbaijani drama. It is an easy and convenient way to present the speech of personalities in artistic works, especially in drama, as a model of public dialogue speaking (spoken language). Dialogue is a conversation between two or more people. Dialogue is an important form of speech in the organization of dramatic works. In drama works, the main speech tool is to speak with dialogues. In the formation of dialogical speech the unity of dialogues is created dealing with topic. The dialogue building ability of Ilyas Afandiyev is multifaceted and dynamic. His scene language is very laconic, vibrant, natural and symbolic. I. Afandiyev's dialogues are diverse and varied in size and content. The components of the dialogues enrich the artistic expression and expression means. At this time, the rich stylistic moments are created. Phraseological and semantic features, phonetic and grammatical events adorn the image of characters and characters. The nature of the dialogue is directly related to its communicative function. Dialogue is an interactive form, a conversation between two or more interlocutors. The artistic dialogue does not describe the reality of spontaneous speech and does not convey the details of the specific speech situation. That is why, as part of the art text, there are significant differences between the art dialogue and the form of the natural communication. The dialogue is essentially a question-answer model. The dialogues of drama language develops according to the question-answer structure. Both structures fulfill the communicative function. Neutral questions create answers, expresses the intentions and intentions of interlocutors. The nature of the answers is, in essence, acknowledged and denied.

**Keywords:** dialogue, Ilyas Afandiyev, dialogue building.

# MIRZA FATALI AKHUNDZADEH AND MOHAMMED AGHA SHAHTAKHTLI

Tərənə Abdullayeva

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The fighting tirelessly for the progress of the people, the struggle for the sake of science and education, providing invaluable service to the cultural and social level of advanced countries connect Mirza Fatali Akhundzadeh and Mohammed Agha Shahtakhtli. The main purpose of the two speeches is to achieve the progress of the education level, which will lead to the improvement of the living conditions of the East, which will not be left to the West, but to take steps towards strengthening the scientific, literary and cultural values of the developed countries, to apply the Western model to all levels of our lives and ultimately to maintain the well-being of our people and serve them. In this way, both writers have been struggling with creativity and activity for many years and have signed the first. The multifaceted work which M. Shahtakhtli has done to save the people from fanaticism, to bring European enlightenment traditions to country and to bring the East and West mentality closer connect him with M.F. Akhundzadeh and allow them to explore in the same context.

**Keywords:** Mirza Fatali Akhundzadeh, 19<sup>th</sup> century Azerbaijani literature, Mohammed agha Shahtakhtli, publicity, enlightenment.

# Incorporating digital media to motivate students in EFL classes

Lumturie Bajrami

Merita Ismaili

*South East European University*

This paper will focus on how digital media, videos and tools can be used alongside traditional ones. However, pedagogical use of videos and apps for language learning purposes is still often anchored in classroom tasks which don't fulfill its true potential. This paper aims to analyze the effects of internet apps and audio visual material in order to offer and create successful language classes, which will have effect on students' motivation and participation in EFL courses at university level in the viewpoint of English instructors. Materials as videos should be selected by certain criteria, such as: they should contain the desired linguistic material; be thematically interesting; repeat the viewings for students to understand the text fully; and be brief. As with selecting all instructional materials, there is a good video and a bad video for language teaching purposes. A useful video must contain the desired linguistic material for instructional purposes. In most cases, for language courses attempting to develop communicative performance, this criterion means language that is current, useful and accurate in a corresponding situation. The purpose of this study is to investigate and show the benefits that the language teachers and learners get from using media and technology in teaching and learning the English language. According to the analysis and the data collected in English classes, the findings reveal a positive effect of internet apps and video use on students' motivation and participation.

**Keywords:** Keywords: digital media, motivation, EFL classes.

# Azerbaycanın Şirvan bölgesinde aşık sanatının tekke-tarikat ocakları ile iletişim geleneği

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Türklerin İslamiyet'e gelişiyle İslam dinindeki kabul etmediği ritmik müziğin ekstaz aracı olarak kullanımı türk tekke-tarikat yuvalarında uygulama yapıldı. Ama ayrı-ayrı tekke ocakları bulunduğu coğrafi bölgelerden aslı olarak mevcut ritüelleri genel şekilde kabul eder, ve yeni çalarlar eklemekle İslam dini düşüncesine uygunlaştırıyordu. Azerbaycanın sufiler diyarı olan Şirvan bölgesinde de aynı dönemde sufi-tarikat ocaklarının sayısı oldukça fazlaydı ve doğrudan Tasavvuf düşüncelerinin geniş ve sistemli yayılmasına hizmet ediyordu. Şirvan aşık ortamı teşekkül tarzına göre Azerbaycan aşıklarının tekke kökenli tipine aittir. Birincil olarak Şirvanın sufi-derviş ocaklarından faydalanmıştır. Şirvan aşık ortamının karakteristik hatlarına baktığımızda onu söyleyebiliriz ki, bu ortamın aşıkları, ozan kültürünün mirasçılarıdır. Zamanla meydana gelen tarihi-politik, sosyal-kültürel olaylar Şirvan aşıklarını irfani akınlarla birleştirmiştir. Tekke-tarikat etrafında toplanan aşıklar tasavvufla ilgili konuları (tanrı aşkı, insan sevgisi gibi konuları) dile getirip el el, oba-oba dolaşarak yayıyorlardı. Tekke ocaklarından çıkıp halk arasında yaygın sufiliyin fikir taşıyıcıları olan derviş-aşıklar aşıklığın bağımsız bir sanat olarak oluşmasında önemli tarihi rol oynamıştır. Erken ortaçağdan başlayarak sufi-dervişler tekke ocaklarında yapılan törenlere gelerek oyun-dans ve okumakla kendilerini ekstaz durumuna getiriyor ve bununla vehdeti-vücuda ulaşmaya, Tanrı'ya ulaşmaya çalışıyordu. Aşığın tekke-tarikat ocaklarındaki törenlere katılımı ve etkinliği tamamen aşık sanatında karşılıklı iletişim etkisi taşımıştır. Diğer aşık ortamlarından farklı olarak Şirvan'da aşıkın ifası tek sazla yok, balaban, davul ile, yani diğer aletler ile birlikte yer alıyor. Şirvan aşık ifaçılığında instrumentallıq vaktiyle Aşık'ın da içinde bulunduğu tekke ocaklarından kalma dini-ritüel adet-geleneğine bağlılığı ile karakterizedir. Belli ki, sufi ocaklarda yapılan ayinler çeşitli soluklu kamanlı ve vurmali müzik aletlerinin performansı ile eşlik edilmiştir. Günümüzde Şirvan aşık ifaçılığında oxu- çalma sırasında dansa, ekstaz unsurlara meyilli olması işte tekke ocaklarından kalma atributlar.

**Keywords:** aşık sanatı, tarikat ocakları, iletişim.

# Qədim Naxçıvan Diyarında Folklor və Novruz ənənələri

## Bənövşə Rzayeva

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Azərbaycan xalqına görkəmli dramaturqlar, şairlər, yazıçılar, memarlar, bəstəkarlar və ifaçılar bəxş edən Naxçıvan torpağının mədəniyyət tarixi, özünün yaranma tarixi kimi çox-çox qədim dövrləri əhatə edir. Naxçıvan diyarının Naxçıvan, Ordubad, Giran və s. şəhərləri XIII-XIV əsrlərdə Azərbaycanda və eləcə də Şərqi xalqları arasında elm və mədəniyyətin əsas özlərindən biri olmuş və yetişdirdikləri görkəmli sənətkarlar təkcə Azərbaycanda deyil, bütün Şərqi şöhrət qazanmışlar. 1300 ildən artıq tarixi olan “Kitabi-Dədə Qorqud” dastanında bir sıra qədim Azərbaycan şəhərləri ilə yanaşı, Naxçıvanın da adı çəkilir. Naxçıvanın Ordubad rayonu ərazisində yerləşən Gəmiqaya rəsmləri tədqiqatçı alimlərimiz tərəfindən e. ə. III-II minilliyə aid edilmişdir. Alimlərin fikrincə bir sıra səciyyəvi əlamətlərinə görə (buynuzlu maska) Azərbaycanda hələ XX əsrin əvvəllərində mövcud olan və “Novruz” bayramında ifa edilən “Kos-kosa” rəqsini xatırladır. Naxçıvana yaxın “Qızıl vəng” deyilən ərazidə isə tapılmış bardağın üzərində qadın və kişi yallı rəqsini təsvir edilmişdir. Kişinin əlində qırmızı yaylıq, qadın isə hər iki əlini yuxarı qaldıraraq rəqs edir. Müasir dövrdə dünyaca məşhur olan, Şərqi yallılarının ifasında yallıbaşı əlində yaylıq yelləyir. Azərbaycanın ayrılmaz hissəsi olan Naxçıvanda “Novruz” mərasimində səslənən folklor musiqi nümunələrindən “Kos-kosa” xalq oyunları, tamaşalar, rəqslər, folklor ansambllarının ifa etdiyi mahnılar zəngin və rəngarəngdir. Şifahi ənənəli şəkildə yaşadılan Azərbaycan folklor musiqisi spesifik forma, janr müxtəlifliyi, parlaq ifadə tərzini və özünəməxsus milli xüsusiyyətlərinə görə seçilir. Azərbaycanda və onun ayrılmaz hissəsi olan Naxçıvanda fəaliyyət göstərən musiqi kollektivləri, xalq musiqimizi və eləcə də “Novruz” mərasiminə xas olan folklor musiqi nümunələrini, öz repertuarlarında səsləndirərək müasir dövrümüzədək inkişaf etdirmişlər.

**Keywords:** Naxçıvan, Novruz, musiqi.



## Is it applicable to integrate ELF into practicum?

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Yonca Özkan

*Çukurova University*

Studies on ELF have received a great deal of attention within the last two decades due to the globalization and the current status of English. Since this is the reality, language teacher education programs have started to revise their already existing curriculum to integrate World Englishes (WE), world cultures, and ELF-related issues to better equip pre-service teachers with the language realities. The present study focuses on the applications of ELF-informed pedagogy; therefore, the pre-service language teachers' teaching practices and classroom artifacts are investigated whether they integrate ELF culture, accents, and materials into their teaching practices at practicum or not. The participants were divided into two groups as an ELF-informed and an ELF-non-informed group including four pre-service teachers in each group. With this aim, the lesson plans were examined. Also, the observations on the issue of ELF-related teaching and a semi-structured face-to-face interview were conducted, and lastly, reflective papers were benefited during the data collection process. The findings did not have a gap between two groups; however, the ELF-informed group tended to integrate ELF into their teaching practices in spite of institutional policies and textbooks. In addition, the ELF-informed group expressed their concerns regarding the integration of ELF into ELT. This study also has some important implications for language teacher education programs and suggestions for further studies in the field.

**Keywords:** Language teacher education, English language teaching, English as a lingua franca, ELF pedagogy, practicum practices.

# English Reading Habits Scale: Validity and Reliability Study

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The main purpose of this study was to develop a valid and reliable English Reading Habits Scale for the higher education level. In the developing process a review of the relevant literature was made and a pool of 50 items were created. Opinions of experts were applied for the content validity and explanatory factor analysis was conducted for the construct validity of the scale. Finally, internal consistency coefficient was applied for the reliability studies. After consulting to the experts and relevant literature about reading habits, a 5-point Likert type scale with 35 items was administrated on 273 students in a State College. Based on the results of the validity and reliability analysis the number of the items in the scale was reduced to 25. The value of Kaiser-Mayer-Olkin (KMO) was found as 0.90 and significance value was found as 0.00 ( $p < 0.05$ ) respectively. The explanatory factor analysis was performed in order to determine the construct validity of the scale. As a result of the factor analysis It has been found out that the scale has a structure that consists of four factors: benefit, motivation, effect and attitude. The four factors found in the scale explained %62.23 of the total variance. Cronbach Alpha value was calculated to determine the internal consistency. Cronbach Alpha value was found 0.82 for the whole scale and from 0.76 to 0.78 for the sub-scales.

**Keywords:** Reading Habits, content validity, explanatory factor analyses.

# Emotional Intelligence as the Predictor of Foreign Language Achievement

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Learning a foreign language is a difficult, demanding and stressful process in which learners try to express themselves in a different language which is different from their native one, make lots of mistakes and face many obstacles. In this process learners especially, adults deal with many psychological factors that directly affect their achievement. Among these factors Emotional Intelligence (EI) has a vital effect on the learners' achievement in second/foreign language. The present study aims to find out the relationship between Emotional Intelligence (EI) and learners' achievement in English as the foreign language. 257 intermediate language learners from the higher education context took part in the study. Data was collected through Shuttle Emotional Intelligence Scale (SEIS) and its components namely, emotional expression, emotional regulation and utilization of emotions. The learners' average grades of English course in two terms were used as the English achievement indicators. Pearson Product-moment Correlation Coefficient was run to check the correlation. The results of the study reveal that there is a positive and statically meaningful relationship between Emotional Intelligence and language achievement ( $P < 0.05$ ,  $r = 0,66$ ). It was also found that language achievement had positive and significant correlation with all the components of the EI. Moreover, regression analyses demonstrate that EI can predict about %44 of achievement in English as the foreign language.

**Keywords:** Emotional Intelligence, Expression of emotions, Foreign Language Achievement.

# Semiotic Analysis: Representation of Flight Safety from the Dimensions of Regulatory Actors on the Television Program

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The crisis experienced by PT Lion Mentari Airlines was in the public spotlight due to the fall of Lion Air JT 610 on October 29<sup>th</sup>, 2018. This news was also appointed by TVOne, one of the private television stations in Indonesia through the Indonesian Lawyers Club (ILC) talk show program on October 30<sup>th</sup>, 2018, with the title "Lion Air: If Safety Becomes Merchandise." Format of the television program is communicative discussion which is guided by a moderator with stakeholders who are involved. The purpose of this research is to find out the representation of flight safety from the dimensions of regulatory actors in force in Indonesia through packaging television shows as mass media. The method using semiotic analysis by Roland Barthes with two-stage significance, namely denotation, connotation and myths. The limitations of regulatory actors include civil society as users of regulations who want to get the best service possible, corporation as users of regulations as services oriented to profit, and the government as policy makers and control regulatory activities. The results are representations of flight safety among regulatory actors on the basis of their respective perceptions due to social reality construction factors. Where, social reality as knowledge that lives and develops in everyday human life in the scope of society, such as concepts, general awareness, and public discourse. Each actor represents flight safety in the form of verbal and non verbal communication on television programs, which can then produce various signs to be reconstructed to the public through mass media.

**Keywords:** Crisis, Mass Media, Indonesian Television.

# Stance-taking strategies in advanced L2 students' critique writing: a corpus based study

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This study explores stance-taking strategies as employed by MA Applied Linguistics students when they write a critique. The significance of this research lies in its attempt to examine academic writing of Saudi postgraduate students at the discoursal and authorial levels.

This study aims at answering the following questions:

1. What are the linguistic devices MA Applied Linguistics students frequently use to develop a sense of voice when they write a critique?
2. to what extent does their writing comply with the norms of academic writers?
3. Which aspects of their argumentative writing require special care so that they can develop their authorial skills?

The study is corpus based. It investigates a corpus of 50 critique essays written by MA Applied Linguistics students as an assignment to practice writing an article critique. AntConc3.5.7 Concordance tool of Laurence Anthony was used to analyze the corpus. Moreover, Espresso text analysis tool was used to analyze individual files. Frequencies of hedges, boosters, attitude markers, and self-mentions which constitute stance expressing devices (Hyland, 2005) were obtained and analysed.

1. Simple and generic expressions are used to express boosting.
2. Few hedges are used to mitigate stance.
3. Attitude markers employed are very limited.
4. Self-mention of first personal pronoun is frequent.
5. Degree of directness in expressing stance is high.

Social norms of academic writing among Saudi postgraduate students require special care. The MA ALs students need focused training in their Advanced Academic Writing course on the writing aspects beyond unity, coherence and sentence level issues to cover rhetorical, interpersonal, discoursal, authorial and pragmatic competence to help them integrate professionally into worldwide academic writing community.

**Keywords:** stance, hedges, boosters.

# Postphenomenology of online learning: The necessities of lifelong learning

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The aim of the study is analyzing the role of online learning in the future of lifelong learning. The paper uses postphenomenology as a philosophical methodology for describing and analyzing the types of intermediary of online learning as an educational technology between the learner and the world. Then it has been analyzed the ontological and epistemological necessities for lifelong learning. In the third part of the paper, the relationship between the intermediary role of technology and the conditions for lifelong learning have been evaluated. According to the findings of the study, the new generation of online education provides all the four ways of intermediary between the learner and the world including Embodiment, Hermeneutic, Alterity, and Background intermediaries. It means that online learning amplify some aspects of the learner's experience at the cost of weakening others. On the other hand the main ontological necessity for "lifelong" learning is the "embodiment" and the main epistemological conditions for "lifelong" learning including mental engagement were discussed. According to the findings of the study, It seems the necessities confront with the characteristics of the current trends of online learning such as MOOCs and Khan Academy in some ways. On the other hand, there are lots of opportunities for lifelong leaning in the new generation of online learning. Thus we need to review and redefine online education for providing a ground for lifelong learning. For the revision we need to reconsider the natural opportunities of face to face relationship between the learner and the teacher and other students in designing the next generation of online learning. In the conclusion some implications for the next lifelong online learning have been recommended.

**Keywords:** Postphenomenology, Lifelong Learning, online Education.

# Rewriting Fairy Tales and the Inscription of Gender

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Fairy tales have long been considered as an invaluable source for folklore studies since their evolution and dissemination reflect the social and cultural dynamics of societies. Theorists who want to bring an explanation for the broad appeal of fairy tales centuries after they emerged in oral tradition also underline their cross-cultural aspect. Although there are strong cultural markers that make culture-specific interpretation possible, their universality accounts for the ever present need to read them as stories of human experience. That fairy tales provide answers to ‘universal’ problems of societies that are constantly evolving accounts for the need to rewrite or – as Jack Zipes termed – “reutilize” them. These newly written tradition-based texts reveal the changes in the cultural reception of important issues like gender, race and class. This study will focus on the development of “Little Red Riding Hood” by Brothers Grimm and explore how gender expectations have changed over time by contrasting the classical tale with its modern versions: “Wolfland” by Tanith Lee, “Little Red Riding Hood and the Wolf” by Ronald Dahl, and “The Little Girl and the Wolf” by James Thurber. By analyzing the ways in which the Grimms changed the oral version “The Grandmother’s Tale” and how the modern versions come closer to the oral one, this paper will reveal the changes in the cultural inscriptions of gender and the function of fairy tales as cultural transmitters.

**Keywords:** fairy tales, rewriting, Little Red Riding Hood.

# Complexity Theory as a Philosophy for Lifelong Learning

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The main aim of the study is explaining a philosophy for lifelong learning according to complexity theory. This study is philosophical and uses concept analysis as the methodology for providing the answers to the study questions. According to complexity theory, the concept of "lifelong learning" includes the experience of ongoing knowledge resulted from the learners' interactions with other agents of the learning society which create a background for changes and emergence of new features in the learning society as an ongoing and evolving process. According to the findings of the study, the goals of lifelong learning are providing a ground for interaction between the agents of the learning society as a self-organized system, and experiencing the ongoing emerging knowledge. Then, some principles of lifelong learning are presented and discussed for each of the mentioned lifelong learning goals. Regarding the findings of this study and the definition of lifelong learning as contextualization of the emergence of ongoing knowledge, the paper presents the relationships among the lifelong learning goals as well as the relationships between the principles and methods of lifelong learning and the discussed approaches through a holistic approach. In this holistic approach, the philosophy of lifelong learning is experiencing the ongoing emergent knowledge which is related to the elements discussed in this study. Finally, according to complexity theory, the concept and process of learning need to be reconsidered with the aim of realizing lifelong learning.

**Keywords:** Complexity theory, Philosophy of education, Lifelong learning.



## Gamified Classroom: MapChart Example

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The purpose of this study aimed at examining the efficiency of “MapChart” in language learning classroom. MapChart is a website which gives teachers opportunities to create maps and edit them. This study is a mainly qualitative study with action research design. It is also supported with the quantitative features. Purposive sampling method was used to determine learners and classes. Participants of this study were 45 English language learners in B1 level in two classes. These two classes were chosen because of their competitive classroom atmosphere. Three data collection tools were utilized to get data. Firstly, learners were observed during their class hours which were 8 hours in a week. Both researcher and two colleagues took notes at the time of the class hours. Secondly, semi structured interviews were held with two colleagues and 12 learners. Thirdly, learners gave feedback to application of MapChart among various other applications. After getting data from semi structured interviews and observation notes from teachers, researcher examined and read the audio recordings and notes taken by researchers many times and focused on the important statements and comments of learners and teachers to identify the themes. Feedbacks of the learners were numerically coded into SPSS 20 and descriptive and inferential statistics were implemented. Qualitative results showed that MapChart might be used to increase the competitiveness and fun of the language learning classroom. It might be used to raise the efficiency of teachers’ delivery of instruction. Qualitative results showed that learners expressed very positive attitude towards usage of MapChart in language learning classroom. Necessary recommendations were put forward at the end of the research.

**Keywords:** Gamification, MapChart, Language Learning.

# Different Language Teaching Methods for different Language Backgrounds

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Research indicates that language teachers should have linguistics knowledge so that they can make themselves more aware of linguistic differences that their students bring to the classroom, thus designing an effective approach to help their students for learning. Teachers thus should develop the awareness on students' diversity, further gaining insights into linguistic variations that ELLs bring to classrooms. Given that first language interference affects SLA, this article attempts to uncover its linguistic impact on SLA through delineating the dimensions of syntax, respectively followed by an example about subject position and its difference in English and Persian. According the discussions regarding subject position in Persian in this article, we conclude that in teaching foreign language, we must regard the linguistic diversity in classroom and do not develop a rule without regard to linguistics background of the students. In this paper, different reasons are stated for rejecting subject position in SPEC/IP and its movement to SPEC/CP. According to the results of this paper, in Persian language, subject at first is in the SPEC/VP and then moves to SPEC/IP, and all principles mentioned in government and binding theory are observed. Therefore, in Persian language, subject receives theta role in SPEC/VP and then moves to SPEC/ IP to receive case, like many other languages in the world. This example showed that subject position in Persian is rooted from a different position than in English and such differences must be recognized and discussed in classroom.

**Keywords:** Language Teaching, Persian, Subject Position.

# Optimal Innovation and Salience Hypothesis in Persian Language

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The present study intends to test the Optimal Innovation Hypothesis, according to which an optimally innovative stimulus (advertisement in this article) would be rated as more pleasing and attractive than either a more or a less familiar stimulus. Twenty students served as subjects. Twenty Persian advertisements from television of Iran were selected. One questionnaire constituted a familiarity test; the other was an attractiveness test in which the same items were presented. In the first part of the experiment, the researchers themselves rated the familiarity of each item on a 7-point familiarity scale. For this purpose, the advertisements were carefully read and analyzed to calculate the frequency of deviations in them in light of Leech's (1969) deviation model. In the second part, participants were asked to rate the attractiveness of each item on a 7-point attractiveness scale. One-way ANOVA was used for comparing attractiveness among the familiarity groups. Results lend support to the Optimal Innovation Hypothesis. They show that optimal innovation-innovation occupying mid position on the familiarity scale allowing for both the salient and the innovative to be induced-is most attractive. In contrast, pure innovation-innovation that does not allow for the recoverability of salient responses-is least attractive. Therefore, this research confirmed the optimal innovation hypothesis.

**Keywords:** optimal innovation hypothesis, familiarity, Persian.

# Instilling Values through Islamic Education: The Main Solution to Overcome Juvenile Delinquency in Indonesia

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Fitri Nurjannah

Aulia Fitria Ulfah

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Juvenile delinquency is one of the worrying problems in Indonesia. It causes loss and unrest for the surrounding society. The forms of juvenile delinquency vary such as brawls, drinking alcoholic beverages, promiscuity, smoking, and even committing criminal acts. Student brawling, as one example, even causing injuries until the death of students who involved in it. Education commissioner of the Indonesian Child Protection Commission (KPAI), said that the number of brawls between students has reached 14%. There is an increase compared to last year, which amounts to 12,8%. Lack of understanding Islamic values is one of the reasons this students' bad behavior. It is necessary to take some actions to solve and prevent these problems. One of the solutions is through Islamic education. Islamic education has successfully proven that it does not only play a role in providing knowledge but also builds people's character. Therefore, this paper examines the relationship between Islamic education and juvenile delinquency using the qualitative descriptive method. The author has found that by looking at the behavioral side of juveniles, especially how they interact with their friends, the main solution is through Islamic Education. When people have been instilled good values especially Islamic Values, they will try to do good things and stay away from prohibited action. This paper contributes to the development of effective juvenile delinquency reduction strategy not only in Indonesia but also can be used as reference in another country by instilling values and building good characters through Islamic education.

**Keywords:** Islamic Education, Juvenile Delinquency, Character Building.

# Teaching English Language Reading: A Study of English Language Lecturers' beliefs

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Although the influence of teachers' beliefs on their practices in the classroom has been well documented (Gilakjani & Sabouri, 2017), not much is known about teachers' beliefs about EFL reading instructional techniques (Borg, 2015). Furthermore, no comprehensive studies have been carried out in the context of Libyan universities, where lecturers in English are non-native speakers of the language. The present study aims to fill this gap in the literature through an analysis of the beliefs that Libyan EFL lecturers hold. The results of a quantitative questionnaire completed by 273 lecturers revealed that the lecturers, who conceded that their approaches to teaching reading had not changed over the years, believed a bottom-up approach was the optimal way to teach this skill. The lecturers also stated that they depended on their own experience of learning reading and engaged in certain social activities as well to prepare themselves for teaching reading. Additionally, underlining the importance of teaching this skill to students at all university levels, they believed that a significant part of TEFL training courses should focus on how to teach reading. The findings of the study could be of benefit to both current and future EFL lecturers of reading and should also provide directions for further research in this field. A version of this paper has been published in the Modern Journal of Applied Linguistics.

**Keywords:** Reading comprehension, Role of experience in teaching reading, Social construction of knowledge in teaching reading.

# Use of ergative verbs in the academic writing by Chinese learners of English: a corpus-based approach

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The last ten decades have witnessed a growing scholarly interest in learner corpus studies. This vibrant and fast evolving field has become a major methodological paradigm for investigations into learners' interlanguage. This is particularly evident in the research on the writing by Chinese learners of English. Studies in this regard have hitherto mainly focused on lexical items that are challenging to these learners, for example, lexical bundles, sentence connectors and modal verbs. Little research has been conducted into the use of ergative verbs, a group of unique verbs which present a major acquisition problem to EFL (English as a Foreign language) learners. With a large learner corpus of over 5,00,000 words (including two sub-corpora, one consists of texts by undergraduates and the other by PhD students in a university in Hong Kong), the current study aims to explore the use of ergative verbs in the academic writing by Chinese learners of English. The findings of the study indicate that these verbs present a major challenge to many Chinese learners and this challenge persists even when the learners' proficiency level increases. Another finding is that the nature of the subject noun in a sentence, i.e. whether it is animate or inanimate, affects the learners' use of ergative verbs. The findings of this study can inform teaching practice and student learning, and therefore has significant pedagogical implications.

**Keywords:** Learner corpus, Ergative verbs, Academic writing.

# ANALYSIS OF “BEAUTY MEANING” IN ADVERTISEMENT (Semiotics Analysis of Roland Barthes on Wardah Advertisement “Beauty From Heart” Version Dewi Sandra 2018 in Television)

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Beauty is something that can't be separated from women. Women will compete to care and fix themselves to get the ideal definition of beauty. At present, a variety of beauty products appear for the skin, face and body as well as the style of dress that triggers women competes to decorate themselves to look more beautiful and attractive. One of that products is Wardah Cosmetict, a brand issued by PT. Paragon Technology and Innovation. In every Wardah advertisements, it often displays the impression of female beauty seen from its physical appearance, and with the touch of its products which adds to the feeling more charming. Not only physically, Wardah also shows beauty from themselves. The research aims is to analyze the beautiful meaning of beautiful Wardah advertisements from the version of Dewi Sandra's heart which was aired in 2018 with hastag #SenyumKebaikan (#GoodSmile) using Roland Barthes's analysis (connotative, denotative, and mythical). The results of the Roland Barthes concept are known that denotatively Wardah advertisements starring Dewi Sandra, beauty is seen from how the physical appearance and style of clothing are commensurate. However, connotatively look at female beauty is not just a physical matter but can be seen from inner beauty of someone who radiates and casts a positive vibes. And the last, myth is defined that woman who has clean, white, smooth skin, without black spots and zits, and also has a beautyinside and outside herself.

**Keywords:** Beauty Meaning, Cosmetict Advertisement, Semiotics Roland Barthes.

# The Effect of Using Reciprocal and Think aloud teaching strategies on Developing Reading Skills in English Language of Fifth Graders in the Schools of Petra Directorate of Education

Ekhlass Alamarat

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*Mutah University*

This study aimed at investigating the effect of using reciprocal and think aloud teaching strategies on developing reading skills in English language of fifth graders in the schools of Petra Directorate of Education during the second semester of the school year 2017-2018. The researchers developed a reading pre- test and post-test to examine the students' skills in English language reading, validity and reliability of the test were verified. The sample of the study was comprised of (111) female and male students in Petra schools which was intentionally selected; students were distributed into two experimental groups and a control group each the 1st experimental group (39) male and female students was taught using reciprocal teaching strategy, and the 2nd one of (39) male and female students was taught using think aloud teaching, and the control group of (33) male and female students was taught using conventional method. The findings of the study indicated that there were statistically significant differences at ( $\alpha \leq 0.05$ ) after applying reciprocal teaching, think aloud and conventional teaching strategies in favor of reciprocal teaching, with the mean scores of (30.76, 29.15 and 23.54) respectively. Furthermore, there were no statistically significant differences at ( $\alpha \leq 0.05$ ) that are attributed to the variable of gender (female and male) with the mean scores of (30.47 and 29.48) for male and female students respectively. In the light of the results of the study, several recommendations were suggested, among which : conducting further research to investigate the effect of using reciprocal teaching and think aloud strategy on other language skills. Keywords: Reciprocal teaching, think aloud, English reading skills

**Keywords:** Reciprocal teaching, Think aloud, English reading skills.



# An Evaluation of the Tenth Grade English Language Curriculum Outcomes from the Perspectives of the Teachers in Alkark, AlMazar and Alqaser Directorates of Education

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The study aimed to identify the appropriateness of the general and specific outcomes for the 10th grade English language curriculum, and to identify any statically significant differences in teachers' perspectives regarding the variables of gender, experience and the interaction between them. The sample of the study was consisted of (300) English language teachers (170) female and (130) male teachers. To achieve the goals of the study, a 53-items questionnaire was developed based on the learning outcomes items approved and adopted officially by Jordanian Ministry of Education to evaluate learning outcomes included in the tenth grade English language curriculum in Jordan from English language teachers' perspective. Results indicated the general outcomes for the 10th grade English language curriculum from teachers' perspective in Jordan with a medium level of appropriateness, and in terms of skills, they ranged between high to medium. For the specific outcomes, results also indicated the appropriateness, of the outcomes of the 10th grade English language curriculum from the English language teachers' perspective in Jordan came at high level. Results also indicated statistically significant differences at  $\alpha \leq 0.05$  in the estimations of the English language teachers' opinions towards the general outcomes of English language curriculum that could be attributed to the variable of experience and these differences were in favor of those with less than 5 years' experience and statistically significant differences at ( $\alpha \leq 0.05$ ) in the estimations of the English language teachers' opinions towards the English language curriculum's specific outcomes attributed to the variable of gender in favor of female teachers. Key words: Learning Outcomes, Specific Outcomes, General Outcomes, English Language Teachers' Perspective.

**Keywords:** Learning Outcomes, English Language, Teachers' Perspective.

# The Effect of Using Educational Games in Teaching English Language on the Achievement and Motivation of Fourth Graders in Public and Private Schools in Alkarak Directorate of Education

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The study aimed at investigating the effect of using educational games in teaching English language on the achievement and motivation of fourth students in public and private schools in Al- Karak Directorate of Education. The researcher used an achievement test and a questionnaire to gather data about the effect of using educational games in teaching English language. The validity and reliability of the study instruments (pre-test-post-test, questionnaire) were verified. The sample of the study is comprised of (160) male and female students from fourth graders in public and private schools in Al- Karak Directorate of Education. The findings of the study indicated that there were statistically significant difference ( $\alpha \leq 0.05$ ) after applying the educational games strategy. The results showed the superiority of the experimental group over the control group, with the mean scores of (23.22 and 18.88) for both groups respectively. So Games strategy has a good effect on improving the achievement of students. Furthermore, at the front of motivation toward learning English Language, results revealed that the attitudes of the experimental group are more positive than their counterparts at the control group, with mean scores of (3.27 and 2.39) respectively. Thus, it can be concluded that teaching English language by using educational games could enhance the learners' motivation through a rich environment with fun and enjoyment. In the light of the results of the study, several recommendations were suggested, for instance; the Ministry of Education should give educational games a special attention in the curriculum through developing class activities that include educational games at the end of each unit and developing a guide for teachers to explain the use of educational games in classrooms.

**Keywords:** Educational games, academic achievement, motivation.

# Yabancı Dil Eğitiminde ideal Sınıf Çevresi Oluşturmaya İlişkin Öğretmen Görüşleri

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Türkiye’de yabancı dil eğitiminde en yaygın olarak verilen dersler İngilizce dersleridir. Ancak İngilizce dil eğitimi Türkiye’de uzun yıllardan beri verilmesine rağmen, istenilen sonuca ulaşamadığı görülmektedir. Bu duruma etki eden öğretilen dilin özellikleri, öğrenci, öğretmen, yöntem gibi birçok faktör vardır. Dil öğrenimini etkileyen faktörlerden bir tanesi de sınıfın ortamının dil öğrenimi için uygun olmasıdır. Dolayısıyla öğretmenlerin öğrenme ortamlarının düzenlenmesinde etkin bir rol oynamaları öğrenme ortamları ile ilgili görüşlerinin önemini ortaya koymaktadır. Bu bağlamda çalışmanın amacı, ideal dil öğretme ortamlarının özelliklerine yönelik İngilizce öğretmenlerinin görüşlerinin resmedilmesidir. Bu bağlamda araştırmada nitel bir yaklaşım benimsenmiştir. Araştırmada nitel araştırma desenlerinden özel durum çalışması kullanılmıştır. Araştırmanın katılımcıları, 5 farklı lisede görev yapmakta olan 20 İngilizce öğretmeninden oluşmaktadır. İngilizce öğretmenlerinin etkili bir dil öğrenme ortamının sahip olması gereken özellikleri ile ilgili görüşlerinin neler olduğunu ortaya çıkarmak amacıyla yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşme formunda öğretmenlere 7 soru sorulmuştur. Elde edilen veriler transkript edilmiş ve kodlamalar oluşturulmuştur. Kod listesi oluşturulup benzer yönleri dikkate alınarak temalar belirlenmiştir. Daha sonra belirlenen temalar kategoriler altında toplanmıştır. Dolayısıyla görüşme formlarından elde edilen ham veriler içerik analizi kullanılarak analiz edilip yorumlanmıştır. Buna göre ideal dil sınıfının sahip olması gereken fiziksel özellikler tablolar üzerinde katılımcı numarası ve frekans değerleri ile birlikte verilmiştir. Bu bağlamda elde edilen sonuçlar ve öneriler araştırma tamamlandığında verilecektir.

**Keywords:** Yabancı Dil Eğitimi, İdeal sınıf ortamı, Yabancı dil sınıfı.

# Okullarda Hasta Bina Sendromu: Okullar Hasta mı?

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Okul binalarının öğrencilerin sağlığı üzerinde olumlu veya olumsuz etkileri olabilmektedir. Olumsuz etkileri binanın içinde zaman geçirirken, sakinlerinin bir takım rahatsızlıklar yaşaması ve binayı terk ettikten sonra bu rahatsızlıkların azalması hasta bina sendromu ile ilişkili olmaktadır. Bunun aksine binada daha rahat ve konforlu bir süre geçiriyorsa “Sağlıklı bina” olarak adlandırılmaktadır. Dolayısıyla bu çalışmanın amacı okul binalarının öğrenciler üzerindeki olumlu ve olumsuz etkilerini tespit etmek suretiyle okul binasının sağlıklı olup olmadığını belirleyebilmektir. Nitel olarak yürütülen bu çalışmada özel durum çalışması benimsenmiştir. Bu çerçevede Muş il merkezinde bulunan eski bir okul binası ve yeni bir okul binası çalışma alanı olarak belirlenmiştir. Bu bağlamda 2 farklı lisede okuyan 400 öğrenci araştırmanın çalışma grubunu oluşturmaktadır. Veri toplamak amacıyla, öğrencilere yarı yapılandırılmış bir görüşme formu uygulanmıştır. Öğrencilere okul binasındayken yaşamış oldukları rahatsızlıklar ve okul binasında sağlıklı buldukları alanlar sorulmuş ve bu bağlamda değişmesini veya düzeltilmesini istedikleri alanlara ilişkin önerileri istenmiştir. Elde edilen görüşler betimsel analiz yoluyla analiz edilmiştir. Bu bağlamda elde edilen bulgular tablolştırılmış ve iki okul binasının öğrenciler üzerinde bıraktığı etki karşılaştırılmıştır. Öğrencilerin bina ile ilişkili olarak yaşamış oldukları rahatsızlıklar ve rahatsızlık veren mekânlar temel kategoriler olarak belirlenmiştir. Belirlenen kategoriler; frekans değerleri, yüzde oranları ve katılımcı kodları ile birlikte tablolar üzerinde sunulacaktır. Araştırma tamamlandıktan sonra çalışmaya ilişkin bulgular, sonuçlar ve öneriler verilecektir.

**Keywords:** Hasta bina sendromu, sağlıklı bina, okul mekanları.

# Native language effects on accent perception and production in Japanese as a foreign language.

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Good pronunciation is a necessary skill for second language learners to have successful communication. Poor pronunciation raises processing demands on the listener, and native speakers experience comprehension difficulty, misunderstand the speaker's intention, or consider him/her incompetent (Hinofits & Bailey, 1980; Toki, 1994). For many native speakers, pronunciation is the easiest source of information to assess a non-native speaker's proficiency. Previous research have found that Japanese native speakers rely on suprasegmental features such as intonation and accent rather than segmental features when they evaluate non-native speakers' pronunciation, and that the ability to perceive accent and the ability to evaluate and monitor one's own production is moderately associated with production accuracy (Ayusawa, 1999; Ayusawa, and Odaka, 1998; Katayama, 2008; Ogawara, 1997; Yamada, 1999; Yin, 2014, Yin et. al., 2015). However, most of the studies use a very small number of stimuli to obtain native judgment data. Also, whether learners' native language affects this relationship between perception and production has not been investigated. Therefore, the present study attempts to fill this gap by investigating relative contribution of factors that are thought to associate with the production of Japanese lexical accent. Sixty English learners and sixty Chinese learners of Japanese took a series of online tests involving perception, knowledge, monitoring, and production of Japanese lexical accent. The results show that accent knowledge, monitoring ability were correlated with production for both groups, but native language affected the strength of association with production. Also, perception and production were related only for Chinese learners.

**Keywords:** accent, pronunciation, Japanese.

# RECEPTION ANALYSIS: CASE STUDY OF THE JOGJA SCRUMMY AS A SOUVENIR OF YOGYAKARTA.

Rega Pratama Putra

Fitriana Ramadhany

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Yogyakarta is well known as the city of Gudeg, a traditional food that has been a special food and souvenir from Yogyakarta for centuries. But, the existence of it's traditional food is slowly being replaced by a "celebrity cake" which currently popular around Indonesia. Almost every city in Indonesia has it's own celebrity cake. Jogja Scrummy is a Yogyakartaan celebrity cake who run by Indonesia's famous celebrity, Dude Herlino. The researcher chose Jogja Scrummy as the object to be studied. The purpose of this study was to analyze Jogja Scrummy consumer receptions with 10 respondents using purposive sampling technique. This study uses McQuail's reception analysis method, which consists of mediation, motivation, behavior, and experience. This research shows that the majority of consumers get information about these products from friends, which indicates that they have been mediated. Based on motivation, the majority of consumers make purchases because of curiosity. Based on behavior, the majority of consumers make a collective purchase in the afternoon or evening and the majority do not photograph the product before enjoying the product. While based on experience, the majority of consumers show satisfaction with their expectations of the product. That means, there is a positive reception from Jogja Scrummy consumers about Jogja Scrummy products.

**Keywords:** Reception, Culture, Souvenir.

# Turkish Lexemes in Macedonian Language and Society Classes

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The Macedonian people had lived under the Ottoman Empire for almost five centuries. As expected, many influences of cultural-language nature had occurred during this long period. The Macedonian language is a South Slavic language with a ten century-long written tradition which stagnated during the Turkish reign. During this long period, the Macedonian spoken language, in contact with Turkish – the administrative language and the language of the prestigious culture, was subject to influence, mainly from the aspect of the lexis. It adopted many Turcisms and this was an issue during the standardization of the lexis of the standard Macedonian language. The Turcisms had left their mark in the Macedonian folklore heritage, as well as in the science of History, which mainly refers to terms. Our interest here is to focus on the presence of Turcisms in the lower grades of primary education in the Macedonian language and Society classes, since these subjects cover content which can offer language corpus through the textbooks and the readers. The Turkish lexemes which are intended to enrich the students' register will undergo lexicological interpretation. The teaching work always requires the adoption of the word by form and content. The paper will offer opportunities for perceiving the richness of the vocabulary among students who speak the Macedonian language.

**Keywords:** Turcisms, language interference, textbooks.

# Including Deaf and Hearing Learners in the Same Classroom: What Language to Use for Instructional Conversation

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This paper raises the issue of the quality education that special need students with hearing loss in Cameroon and in many countries in Sub-Saharan Africa, encounter when they are placed in inclusive classrooms where teachers are not trained to welcome them. Nowadays in Cameroon, a good number of children with hearing loss are sent to school, unlikely few years ago, when the deafness was considered as a form of madness, or as a mystical incurable disease. However, very few of those children attend specialized school, because the school fee is very expensive. They attend public schools where, the teachers are ill-prepared to welcome them. During classroom activities, they do not have any assistance that fit their need. All day long, they sit in the classroom, struggling to understand the lesson. They rely on tutorials at home from family members or from other classmates. The direct consequence resulting from such a language barrier is their poor school performances. This paper aims at explaining and demonstrating how efficient and appropriate sign language is, when applied as main language for instructional conversation in the classroom including deaf and hearing learners. The focus rests on kindergarten and elementary students, because it is at that stage that the students acquire basic knowledge, especially language for instructional conversation. The study falls under the framework of Christ's (1962) interactionist theory and Chomsky (1965) innatist theory. It is an analytic work, where the data are gathered from literature review and facts from classroom observation and interviews.

**Keywords:** Hearing loss, Public school, Instructional Conversation.



# Local language in multilingual landscapes of tourist destination cities in Indonesia

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Indonesia has many tourist destinations as the favorite of international visitors. Among of them are Bali and Yogyakarta. The two has similarities to offer: strongly unique cultures, natural charms and historical architectures. With these, they attract the people around the world with their cultural and linguistic background. Thus, English becomes the lingua franca. It is the main language as seen in landscapes of the areas. However, it does not stand alone. This study is to explore the position of local languages in a plurilingual situation in the landscape. Employing an ecolinguistics perspective, it will reveal the reality of the domain local languages have from the scene visibility. Besides, it will reflect what is seen on the existing rules. Based on the survey, it is found out that the presence of the languages in the signs is as follows Indonesian (58%), English (36%) and Javanese (6%). In Bali, more languages are present. Another prominent foreign language, besides English, is Chinese. The one to be concerned is the minimum presence of local language. It seems that the locals have no place to be visible for a wider public. The dominance of Indonesian is in part an implementation of the policy which says Bahasa Indonesia should be used in the information tools of all public facilities (Article 38, the Law no 24, year 2009). The similar article, in fact, also allows the people to attach English or local language to complement, though it is only optional. In sum, there is no policy in the part of regional governments to strengthen the position of their language in their own community.

**Keywords:** multilingual, local language, ecolinguistics.

# Crowdsourcing in Literary Writing : A Simple Breakthrough in Industry 4.0

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Books for kids are among the commodities taking a biggest market share in publishing industry. The demand for the draft is very high. To overcome this, an Indonesian writer has developed a writer community. This paper is to describe about the community and reveal its effectiveness in “manufacturing” books which are potential to be the source of passive income for its members. This is an exploratory study, applying a participatory observation to record the activities of mass book writing from planning to publishing. The community is an online community of *Whatsapp*® group. The members are the buyers of the books written by the founder. They are various in terms of age and writing skills. Some are high school and college students; others are senior teachers waiting for their retirement. However, they all take the same processes. They are recruited, trained, and guided to be a professional writer. The admins only use the online chats to undertake all the processes of writing mobilization. The group has been proved to be very effective. Its members have grown to its upper limit and they have more than ten books published by some major Indonesian publishers only in ten months. Some books have been reprinted and have paid royalties for the community. Thus, the writer has successfully changed the community into a writing industry.

**Keywords:** writer community, social media group, books for kids.

# Teaching methods in an intensive training for pre-service teachers

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This study is to explore teaching methods in a non-formal education in Pare, a popular English center district in East Java, Indonesia. One of the programs provided is Mastering System program, aimed to prepare its students to be ready for teaching profession especially in non-formal educations. Besides, the participants are also the college students who want to improve their skills. The investigation applied a qualitative method, employing a case study approach. The data collection includes interview, observation, and content-analysis. Based on the analysis, it is found out that the methods employed are communicative language teaching, task-based instruction, cooperative learning, and grammar translation. The first method is applied by leading the students to have a discussion on issues of learning problems in group. Then, each will present their findings. The second is done by giving tasks to the individuals and they will give feedbacks to each other, finally the instructor will conclude the lessons. Next method is undertaken by peer-teaching technique in which some students are chosen to explain the materials to their friends, after the teacher share the materials to the class. This is to make sure that the delivery is successful. Finally, grammar translation is more functional to be an assesment to check the students' understanding. The teacher dictates the sentences in English and the students have to rewrite their Indonesian versions, and the direction can be otherwise. In another, the teacher will dictate a sentence in a certain tense, and the students should change it into another tense. This method is also employed by the director to check the success of teaching learning process by his instructors.

**Keywords:** non-formal education, teaching strategies, key success.

# NIGHT AND DAY IN ANCIENT TURKISH MYTHOLOGY

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In the Azerbaijani mythology and literary literature, which is the heir of Sumerian and general Turkish mythology, dual horses are portrayed as symbols of night and day. In the "Kitabi -Dede Gorgud" epos, Dede Gorgud who head to meet with Dali Garcar took goathead Kecer horse and sheephead Duru horse. Here goat is the symbol of the night, sheep of the moonlight. Kirat and Dürat in the Koroglu epic are the auxiliary forces that play the same archetypes. The saga describes the likelihood that these horses are descendants of the sea horses and even their wings. The great Azerbaijani poet Nizami Ganjavi's poem "Khosrow and Shirin" Mahinbanu, who calls himself from Afrasiyab descendants (Alp er Tonga) have two unusual horses: Shabdiz and Gülgün. Shabdiz is lush; Gulgun is like a daytime laugh. Nizami describes that these horses were the foals of black horse statue located at the cave of the foot of Mount İnhirag (Kepez). And they themselves are the descendants of horses who came to the cave from the sea. In general, the holing of the horse and the double horses as symbols of the night and day are undeniable facts about the existence of ancient Sumerian Turkish outlook in Azerbaijani mythology.

**Keywords:** night, day, symbol.

# THE FIRST MYTHOLOGICAL CHARACTER OF AZERBAIJAN LITERATURE IN 20TH CENTURY

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All over the world, including Azerbaijani literature has been the subject of eternal struggle for good and evil in the artistic examples from the past to the present. But mythological demon in the Azerbaijani literature, for the first time in the early XX century, the outstanding dramaturge writer Abdurrahim bey Hagverdiyev's "Peri Cadu" (Spell Fairy) has been described throughout the literary-like work. The work begins with the old tragedies like apafyoza-mukaddime. The terms of the mythological devil's involvement in the plot of the work have been explained on the question of the conflict between Good and Evil. Just like Goethe's Faust, the hero of A.Hagverdiyev, Peri delivers her immortal soul to the Devil to be superior to others and take revenge. In return, the sorcerers who are in harmony with their orders gain unlimited opportunities. By proving that it is revenge of evil, it is advisable to seek refuge in God, the protector of the oppressed. Although she was in doubt, the Peri chose to take revenge and take shelter of Satan. She was finally destroyed by a mortal man. In the ancient Greek and Eastern mythology, when the devil from the fire did not prostrate to the people of the earth, he was banished from the divine world and turned into a harassment of the evil. A. Gagverdiyev in the drama "Peri Cadu", in the mythology of Azerbaijan reflects the eternal faith in the victory of good over evil.

**Keywords:** good, evil, mythology.

# Textual metadiscourse markers in the introduction and the conclusion sections of research articles in the field of tourism

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This presentation deals with textual metadiscourse markers in a corpus of introduction and conclusion sections in research articles in the field of tourism. Hyland (2005) includes the categories of logical connectives, frame markers, code glosses, endophoric markers, and evidentials as devices within textual metadiscourse markers. The use of these markers is essential for stylistic purposes, as they help to organize the authors' arguments logically. Similarly, textual metadiscourse markers also have a persuasive function (Hyland 1989), and this is fundamental in academic research articles, as put forward in Farrokhi and Ashrafi (2009). In our study, we want to see whether the use of these markers presents significant variation between introductions and conclusions of tourism research papers, and the reasons accounting for this variation. We hypothesize that, because these two sections have different scopes, one seeking to promote reading, the other seeking to summarize findings, the categories of textual metadiscourse markers should be also different in each occasion.

**Keywords:** metadiscourse, corpus linguistics, research article.

# The form of the research article in the field of tourism

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Research articles have been extensively studied from a genre perspective in the last decades. Much of this interest has been placed on the hard and the soft sciences, especially on the medical and the engineering domains. There is certainly variation concerning the form in the way in which information is organized in these articles. Surprisingly, research papers in the field of touristic studies have not enjoyed the same attention by scholars, and we have shown in a recent article that rhetorical strategies in touristic papers show very significant variation depending on the generic stage we focus on (Álvarez-Gil and Domínguez-Morales forthcoming). In this presentation, we offer a description of the generic potential of tourism research papers following a functional-systemic methodology (Halliday 1985). For this, we will use a corpus of research papers published in leading journals in the field, and this will be manually tagged to find out recurrent stages, and we will obtain the generic potential in this way. This generic potential (Hasan; Martin 1984; Eggins 1994) will include both the optional and the obligatory stages characterizing the genre in tourism research. The conclusions of this paper offer the results of this study on the formal presence of tourism research articles, and the way in which papers in this domain differs structurally from others specialized papers.

**Keywords:** corpus linguistics, research papers, tourism.

# ADAPTING TEACHERS' TEACHING STYLES TO PUPILS' LEARNING STYLES IN PRIMARY EDUCATION

**Rashit Emini**

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This research paper aims to investigate the English language teachers' pedagogical strategies and techniques which aim to match the pupils' learning styles to ensure effective English language teaching in primary education. It examines closely and thoroughly the way the English teachers adapt their teaching to match the various learning styles of their pupils' in English language classes at Hasan Prishtina Primary School in Skopje, the Republic of North Macedonia. This paper, as well tends to reveal the viewpoints of both the English teachers and their pupils in terms of combining, adapting and accommodating the teaching styles and strategies of the English teachers to the learning styles of the pupils in order to improve the teaching and learning process and enable pupils to learn English in a more effective way and make teaching more attractive. This research paper uses both qualitative and quantitative research methods, that is, both observations of the English classes as well as interviews with the English teachers are conducted as well as two questionnaires are used to obtain the viewpoints and opinions of both the English teachers and the pupils in this primary school regarding the effects that the match or mismatch of teaching styles of the English teachers to the learning styles of their pupils have on the learning process.

**Keywords:** adjusting, interaction, techniques.



# Meditation and Drama Techniques in the Classroom

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The aim of this contribution is to present the advantages of the integration of meditation and drama techniques in the classroom. The framework is given by the teaching innovation project INNOVA-TEA, which started to be implemented 2015-2016 at the University of Valencia and the Polytechnic University of Valencia in Spain. Meditation helps to be aware of the present moment, that is, of one own's body in connection with the mind. At the same time, it favours being aware of the other. The integration of drama techniques promotes qualities such as creativity, originality, spontaneity and imagination. In order to exemplify this, we will show approaches to literary texts in German on different topics such as love, intercultural issues, and Krimis or Whodunits, that is, detective stories with several situations. We will see how the use of meditation and drama techniques in the classroom contributes to a better learning of both the language and the literary concepts.

**Keywords:** drama, INNOVA-TEA, mediation.

# TƏHSİLİN KEYFIYYƏTİNDƏ MÜƏLLİM-ŞAGİRD, MÜƏLLİM-TƏLƏBƏ MÜNƏSİBƏTİNİN ROLU

Sevil Isayeva

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Müəllim-şagird, müəllim-tələbə münasibətlərinin düzgün qurulması, səriştəli yanaşma innovativ fəaliyyətin və əslində bütövlükdə təhsilin modernləşdirilməsinin əsas yollarından biridir. Bu, ilk növbədə, təhsilin bütün pillələri üzrə təlim və tərbiyə məsələlərinə yeni baxış deməkdir. Səriştəli yanaşma təhsilin məqsəd və nəticələrinə, məzmununa, təhsilverən və təhsilənlərin fəaliyyətinə, təlim-tərbiyənin forma, metod və vasitələrinə, təhsil müəssisələrinin əlaqədə olduğu tərəflərlə münasibətlərinə müasir elmi düşüncə tələb edir. Müəllim-şagird, müəllim-tələbə münasibətinin yeni pedaqoji təfəkkürə müvafiq qurulması üçün müəllim: şagirdlərin fərdi xüsusiyyətlərini öyrənməli; müsbət xüsusiyyətlərinə əsaslanmalı; onların xarakterində baş verən dəyişiklikləri duymalı; onlarda özünə möhkəm inam yaratmalı; şagird şəxsiyyətinə hörmət bəsləməlidir və s. Deməli, təlimin keyfiyyətinə, onun daha səmərəli və uğurlu qurulmasına müəllim-şagird, müəllim-tələbə münasibətlərinin təsiri böyükdür. Belə ki, öyrədən və öyrənən münasibətlərini demokratik əsaslarla qurulduqda, şagirdə, tələbəyə təlim prosesinin subyekt kimi baxıldıqda onlarda təlimə maraq artır. Şagirdləri, yaxud tələbələri öyrənməyə cəlb etmək üçün müəllim pedaqogika, psixologiya, metodologiyanın vacib olan əsaslarına yiyələnəlidir. Təhsil ocağında qazanılan nəzəri bilikləri tətbiq etməyi aşılamaq üçün müəllim-şagird, müəllim-tələbə münasibətinin düzgün qurulması tədrisin keyfiyyətini yüksəltmək yolunda ən ümdə problemlərdəndir. Müəllim-şagird münasibətləri qarşılıqlı hörmət, ehtiram, yardım, mərhəmət, səmimi həmrəylik, məsuliyyət və sıx əməkdaşlıq üzərində qurulmalıdır. Gördüyümüz kimi, müasir dövrdə tədris prosesi sadəcə tədrisin komponentlərini əhatə etməklə kifayətlənmir, tədris prosesinə bilavasitə və dolaylı yolla təsir edə biləcək bütün amilləri nəzərə alır. Bir sözlə, şəxsiyyətin təşəkkülündə təhsil özünəməxsus rol oynayır, təlimin nəticəsi kimi meydana gəlir. Təlim prosesi öz növbəsində təhsilləndirici, tərbiyələndirici və inkişafetdirici kimi mühüm funksiyaları yerinə yetirir.

**Keywords:** müəllim, şagird, tələbə.

# MİTOLOJİ VE MİLLİ KİMLİK

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Beşer kültürünün başlangıcı, ilki mitolojiden geçer. Mitoloji genel olarak insanoğlunun kendini idrak edişidir. Bir millet o zaman varlık şuurunu kazanarak yaşar ki, onun kendine özgü Sözlü Edebiyatı olsun. Folklorun varoluşu onun bağlı olduğu halkın, milletin varlığı – yaşantısı demektir. Folkloru olmayan milletin tarihi geçmişinden asla sözedilemez. Yazarlarımız, binlerce yıldır Türk dünyasının vazgeçilmez hazinesi olan mitlere - folklor ve yazılı edebiyat örneklerine her zaman hitap etmişlerdir. Bu örneklerden biri de, Türk halklarının tarihi geçmişinden bahseden "Kitabi-Dede Korkut" destanıdır. Son yüzyılda ulu önder Haydar Aliyev'in (1999) kararıyla, yüzlerce yıldır yaşayan Türklerin kahramanca ilahını içeren "Kitabi-Dede Korkut" destanının 1300.yıldönümü şansaşanlı şekilde düzenlenmiştir. 20. yüzyıl Azerbaycan şiirine damgasını vuran ünlü şair Bahtiyar Vahabzade de, asırlar önce yenilmez Türk Devleti olarak bilinen Göktürkler üzerine, çağdaş Azerbaycan tiyatrosunun yeni zaferi olan "Kendimizi Kesen Kılıç" isimli tiyatro eserini yazar. Şairin ele aldığı konu ve problemler çok geniş, kapsamlı ve topluma yöneliktir. Çalışmada, özgürlük ve bağımsızlık ideolojisi tüm ihtişamı ve büyüklüğü ile yansıtılır, eserin kahramanları sürekli hak adalet uğruna mücadele yapıyor, hep bir yenilik arayışındalar. "Kendimizi Kesen Kılıç" tiyatro eseri aslında hayatın ve zamanın gerçeklerini, bazı durumlarda tamamen felsefi yargılarla çelişkileri yansıtması açısından özel ilgi ve öneme sahiptir. "Kendimizi Kesen Kılıç"da, dikkata şayan diğer bir husus da, yazarın, olaylar kapsamında yaşamın gerçekliklerini yansıtmasında ve toplumda gerçekleşen olaylara aktif olarak müdahale etmesindedir. Genel olarak şu kanaate geliyoruz ki, ulusal kimlik ve milli kimliğe dönüş, Bahtiyar Vahabzade'nin eserlerinin ana özelliklerinden biridir. "Kendimizi Kesen Kılıç" eserinde asıl mesele, eserin kahramanlarının kendi ülkeleri, insanları, vatanları ve toplulukları ile olan ilişkisidir.

**Keywords:** mitoloji, folklor, Vahabzade.

# Using Literature Circles in the EFL Classroom

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Students often find reading, which is a crucial element of language learning, boring and difficult. A solution to this is choosing activities and methods which help practice EFL reading in the right way. Literature Circles is a very beneficial model that can help teachers overcome this problematic situation. The purpose of this paper is to introduce the overall concept and methods underlying in Literature Circles and to put forward the notion that they offer in the ELT classroom. Literature Circles are reading and discussion groups which are student centered. They are classroom based student reading and discussion groups which are fun and naturally combine the skills of reading, writing, speaking and listening. Students get to individually read their stories and after they finish their stories they get together in their groups to talk about the story they read. It motivates students acquire both the habits of reading extensively and working autonomously. Moreover this task allows students to have enjoyable interesting discussion about the short story and the worksheets that are given to students make real discussion in English an achievable goal. They also have the power to transform our students from passive, rather reserved students into students who enthusiastically point at their texts in order to support their opinions while sharing their arguments in English.

**Keywords:** literature, reading circles, EFL.

## THE MEANING OF SILENCE IN DISGRACE (1999)

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*Disgrace* is considered one of the disturbing novels in reading and studying. Coetzee does not provide any solutions for the issues or clashes he examines, and he does not expose any redemption to the characters of his novel. Vickie Dailey suggests that Coetzee deliberately exposes these disturbing images into the minds and psyches of the reader to force him/her to discuss them internally and according to his/her background (7). He wants to evoke the cultural and social background of the readers to interact with these issues accordingly. He wants to convey the real and accurate picture of the contemporary life particularly in a country like South Africa. This novel exposes the darkest and worst side of our contemporary life; it examines the ethical issues that are related to the baseline of instincts and desires of humanity. This research examines two types of sexual violence; one takes place on the university campus, and another happens in the outer society. In both situations, we discover that silence is the only and preferable response to this violence. The common factor in both situations is the power authority, whether inside the borders of the university campus or outside these borders in the outer society. Later, the research discusses the reasons and analysis of the characters in both situations in the light of feminist principles and psychoanalysis ideas.

**Keywords:** silence, rape, Disgrace.

# «TİBBNAMƏ» ORTAÇAĞ ELMI VƏ NƏSR ÜSLUBUNUN MÜKƏMMƏL NÜMUNƏSİ KİMİ

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XVII əsrin sonunda, XVIII əsrin əvvəllərində yaşamış Məhəmməd Yusif Şirvani məşhur Azərbaycan alimi, həkimi və xəttatlarından biridir. O, Şirvan bəylərbəyi Hüseyn xanın eşikağası Lütfəli bəyin yanında həkim olmuşdur. Məhəmməd Yusif Şirvani hicri tarixlə 1124-cü ildə (miladi 1712) müəllifi bəlli olmayan, Azərbaycan dilində yaradılmış orta əsr tibb əsərləri arasında vacib yer tutan «Tibbnamə» əsərinin üzünü köçürmüş ona müqəddimə, şərh və izahatlar yazmışdır. «Tibbnamə»nin üslubu həqiqi elmə xas olan bütün xüsusiyyətləri özündə birləşdirir. İlk tibbi biliklər, necə deyərlər, Azərbaycanda elmi üslubu formalaşdırırdı. F.Ələkbərlinin fikrincə, bir neçə min il bundan əvvəl Azərbaycanda yaşayan insanlar artıq tibbi biliklərə malik idilər. Orta əsrlərdə ədəbi dildə artıq funksional üslublar müəyyənləşir. Həmin dövrdə elmi üslub iki cür təzahür edirdi: 1) klassik kitab dili biçimində; 2) folklor-danışıq dili biçimində. Birinci təzahür formasında ərəb söz və ifadələrinin çox işləndiyini və elmi terminlərin, bir qayda olaraq, ərəb sözlərindən ibarət olduğunu görürük. «Tibbnamə»də də ərəb, fars sözləri çoxdur. Bu, həmin dövrü səciyyələndirirdi. Elmi üslubun folklor-danışıq dilinin örnəyi olan «Tibbnamə»də tibbin, əczaçılığın müxtəlif sahələri ilə əlaqədar işlənmiş sözlər isə türk mənşəlidir. Hər iki qəbildən olan terminologiya (XIV əsrin əvvəllərindəki lüğətlər də) elmi üslubun inkişafı üçün dil imkanlarının məhdud olmadığını göstərir. Hər iki üslubun kəsişdiyi nöqtədə «Tibbnamə»dəki ərəb, fars və başqa alınmaların türk dilində mənə uyğunlaşması onların türk leksik -morfoloji göstəriciləri ilə söz yaradıcılığında iştirak etməsində də görünür.

**Keywords:** tebabət elmi, Tibbnamə, folklor-danışıq üslubi.

# Mathematical Thinking as a Predictor of Critical Thinking Dispositions of Pre-Service Mathematics Teachers

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Mathematical thinking is a fundamental skill that is foreseen to be gained in the 21st century, especially in mathematics. Teachers play a central role in gaining this skill. Teachers/pre-service teachers need to be able to create an effective teaching environment and have the competencies to make arrangements to improve students' mathematical thinking skills. Critical thinking, which is a high-level thinking skill, includes cognitive skills and affective tendencies. In this context, the aim of this study was to examine the relationship between mathematics thinking sub-dimensions (higher order thinking, reasoning, mathematical thinking and problem solving) and critical thinking disposition. In addition, this study investigated whether mathematical thinking sub-dimensions are significant predictors of critical thinking disposition. This research was designed as a correlation type relational survey model. The study group consisted of 181 (73 female and 108 male) pre-service mathematics teachers studying at the Faculty of Education of a state university in the South East Anatolia Region of Turkey. Data were collected through personal information form, mathematical thinking scale, and critical thinking disposition scale. The analysis of data was made with multiple regression analysis. As a result of the study, it was found that there is a significant relationship between critical thinking and higher order thinking, reasoning, mathematical thinking skills and problem-solving dimensions. In addition, the predictors of critical thinking disposition were found to have reasoning, mathematical thinking skills and problem-solving dimensions. Results also illustrated that reasoning, mathematical thinking skills and problem-solving dimensions was a significant predictor of critical thinking. In this context, the study was discussed in the context of the development of critical thinking of pre-service mathematics teacher. Research results were discussed in the context of the development of mathematical thinking and critical thinking dispositions of pre-service mathematics teachers.

**Keywords:** Mathematical thinking, multiple regression analysis, mathematical thinking dimensions, predictors of critical thinking, reasoning.

# The impact of Turkish on the political discourse in modern Macedonian

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The subject of interest of this paper is the smooth ongoing influence of the Turkish language on the Macedonian sociolinguistic habit. Rooted in the history of the Ottoman Empire between the 14<sup>th</sup> and early 20<sup>th</sup> centuries, the powerful Turkish impact on modern Macedonian can still be described as flourishing and flowing – even today. In this respect, the main focus of interest will be placed on the actual, synchronic political discourse in Macedonia, which we define as a public form of constituting communicative interactions between people. For this purpose, a corpus of Macedonian political texts (newspaper articles, speeches, advertisements, etc.) will be looked at and analyzed on the latest impact had by Turkish (e.g. lexical, phraseological and morpho-syntactic linguistic elements), which affect the Macedonian voters. Our hypothesis is that politically conservative-oriented individuals and political organizations will traditionally make more use of the borrowed and calqued Turkish expressive heritage because of its connotation with the Macedonian people's discourse, as well as their identifying effects.

**Keywords:** impact of language, Turkish influence, modern Macedonian, synchronic political discourse, loan words, calques.



# IMPROVEMENT OF THE VISUALIZATION PERCEPTION SCALE FOR MATHEMATICS TEACHER CANDIDATES

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Mathematical visualization is defined as the ability of students to present a concept or problem, to use schemas to support problem solving in order to achieve understanding, to draw the appropriate scheme with pencil and paper or in some cases by using computer. Olkun and Altun (2003), visualization are defined of two-dimensional and three-dimensional objects and the objects of these objects in space as a result of the movement of new situations as the ability to visualize in the mind. According to Arcavi (2003), visualization is a creation skill, process and product. This directly, the aim of this study is to develop a valid and reliable measurement tool that measures the visualization perceptions of mathematics teacher candidates. Therefore, the study is of relational screening type. Research was conducted in Turkey, a medium-sized city in the East Anatolian at the university's faculty of education 2018-2019 spring semesters, which was carried out by studying mathematics teachers. In this study, 5-point Likert-type Visualization Perception Scale was prepared which has been tested for validity and reliability. In addition, the factor structure of the Visualization Perception Scale was confirmed by confirmatory factor analysis. As a result of the findings, it was suggested to the researchers who will work in the related field to evaluate the visualization perceptions of mathematics teachers with different types of samples or with different variables.

**Keywords:** Visualization, perception, scale development.

# INVESTIGATION OF VISUALIZATION PERCEPTION OF MATHEMATICS TEACHER CANDIDATES BY SOME VARIABLES

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At the beginning of the process of learning a subject in mathematics, during the learning of concepts and using the visualization during the measurement of whether desired behaviors are gained or not, if visualization is used, is provided ease of understanding and retention of information (Uysal Koğ & Başer, 2011). Arcavi (2003) described visualization as the process of exposing something new with visuals and its importance in mathematics education. Şimşek and Yücekaya, (2014) stated that the use of visuals in the teaching process improved students' spatial abilities. This directly, the aim of this study is to determine the visualization perception levels of mathematics teachers and to examine their perception levels according to the variables of gender, class and parent education status. Therefore, the study is of relational screening type. Research was conducted in Turkey, a medium-sized city in the East Anatolian at the university's faculty of education 2018-2019 spring semesters, which was carried out by studying mathematics teachers. In the study, descriptive statistics were used in order to determine the visualization perception levels of the mathematics teacher candidates, t-test to determine whether or not perception levels vary by gender and ANOVA test was conducted to determine whether the levels of perception changed according to grade and parent education status. As a result of the findings, it was suggested to the researchers who will work in the related field to evaluate the visualization perceptions of mathematics teachers with different types of samples or with different variables.

**Keywords:** Visualization perception, mathematics teacher candidates, mathematics education.

# Use of Problem-Based Learning for Reading in Kazakh language

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The main goals of this paper are highlight key tasks and principles of methodology and what are the advantages of the problem-based learning in Kazakh language teaching. As an example we concentrate on Intermediate Level students, considering their reading possibilities. In learning Kazakh language four skills should be mastered deeply, namely Listening, Speaking, Writing and Reading. Reading is one of the most important skills of them for developing necessary communicational instruments. Students and teachers, however, tend to worry that not all important knowledge will be acquired in-process Reading. To explore this issue we considered Reading with a problem-based approach. Problem Based Learning (PBL) is a learning model that is based on the problem where students are asked to find solutions through investigation. In learning language the Problem Based approach is a student-centered approach. A well-designed Problem-based learning provides students with the opportunity to develop skills such as work in teams, work in a group, critical thinking, and analysis. Through PBL in the classroom, students apply their knowledge to the problem-solving. This gives students the opportunity to see and formulate the problem on their own and find solutions and put forward their own hypotheses, draw conclusions and see the possibility of practical application in life. From the psychological point of view it can be methods deduction – finding data to support an argument or induction – finding an argument to explain some data. It deepens students' critique. Students several times return to the reader to find problems, details, and answers to questions. This causes a motivation for Reading. It plays an important role in the study of language.

**Keywords:** Reading, Problem-based learning, problem-solving.

# Investigating Students' self-regulated Learning through the Social Cognitive Theory

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The most important goal of higher education is to develop lifelong learners who are self-directed, self-aware, and independent. These learners are aware of their strength and weaknesses. They know which strategies to retain, modify, or change in order to attain academic success; they are self-regulated learners. The present study aims to find out about the degree of self-regulation of students of English at Badji Mokhtar - Annaba University, and its relatedness to their academic outcomes. It takes first year students as a population of study and seeks to examine their study patterns, learning beliefs and processes in the module of Linguistics. It adopts a questionnaire and testing as research instruments. The questionnaire, addressed to the research sample, aims at indentifying learners' main areas of strengths and weaknesses during the three-step cycle of learning when undertaking the given classroom tasks, namely, in planning, performance and evaluation. The questionnaire items detail the self-regulated components like students' self-efficacy beliefs, the different strategies adopted in setting goals, self-monitoring progress and self-reflecting afterwards. These prove to be decisive factors in the successfulness of students' academic endeavors. Besides, students' testing scores in linguistics come to support the questionnaire results in revealing that students' self-regulated learning patterns mark the boundaries between the high and the low achievers and subsequently, corroborating its relatedness with their academic performance and achievements in the module of linguistics. Finally, some suggestions will be proposed for developing self-regulated University learners.

**Keywords:** self regulated learning, social cognitive theory, self-direction.

# 11th Class Students Opinions on the Use of DGY ( Dynamic Geometry Programme ) in Teaching the Subject of transformation in the Mathematics Class

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The aim of this study is to define the opinions of students who has studied the programme of dynamic geometry at 11<sup>th</sup> class. In this study, as a method, case study from qualitative research approaches was chosen. Research group was formed from 30 students at 11<sup>th</sup> class who are from an Anatolian school in Adiyaman. First of all, before applying the programme, dynamic geometry programme (Cabri) was introduced to students and let them to study on it. According to 11<sup>th</sup> class math programme, the study took 18 hours in total, including 3 weeks and each week has 6 lesson hours. In the laboratory environment, students have been provided with worksheets in accordance with the acquisition of the transformation topic actively. After the application, in order to determine students opinions, a semi- structured student opinion form which consist of 5 open- ended questions was used for the use of DGY. According to it, qualitative data obtained from open-ended questions were analyzed by content-analysis method. When we consider the opinions, theme, categories and the frequencies of have been created. In the study, according to the results obtained from the findings from the students' views on the use of DGY. It was concluded that the lessons learned were more enjoyable and practical.

**Keywords:** Secondary Education Mathematics, Transformation, Programme of Dynamic Geometry.

# Development of the model and algorithms of the software components of the intelligent management system

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The paper discusses the problem of improving the process of designing intelligent systems and their components. The main problem in designing of intelligent systems is the stage of creating knowledge bases/ the efficiency of this ofstage can be improved by the transformation of conceptual (information) models into program codes of knowledge bases/ in turn the conceptual models can be created with the aid of different CASE tools or software for cognitive and ontological modeling; knowledge bases can be represented by the specific knowledge representation languages. Therefore, the creation of the unified approach (technology) for developing software components of intelligent systems providing generation of knowledge bases by transformation of conceptual models is actual.

**Keywords:** software components, conceptual model, model transformation.

# MODERN ASPECTS OF FORMING OF COMMUNICATIVE BEHAVIOR OF STAMMERING TEENAGERS AS FACTORS OF SUCCESS OF THEIR SOCIAL ADAPTATION

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The article presents the results of the study of individual-psychological peculiarities of the personality of stuttering adolescents in problematic speech situations, their characteristics are given, self-assessment of stutterers is considered as a factor contributing to the improvement of correctional and pedagogical influence and successful social adaptation of adolescents.

**Keywords:** stuttering, features of self-assessment, communicative behavior, problem situations, social adaptation.

# CURRENT SITUATION OF INTERNATIONAL RELATIONS IN A GLOBALIZED WORLD

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The cultural and political content of the modern world on a planetary scale is composed of international relations. International relations are a kind of public relations within the context of a society and beyond the boundaries of the state. Such public relations have a history of quite ancient civilizations. In modern political science, geopolitics distinguish between traditional, new (geo-economic) and newest (geophysical) types. Traditional geopolitics is the dominant role of geographical factors in the military-political power of the state and the occupation of other lands. New geopolitics or geo-economics focus primarily on the economic power of the state, the dominant position in this geographical location by this power. The most recent geopolitics or geo-philosophy is based on the fact that the state and the nation are above the military and economic power of the political spirit based on sound thought, high philosophical ideals. The complex of methods and means of realization of geopolitics is called "geostrategic". In the article the current state of international relations from a scientific point of view is analyzed, the content and nature of international security systems that emerged dealing with the global socio-cultural and military-political events in the 20th century are investigated. In the context of universal interests the clarity is brought to the specific features of contemporary geopolitics which are manifested globally. In a modern global society in establishing of "new world rules" it is tried to identify the extraordinary and mysterious traits as well as the continuously changing strategic positions. The article also provides an analytical analysis of what has happened today and describes the future ethno-political and geopolitical model of the world by means of extrapolation. Predictions about the development perspectives of events and processes occurring globally has been linked to the ethno-political situation existing in the modern world.

**Keywords:** international relations, foreign policy, diplomacy.



# Sociolinguistic issues of language contact in Kazakhstan

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Social aspect of the language contacts is defined by frequent interaction of languages for different economic, political and other reasons of ethnic and language groups. The language contacts appear as a result of constant interaction between representatives of multilingual groups. Results of the contacts are differently shown on various language levels depending on degree of ingression of their elements into the global integral structure. To understand how and in what direction the contacting languages change, we need to view this process on three different levels: 1) in sociolinguistic context – as interaction of multilingual sociums, i.e. as specific state of language; 2) in psycholinguistic context – as individual bilingualism of certain part of speakers; 3) on peculiarly linguistic level – as mix, transfusion of two self-sufficing language systems. The issue I intend to examine is the contemporary state of language contacts in Kazakhstan. To be precise, the issue of language contacts in the higher educational institutions where professional subjects are taught in the English language. The number of such universities is growing nowadays. The primary aim is to gather information on what languages students prefer to use and how different situations affect to their language choosing process. Therefore, as we know language contacts appear as a result of constant interaction between representatives of multilingual groups and speakers may use both languages simultaneously or separately. In that case, a comparative survey can systematize various language levels depending on a degree of ingression of their elements into the global integral structure as an issue of language contacts in the higher educational institutions where professional subjects are taught in the English language.

**Keywords:** language contact, sociolinguistic, multilingual.

# Lexical Chunks and their Effects on Low Level Proficiency Student's Speaking Competence

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The ability to speak a foreign language is equivalent with knowing that language because conversation is the basic means of human communication. English language students no longer expect the traditional approach based on developing mainly the grammatical competence and using methodology popular in the past. Today, one of the biggest concerns of the EFL teachers is increasing students' language skills and providing students with useful active knowledge of the foreign language, not just theory about the language. Low level proficiency students frequently have difficulties of expressing themselves in communication activities. Most of them face difficulties in organizing ideas, using correct structure and finding suitable vocabulary to convey the meaning. This usually happens because the lack of the target language exposure. The difficulty to speak fluently also emerges from the fact that most of them are not used to speaking English outside the English classes. All language teachers are aware that vocabulary plays a crucial role in language acquisition. This paper aims to observe whether foreign language students' vocabulary learning has any relationship with their language competency. This paper attempts to explore empirically the use of lexical chunks. It attempts to test the potential relationship between the competence of L2 learners in lexical chunks and their language production by analyzing the results of a multiple - choice chunk test. In addition, the paper aims to provide some pedagogical suggestions on using lexical chunks instruction in EFL classes.

**Keywords:** Lexical chunks, proficiency, speaking competence.

# Google Translate Foe in Theme-Rheme Translation of UN Headlines from English to Arabic

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This paper has as its primary goal investigating the errors made by Google Translate (GT) systems in translating theme-rheme structures from English to Arabic in selected UN news-headlines. The issues of theme-rheme sequence and patterns, interlinear translation and backgrounding/ foregrounding or nominalization are the focus of the paper. The idea behind the choice of UN headlines was to put more emphasis on short and most essential parts of the texts which attract the reader's attention to go further and read more. Upon the qualitative and quantitative examination of the target language texts, the findings revealed that the GT systems had errors and non-errors in rendering theme-rheme structures from English to Arabic and that errors transpired in the translated forms. This paper has as its primary goal investigating the errors made by Google Translate (GT) systems in translating theme-rheme structures from English to Arabic in selected UN news-headlines. The issues of theme-rheme sequence and patterns, interlinear translation and backgrounding/ foregrounding or nominalization are the focus of the paper. The idea behind the choice of UN headlines was to put more emphasis on short and most essential parts of the texts which attract the reader's attention to go further and read more. Upon the qualitative and quantitative examination of the target language texts, the findings revealed that the GT systems had errors and non-errors in rendering theme-rheme structures from English to Arabic and that errors transpired in the translated forms.

**Keywords:** Theme-Rheme Translation, English, Arabic.

# Developing Communicative Competence to Medical Doctors through the English Interchange (3rd Edition) Method The case of Batna-2 university - Algeria

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The global status of the English language, led to the wide spread of communicative language teaching/learning. Doctors in different fields, engineers and others manifest great interest in learning English as an international language to fulfill their educational and professional needs. In this regard, teaching textbooks are surely of a paramount importance. The main interest of this academic study is to shed light on the appropriateness of the Interchange 3<sup>rd</sup> edition series method, comprising four textbooks (levels), in developing medical doctors' communicative competence. The participants in this investigation are medical doctors from the medicine faculty at Batna-2 University. A diagnostic test in addition to a constructed interview administered earlier showed a low level in language fluency, pronunciation and grammar but an average level in language comprehension of our participants. Post-written and oral tests took place at the end of each level with an informal formative assessment for learners' language development. Results showed that the evaluation of the learners' communicative competence did not match neither the learners' expectations nor the claims of the books.

**Keywords:** communicative competence, textbooks, professional needs, Interchange.

# Intercultural dialogue and digital culture

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The recognition of diversity among cultures, as an integral part of their identity and the very element that promotes intercultural communication and cooperation, is a phenomenon of our time. Globalization processes, marked especially by the market expansion, new and more dynamic ways of mobility of people and goods, as well as ICT innovations, introduced new possibilities for the inclusion of individuals, institutions, communities and regions in intercultural and international communication. The new possibilities opened up by ICT – global connectivity and the rise of networks - challenge our traditional ways of understanding culture extending it to digital culture as well. Digital culture is a new complex notion: digital trends are increasingly interloping with the world of culture and arts, involving different aspects of convergence of cultures, media and information technologies, and influencing new forms of communication and dialogue. Different existing definitions of the term intercultural dialogue indicate the complexity of this concept. Today such densely interconnected society, marked by globalization processes and widely available communication systems such as the Internet, have created situations where space and time have been compressed, where so many sources of information and services have become instantly available (here and now). People can get in contact not only with people in their immediate communities, but throughout the globe. They are becoming more aware of existing differences, thus putting into focus questions of pluralism and tolerance as a shared concern on an international level. This paper aims to discuss and share knowledge about the possibilities that digital culture provides for intercultural dialogue and to identify examples of existing good practices that allow for participation of users in virtual cultural projects, thus enabling democratic participation of citizens in the building of virtual/digital culture. This paper also aims to answer the following questions; whether digital culture offers a new perspective of cultural development and how much the interdependence of cultural diversity, intercultural communication and digital culture contributes to the new concepts of progressive cultural policies and strategies.

**Keywords:** culture, intercultural dialogue, digital culture.

# The Impact of Gamified and Traditional Instructional Methods on the Vocabulary Development and Motivation of English Learners

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For the last few decades, gamification has been applied in the educational and learning contexts by means of diverse game design elements. Specifically, gamification in language education and foreign language learning has recently been experienced as an effective pedagogical tool. The purpose of this study is to examine and compare the impact of gamified and traditional (vocabulary notebook) instructional methods on the vocabulary development and motivation of Turkish EFL learners at a language preparatory school of a foundation (non-profit, private) university in Istanbul. The study also attempts to find out the perceptions of students and their instructor about learning and teaching vocabulary using gamification. A sample of thirty-two students (16 control group, 16 experimental group) at intermediate level of proficiency and their English instructor participated in this study. Data was collected quantitatively from pre- and post- tests, pre- and post- motivation questionnaires, as well as qualitatively from semi-structured interviews. The gathered findings revealed that the incorporation of gamified vocabulary teaching had positive impact on student motivation. Besides, no significant difference was found between the experimental and control group in terms of vocabulary development although there was an increase between pre-and post-test scores in the experimental group. The findings also indicated that the students and their instructor perceived game-based vocabulary as an efficient way to teach and learn vocabulary in the English preparatory classroom. The study offers pedagogical implications and recommendations about using gamified vocabulary at tertiary level English classrooms.

**Keywords:** Gamification, Vocabulary Development, Student Motivation.

# TURKEY INVESTIGATIONS BY SARI ASHUG: JOURNAL “AZERBAIJAN YURD BILGISI”

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The history of investigation of Azerbaijan folk literature, folklore is very rich. It is possible to include here the investigations carried out not only in Azerbaijan, but also in Turkey. Sari Ashug was one of the masters whose literary activity was addressed in Turkey. There are investigations in Turkey by A.Jafaroglu, A.Barmanbay, M.Fahrettin about Sari Ashug who lived in the 17th century. In the report it is said about the article “From Azerbaijan Ashugs - Ashug Nabi” published in the journal “Azerbaijan Yurd Bilgisi” which has its own place in Azerbaijan migration folklore-study.

**Keywords:** Sari Ashug, Azerbaijan Yurd Bilgisi, bayati (quatrain), Mirzade Mustafa Fahrettin.

# Teaching practice from the views of pre-service teachers and supervisors: A Case Study

**Görsev Sönmez Boran**

*Hasan Kalyoncu University*

Practicing what has been learned throughout the teacher education programs in our country is accepted as the end point of the pre-service teaching career. This period of practice teaching serves as the time to implement theory into practice under the supervision of faculty members. In this study, I aimed to investigate the commonalities and differences between the self-reflections of pre-service teachers and feedback provided by the supervisors. Both parties were assigned to respond to the guideline that I prepared with this specific purpose. Six pre-service teachers majoring in language teaching and two faculty members who supervised these pre-service teachers took part in this case study. Both parties were requested to respond to the guideline after practice teaching session. Written responses of both parties were analysed to reveal any common and different points. Results of this qualitative study showed that pre-service teachers gained a great reflective perspective throughout their education. And with this ability, they reflected on many common issues regarding their strengths and weaknesses with their supervisors. There are also some differences in their reflections and feedback from supervisors about the use of materials, planning and use of methods. This study has specific implications for language teacher education programs and teacher trainers.

Keywords: Pre-service teachers, practice teaching, teacher education.



## SOME NOTES ON FORMATION OF THE PRIMARY GENRES IN THE GARABAG FOLKLORE

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The word “exorcism” derived from the Persian word and means magic, witchcraft. From the ancient times, people who were struck by certain diseases were afraid of eclipse of the astrological units such as the Sun, the Moon were treated with prayer, pyr (a sacred place) and exorcism. The exorcisms belonging to the Garabag region differ in content. Garabag exorcisms are connected with the daily life, outlook of the people living in Garabag. The regional characteristics of these exorcisms are in the focus of attention. It is also found the exorcisms associated with certain occasions and attitudes in this environment. Garabag exorcisms deal with the all areas of family-life. The oaths, the archaic genres of oral tradition have been regarded as sacred and created dealing with the beliefs of creatures that primitive people considered sacred. Based on an etymological basis, on the basis of every oath deals with the state of the Azerbaijani people is based on a certain period of time, its socio-moral and philosophical thinking. This genre also has its own incarnation in the Garabag folklore environment. In oaths the specific features dealing with the Garabag region are noted. In other words, the oaths with local essence have been directly linked to faith. Besides local features the Islamic meetings and general Turkish elements are also reflected in Garabag oaths. The applause and curses associated with the mythical, good and evil imaginations play an important role in terms of working frequency in the Garabag folklore environment. Today the existence of this genre among the Garabag residents is connected with the needs of the people, depending on the situation they face. Through this genre people express their negative or positive emotions.

**Keywords:** Garabag, regional, exorcism, oath, applause, curses.

# Education System of Azerbaijan

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While the education system differs from country to country, the education system in Azerbaijan consists of stages such as general secondary education, primary and secondary vocational education and higher education. Structurally similar to our country, the stage up to the undergraduate level differs in Azerbaijan. General secondary education consists of three stages. These are; Primary education, general secondary education and full secondary education. Students in the country start at age 6. The elementary school starts at age 6 and continues until the student reaches the fifth grade. In elementary education, students are taught the first phase of their education, including general skills, reading habits, life skills. General secondary education continues from fifth to ninth grade. Full secondary education covers tenth and eleventh grades. Graduates who complete secondary education are enrolled in a high school diploma. It aims at educating artistic and social professions that fit the demands of society on the basis of primary vocational and general education. Just like the vocational high schools in Turkey. However, graduate students are given both secondary education diploma and vocational certificates.

**Keywords:** education, system, Azerbaijan, general, student.

# Identity and Belonging: Towards a Model of a Normal Well-Adjusted Algerian Citizen

Benabdallah Nacereddine

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It is nowadays widely recognized that sociologists, psychologists, educators, academicians and many other scholars have subscribed to the belief that the major and ultimate aim of education is not only to shape students' character, identity, and belonging to a community but ensure their transition into a responsible adulthood. This may sound idealistic but still realistic and achievable. The present piece of reflection is an attempt to investigate the 4Rs: respect, responsibility, relationship, and rigour that are necessary to produce a particular type of a normal and well-adjusted Algerian citizen who, most likely, has to be creative, cooperative, well-balanced and armed with a firmly-rooted sense of citizenship and public-spiritedness. These 4Rs would ensure moral guidance, maintain social order and advocate the idea of the nation through which students (*the future well-adjusted adults*) could develop a sense of collective belonging, that they have a stake in society and that their efforts are valued. The future adults have to know where they belong which is quite essential to their sense of identity and their instinctual desire for acceptance and community. This feeling of belonging to an Algerian-Maghrebin-African territory is far more important than individuality. It is not at all an idealistic or utopic adventure. It only requires well-defined and reliable goals as well as commitment, and determination from the part of university staff and students.

**Keywords:** identity, education, 4Rs.

## Akademisyen Hamit Araslı tatkikatlarında kadın suretleri

### Vusal Safiyeva

*Freelance Researcher*

Türk kadınları asrlar boyu kahramanlık kariyla seçilmiş, kocalarıyla beraber savařlara katılmış, onlara destek olmuşlar. Şunu biz masallarımızda, destanlarımızda görüyoruz. Bilim adamları, aşık, müzisyenler, şairler kadınların kahramanlığı hakkında eserler yazmış, onları tarif etmişler. Böyle bilim adamlarından biri de akademisyen Hamit Araslıdır. Hamit Araslı destanlarımızı, aşık şiirlerimizi, şairlerimizin eserlerini arařtırmış, onların eserlerinde kadınların kahramanlığını, azmini, vatan uğrunda mücadelesini, ailesine, vatanına sadakatını göstermiş, kendi düşüncelerini açıklamışdır. Hamit Araslı destanlarda verilmiş kadınların hususiyetlerinden birinin onun evleneceyi adamı sınavdan geçirmesi ile sıkı şekilde bağı olduğunu kayd ederek, bu sınavın fiziksel kuvvet, söz ustalığı ve bilim sahesinde aparıldığını söylüyor. Akademisyen destanlarda ve klasik edebiyatta türk kadınlarının sadakatını, kahramanlığını, dostluk ve aşkı belirtmişdir. Mesela, “Şah İsmayıl” destanında Arap Zengi kahramanlığı ve mertliyle dikkat çekir, Nizami Gencevi eserlerinde Şemira, Nüşabe kudretli hükümdar, Şirin, çinli türk kızı kahramandır. Hamit Araslı, gene “Dede Korkut” dastandaki kadın karakterlerini de özel analizler, her hikayede kadın kahramanlıklarını analiz eder ve onu toplumun bir üyesi olarak görüyor. Kahramanlıkta erkeklerden geride kalmadıklarını, yavrularına sevgi gösterdiklerini ve ebeveynlere saygı duyduklarını söylüyor. Mesela, “Deli Dumrul” hikayesinde Allah'ın Deli Domrulun canı yerine can istediğı zaman ona anne babasının değil, karısının can vermek, Allah'a yalvarıp kendini kocasının yerine kurban etmek istediğini gösteriyor. Dirsə hanın kadını oğlunun avdan dönmediğini görünce atına biniyor, kırk incəbel kız ile onu dağlarda arıyor, yaralı oğlunu bulup getirir. Kazanın oğlu Uruz tutsak düřtüğü zaman boyu uzun Burla hatun onu qur-tarmağa giden kocasının arkasından düşman ile savaşmaya gidiyor. Kendini yaralanmış kocasına getiriyor. Savařa ünlü kahramanlarla birlikte katılıyor, cesaret gösteriyor. Beyrəyin nişanlısı Banuçiçek, evleneceğı erkekle ok atıyor, at sürüyor, güreşiyor. Nişanlısını kahraman gördükten sonra evlenmeye razı olur. Qanturalının nişanlısı kocası ile birlikte savaş ediyor. Yaralanmış, atı oklanmış kocasına koşuyor. “Düşmanın bir uçu benim, bir uçu senin” söyleyip savaşıyor, sevgilisini ölümden kurtarır. Bundan başka, “Kaçak Nebi” destanındaki olaylarda Nebinin kahraman karısı Hacerin onunla birlikte mücadele etmesi özel bir içtenlikle tasvir ediliyor”.

**Keywords:** Hamit Araslı, kahraman, kadın.

# Harnessing Peace Journalism as a Viable Complement for Post Conflict Peacebuilding

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Journalism is not just about “reporting facts”. It is about “what” to report and “how” to report, which implies selection and responsibility hence, high standards of ethics and principles, especially when reporting on conflicts. Information is power and insight can impact on public discourse. Lack of information can, at any stage of a conflict, make people desperate, restless and easy to manipulate. The ability to make informed decisions strengthens societies and fosters economic growth, democratic structures and positive outlook on the future. For this reason, the United Nations Millennium Declaration stressed the need “to ensure the freedom of the media to perform their essential role and the right of the public to have access to information.” How the concept of peace journalism has taken advantage of what this new field of research is offering about understanding conflicts and securing world peace, by using conflict analysis and transformation to update the concepts of balance, fairness and accuracy in traditional news reporting is the aim. It was discovered that peace journalism can break the cycle of violence and help build a local culture of peace in conflicting communities. Conclusions include the fact that since journalist live, work and stay rooted to their communities, they understand the people, dynamics and history of local conflicts most times more than outsiders. By their knowledge and expertise, they have what it takes to bring people together from all religious and political divides. As neutral umpires, journalists are able to build mutual understanding and challenge violent or extremist narratives. This is critical to peace building in violently divided societies.

**Keywords:** peace journalism, peace-building, media.

# Integrating Mnemonic Devices in Learning Literature

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At the university level -especially the first year- students of English as a foreign language find themselves faced with modules that they find difficulty in assimilating their content. One of these modules is ‘the literary texts’ that represents the historical background of the British literature. Students face difficulties in remembering names which affect their understanding of the lessons. Mnemonic devices are memory strategies that ease the storage, recall and the retrieve of information such as acronym, chaining, loci, and keyword method. There are strategies based on imagery and others on organization. They should be clear, funny, and unusual. In fact, effective memorization is based on making links. Hence, this work aims at highlighting the significant role of integrating the mnemonic devices for an effective learning of literature. After a short questionnaire about students’ attitudes towards the literary texts module, an experiment was designed in the study skill session to a group of first year students of English- Badji Mokhtar University- Annaba –Algeria. The teacher asked the students to bring a lesson from literary texts that they found full of names and difficult to remember. The students chose the lesson of ‘The Iliad’. The integration of the mnemonic devices went through different stages till the students became comfortable in using these strategies. By the end, it became a game-like learning of literature and proved its efficiency for the majority of the students. Furthermore, teachers of literature need to gain awareness of the mnemonic devices and integrate them along the explanation of the lessons to ease the understanding of this last.

**Keywords:** Memory, mnemonic devices, literary texts.

# Addressing the dimensions of Perfectionism in the Foreign Language classroom

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The focus of the present paper is to examine learners' perfectionism and its impact on their academic endeavors and outcomes in the foreign language classroom. As an affective factor, perfectionism is a multidimensional construct that can significantly interfere with students' proficiency in the foreign language. As a personality trait, perfectionism refers to the personal tendency to strive for flawless performance and to aspire for exceptionally high goals (Pishghadam & Akhondpoor, 2011). The study seeks to identify and understand the significance of perfectionist tendencies to the foreign language learners. It explores the different dimensions inherent in the construct, namely, excessive concern over mistakes, higher personal standards, need for order and organization and critical self-evaluation (Frost et al., 1990). In this respect, the reactions of the students to their learning performance may indicate two distinct types of perfectionists: the adaptive and the maladaptive. Adaptive or self-oriented perfectionism operates as an incentive for an optimized performance. It positively relates to self-esteem, self-efficacy, resourcefulness and productive work habits (Flett et al. 1991; Mill and Blankstein, 2000). In contrast, maladaptive perfectionism, which can be either other-oriented or socially prescribed, relates to the external pressure perceived by the individual about a given endeavor. Hence, maladaptive perfectionism may be at the root of negative traits such as motivational deficits, self-doubt, and foreign language anxiety that pervades students' learning experience. This would subsequently lead to counterproductive effects on students' overall performance and achievement (Blatt, 1995). A number of suggestions are provided to help remedy to such an educational issue where the role of the teacher cannot be overstressed.

**Keywords:** Learner's perfectionism, adaptive/maladaptive perfectionism, foreign language anxiety.

# Culture Teaching Practices in ESL Classrooms in Pakistan

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Language is the most noticeable and visible human faculty which works as an effective means of communication amongst humans to express their ideas, thoughts, feelings and emotions based on the setting around them which is termed as a culture. Therefore, the relationship between language and culture can not be denied. This relationship gets into the limelight especially in the process of language learning and teaching. In a country like Pakistan which not only came into being in the name of religion rather religious doctrines and their practices are never compromised, so it was thought to be very pertinent to find out an answer of “How do English teachers respond to cultural elements in ESL textbooks in Pakistan”. In this study, the mixed method design was used to collect data. The quantitative data was collected through questionnaire and qualitative data was used through class observations. The quantitative data was analyzed by using SPSS version 20 whereas a thematic analysis of qualitative data was done. The findings of the study show that the teachers make comparisons between local culture and the target culture. They also develop discussions on cultural elements for better understanding of the students. However, many a times they give Islamic references while discussing their local culture and giving an impression that theirs is the best. The study implies that there is a need to review the text books and incorporate that material which may promote global culture.

**Keywords:** Culture, English as a Second Language (ESL).



# "it's like bringing everything together multicultural": Heritage language learners constructing national identity as multiple

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Within recent sociolinguistics research involving the making of social meaning (i.e. indexicality), there have been three main trends. First, the little indexicality research done in the field of heritage languages has focussed on adults and their heritage speaker identities (Ahmad, 2007; Bassiouney, 2014). Second, research carried out on indexicality beyond the scope of heritage language has often focussed either on adults (Holmes, Marra, & Vine, 2011; Johnstone, Andrus, & Danielson, 2006; Johnstone & Kiesling, 2008; Wilson, 2011) or has focussed on approaching the relationship between linguistic forms and social constructions such as (gendered) identities (Bucholtz & Hall, 2005; Hazenberg, 2017; Johnstone et al., 2006; King, 2017; Ochs, 1993). Third, a few studies (Jaffe, 2016; Yoder & Johnstone, 2018) have paid attention to the indexicality of verbal signs used by adults beyond the breadth of this approach. However, there is a noticeable absence of research on heritage language speaking children's indexing their national identities. This presentation responds to this need. The current research investigates how young heritage language learners (HLLs) of Hindi in a community language school in New Zealand construct their national and cultural identities. Drawing upon Ochs's (1993) concepts of direct and indirect indexicalities, this presentation explores how Hindi HLLs access the concepts of multiculturalism and multilingualism and use them in the process of meaning making through colour connections. To do so, I adopt Seal's (2017) linguistic reflection drawings which allow the children to use an activity suitable to their age to weave the different cultures they have access to in constructing their national and cultural identities. Twenty Hindi HLLs (aged 5-17 with diverse social and linguistic backgrounds) take part in the drawing activity, and their metacognitive accounts of their choices are audio-recorded. The data show that the participants not only conceptualise their national and cultural identities as multiple, but also challenge the notion that national identity is fixed.

**Keywords:** Identity construction, Heritage language, Linguistic reflection drawings.

# The Drama Method: Developing L2 Learners' Speaking Complexity, Pronunciation and Fluency through Authentic Plays

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In recent years, research has shown that drama in language teaching forms a stepping-stone towards L2 oral proficiency (Miccoli 2003, Marini-Maio 2012, Bora 2018). While studies have been mainly carried out within the university context or as an extracurricular activity, the effectiveness of contemporary dramatic texts and a full-scale performance in the obligatory curriculum is currently under-researched (Schewe 2013). Furthermore, no study using authentic plays and drama pedagogy up to date quantified students' achievement on various indicators of measures of complexity, pronunciation accuracy and fluency. The current experimental study, which employed a mixed-method approach, was conducted with upper 6<sup>th</sup> form Italian students with a level of proficiency which ranged from lower intermediate to upper intermediate. The participants were exposed to two interventions conducted over a term each: self-standing play extracts and drama games followed by a process-oriented full-scale performance. Quantitative data were collected by implementing a pre-test, a mid-test and a post-test which employed both dialogic and monologic tasks: oral proficiency interview, story retelling and guided role-play. Statistical results regarding 1) *Syntactic complexity*, 2) *Pronunciation accuracy* and (sub)components of 3) *Fluency* will be discussed. The findings lend support to previous hypotheses of the effectiveness of drama-based approaches to enhancing L2 speaking skills.

**Keywords:** drama-based approaches, foreign language, oral skills development.

# Purification strategy in the Arabic translations of Diary of a Wimpy Kid

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A Diary of a Wimpy Kid is a highly regarded series of novels and the winner of many prizes worldwide targeted for children and teenagers. It has been translated into many languages including the Arabic language. The current paper aims to compare the original novel written in English with its Arabic Translation to highlight the purified measures taken by the publishers to adapt the appropriate or unsuitable content for the target reader. The original novel includes mentions of love, relationships, nudity, religion and cultural holidays which all were altered and adapted to the Arabic culture, especially that the audience are children. Based on an interview conducted with the publishers of the Arabic translation, translating and writing for children go through a strict filter to guarantee that any content is suitable with the Arabic values. Factors such as the age of the readers, religion, traditions, and values dominate the translator's decisions in translating any book in the Arab World. The translator therefore seems to be free from the blame of making the changes to the original novel as publishers dictate the rules. The paper shows how these purification measures resulted in using strategies such as omission, substitution, cultural adaptations.

**Keywords:** Children's literature, adaptation, purification.

# Edebi Çevrelerin Kavşağında edebi kişiliklerinin evrensel misyonu

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Edebiyatın tüm bilimler için bir kaynak olarak rol oynaması bilimde onaylanan bir konudur. Bu anlamda edebi olgular diğer bilim dalları, tarihi gerçekleri tasdik ve inkar da edebilir. Türk dilli edebi ortamlar, diğer bilim alanlarına ilgisi olabilecek çok sayıdaki edebi olguda ortaya çıkabilir. Bahsedilen konulara multidisipliner yaklaşmak kilit olsa da, bir bilgi alanının araştırma yöntemlerinden birine aktarıldığı anlamına gelmez. Konuşma, herhangi bir araştırma nesnesine (olay, tarz ve edebi kişilik, anıt, açıklama vb.) genel bir karşılaştırmalı görünümün yeniden yapılandırılması ile ilgilidir. Konuyla ilgili türkçe konuşan halkların edebi-kültürel hayatında yaşanan bazı önemli olaylar dikkate alınmıştır. Örneğin, artık Türk dünyası Yazarlarının kurultayında (Ankara, 22-26 Ekim, 1992) Türkiye, Azerbaycan, Başkurdistan, Kazakistan, Qüzey Kıbrıs Türk Cumhuriyeti, Kırgızistan, Tatarstan ve Türkmenistan'ın yazar kuruluşlarının yöneticileri ve yetkili temsilcileri Türk Dünyası Yazarlar Birliği'nin kurulmasına dair bir bildiri imzaladı. Türk dünyasının yazarı adına ulaştıran yolun zaman meridyenlerinin kaderlerdeki izini anlatan Oljas Süleymenov Moskova'da, Bakü'de, Alma-Atada, İstanbul'da görüşleri hatırlatırken yazıyordu: «bextimize garip zaman düştü, başarılarla, facialarla muhteşem bir zaman. Ayrıntılını bilmek isteyenler tercüme-yi-hallarımızı varaklasın... ». Bu büyük bir tarihsel olaydı. Oljes Süleymanov, Cengiz Aytmatov ve Anar Rzayevin gibi yazarların edebi pozisyonlarında ve biografilerinde genel bir yakınlık vardı. Azerbaycanlı yazar Anar yaptığı tutumunu şöyle açıklıyor: " Elbette ki her millet müziğini ve edebiyatını dünyanın en iyisi olarak düşünebilir. Bununla birlikte, bu anlaşmazlıkta herhangi bir tartışma veya savaş yapılmamıştır. Savaşlar her zaman farklı, siyasi, ekonomik, ideolojik ve ulusal olmuştur, ancak asla kültürel değildir. Bu nedenle, her ulusun kültürel değerlerine saygılıyız. "Bu düşünüyor, Türkçeye konuşan insanların edebi kimliğinin gerçeği ve edebi kişiliklerinin evrensel misyonudur.

**Keywords:** türk edebiyatı, multidisipliner yaklaşım, evrensel misyon.

# Changing linguistic approaches regarding language teaching of feminization and gender neutralization in French and Arabic gendered grammar in post-colonial Middle Eastern and North African Spaces

Irene-Yi

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The history of language teaching allows for much linguistic analysis regarding the changing historiographical perspectives of official language academies, language teachers, grammarians, activists, and linguists. Many social reforms in France walked hand-in-hand with the evolution of linguistic research. Drawing from the French language feminization movement, the paper analyzes the social effects of using gender neutral language and feminizing traditionally masculine profession nouns, as well as the effects of these movements on language education views. This can be seen in how grammarians shape the curricula of teachers in language education. In the past, French language teaching enforced sexist and misogynistic views. Grammarist Nicolas Beauzée wrote in 1767 that “the masculine gender is deemed more noble than the feminine gender because of the superiority of man over woman.” In 2011, Henriette Zoughebie argued that “this grammar rule shapes a world of beliefs in which the male is seen as superior to the female,” and that shifting historiographical and linguistic views would help relieve sexist notions in society today. Teachers in France have vowed to overthrow the 1767 rule. In 2017, 314 teachers signed a declaration in refusing to teach their students in accordance to the masculine-trump grammar rule. The increasingly progressive way languages are taught to children includes the following: challenging the rigid grammatical structures that historically reflected rigid gender roles, allowing non-gender binary students to find words within the language to describe themselves, and empowering students to engage in movements combatting political and social inequality.

**Keywords:** feminization, grammar, teaching.

# Conflict Images in the poetry of Mahmoud Darwish

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Darwish is considered one of the most important poets on the Palestinian, Arab and international poet. He is one of the most important Palestinian poet. Darwish lived in various countries of the world because of the Israeli occupation to his land. Darwish wrote many poems dealing with the conflict between the Palestinian and Israeli peoples, and this conflict came at several levels, for example the political conflict before the Oslo Agreement is different then. His poetry featured several images of conflict: psychological conflict, linguistic conflict, political conflict and intellectual conflict. The researcher used the analytical descriptive method to study this subject.

**Keywords:** conflict images, poetry, Mahmoud Darwish.

# The Issue of Translating Linguistic Terms into Arabic: A Call to Unify our Translation Maneuvering

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It is unquestionable that English–Arabic translation is increasingly becoming a topic of much concern overtime. This paper highlights the problems that are likely to be encountered in English–Arabic translation of linguistic terminologies. It is important to understand and master the terms used in a given field in order to undergo effectively a research. Yet while some languages such as French or English have no problems with terms, Arabic has been confronted with the issue of how linguistic terminologies could be translated? As a matter of fact, many linguistic terms have been translated in different ways throughout the Arab world. For instance, the concept “linguistics” is translated: - اللسانيات علم اللغة - فقه اللغة - الألسنية - ... In a sense, this problem is, primarily, due to the lack of coordination between Arab scholars and linguists, and the sole solution to this dilemma is to unify these terminologies and extend their use amongst researchers.

**Keywords:** translation- linguistic terminology- Arabic- unifying- English.

# EFL Teachers abroad and the teaching of culture, What Challenges?

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In a global context, many English teachers are tempted by the idea of working abroad to increase their income, discover foreign countries and gain international experience. There is no doubt that teaching abroad has many benefits to teachers and students. International experience not only allows teachers to develop their cultural awareness which will cause them to be in good relation with students from diverse groups but also enables them to develop effective teaching strategies. While in theory, teachers can earn/learn much when they work abroad, in reality, before they achieve these outstanding results, teachers encounter a number of challenges, more importantly cultural challenges that may influence them negatively both personally and professionally. English language teachers face cultural challenges. Even worse, non-native English speaker find themselves between three cultures that may be very different from each other. When teachers bring with them their own culture, they are also exposed to a new culture (of the host country). Additionally, they are supposed to use materials that are culturally related to the language they are teaching. Ten teachers from different cultural backgrounds and who are teaching English in different foreign countries were interviewed. Findings show that, in addition to teachers training, there are other factors that make teachers efficient when they teach abroad. The aim of this paper is to shed light on the different cultural challenges that English language teachers face when they are exposed to a new cultural setting and find out factors that may help in reducing these challenges.

**Keywords:** Cultures, Intercultural competence, Cultural challenges.



# THE INFLUENCE OF INSTRUMENT READINESS AND SELF-EFFICACY TOWARDS STUDENTS'ENTREPRENEURIAL INTENTIONS

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This research is entitled the influence of instrument readiness and self-efficacy towards student entrepreneurial intentions. The objective of this research is to analyze the influence of instrumental readiness and self-efficacy to students' entrepreneur intention. Respondents in this study were students in Purwokerto City. It consists of students from various universities. Analyzer used is multiple regression analysis, F test, t test, and determination test. The sampling was conducted through Accidental Sampling method; whoever seen and obtained would be selected as the sample (suitable as data source). Based on the results of calculations using multiple linear regression analysis, it can be concluded as follows: Based on f test results, it can be concluded that the variable of instrument readiness and self-efficacy respectively have a significant effect on students' entrepreneurial intentions. Based on t test result, it is known that of instrument readiness and self efficacy have partially significant influence to entrepreneurial intention. Instrument readiness is the variable which has the most significant influence on entrepreneurial intentions since it has the biggest score of t obtained. It can be suggested that university decision-makers can motivate students through innovative empirical learning, providing information and business networks to improve students' entrepreneurial intentions. Academic policy makers are advised to provide instrumental readiness and improve self-efficacy related to business activities through entrepreneurship courses.

**Keywords:** instrumental readiness, self efficacy, students' entrepreneurial intentions.

# Undergraduate Placement Examination of English in Turkey: A Critical Analysis

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This study aims to present the preliminary results of a study conducted to explore the perceptions, attitudes and reactions of the teachers and learners towards the Undergraduate Placement Examination of English in Turkey (LYS-5). For the purpose of the study, a mixed method research design that included both qualitative and quantitative data collection instruments was carried out. The study utilized purposeful sampling, 449 learners and 110 teachers participated in this research. Data were collected by means of questionnaires and semi-structured face-to-face interviews. The study results revealed that the language test administered to the participants as a university entrance exam produced a significant amount of negative washback effect on the participants' perceptions and attitudes towards learning English as a foreign language. Moreover, the test dominated the desired language education by creating an exam-based instruction in Turkish context. The results of the study suggested that the harmful influences of the test need to be mitigated and the beneficial influences of the test should be increased for an intended language education. Furthermore, the results of the study emphasized that all of the stake-holders should take responsibility to develop a better language education. This may enhance the language testing and contribute into improving the language proficiency in Turkish context.

**Keywords:** Language Testing, Washback, Test Consequences.

# ARABIC HUMOROUS TEXTS: AN ATTEMPT TO ANALYZE

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Humor has been studied in different fields, such as philosophy, psychology, sociology, and literature. It attracted the attention of numerous scholars, such as Aristotle, Plato, Kant, Freud...etc.... However, the systematic linguistic study of humor approximately started at the end of the previous century. Since that time, linguists began to study humor from different perspectives such as sociolinguistics, psycholinguistics, discourse analysis, semantics and pragmatics. Although they have presented various studies of humor, humor is still a significant topic for research because it is involved in every aspect of human life. The aim of this research is to review the various models and theories that were created to analyze humorous forms. It handles the philosophical theories, psychological and cognitive studies. It also instances the language-based models put forth to examine the humorous texts. Finally, the researcher attempts to demonstrate the different linguistic mechanisms of producing humor and to present a linguistic analysis of some forms of humor. This study will examine humor from two linguistic perspectives: the semantic and the pragmatic. To achieve this purpose, the researcher will use two linguistic frameworks: the cooperative principle (CP) proposed by Grice (1975) and the General Theory of verbal humor presented by Attardo and Raskin (1991) and its modification by Attardo (2001).

**Keywords:** systematic linguistic study, humor, linguistics.

# Edebiyat Egitiminde Hoşgörü Düşüncesine Karşılaştırmalı Yaklaşım

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Savaşın ve terörün, soykırımın, zorla göçün, sürgünlerin ve şiddetin yaşandığı modern dünyada kişiliğin uyumlu gelişimi, insanlığın insancıl görüşü, ahlaki ve etik eğitim toplumun en acil sorunudur. Bizler toplumun üyeleriyiz ve içinde yaşadığımız toplumda hümanizmin, iyiliğin ve hümanizmin egemenliği esas olarak hoşgörü, yetiştirme ve öğretime bağlıdır. Hoşgörü, farklı görüş, inanç ve bakış açıları karşısında insan kültürü düzeyinin ölçüsüdür. İnsanlığı açgözlülükten koruyan ve radikalizmden kurtaran sosyal bir olgudur. Bu açıdan bakıldığında, kesinlikle edebiyatın hoşgörü eğitiminde ana araç olduğunu söyleyebiliriz. Dünyanın herhangi bir ulusunun yazarın eserinde hümanizm, hoşgörü ve nezaket idealine uyan en az bir pozitif kahraman bulabiliriz. Nizami Gencevi "Yedi Güzel" gibi insanların dostluğunu gösteren bir sanat eseri yarattı. S.A.Şirvani "İnsan olmak, bir insanın Müslüman olup olmadığına bağlı değildir" söylüyordu. Dünya edebiyatının başyapıtlarından biri olan Fyodor Dostoyevski'nin "Suç ve Ceza" kitabı, bugünün gençliğinin yetişmesi için çok ince konuya adanmıştır. Bir insanın bir suç işlemesine neden olan, böyle bir kişinin bir kalbi, vicdanı, bu suç için cezası nedir? L.Tolstoy'un "Savaş ve Barış" ında hoşgörü birçok kahramanın karakteristiğidir. Hıristiyan inançlı O.Uayldın "Yıldız oğlan" hikayesi, H.Bicher Stoun'un "Tom dayının kulübesi" çalışması, G.Amadou'nun "Kutsallığın Kaybolması", C.Aitmatov'un savaş yıllarına adanmış "Toprak Ana" romanları ve b. birçok ulusun sanat edebiyatında güzel örneklerini görebiliriz. Yaşadığımız dünya karşılıklı anlayışa ihtiyaç duyuyor. Barış ortamında yaşamak için, komşuyu iyi tanımak, nasıl yaşadığını, milli-ahlaki-dini değerlerini, geleneklerini ve yaşam deneyimlerini bilmek önemlidir. Modern dünyamızda karşılıklı değişim ve okumada edebi yüzyıllarla hoşgörü atmosferini sağlamak insanlığın görevidir. Dini aşırılık, meslek, ekolojik felaket, mülteci vb. problemleri çözenin yollarını bulmak için sanatsal bilimlerden gerçek ve güzel cevaplar alabiliriz.

**Keywords:** Hoşgörü, Dünya edebiyatı, Türk edebiyatı.

## “I really hoped we will talk about it!” Introducing regularly discussions (in the L1) into the FL classroom

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The positive role of L1- that is the language of schooling - in FL learning is gaining increasingly importance within the studies of applied linguistics which sustain that L1 has been stigmatised and its use wrongly limited in the FL classroom (Cook, 2001, 2002; Macaro, 2001; Levine, 2011, 2015). For, in educational linguistics and in the teaching of FL we are called to devise good practices capable to methodologically and efficaciously exploit the use of L1 in FL classroom. Useful strategies are needed, to bring new awareness, improving the process of learning the FL and learning to learn. Along the Italian-Slovenian border, 8 classes of pupils aged between 11 and 15 years old, attending compulsory lower secondary school and learning each the language of the other - namely their neighbouring language - twinned in a Contact-Based-(Neighbouring)-Language-Learning-and-Teaching (CoBLaLT, Cavaion, 2015) project, have tackled one-year regularly discussions. A selected group of pupils (24) and teachers (4) ha been interviewed about their perceptions regarding the advantages or possible detrimental aspects of discussions within their FL learning and teaching. Results speak of positive acceptance on the behalf of pupils regarding the proposal to introduce regularly discussions into their FL classroom. Discussions enjoy them, free them, consolidate their knowledge, better relationships with schoolmates and with teachers, allow them to become more aware of certain aspects of languages, like pronunciation and intonation. On the other hand, teachers feel they do not have the time to run regularly discussions thought they see some positive effects. The results represent useful data for the construction of effective language planning and *curricula*.

**Keywords:** Discussions in L1, Neighbouring Languages, use of L1 in FL classroom.

# Liselerde Okul Yönetimi: Okul Yöneticilerinin Karşılaştıkları Sorunlar ve Çözümleri

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Liseler, okul mevcutları açısından genellikle kalabalık, büyük ölçekli ve karmaşık olarak algılanmaktadır (Wildy ve Clarke, 2008). Araştırmalar, liseleri yönetmenin, farklı kültürlerden, farklı sosyal ve ekonomik yapılardan gelen öğrencilerden oluştuğu için zor ve yorucu olduğunu ortaya koymaktadır (Chen , 2014). Diğer taraftan okullar arasında eğitim kalitesi açısından da farklılıklar görülmektedir. Bu farklılıklarda ise en önemli rolü okul yönetimi oynamaktadır. Karmaşık bir örgüt olarak liseler; vizyoner liderler, yetenekli öğretmenler, uygun teknoloji, yenilikçi programlar, motive öğrenciler ve yeterli fon gerektirir. Buna paralel olarak, müdürlerin görevleri de karmaşıktır (Horng, Klasik ve Loeb, 2010). Müdürün, lider olarak sorumlulukları, orta büyüklükteki bir uluslararası girişimin genel müdürünün sorumluluğu gibidir. Her ikisi de, çeşitli müşterilere mümkün olan en düşük maliyetle kaliteli hizmet sunarken, aynı zamanda kuruluşun diğer stratejik hedeflerine ulaşmada günlük baskı altındadır. Daha önce belirtildiği gibi, birçok liseyi yönetmenin zorlukları, yetersiz kaynak tahsisatı ile istikrarlı bir şekilde artan okul nüfusu ile daha da artmaktadır. Disiplinsiz öğrenciler sınıfta tahribata yol açmakta ve eğitim sürecini aksatmaktadır. Aile ve ekonomik meseleler genellikle bazı öğrencilerin eğitsel olarak kararsız hale gelmelerine ve dolayısıyla okul için akademik olarak külfetli olmalarına neden olmaktadır. Dolayısıyla bu çalışmada, liselerde okul yöneticilerinin karşılaştıkları zorlukların belirlenmesi ve bu zorluklar karşısında nasıl çözümler bulduklarının belirlenmesi hedeflenmektedir. Bu amaç doğrultusunda 5 farklı lisede görev yapmakta olan okul müdürü ve müdür yardımcıları ile görüşülmüştür. Katılımcılara, yarı yapılandırılmış görüşme formu veriler okulda karşılaştıkları zorlukları ve çözüm önerilerine yönelik bilgi alınmıştır. Elde edilen veriler betimsel analiz yoluyla değerlendirilmiştir. Araştırmaya ilişkin bulgular, sonuç ve öneriler süreç tamamlandığında verilecektir.

**Keywords:** Okul yönetimi, Liseler, Okul liderliği.

# Determination of the Errors of the Middle School Mathematics Teachers on the Transaction Priority

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The aim of this study is to determine the mistakes of the secondary school mathematics teachers on the priority of the process, and to propose solutions to these problems. The source of the errors were categorized in the form of students, teachers and subject. He stated that the errors caused by the teacher were based on his experience, his expertise, his attitude, his creativity and his knowledge. When the studies carried out in the literature about the process priority were examined, it was concluded that the studies were in two groups as the determination of errors and the elimination of errors. When the researches conducted in Turkey and abroad about the process priority are examined, it is seen that mostly the students are working in the primary level and the students. There is no study on secondary school mathematics teachers about process priority in the literature. This study has a first feature in terms of being at secondary level and for mathematics teachers. The research is limited to twelve teachers who have different vocational seniority in 2018-2019 academic year according to the sample taken from the central district of Elazığ. In this study, a clinical interview was conducted with middle school mathematics teachers and it was assumed that they did not undergo any pressure, they were under pressure and they were sincere in their answers. A structured interview form was used as data collection tool. Qualitative research method has been adopted in collecting, analyzing and interpreting the data of this research.

**Keywords:** Mathematics teaching, Process priority, Four operations.

# The Role and Representation of Culture in Turkish and Indian Series

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Turkish and Indian series have become a cultural phenomenon. They are distributed worldwide and have ardent followers across cultures and different age groups. The series are not only a means of entertainment and recreation, but also a platform to learn and appreciate shared cultural resemblance and social messages attached to it. The popularity of the series has created a kind of interest like never before and the demands for such series have totally shifted the entertainment industry to a new level. The series viewers find solace in the beautiful visual representations of human relationships between lovers, families or friends. From China to Latin America, the series function as a platform to connect viewers across cultures and nationalities. Language barrier are easily solved through translation or dubbing. Turkey and India are two different countries with their own unique culture and traditions and produces series that are more or less similar in nature. However, certain issues are shown in different ways and light. The paper will explore the representation of culture through Turkish and Indian series in details. The study will also locate the issue of gender roles, forging or abandoning relationships in Turkish and India culture as represented in the series. The issue of class, character formation and importance of moral factors will be discussed as well. It will confer about the issues in translation of the series, examine the ways the series have impacted the art of representing cultures and tradition in the digital era.

**Keywords:** Culture, Turkish, Series.



# The influence of Mobile assisted language learning on Madrassa students' grammatical learning in Pakistan

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Mobile phones usage is a common feature in contemporary world. It is also becoming a trend in educational world and especially in formal educational institutions. However, in Islamic countries there are some other centers of education which are called as madrassas. In some of the madrassas along with the Quranic (Holy book of Islam) education, formal education is also given to the students. For the madrassa education, the concept and invasion of technology is still a dream especially the use of Mobile and the concept of Mobile assisted language learning (here onwards) MALL is now a latest trend in the western world. However, in eastern countries this concept is in its early phase. In this research the researchers aimed at finding out the effects of MALL on madrassa students of Pakistan. Population for this study comprised of 100 students, 10 each from 10 different madrassas of Pakistan who are studying at matriculation level (i.e. 10<sup>th</sup> grade). The participants were chosen through random sampling technique. The students were presented with pre and post- test to find out the efficacy of MALL. The pre and posttest questions were focused on one aspect of grammar i.e. parts of speech in which only verb and its kind were chosen. The findings revealed that MALL creates a positive impact on the madrassa students. And there lies significant difference in their learning style. Now they learn the verb forms taught by the teacher effectively and better than before. The results of pretest and posttest show vivid difference amongst the performance of the students. As English is one of their biggest learning problems, so through MALL the madrassa students feel motivated comfortable and revealed positivity in learning English.

**Keywords:** Mobile assisted language learning (MALL), Madrassas, Pakistan.

## Survey Based Oral Presentation

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The purpose of this study aimed at investigating the efficiency of implementation of competency-based ESL teaching through survey based oral presentation. This study is a mainly qualitative study with action research design. It is also supported with the quantitative features. Purposive sampling method was used to determine learners and class. Participants of this study were 27 English language learners in B1 level. Three data collection tools were utilized to get data. Firstly, learners were graded over their presentation during their class hours by researcher. Researcher took notes at the time of the presentation and shared notes discussing the presentation based on certain criteria. Secondly, learners took notes during their classmates' presentation and graded classmates' presentation based on criteria set by the researcher. Thirdly, presenters evaluated their own presentation on the same criteria set by the researcher by grading. After getting data from qualitatively and quantitatively, researcher examined notes she took many times and focused on the important statements and comments of learners to identify the themes. Grades from teacher, peers and self-evaluation were numerically coded into SPSS 20 and descriptive and inferential statistics were implemented. Quantitative result showed that there is a significant correlation among the grades by three parties. Qualitative results showed that survey based oral presentation help teachers and learners increase the language learning classroom efficiency and curiosity. Qualitative results also showed that learners expressed very positive attitude towards survey based oral presentation in language learning classroom as well. Necessary recommendations were put forward at the end of the research.

**Keywords:** Oral Presentation, Peer Assessment, Self-evaluation.

# The Acquisition of Deictic Motion Verbs by English-Spanish Bilinguals

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While substantial research has investigated the lexicalization of motion events (Navarro & Nicoladis, 2005; Brown & Gullberg, 2010; Nicoladis, 2012) and specifically deictic motion verbs (Clark & Garnica, 1974; Fillmore, 1966; Hockett, 1990; Nakazawa, 2007), few have considered the grammars of second language (L2) learners and heritage speakers (HS). The present study compares four groups: (i) Spanish L2 learners of English, (ii) English L2 learners of Spanish, (iii) heritage speakers of Spanish, and (iv) native English speakers. Data from a written elicitation task is provided, testing for semantic knowledge of deictic motion verbs as well as pragmatic directionality conditions to investigate the lexicalization patterns of these verbs across languages and populations. The purpose of this paper is to investigate the degree to which English lexicalization patterns influence the patterns of Spanish deictic motion verbs produced by bilinguals of varying degrees. Are English-Spanish bilinguals exhibiting crosslinguistic influence from English in the lexicalization patterns of Spanish deictic motion verbs? If so, what are the underlying factors contributing to this transfer effect? A series of independent sample ANOVAs and multiple Pearson product-moment correlations were used to analyze the data for significance. While results show no statistically significant difference between Spanish native and heritage speakers, L2 learners of Spanish produced responses incongruent to the patterns found in both Spanish and English.

**Keywords:** deixis, motion events, bilinguals.

# A Literature of their Own: The Voices of Young Emirati and Mauritanian Female Writers

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Women`s writing or in a border sense literary works written and produced by women is one of the central issues in women`s and gender studies. This stems from the fact that the male literary canon did not only dominate the literary landscapes for centuries, but rather women`s voices were muffled and compelled to write under male pseudonyms such as the case of George Eliot who used to write using a male persona. Hence, the creation of a purely female literary works had and still figuring at the heart of women`s studies and feminism in general. More specifically, *A Literature of their Own: The Voices of Emirati and Mauritanian Female Writers* is an attempt to shed light on Emirati and Mauritanian women`s writing in relation to the concept of feminine writing. More significantly, *A Literature of their Own: The Voices of Emirati and Mauritanian Female Writers* will look at the literary production by Emirati and Mauritanian women from the lenses of Alaine Showalter in order to draw some links between Emirati and Mauritanian women`s writing and the three universe stages of women`s literature. This latter will enable us to decide whether Emirati and Mauritanian women writers have literature of their own or still have a long way to go.

**Keywords:** Literature, Women, Writers.

# Not Common Being, But Being-in-Common: Cultural Diversity, Coexistence and Tolerance Initiatives in UAE

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Cultural diversity, Coexistence, mutual understanding and tolerance are among the major concerns of United Arab Emirates and its leaders in 2019. Significantly, the declaration of 2019 as the “Year of Tolerance” along with many other initiatives has made UAE not only an example for the world to follow in promoting tolerance, but rather a global capital for tolerance in which individuals` sense of belongings and cultural identities are overtly celebrated. Additionally, the nation`s vibrant economy and the visions of its leaders have generated a secure, diverse, tolerant, inclusive, safe, welcoming and enriching environment. *Not Common Being, But Being-in-Common: Cultural Diversity, Coexistence and Tolerance Initiatives in UAE* will try to look the UAE as a global capital for tolerance, via its numerous legislative and policy-oriented goals to enhance the role of the country in instilling the values of co-existence and peace in local, regional and international communities. More specifically, *Not Common Being, But Being-in-Common: Cultural Diversity, Coexistence and Tolerance Initiatives in UAE* will stress and measure the five pillars as well as the initiatives of the “Year of Tolerance” in United Arab Emirates. Additionally, the perception of the numerous legislative and policy-oriented goals and initiatives of tolerance by the expatriates and people living in UAE will be stressed as an important part of the measurement of the effectiveness of such pillars and initiatives.

**Keywords:** Culture, Tolerance, Coexistence.

# A Pragmatic Analysis of Speech Act of Requests in Charles Dickens' A Christmas Carol

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Request is a daily used utterance, in which the speaker and the hearer must understand what is the meaning. The purpose of this research are; (1) to identify the types of requests uttered by the characters in the movie entitled A Christmas Carol, (2) to find out the forms of requests used by the characters in the movie entitled A Christmas Carol, (3) to know how requests are expressed by the characters in the movie entitled A Christmas Carol, and (4) to find out the most dominant strategy appears in the movie entitled A Christmas Carol. In this research the researcher use descriptive qualitative method to analyze and find the answers of the problems, while observing method used to obtain the data. Based on this study findings and discussions, the researcher concluded that, there are two types of requests which occur in A Christmas Carol movie. They are direct request and indirect requests. Direct requests are used 17 times out of 28 utterances or about 60,7%. Indirect requests are shown 11 times out of 28 utterances or about 39,3%. Based on the finding on the types of requests, it is shown that direct requests are dominant. It means that direct type makes the hearer understand clearly what the speaker wants to do.

**Keywords:** pragmatic, speech act, request.

# Farklı Kültürel Çevrede Yaşayan Türk Ergenlerin Bilişsel Esneklik ve Eleştirel Düşünme Becerilerinin İncelenmesi

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Ergenlik dönemi bireyin yaşamındaki en kritik dönemlerden biridir. Bu dönemde bireyin biyolojik, sosyal ve psikolojik gelişiminin yanı sıra düşünme süreçlerinde de önemli değişiklikler meydana gelmektedir. Soyut düşünme becerilerinin ön plana çıkmaya başladığı ergenlik döneminde, bireyin yaşadığı kültürel çevrenin düşünme süreçleri üzerinde etkili olduğunu belirten çeşitli araştırmalar bulunmaktadır. Bu bilgiler ışığında mevcut çalışma ile ergenlerin bilişsel esneklik ve eleştirel düşünme becerileri üzerinde kültürel faktörlerin etkisinin araştırılması amaçlanmıştır. Çalışmanın örneklemini Türkiye'nin Kocaeli ve İstanbul; Fransa'nın Marsilya, Nice, Lille, Paris, Besançon; Almanya'nın Frankfurt, Münih, Köln, Hamburg ve Berlin şehirlerinde yaşayan ve özel okullarda eğitim gören 13-20 yaş aralığında 42 kız ve 38 erkek olmak üzere toplam 80 Türk ergen oluşturmaktadır. Tüm katılımcılara kişisel bilgi formu ile birlikte bilişsel esneklik envanteri ve eleştirel düşünme eğilimi ölçeği uygulanmıştır. Verilerin analizi Mann Whitney U testi, Kruskal Wallis testi ve Pearson korelasyon analizi testleri ile gerçekleştirilmiştir. Çalışma sonucunda ergenlerin bilişsel esneklik ve eleştirel düşünme düzeylerinde yaşadıkları ülkelere göre anlamlı farklılık bulunmazken, eğitim durumları ile eleştirel düşünme eğilimleri arasında anlamlı farklılık olduğu görülmüştür. Ortaokul ve lise düzeyinde öğrenim gören ergenlerin üniversite düzeyinde öğrenim gören ergenlere göre daha düşük düzeyde eleştirel düşünme eğilimine sahip oldukları bulunmuştur. Bu çalışmanın sonucuna göre ergenlerin bilişsel esneklik ve eleştirel düşünme düzeylerinin yaşadıkları sosyo-kültürel çevrenin özelliklerine göre farklılaştığı düşüncesi desteklenmemiş ancak eğitim düzeyi gibi bazı değişkenlere göre farklılık gösterebildiği düşüncesi güçlendirilmiştir.

**Keywords:** bilişsel esneklik, eleştirel düşünme, kültürel çevre.

# The Role of Art Communication in Text Analysis

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Literature is important in the formation of individual and communicative competence of students. Our goal in teaching modern literature is to acquaint students with contemporary literary processes, to teach them to analyze modern and postmodern works etc. It is well-known that promoting the interest of the students, who are using various types of IT technology, in studying prosaic and poetic texts is one of the relevant issues in today. Therefore, one way to tackle this issue is to ensure students to believe that they can engage in creating a new artistic surrounding for themselves. In this approach, it is important to identify the type of artistic-literary communication that is the basis of the literature work being taught nowadays. Determining the various communicative relationships that have influenced the birth of a certain piece of literature will be part of the scientific character of the teaching and will enhance the students' independent research activity. Scholars who have studied the issues of dialogueness (such as types of dialogues relations, dialogue forms in compositional structure, the dialogue tools in organizing the artistic-literary space, etc.) are broadly focused on the communicative capabilities of the text. It is these dialogues which allow us to understand the problematic-thematic part of the literary piece in depth, to characterize the psychological state of the characters, and to interpret the socio-historical context. Secondly, in the modern literary teaching process, students are given different projects and creative tasks for group and individual performance. Also, the learning process will focus on comparative-contrastive work and the use of teaching technologies and social networks in the STEAM system will be considered. All the techniques used are aimed at teaching new phenomena and tendencies in modern Kazakh literature.

**Keywords:** communicative competence, postmodern works, communicative relationships.



# A Case Study of Engineering Students Motivation towards English Course in BD Context

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This paper aim to investigate Bangladeshi tertiary level's engineering students' perceptions of identifying which factors motivate classroom activities and teaching practices. At the beginning, variety of classroom techniques, teaching activities, and learning strategies are exposed throught the semester. At the end of the semester (6 month), a survey was conducted to investigate the students perceptions about which of those activities and teaching practices were most motivating and useful for them. Students were provided with a close ended questionnaire and an interview to talk about the activities that motivated them to learn in a compulsory English course. Interactive and communicative activities which lowers the affective filters of the students are found most effective for engineering students. To enable students to be accelerated towards an effective and cooperating learning environment, recommendations are made to promote motivation among students.

**Keywords:** motivation, ESP, English course.

# Draft Deed of Property Division of Mediation Settlement of Disputes the Legacy as the Safeguard of Law in the Banyumas District

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The purpose of this research is to find a draft deed of mediation of dispute resolution division of inheritance in Banyumas. This research is a qualitative sociological juridical approach. The main subject of this research is the heir is or ever disputed issue of inheritance. As the subject is a supporter of community leaders, local government law bina Head of Banyumas, legal experts on mediation, legal experts about the agreement and deed, heir legal experts and mediators. Determining the subject of research done purposively. Sources of data in this study consisted of primary data and secondary data. Data collector in the form of interviews to obtain information and data that is factual about mediation dispute resolution division of inheritance in Banyumas, but it also made the observation to understand a point of view of people who are involved in it with the aim to obtain a clear information and correct regarding mediation dispute resolution division of inheritance in Banyumas and FGD (Focus Group Discussion) to assess the role of mediation in the settlement of disputes the division of the inheritance. This study took place in the villages of Karangsoka and Arcawinangu. Based on the research showed there was some dispute about the division of inheritance has not been solved and there have been several cases of dispute over the division of the estate have been and are being resolved through mediation but has not been notarized. So there is no legal protection for the parties.

**Keywords:** Mediation, Dispute, Heritage.

# How Mobile Banking Technology Affects Kenyan Performance A Case of Mobile Phone Companies in Kenya

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Mobile banking is an innovative mobile banking service for unbanked that has some effects on the economic and social performance of a country. It is a tool that gives a chance to individuals, businesses and corporations to apply the transaction, speculative and precautionary demand for money. Kenya has been recognized worldwide as a giant of mobile banking locally known as Mpesa “M” means mobile and “pesa” is a Swahili word meaning cash this is specifically for Safaricom. The question of the whole issue of mobile banking is does it have any economic and social value in the country? The purpose of this study was to investigate the how mobile banking technology affects the Kenyan performance. The study employed explanatory design. The target population consisted of 381 respondents and the sample size was 170 respondents from the mobile phone companies in Kenya. The research adopted stratified random sampling technique. The study used primary data which was collected using self-administered questionnaires. Reliability of the instrument was tested using cronbach’s alpha reliability coefficient of 0.7 which was considered acceptable. Data was analyzed using inferential statistics simple linear regression to test the hypothesis. Then data analysis used stata statistical package. The results were presented using tables. Mobile technology was found to be significant in explaining the variation of Kenyan social and economic performance. The study concluded that there is need for the mobile phone companies to invest more in modern technology to cope with the changes that are necessary to enhance performance. Finally, the study recommended that further research be done by replicating the same study in commercial bank mobile banking.

**Keywords:** Technology, mobile banking, performance.

# Fostering Learners' Autonomy: The case of Moroccan University Students

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Autonomy seems to be a challenging concept for both learners and teachers. Autonomy helps learners understand the goals of their learning and have the ability to evaluate what remains to be learnt. It has promising impact on language teaching and learning. Students absolutely need to be given opportunities to take in charge their own learning so as to enhance their quality learning and in order to have the ability to transfer their acquired knowledge to future situations. However, the questions that crop up now are: Are learners ready to accept responsibility? Are teachers ready to give responsibility? This paper seeks to reflect on the main pre-requisites and practices needed to achieve a successful learning experience within Moroccan universities through fostering students' autonomy. It will also emphasize the different ways to empower learners with the confidence to participate, critically and creatively in their learning, thus encouraging them to become more engaged and more motivated in taking in charge their progress and in making their own choices.

**Keywords:** learner autonomy, responsibility, motivation.

# Kutadgu Bilig'de Barış ve Savaş

Seyma Sarı

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Klasik Türk Edebiyatında mesneviler işlenen konular bakımından okura zengin bir içerik sunmaktadır. Mesnevilerde kimi zaman soyut konular işlenirken kimi zaman da tarihi bir olaya, bir gerçekliğe dayanan konular işlenmiştir. Türk Edebiyatında ilk mesnevi olarak bilinen ve Yusuf Has Hacip tarafından 11.yüzyılda kaleme alınan Kutadgu Bilig eseri edebiyat, tarih, sosyoloji, psikoloji, eğitim ve kültür gibi alanlarda farklı yönleriyle birçok incelemenin konusu olmuştur. Kutadgu Bilig eseri üzerinde “savaş” ile ilgili tarih alanında çalışmalar yapılmıştır; ancak “barış” ve “savaş” konusunda edebi olarak yapılan çalışmalar sınırlıdır. Bu çalışmanın amacı insanlık tarihini ilgilendiren evrensel meselelerden biri olan “barış” ve “savaş”ın edebi eser üzerinde nasıl ele alındığını incelemektir. İsmail Tunalı'nın “Sanat eseri bir objektivation'dur, bir çeşit yaratma faaliyetidir.” (TUNALI 1971: 53) tanımlamasından yola çıkarak Kutadgu Bilig eserinin mesnevi şeklinde nazmedilmesi, sözü edilen konuların sanatsal yönünün ortaya konulması açısından gereklilik arz etmektedir. Yusuf Has Hacip, iyi bir devlet adamı olmasının yanı sıra iyi bir gözlemci ve sanatçıdır. Onun Kutadgu Bilig eserinde döneminin hâkim anlayışını nasıl bir objektivasyona tabi tuttuğu da bu incelemenin konusudur. İlk bölümde “Barış nedir, barışın faydaları nelerdir, barış kimlerle yapılmalıdır?” “Savaş nedir, savaş sebepleri nelerdir, savaş kaçta ayrılır, savaşın fayda ve zararları nelerdir, o dönemde kullanılan savaş aletleri nelerdir? ”, “Ordu ve komutan nasıl olmalıdır?”, “Düşman nedir, düşman kategorileri nelerdir, düşmanın faydaları var mıdır, dost kimdir?” vb. sorularının cevapları beyitlerden örnekler verilerek açıklanacaktır. İkinci bölümde ise “barış, savaş, ordu, düşman, dost, komutan, asker, savaş aletleri vb.” bağlamlarda sanatçının bu kavramları eserine nasıl yansıttığı, sanatçının bakış açısı ve değerlendirmeleri edebi açıdan incelenecektir.

**Keywords:** Kutadgu Bilig, Barış, Savaş.

# Development of Sacred Tourism in Kazakhstan

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In general, today the tourism industry of Kazakhstan is in the process of develop. In that case, The President of The Republic of Kazakhstan N.A Nazarbayev noted that “in this time Kazakhstan has a unique opportunity to acquire almost all types of tourism”. In this regard, we decided to study the unrecognized and untouched sacred sites of Pavlodar region. In turn, one of the main prerequisites for research are full consideration and focus on sacred places. Currently, 72 tourist organizations with travel permits are registered in Pavlodar region. At the Bayanaul National Park, there are 35 dormitories with accommodation, boat, catamaran, bus tour, summer holidays. 28 of them are Zhasybay, 5 - Sabyndykol, 2 - Toraygyr lakes. Currently, there are 37 archeological monuments and sites in the park territory. The region is also rich in its medical facilities. Pavlodar the sanatorium "Moildy" is located in the north-eastern wellness. Also on the right bank of the Irtysh River in the east of Pavlodar there is a natural forest "Irtysh Ormany". The length of the border is 556 km. The territory is represented by the 1st category conservation of especially valuable forest massifs. It is known that East Kazakhstan and the semi-Pavlodar region are the only areas with striped pine forests preserved in Kazakhstan since the Ice Age. On the right bank of the river Irtysh there is a state natural paleontological monument "Goose Flight". It contains the signs of neo-fauna that lived 7-10 million years ago. The burial grounds of ancient fauna are the largest in Eurasia. These places, in turn, are of great importance in strengthening the economic and tourist potential of the state.

**Keywords:** sacred places, infrastructure, cultural heritage.

# Development Of Religious Behavior For The Elderly in Indonesia

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The elderly is the groups that need to get the attention of all parties. In this age, the individuals needs to fulfill physical and spiritual needs including their religiosity. Ages need to be prepared for various things that make the elderly happy, physically, psychologically and spiritually healthy, in order to prepare and improve the welfare of the elderly. Some efforts must be made in an integrated and cross-sector manner, including the development of elderly religiosity so that the elderly are physically, mentally, religiously healthy, active and productive. The aim of the study was to identify and analyze the effectiveness of the Aisyiyah elderly Banyumas area's religious religiosity towards its religious behavior. The research is a qualitative descriptive study with research subjects of the elderly who follow the guidance of religiosity, the speakers and the leaders of the Region Aisyiyah Banyumas (Majlis Tabligh). Data is collected through observation, in-depth interviews and documentation, while data analysis with data reduction, data presentation and conclusion. The results of the study showed that the religiosity development of the elderly Aisyiyah Banyumas area was effective in shaping the religious behavior of the elderly, this was preceded by the organizers' commitment in fostering religiosity of the elderly and supported by qualified speakers with indicators; 1) material delivery in accordance with the characteristics of the elderly, 2) mastery of the material, 3) the right methodology, 4) interesting media, 5) conditions and conditions that are conducive. The effectiveness of coaching in shaping the behavior of the elderly can be proven from the elderly who stated that their behavior improved after following the guidance of elderly religiosity with indicators; 1) ideology gets stronger in believing in the unity of God (*Tauhid*), 2) rituals / worship also increases, 3) religious experience also increases, 4) intellectuals (scientific knowledge about religion also increases including enthusiasm for continuing to gain religious knowledge) and 5) improved consistency in holding the religious tasks (*amal*).

**Keywords:** Elderly, Religiosity, Spiritual Prosperity.

# Student Perspectives on Language Learning in a Study Abroad Context: A Case of Studying Arabic Language in Oman

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The studies conducted in the TESL context have significantly enhanced our understanding of the significance of studying a foreign language abroad. However, while there has been a huge body of research into the effectiveness of studying the second/ foreign language abroad, what one can perceive from reviewing the literature is that the majority of these studies have been confined to Indo-European languages. This has limited the understanding of how study abroad might effect in learning other languages such as Arabic language. Although the field of Arabic teaching has received some attention, most of these attempts focus on teaching, giving very little attention to factors such as where students learn Arabic language that might affect the acquisition of the language. Therefore, the main purpose of this study was to investigate student perspectives on Arabic language learning in Omani context. A qualitative inquiry was adopted for the study, using in-depth interviewing, and students' diaries to understand how Studying Arabic in abroad context such as Oman might influence their language learning; and what socio-cultural factors might affected the learning of Arabic. The findings of the study showed that these learners experienced three main socio-cultural factors which affected their learning of Arabic in Oman. Specifically, it was found that these factors were associated with: the lack of encouragement given to learning Arabic, the characteristics of the Arabic language programs in Oman, and finally difficulties in adjusting to cultural differences. Each of these factors was divided into different sub-categories and these were analysed and discussed in detail.

**Keywords:** Student Perspectives, Arabic Language Learning, Study Abroad context.



## Arabic (Egyptian) Sociolinguistic Picture: Dialect > Language?

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Arabic diglossia is a complex phenomenon. In every given localization of Arabophonic world the literary language is distanced from the oral communication function, while the dialect acquires the full function. Interesting issues for observation offers Egypt, in which dialectal literature may regarded as formed phenomenon causing changes in fundamental concepts of linguistics and literary criticism. Cairene speech, on which Egyptian dialectal fiction is based, is signed by term different from other Arabic dialects, which, in its turn also means, that Arabs themselves realize difference between this dialect and other Arabic dialects, which have only oral communication function. As Cairene Arabic became means of creation of literary heritage (fiction, popular literature...), it gradually moves to language of literature/literary language. Represented in this form, it – as Common Egyptian – opposes all other dialects spoken in Egypt. The following diglossive opposition seems real: *Language (< Egyptian speech of Cairo) : dialects (speech of different regions of Egypt)*; sociolinguistic relations *Language (only literary Arabic/al-Fuṣḥā) : dialects (all speeches of Arabs)* are re-distributed. On the other hand, changes in literary picture also happens, as Egyptian Arabic literature proper is no longer an usual fragment of common Arabic literature as it uses not the Common Arabic language but its own, Egyptian Arabic. In this language literature is not/will not be created in other Arabic countries. Way of regulation of the complexity of Arabic Sociolinguistic picture seems, not modernization of the language, but modernization teaching the language, which may carry the principle meaning in Arabic case.

**Keywords:** Arabic, Sociolinguistics, Egyptian Arabic.

# How Effective Is Ict Use in Teaching English at Schools?

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Information and Communications Technology (ICT) applications as instructional materials have been offered for the benefit of EFL teachers by Ministry of National Education (MoNE) through FATİH project (The Movement of Enhancing Opportunities and Improving Technology) since 2013. The project aims to increase the nationwide success in exploiting technology effectively in classrooms. In the process of the implementation of the Fatih project in the state schools, teachers, the practitioners of these technological tools, play the most crucial role. Therefore, it is important to investigate to what extent teachers of English are competent in using ICT. Considering this fact, this study presents the findings of a research conducted with 104 teachers of English working at public high schools in Kayseri, Turkey. The descriptive study for the ICT attitudes in EFL classrooms investigated the competencies and perceptions of teachers who experienced implementation of the FATİH project. The data obtained from the questionnaires prove that high school English teachers have positive attitudes toward the use of ICT in classrooms, and utilize all kinds of ICT tools in teaching English as a foreign language. However, the results of the study prove that they need to be trained in order to use the project appropriately in the classroom. The study also suggests the integration of ICT based projects into the undergraduate curricula of the universities for professional teacher development.

**Keywords:** Information And Communications Technology, Professional Development, Technology Perceptions And Attitudes.

# Roman Reel Hayatın Bir Kılavuzu Olabilir Mi?

## Volkan Gemili

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Kurmaca metinler kendine has bir gerçekliğe sahiptir. Bu gerçeklik reel hayatın gerçekliğine çok yakındır. Kurmaca eserlerin yaşama bu yakınlığı zaman zaman birçok yazarın aklına romanların gerçek yaşama rehberlik yapıp yapamayacağı fikrini doğurmuştur. Yani romanlar herhangi bir şekilde okuruna gündelik hayatında bir yol haritası olabilecek midir, bireylerin ileriki yaşamlarında bir pusula görevi görebilecek midir? Dünya edebiyatında birçok yazar yahut araştırmacı buna benzer sorulara cevap aramıştır. Romanın yaşama yakınlığı sebebiyle bu tür istenmeyen korkulan bir tür olmuş, romana karşı önyargıların oluşmasına sebep olmuştur. Dünya edebiyatında ve toplum içinde romanın kılavuz olabileceği inancına sahip kişiler olsa da bunun tam karşısında duran ve romanın zararlı bir tür olduğunu savunan kişiler de olmuştur. Romanın reel hayatın bir kılavuzu olup olamayacağı sorularını eserlerinde yazarak cevaplama gayretinde bulunan yazarlar da vardır. Türk edebiyatında bu sualleri yanıtlamaya çalışanlardan birisi Ahmed Midhat Efendi'dir. Midhat Efendi roman ve hikâyelerinin satır aralarında bu suale: "Roman reel hayatın bir kılavuzu olabilir." cevabını vermiştir. Ahmed Midhat'a göre gençlere romanlar okutarak onların ahlakî yönü şekillendirilebilir, talim ve terbiyesi yapılabilir; ayrıca gençler gerçek yaşamdaki hüviyetlerini kazanmadan önce yaşamın iyi ve kötü birçok gerçekliğini hayatı tecrübe etmeden evvel romanlardan okuyarak öğrenebilir. Böylelikle gerçek yaşamın zorluklarına karşı daha kolay metanet gösterebilir. Kısaca Ahmed Midhat'a göre roman hayatın bir ön provası ve kullanma kılavuzu olabilir.

**Keywords:** Roman Gerçekliği, Romanın Rehberliği, Ahmed Midhat.

# Improving Reading Comprehension And Self-Regulation Through Reciprocal Teaching: A Case Study of An Omani Efl Classroom

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Reading in a second language is known to be a challenging skill to acquire. The goal of the presentation is to report on the results of a study which investigates the effectiveness of reciprocal teaching in improving reading comprehension in the Omani context. In reciprocal teaching, reading is conceptualized as a complex activity the purpose of which is twofold: (i) to improve reading comprehension and (ii) to equip learners with the self-regulation strategies of good readers. The study is positioned within the sociocultural theory of mind that views language as a sociocultural tool that mediates the development of higher cognitive processes (Vygotsky, 1978). Within this framework, reading is conceptualized as a complex activity whereby readers construct a written text guided by a more knowledgeable other (Paliscar, 2017). The study was implemented in a grade 9 EFL classroom of one of the public school in Salalah, Oman. 40 students took part in the study and were trained to use the following strategies included in reciprocal teaching: questioning, summarizing, predicting and clarifying. The data collected as a result of the study is discussed qualitatively based on the responses provided by the learners to the reading passages included in the lesson. The results of the study show that when equipped with the strategies of reciprocal teaching, learners show more interest and engagement with the assigned reading passages, which ultimately leads to better reading comprehension.

**Keywords:** Sociocultural Theory, Reading Comprehension, Self-Regulation.

# The Role of Regional Development Agrotechnopark in the Acceleration of Agricultural Technology in the Provinces of North Sumatera

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This research are to find out some criteria of agrotechnopark's area, as a description of a potential region for the agrotechnopark's development, agrotechnopark area's management of development and the development strategy of agrotechnopark area's in North Sumatera. Some of area is used as a sample for this research are integral animal husbandary and the crop of food's area in the village of Sei Buluh, Serdang Bedagai Regency, integral animal husbandary and the crop of horticulture's area in the village of Jarang Uda, Karo Regency, integral fresh water fishery cultivation's area in the village of Selotong, Langkat Rgency, Yayasan Ekosistem Lestari's Agrotechnopark area, The village of Timbang Lawan, Langkat Regency. The result of the research showing that the some of integral area is reasonable to develop be a agrotechnopark area based on the criteria of technical, economical and social. The development of agrotechnopark's region must be looking of physical's potential, finance and development's program is related with agricultural, animal husbandary and fishery's sector. The development management of agrotechnopark's area is needed as a planning (product and infrastructure), process and evaluation. The development strategy of agrotechnopark's area is analyzed by internal analysis (strength and weakness) inside a current agrotechnopark's area and external analysis (Opportunity and Threats) outside a current agrotechnopark's area. This research is recommended that integral animal husbandary and the crop of food's area in the village of Sei Buluh, Serdang Bedagai Regency is a pilot project to be a agrotechnopark's area in North Sumatera, arranging a master plan to develop arotechnopark's area in the village of Sei Buluh, potential, infrastructure and accesibility of region, A good support, cooperation and coordination from the stakeholders are important factors to support the development of agrotechnopark's area in North Sumatera.

**Keywords:** Agrotechnopark, Management Strategy, Urban.

# An Investigation of the University Students' Beliefs on the Unenviable Reputation of Turkish School Students in English Learning

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The reasons for the Turkish school students' poor foreign language achievements have long been a subject of discussion among educators. This is owing to the fact that Turkish school students spend many years on learning English, starting from the primary school to the end of the high school. However, the accuracy and fluency of the majority are believed to remain poorly developed and seriously flawed. In fact, most of them cannot reach the desired communicative level to carry on or even start basic level of conversations. This unenviable reputation has been attributed by a group of scholars to a variety of factors, ranging from the lack of authentic language input and poor instructional planning to the inadequacy of language teachers, lack of student interest and motivation to name a few. To this end, to contribute to some in-depth perspectives on ELT students' perception on this failure, this study examines (1) whether there is a difference between male and female ELT students with regard to the reasons they attribute to the unenviable reputation of Turkish school students in learning English, (2) to what extent the age of the ELT students accounts for attributing English learning failure of Turkish school students to different reasons, and (3) whether the English language learning time of the ELT students can affect their attributing Turkish school students' failure in learning English to any particular reasons. A total number of 59 ELT students studying at different private and state universities in Turkey completed a standardized form of Turkish School Students' Failure in Language Learning Scale online. Results indicated no significant difference between male and female students with regard to attributing the reasons to Turkish school students' poor performance in learning English. Nor did age play a significant role in their attributing the failure to any particular reason. Besides, the time spent on learning English was not significantly a determining factor in ascribing the failure to any apparent reason.

**Keywords:** Failure, Turkish School Students, Unenviable Reputation.

# Teaching EFL Writing With Collaborative Praxis

Özlem Zabitgil Gülseren

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Writing is one of the most challenging courses to teach. Teaching writing requires devotion because it takes a great deal of effort and follow up on the part of the instructor. A good writing course requires a well-equipped teacher, many hands-on practice and ongoing feedback for the learning student with an abundance of time. Within the boundaries of a semestre, principles of good writing can be covered from a theoretical perspective with only a few writing practices at its best. Writing is two fold encompassing both theoretical and practical aspects. An inclusive theoretical knowledge is essential but is inadequate in creating the good writer. Theoretical knowledge should be put to test in writing exercises to ensure learning. In the absence of these ideal conditions of a small classroom and longer timeframe, the instructor needs to try alternative strategies to cover the subject matter and incorporate adequate writing opportunities. In such a context, new strategies and classroom practices need to be experimented. The pros and cons of the two collaborative learning strategies are highlighted. The first strategy incorporates the participation of the whole class to review individual writing assignments. The second strategy uses the collaboration of a small group praxis in reviewing individual papers. These two strategies are experimented and assessed as alternatives to a teacher guided feedback sessions, which were few due to time constraints.

**Keywords:** ELT, EFL, Collaborative Writing, Innovative Writing.

# Incorporating Classical Stories in An Efl Reading Class

Özlem Zabitgil Gülseren

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This paper discusses the value of classical literary works in a Reading Class in ELT department. This case study is utilized in order to explore the value of classical literature in a reading class. Use of literature in language classes is not a new topic. However, this study focuses on the use of classical literary stories as a medium of learning. Literature has generally been used to increase vocabulary in the foreign language context. For this purpose, simple literary texts or stories are used, especially in English Preparatory schools. Stories are utilized extensively in teaching four skills. Classical Literature has not been used widely in ELT. This study explored the impact of classical literary texts in the reading comprehension of ELT students. The study inquired the influence of classical texts on the performance and participation of students. First and second semestres of 1st year students in an ELT department are compared to better understand the effect of classical literature on student performance and participation. The first semester a simple language coursebook is used in the reading class (I). In the second semestre, well-known classical stories are incorporated into the Reading class(II). Student views are sought twice in the second semester to evaluate the student reaction: First student views have been collected in the midsemestre. Ongoing student feedback gave valuable insights about the place of classical literature in ELT classes. The result of the study hold implications about the inclusion of classical literature in language classes.

**Keywords:** Classical Literature, Short Stories,, Student Participation, Student Performance.



# Sociopragmatic Awareness and Performance of Speech Acts

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Adopting second language (L2) socialization as a theoretical framework, this study explores multilingual students' sociopragmatic awareness through performance of speech acts in academic and social settings. From a L2 socialization perspective, sociopragmatic awareness is gained through participation in contextually situated, recurrent interactions with target speech community members (Schieffelin and Ochs, 1986; Shi, 2006). Such socializing routines are often facilitated by the use of speech acts, which, as central interactional units in communication, enable speakers to encode intentions in utterances that perform specific acts such as issuing requests, apologies, invitations, or refusals (Austin, 1962; Searle, 1969). Data was gathered through semi-structured interviews and a series of online discourse completion tasks (DCTs) performed by 22 students enrolled in a postsecondary academic language support program. Situational prompts in the DCTs involved such instances as requesting extra time for assignment completion and negotiating roles in group work. Findings revealed insights into the degree to which speakers attend to the situation's salient sociopragmatic variables, including directness, formality, and politeness. While mostly grammatically correct, some responses were marked by absence of typical speech acts in a sequence, such as expressions of regret, excuses, and apologies. Interview data revealed a relatively low level of engagement with the target speech communities. Findings, in addition to informing the academic language support curriculum, point toward the significance of engaging students in authentic, socioculturally situated interactions so as to promote their sociopragmatic awareness. Implications are discussed in relation to integrated curriculum design and delivery.

**Keywords:** Speech Acts, Sociopragmatic Awareness, L2 Socialization.

# Exploring the Relationship between EFL Teachers' Personal and Professional Identities

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Teachers' professional identity has been considered a critical topic in educational research including foreign language teaching as studies searching into different dimensions of teachers' professional identity shed light onto both teachers' classroom practices and professional development. The studies mainly focus on either the formation or the characteristics of teachers' professional identity. Considering the multidimensional nature of teacher identity- the interaction between personal and professional dimensions of the self- this study aims at offering insights into the interplay between personal identity and professional identity of English language teachers. The central focus of the study includes identification of teachers' personal identity and their self-perceived professional identity. Additionally, the study searches into the commonalities and/or discrepancies between teachers' personal identity and their professional identity as perceived by themselves. The participants of this study were 46 English language instructors from Preparatory Programs of universities in Turkey. Data for this mixed-methods study were gathered at two stages. As the first step, personal identities of the participants were measured using The Big Five Personality Test. As to explore current perceptions of participants' professional identity, semi-structured interviews were conducted. During the interviews, participants were asked to represent their professional identity choosing among the three aspects: subject matter expert, didactical expert, and pedagogical expert. The data were analyzed both quantitatively and qualitatively. The implications were discussed in the light of existing literature and suggestions were presented both for language teachers and teacher trainers.

**Keywords:** Foreign Language Teacher, Teacher Identity, Personal And Professional Identity.

# A Qualitative Investigation Into Efl Pre-Service Teachers' Attitudes Toward English Pronunciation And The Evaluation Of Their Phonological Awareness, Problems And Difficulties

Canan Aksakallı

Oktay Yağız

*Atatürk University*

The purpose of this study is to investigate EFL pre-service teachers' perceptions toward English pronunciation and pronunciation teaching, their phonological awareness, difficulties and problems regarding English pronunciation. The study was conducted using qualitative research design and a semi-structured interview format. 6 EFL pre-service teachers participated in the study. The participants received pronunciation training before conducting semi-structured interviews. This allowed them to develop certain ideas regarding English pronunciation and its teaching. The syllabus of the instruction included the teaching of segmental and suprasegmental features of English. After pronunciation teaching procedure was completed, the qualitative data were collected through interviewing the participants. The results revealed that EFL pre-service teachers had generally positive attitudes toward pronunciation. Also, it was found that they had certain difficulties and problems in English pronunciation at the segmental level and suprasegmental level such as intonation, stress and rhythm which are different phonological patterns from Turkish pronunciation, stress and rhythm which are different phonological patterns from Turkish pronunciation.

**Keywords:** Pronunciation, Phonological Awareness, Pre-Service Teachers.

# How (in)complete Are Turkish Heritage Grammars? Exploring Predictors of Knowledge and Use of Evidentiality in Adult Bilinguals of Turkish Descent in the Uk

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As demonstrated by previous research, heritage language speakers (HSs) often diverge from monolingual first language (L1) proficiency and ultimately develop an L1 grammar which is not fully-fledged in adulthood (Montrul 2008,2016). The term *incomplete acquisition* (Montrul, 2008) is used to capture this divergent L1 representational system found in HSs. As far as this representational system is concerned, one factor which may be of additional importance relates to qualitatively distinctive input conditions that HSs might have been exposed to (Rothman, 2007): some linguistic properties might be available in the input in a qualitatively modified form due to attrition in the parental generation. Under such circumstances, HSs' acquisition should be considered as a "complete acquisition" of the language variety which is/was available to them (Pacual y. Cabo and Rothman, 2012). The present study investigates spoken L1 performance of adult HSs (n=30) and first generation immigrants (n=30) of Turkish descent in the UK, in comparison to that of monolingual controls (n=30) regarding the distribution of evidentiality encoded in the Turkish past tense system. This approach allows us to test whether the ultimate proficiency relates to qualitatively distinctive input conditions that the HSs might have been exposed to (Rothman, 2007), an account which has been suggested as an alternative to the *incomplete acquisition* explanation. We further trace the effect of input reductions over time on the development of Turkish. The data was collected via a semi-structured interview, a picture description task and a sociolinguistic questionnaire. Analyses suggest that HSs' performance on evidentiality is less target-like than that of the monolinguals and parental generation. The preliminary analysis suggests no difference on evidentiality between first generation immigrants and monolinguals. We argue that this outcome does not necessarily point to *incompleteness* but rather to "uniqueness" of the HL development under fluctuations in their input and language use patterns.

**Keywords:** Heritage Language Bilingualism, Language Attrition, Immigrant Turkish.

# A Study On The Usage of An Adverbial Case ‘(-Euro)’ In Korean Written Informational Text

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This article discusses the use of adverbial case marker **으로** in Korean written informational text through an analysis of three different kinds of corpora. (**으로**), an adverbial case marker, are employed in a distinctive pattern, “A는 B로, C이다.” Such a sentence pattern tends to appear more frequently in Korean written informational text than other types of text. Also, in most cases, the pattern indicates a sequence of the comments on the topic. However, the case marker ‘**으로**’ itself indicates an instrument, goal or origin, rather than a series of statements. In other words, there is a gap between its syntactic structure and its phrasal meanings, making it harder to apply in syntactic parsing and its further application. The current study aims to answer the following research questions: (1) Does the unique pattern of using adverbial case marker ‘**으로**’ appear exclusively in the Korean written informative text? (2) If so, does it appear across the different subtypes of Korean written informative text? (3) How can such characteristics be applied? To answer these questions, two different kinds of corpora was built, using a python script crawling texts from Wikipedia, encyclopedias, and newswire. The former two and the latter represents the subtype of Korean written informative text genre, respectively. Along with these corpora, Sejong Corpus was adopted to make a comparison between Korean written informative text and other genres of text. The crawled text went through morphological analysis and annotation. The use of **으로** in these corpora was analyzed in quantitative aspect, employing different means of measure, namely relative frequency, t-score, and so on.

**Keywords:** Adverbial Case Marker, Corpus Linguistics, Text Genre.

# Classroom Teachers' Perceptions on Teaching English as an L2 Course

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Learning English as second/foreign (L2) language has gained a more prominent role in the 21st century. The need to keep pace with recent developments in the globalized world has made it a prerequisite to go beyond a mere structural understanding to a practical mastery of all four major skills in English. To this end, almost all countries including Turkey have launched initiatives that emphasize the integration of English into their educational systems at advanced levels. As part of such initiatives, the Higher Council of Education in Turkey has mandated the inclusion of a course titled 'Teaching L2 in Primary School' in the curriculum of classroom teacher education as prospective classroom teachers will teach English to their students. Even though there are some attempts to release course books based on the predetermined curriculum for that course, these attempts and the curriculum are generic and largely uninformed of the needs and views of actual practitioners. Hence, the present study examined in-service classroom teachers' views on possible content to include in the abovementioned course. Moreover, the present study investigated perceived needs and deficiencies of classroom teachers about teaching English in their classrooms. Designed as a qualitative study, the present study collected data from 33 in-service classroom teachers through an open-ended questionnaire. The present study revealed that classroom teachers reported unconfidence to teach English as they perceived their own proficiency in English to be too low to teach it. Furthermore, the results pinpointed that teachers perceived primary school students' L1 level as an obstacle for effectively teaching them English. Finally, the present study made noticeable implications for curriculum designers and teacher educators to achieve potential benefits of the English course.

**Keywords:** Classroom Teachers, English Course, Needs And Deficiencies.

# DİL, DÜŞÜNCE, METAFOR ÜÇGENİNDE BİR AÇI: TÜRKÇE EĞİTİMİ

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Dil ve düşünce kavramları tarih boyunca felsefe, sosyoloji, dilbilim, eğitim gibi pek çok disiplinin konusu olmuştur. Dil ve düşünce sistemi çoğu kez sosyal - kültürel gerçeklikler penceresinde ele alınırken nörolojik çalışmaların artmasıyla farklı bir boyut kazanmıştır. Dil beyin ilişkisi, dil edinimi ve öğrenimi konularına da yeni yaklaşımlar kazandırmıştır. Dil, sadece anlama ve anlatma becerilerinde kullanılan bir araç değil; düşünce sisteminde çekirdek yapıyı oluşturan bir boyut haline gelmiştir. Felsefe alanında dilin düşünceyi ya da düşüncenin dili ne kadar etkilediği tartışılırken, sosyolojide dil ve düşünceyi etkileyen farklı sebepler aranmıştır. Dilbilim, gösterge kavramıyla dile yeni bir zemin oluşturmuştur. Felsefe, sosyoloji, nöroloji ve dilbilim ile ortak bir paydada buluşan “metafor” kavramı ise eğitimde pek çok araştırmada veri toplama yöntemi haline gelmiştir. Bilimsel araştırmalarda bir yöntem dahilinde kullanılan metaforlar; dil ve düşünceye yeni bir bakış kazandırmaktadır. Bu araştırmada dil, düşünce ve metafor üçlüsünü dilbilimsel zeminden destek alarak farklı bir bakış açısıyla Türkçe eğitiminde etkin olarak kullanmak amaçlanmıştır. Bu amaç doğrultusunda “Metaforlar Türkçenin ana dili ve yabancı dil olarak öğretiminde nasıl kullanılabilir?” , “Metaforları sınıf içi etkileşimde ve sınıf yönetiminde nasıl kullanabiliriz?” sorularına cevaplar aranmaktadır. Çalışmanın yöntemini, nitel araştırma yöntemlerinden doküman analizi oluşturmaktadır. Elde edilen sonuçlar neticesinde, Türkçenin ana dili ve yabancı dil olarak öğretiminde hangi uygulamaların ve etkinliklerin yapılabileceği bu iki farklı başlık altında çeşitlendirilmiştir.

**Keywords:** Türkçe Eğitimi, Dil, Metafor.

# Students' Engagement and Cultural Resilience Mediates the Effect of Emotion Regulation on Subjective Well-Being in Turkish Undergraduate Students

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The current study was set out to examine to what extent emotion regulation and resilience predict self-reported subjective well-being. The sample of the study consisted of 325 students (248 female, 77 male) whose ages ranged between 18–44 ( $M = 21.39$ ,  $SD = 3.45$ ). The participants were enrolled in various departments at a private university in Turkey. Emotion Regulation Scale, Resilience Scale and Subjective Well-Being Scale were used to collect the data. The data were analyzed by PROCESS MACRO in SPSS 22. The results indicated emotion regulation ( $\beta = .84$ ,  $SH = .16$ ,  $t = 5.28$ ,  $p < .001$ ,  $CI [.52, 1.15]$ ) and resilience ( $\beta = .92$ ,  $SH = .07$ ,  $t = 13.97$ ,  $p < .001$ ,  $CI [.79, 1.05]$ ) to be positive and significant predictors of subjective well-being. Furthermore, emotion regulation was found to be a significant predictor of resilience ( $\beta = .749$ ,  $SH = .11$ ,  $t = 7.08$ ,  $p < .001$ ,  $CI [.54, .96]$ ). On the other hand, it was observed that the direct effect between emotion regulation and subjective well-being became non-significant when emotion regulation and resilience ( $\beta = .15$ ,  $SH = .13$ ,  $t = 1.10$ ,  $p > .05$ ,  $CI [-.12, .41]$ ) were taken together into the model. These findings revealed that resilience served as a mediator in the relationship between emotion regulation and subjective well-being (point estimation = .69,  $SH = .12$ ,  $BCa CI [.46, .95]$ ). Besides, the hypothesized model explained 43% of the variance in subjective well-being scores.

**Keywords:** Emotion regulation, Resilience, Subjective Well-Being.



# A Study on Metaphorical Perceptions of Psychological Counseling and Guidance Students Respecting School Counselor

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At the present times, metaphors become an important part of the studies examining the beliefs and thoughts. They help us in understanding experiences and interpreting what goes on inside the individual. The aim of this study is to explore perceptions of undergraduate students about school counselors by means of metaphors. The participants were 140 students enrolled in psychological counseling and guidance department at Medipol University whose ages ranged from 18 to 22. There were noteworthy more females (N=98) than males (N=42) among the participants of the study. Data were collected through metaphor elicitation sheet. All the participants (N=140) were asked to complete the sentence of “A school counselor is a/an.....” Each participant was asked to complete the sentence with his/her own metaphor. After writing their own metaphors, the participants were asked to write an explanation why they used that metaphor for the concept “school counselor”. Content analysis was used to analyze the data. Personal metaphors were analyzed, and main conceptual themes were identified. The results of the study indicated that for most of the students, school counselors are perceived as a compass, sun, lighthouse, moon, sea, mirror and port which indicates the importance illumination, guidance, acceptance, self-awareness experienced by students

**Keywords:** Metaphor, School Counselor, Undergraduate Students.

# Bir Estetik Fenomen Olarak Kontra-kültür ideolojisi

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Sunulan makalede İkinci Dünya Savaşının ardından gençlerin resmi kaynaklarının rehber aldıkları maddi ve manevi değerlere karşı sosyal itirazlara başladıklarından bahsedilir. Kültürün tüm alanlarını, özellikle de edebiyatı kapsayan bu itiraz dalgası kontra-kültür harekâtın ortaya çıkmasına vesile olmuştur. Bir ideolojik, estetik fenomen olarak kontra-kültür İkinci Dünya Savaşının ardından ortaya çıkmış olsa dahi onu tamamen bu beşeri savaşla ilişkilendirmenin doğru olmadığı sonucuna varılmıştır. Kontra-kültür meyilleri 20.yüzyılın başlarından itibaren Amerika Edebiyatı yazarlarının eserlerinde kendini göstermiştir. Bu açıdan İkinci Dünya Savaşı sonrasında tüm sosyal alanlarda olduğu gibi edebiyat da kontra-kültüre yönelim ve ekzistensial motiflerle kaynaşma görülmüştür. Makalede sonuç olarak kontra-kültürel sosyal harekâtın hedeflerine ulaşamadığından söz edilmiştir: yaşlı kuşağın yaşam tarzını, rehber alınan hayata bakış prensiplerini, toplum hayatını belirleyen gelenekleri değiştiremediği belirtilmiştir. Bu durum, öncelikle hareketin net çalışma programına sahip olmaması, çoğu durumlarda hareket üyelerinin mevkilerinden vazgeçmesi, radikal düşünce prensiplerini ve davranış tarzını reddetmesi, katılımcıların resmi, hâkim, sosyal ve ideolojik değerler sistemini kabul ederek mevcut kaynaklara entegre olmaları yahut herhangi bir şekilde kendi tutumlarını sergilemeyi yeğlemeyerek pasif ve lakayt yaşam tarzını tercih etmeleriyle ilgili olmuştur. Makalede C. Kerouac'ın yanı sıra onunla aynı ideolojik mevkide olan yandaşları Ginsberg, Ferlinghetti, Holms ve beatnik yaşam, düşünce tarzını edebiyatta temsil eden diğer sanatkarların edebi kişiliğine başvurulmuştur. A. Ginsberg'in "Feryat" (1956) ve özellikle C. Kerouac'ın "Yolda" eserleri edebiyat kapsamında, genel anlamda ise tüm sanat alanlarında paradigmanın gittikçe değiştiğini, yani eski yaklaşımlardan yola çıkılarak gerçeği yansıtmının imkânsız olduğunu dile getirmişlerdir. Bu da edebi yaratıcılığın tüm bileşenlerini- temasını, içeriğini, yapısını, edebi özelliklerini etkilemiştir. Ünlü Amerikalı âlim T. Kun. "Bilimsel Devrimlerin Yapısı" (The structure of scientific revolutions) kitabında şöyle der: "Paradigma derken ben, belli bir süre içerisinde bilimsel topluma problemlerin sunumunu ve çözüm modelini veren, herkes tarafından kabul edilen bilimsel başarıları kastedirim." (1, s.11).

**Keywords:** Kontra-Kültür, Eksiztensial, İdeoloji.

# Evaluating the Effectiveness of Pre-service Teachers Training Programme: Perceptions of Students teacher at Sultan Qaboos University

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In current time, there is a need for practical study that evaluate pre-service teachers training programme in Sultan Qaboos University. This could reflects on the developments of the programme, and help in understanding whether the training programme succeeded in achieving the goals of preparing the students' teachers for their future tasks. The effectiveness of any educational organisation depends upon the evaluation of the training from pre-service student teachers' Perceptions to find out the weak and strong points of the teacher training programmes from their point of views. Therefore, This paper is aimed to evaluate the effectiveness from the Perceptive of s of Students teacher at Sultan Qaboos University .How do Students teacher perceive the relevance and effectiveness of pre-service training programme at Sultan Qaboos University? A survey questionnaires was developed to collected the data. The questionnaires included two parts: general personal information and opinions on 5-point rating scale-strongly agree, agree, uncertain, disagree, and strongly disagree created from 34 items. The categories of the questionnaires included: programme planning, microteaching, field experience, lesson presentation, teaching techniques/methods and assessment.

**Keywords:** Pre-Service Teachers, Training Programme, Student Teachers' Perceptions.

## Folklore Schools and Their Theories

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Folklore is a knowledge of oral tradition. Every kind of physical and spiritual experience of ethnos is scientific knowledge which is realized through oral tradition in folklore. The most important quality folklore knowledge that distinguishes folklore science from the professional science is that the oral tradition of folklore is based on the principles of all the principles of healing. Folklore genres are divided into two categories: archaic and contemporary genres. In archaic folklore genres, trials, pronouns, spells, prayers, prayers, applauses, and curses take place widely. However, this is a condition of divorce, since the process of folklore formation goes all the way, and new genres are added regularly to these genres. Ritual folklore, singing songs are distinguished from the event or process in which it is closed. The ceremony folklore also includes seasonal ceremonies, ceremonies related to various natural phenomena, household ceremonies, weddings and mourning ceremonies. The role of mythological, anthropological, historical, migration folklore schools has been significant in the study of folklore science..

**Keywords:** school, theory, history, mythology, moving, anthropological.

# Assessing Understanding Through the Language of Mathematics

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Why do so many students struggle with the language of mathematics? Essentially, the language of mathematics requires children to convert the written or spoken word into a symbol to represent the appropriate number or number sentence. The study was designed to discover why such a large body of students had so many difficulties in solving simple arithmetic problems well within their capabilities. 27 students were studied over a period of many months. Each was interviewed face-to-face. All interviews were videotaped and the recordings were studied and analysed and relevant data extracted. In the study, many children who rushed into writing number sentences when, clearly, they didn't really understand how to write them. There were, of course, those who could translate a single word problem into a simple number sentence but then had difficulty operating the number sentence. To a child, mathematical symbols (signs) are that foreign language. They need to learn the vocabulary, the grammar, the punctuation – whatever they need fully to understand the language and to be able to translate a number sentence into what makes sense to them – and vice versa. In short, they have to establish a fluency in the language at as early a stage as possible. Many children rushing far too quickly into using number sentences when they really had no idea how to do it. As experienced teachers know, learning the language of mathematics can be very difficult for children. They should not be rushed. They have to learn to walk before they can run.

**Keywords:** Mathematics Language, Number Sentence, Word Problem.

# Cultural Interest and Attitudes towards L2 Community across Contexts: The Case of English Language Learners in Iran

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The present study used L2 Motivational Self System as the theoretical framework to compare language learners' cultural interest and their attitudes towards L2 community in the school, institute and university contexts in Iran. The participants of the study came from different parts of the country and included 317 female and male English language learners who completed the Persian version of the L2 motivational self system questionnaire developed and validated by Taguchi, Magid and Papi (2009). Reliability values of the data associated with cultural interest and attitudes to L2 community were .71 and .76 respectively. The obtained data was analyzed using descriptive statistics and one-way ANOVA. The results of the ANOVA indicate that there are not any statistically significant differences in cultural interest and attitudes towards L2 community in the three groups ( $p > .05$ ). Therefore, it was concluded that context of language learning does not contribute to Iranian language learners' interest in the culture and their attitudes towards L2 community in spite of the differences in the population of learners, L2 textbooks and materials, teacher education programs, curricular policies and goals and forms of assessment in the three educational environments (Dahmardeh, 2009; Farhady, Hezaveh & Hedayati, 2010; Haghghi & Norton, 2017). It seems that future studies can further investigate the issue and show to what extent L2 context can affect L2 learners' motivation and their interest in L2 culture and community.

**Keywords:** Cultural Interest, Attitudes towards L2 Community, L2 context.

## FOLK PHRASES IN AZERBAIJAN ARTISTIC PROSE

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The literature of the peoples of the world, in all cases, has benefited from various genres and genres of folklore, theme motives, episodes, oral culture on the ethnic-cultural system. The strong influence of the folklore on artistic creativity has become a matter of general artistry, completed in the form and content of art. The article notes that the using of folklore samples in writing literary literature, especially in literary works is based on folklore genres. Bayati (quatrain), elegies, lullabies, proverbs, sayings, applauses, curses and so on. folklore patterns take a special place in this system. One of the most important sources of written literature is the use of our folklore language. The article states that various expressions, such as applause, prayer, cursing, proverbs, sayings and verses which have come to our minds from time to time beginning from the classical era modern literary language has become the main language element. These words with their compact, laconic style, symbolism, portraits, were the main auxiliary means presented to the writers in presenting heroes, poetics descriptions, typical patterns. In the description of folk life realistic artists refer to the language fact, folklore language. Thus, the novel of Azerbaijan has evolved from the best traditions of the genre in national and world literature as well as in terms of ideological and artistic craftsmanship. In this respect, Anar, S.Eljanli, and Alabbas have the same position in the novels. In the applauses, curses, proverbs, sayings a wide place was given “Ag goch, gara goch” (White rhinoceros, black rhinoceros) by Anar, “Ganli guzgun meydanı” (The Bloody Curse Square) by S. Eljanli and “Giyamchi” (Rebel) by Alabbas. In the novels related to the genre specificity of the proverbs and sayings many ideas are summarized on the basis of these folk literature examples. The study of folklorism in the writers' creativity is also of interest as a result of the search for a genre of parallel and sophisticated design in this new stage of contemporary Azerbaijani prose.

**Keywords:** folklore, novel, folk, literature, prose.

# Examining the Plethora of Emotions Experienced by EFL Teachers in a Saudi Arabia University Context

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Although emotions constitute an integral aspect of teachers' lives, emotions of English as a foreign language (EFL) teachers in higher education settings is relatively under-researched. This study examines the various emotions experienced by a small cohort of nine EFL female teachers when teaching English-major students in a large public university in Saudi Arabia. The study also aims to explore the sources triggering these emotions, the management of these emotions and their impact upon the well-being of teachers. An in-depth interview with each teacher generated rich accounts, examples, and reflections on their emotional experiences inside the EFL classroom. Method of content analysis informed data analysis. The findings revealed that teachers' passion for teaching and their students' engagement and appreciation of their efforts triggered teachers' happiness and joy. However, the data provided empirical evidence that teachers' passion for teaching can be overpowered by their students' unfulfillment of behavioral and academic obligations. Students' misbehaviors, students' complaints against teachers, grading students' work, and teachers' sense of limited agency emerged as major factors generating teachers' negative emotions, especially those of anger, frustration, sadness, and worry. Finally, the findings indicated that teachers suppressed negative emotions to protect their professional image, but such suppression negatively affected their well-being. The study concluded that emotions are a significant element that shapes the quality of instruction and teachers' relationships with students. Study limitations and professional contributions are addressed, and potential for further research is highlighted.

**Keywords:** EFL teachers, Emotions, Higher education.



# Mastery of English Grammar by Iraqi EFL Learners at University Level: A Critical Evaluation

Basim Algburi

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Grammar has traditionally been regarded as the core of language so that language learning is seen as basically involving learning its grammar; mere words without grammar of some kind do not constitute a language. "Iraq Opportunities", the language course prescribed for teaching English as a foreign language in Iraq at pre-university level, is communicatively-oriented; yet, it contains many grammar tips and exercises. Claims and counter claims have been made concerning the introduction of grammar in a language course. The present paper attempts to provide a critical evaluation of the validity of the indirect introduction of grammar in helping students have a considerable mastery of basic English grammatical notions and structures. It uses various data collection procedures to provide research-based answers to the following research questions: Have our students achieved considerable mastery of basic grammatical notions and structures after eight years of studying English as a foreign language? If the answer is negative, where does the real problem lie? Results indicate that our students still face difficulties in the usage and use of basic grammatical structures especially tenses, passivization and comparative constructions. The reasons were investigated and analysed, and suggestions for overcoming difficulties in the areas identified were made.

**Keywords:** Language Teaching, Assessment, Grammar.

# Teaching English Literature to Iraqi Displaced Students: Challenges and Experiences During ISIS Control on Mosul 2014- 2016

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This paper presents an account of my firsthand experiences in teaching English Literature to displaced students of Mosul University after the control of ISIS on four Iraqi provinces including my home city Mosul, in June 2014. Texts of Post-War English literature represented my own (mental shelter) that stimulated me to deal with that tough and extraordinary job of teaching displaced students representing the ethnic diversity of the Iraqi community. It was a big challenge to cover the whole curriculum of the richest topics of Drama, Poetry and Novel by only one instructor for both the 3<sup>rd</sup>. and 4<sup>th</sup>. Years for students who had been displaced to different camps and shelters. Among the great texts of post-war literature is “Waiting for Godot”. I taught this drama for many years before ISIS and my students used to complain of the difficulty of that text because of its philosophical and religious symbolism. Now, I can easily comprehend, why most of my **Yazidi** displaced students from (Sinjar) scored excellent marks and were very enthusiastic throughout the discussion of Samuel Beckett’s masterpiece.

**Keywords:** Post-war Literature, Iraq, Ethnic Diversity.

# Persuasive Discourse Awareness

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The purpose of this study aimed at investigating the efficiency of persuasive discourse implementation through debates and oral presentations. Particularly, the study was implemented to examine to what extent the process is beneficial in term of learners' language development. This study is a mainly qualitative study with action research design. It is also supported with the quantitative features. Purposive sampling method was used to determine learners and class. Participants of this study were 27 English language learners in B1 level. Class was chosen because of their curiosity-high classroom atmosphere. This study was conducted in a state university in Istanbul, Turkey. For presentations and debates, evaluation rubric were used to assess learners language use. Observation sheet was utilized to take notes about the process of persuasive discourse implementation. Learners were graded over their presentation and debate performance during their class hours by two researchers. Researchers took notes at the time of the class hours and presentations. After getting data from qualitatively and quantitatively, researcher examined notes researchers took many times and focused on the important statements and comments of learners to identify the themes. To assure the reliability of the findings, notes form both researchers were compared and revised. Grades from teacher were numerically coded into SPSS 20 and descriptive and inferential statistics were implemented. Quantitative and qualitative results showed that implementation of task cycle which consisted of 4 stages helped learners gradually to apply persuasive discourse elements which are ethos, pathos and logos in their speech. Necessary recommendations were put forward at the end of the research.

**Keywords:** Discourse, Persuasive Discourse, Language awareness.

# Teacher / Turkish Language Teacher Metaphors of Pre-Service Teachers According to Their Perceptions

Mehmet Fatih Özcan

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The aim of this study is to determine the pre-service teachers' perceptions related to teacher / Turkish language teacher concepts through metaphors. The study group consists of first and fourth grade undergraduate students from Department of Turkish Language Teaching of Faculty of Education of Ağrı province and graduate students from Turkish Language Education in 2018-2019 academic years. The research data was collected with open ended questions. With the questions as “How do you think the concept teacher can be expressed with different words? Why?” related to teacher concept, “What is the first reaction and the first sentence you hear from the people when you tell them that you are a Turkish language teacher/study in the department of Turkish Language Teaching?” related to Turkish language teacher concept, and “What are the three words that you think of when Turkish language teacher is mentioned?” related to Turkish language teacher concept, preferability levels of the metaphors were determined with frequency, percentage, arithmetic mean and standard deviation; and t test was used to determine the difference between gender and views of the participants according to grade. According to the results obtained from the study, it was determined that the participants presented both positive and negative metaphors related to the questions. While a high number of positive metaphors such as educator / instructor, leading / guide / leader and father / mother, compassion, laborer, friend, honest, self-sacrificing, hope are produced, negative metaphors such as Hope killer / hangman and expropriator are also produced. Of the metaphors produced about the Turkish language teacher, the first four came out as silver-tongued/ calligraphic, grammar, book and poet / poem. In addition, metaphors like Unemployed and With Poor Turkish/Short-tempered were also produced.

**Keywords:** Teacher, Turkish Language Teacher, Metaphor.

# Investigation of Attitudes And Success of Secondary School 7th Grade Students Towards Turkish Language Lesson in Terms of Various Variables

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The study was conducted to investigate the success and attitudes of the secondary school 7<sup>th</sup> grade students towards Turkish language lesson in terms of various variables. The study is a descriptive study and based on data collection. In this study, a 27-item attitude scale and a personal information protocol consisting of 5 questions were used. In addition, a pre-prepared multiple-choice Turkish course achievement test consisting of a total of 30 questions was applied. Students' attitudes towards Turkish language lesson were measured and compared with success and other variables. The attitude scale, personal information protocol and achievement test were applied to 48 students in total. The population of the study consists of the students studying in Sarıkamış county of Kars province. The sample of the study consists of 7<sup>th</sup> grade students studying in Halit Paşa Secondary School and Şehit Taner Baran Regional Boarding Secondary School in Sarıkamış county of Kars province. The obtained data was interpreted by conducting t test, variance analysis with SPSS 20 package program. As a result of the findings, it was determined that there was a difference in the attitudes of the students in terms of gender and the number of the siblings. It was found out that the attitudes of the students towards Turkish language lesson did not differentiate in terms of mother educational background and interest in the lesson.

**Keywords:** Turkish Language Lesson, Attitude, Success.

# Sekizinci Sınıf Öğrencilerinin Matematik Problemleri Karşısında Kullandıkları Stratejiler

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Problem çözme sürecinin önemli unsurlarından biri problem çözme stratejileridir. Uygun problem çözme stratejilerinin kullanımı problem çözmeyi kolaylaştırmakta ve öğrencilerin başarılı sonuçlar elde etmesine yardımcı olmaktadır. Problem çözme stratejisi, problemin nasıl çözüleceğine dair yapılan bir tasarım ve olaylardaki ilişkilendirmelerden ibarettir. Dolayısıyla problem çözme sürecinde öğrencilerin mantıksal muhakeme yapma, akıl yürütme ve gerçek hayatla ilişkilendirme gibi düşünme becerilerini istenilen düzeyde kullanmaları hedeflenmektedir. Bu çalışmada, ilköğretim sekizinci sınıf öğrencilerinin rutin olmayan matematiksel problemlerin çözümünde hangi stratejileri ne düzeyde kullandıklarının tespit edilmesi amaçlanmıştır. Çalışmanın katılımcılarını 40 ilköğretim sekizinci sınıf öğrencisi oluşturmaktadır. Çalışmada nitel araştırma yöntemlerinden özel durum çalışması deseni kullanılmıştır. Çalışma sürecinde toplamda 6 adet rutin olmayan matematiksel problem üzerinde çalışılmış ve öğrencilerin çözümleri ‘Örüntü Bulma, Problemi Basitleştirme ve Küçük Parçalara Ayırma, Bilinçli Tahmin ve Kontrol, Denklem Kurma, Tablo Oluşturma, Muhakeme Etme ve Geriye Doğru Çalışma’ stratejileri göz önüne alınarak değerlendirilmiştir. Çalışmada betimsel analiz yöntemi kullanılmış olup öğrencilerin problemler karşısında kullandıkları stratejiler “doğru strateji doğru çözüm, doğru strateji yanlış çözüm, yanlış strateji yanlış çözüm” kategorileri altında incelenmiştir. Çalışma sonucunda çoğu öğrencinin rutin olmayan bir problem karşısında daha çok denklem kurma stratejisine başvurduğu ve diğer stratejileri yetersiz şekilde kullandıkları tespit edilmiştir. Öğrencilerin problemleri dört işlem gerektiren problemler gibi algılamaları ve rutin problemlere verilen cevaplara benzer olarak çözümlere yapmaya kendilerini şartlamış olmaları, öğrencileri ister istemez eksik veya yetersiz çözüm yapmaya itmiştir. Öğrencilerin ilgili kavramları anlamalarına ve kavramlarla işlemler arasındaki bağlantıları kurabilmelerine yardımcı olabilecek türde problemlerin derslerde daha fazla kullanılması önerilmektedir.

**Keywords:** Problem, Problem Çözme Stratejisi, Rutin Olmayan Problem.

# İngilizce Tekerlemelerin Uyarlanması ve İngilizce Dil Bilgisi Öğretiminde Kullanılması: Öğretmen ve Öğrenci Görüşleri

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Tekerleme, “çoğunlukla basmakalıp, masalların başında bulunan uyaklı giriş ve hazır söz kalıbıdır, (Türk Dili Kurumu (TDK). Tekerleme, “hızlı ve doğru olarak söylenmesi zor sözcük veya sözcük grubu” olarak da tanımlanır (Oxford Learners’ Dictionary). (İngilizce) geleneksel şarkı ve ilahilerde sıklıkla zor ve eski bir dil kullanılmaktadır (Phillips, 1993, s.100). Başkan’a (1978) göre Türkiye’de uygulanan yöntemler, izlenceler, gereçler batı ülkelerinde geliştirilmiş olup, Türk öğrencilerin dünya görüşleri, yaşam biçimleri ve öğrenim gereksinimleri göz önüne alınmamıştır (akt. Can ve Can 2014, s.58). Yabancı yer adları ve özel isimler Türkçe uyarlama yapılarak anlamlı hale getirilebilir. Şöyle ki: Doctor Foster, went to Gloucester yerine, “Doctor Rıdvan, went to Van. “Baa baa black sheep, have you any wool, tekerlemesiyle İngilizce renkler, sahiplik, sayılar, meslekler ve sıfat cümlesi öğretilir.. Aynı şekilde, söylemesi zor “seven snails sit singin silly songs” tekerlemesi ile sayılar, tekil, çoğul, hayvanlar, fiiller, fiilimsiler, sıfatlar ve isimler öğretilir. Ülkemizde, yabancı dil ve dil bilgisi öğretimiyle ilgili çalışmalar yapılmıştır (Işık, 2008; Haznedar, 2010; Parker, 2012, Can ve Can, 2014; Günday, 2018). Ancak, İngilizce tekerlemeler ülkemize özgü uyarlanıp dil bilgisi öğretiminde kullanılmamıştır. Yazında önerilen dil bilgisi öğretim yöntemlerinin aksine (Cross, 1995, Günday, 2018), çalışma, İngilizce tekerlemelerin uyarlanması ile dil bilgisi kurallarının etkili bir şekilde öğretilbileceğini göstermektedir çünkü okuryazar olmadığımız ve 50 - 80 sene önce öğrendiğimiz tekerlemeleri bugün hala biliyoruz. Öneri: Öğreteceğimiz her dil bilgisi kuralı için hazır ve kulağa hoş gelen bir tekerleme kullanabiliriz. Veya İngilizce kafiye sözlüğünü kullanarak kendi dilimize ve kültürümüze uygun tekerlemeler yazarak, İngilizce dil bilgisi konularını etkili bir şekilde öğretebiliriz.

**Keywords:** İngilizce Tekerleme, İngilizce Dilbilgisi, Tekerleme Uyarlama.

# Çocuk Gelişimi Bölümü Öğrencilerinin Çocuk Sevme Düzeylerinin Sosyodemografik Değişkenler Açısından İncelenmesi ( Lise Örneği)

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Bir çocuğun bakımı, gelişimi ve eğitiminden sorumlu her birey çocuğun hayatına dokunmakta, gelecek yaşantısını ve kişiliğini etkilemektedir. Bu nedenle çocukla çalışan ya da çalışmayı düşünen kişilerden alan bilgisinin yanı sıra bir takım kişisel özelliklere de sahip olması beklenmektedir. Mesleğini severek yapması, çocuklara karşı ilgi ve tutumu ve özellikle çocukları sevmesi bu beklentilerden en önemli olanlarıdır. Çocuk gelişimi bölümü lise öğrencileri de çocuklarla iletişime giren ve ileride bu alanda çalışmayı düşünen kişilerdir. Bu nedenle bu çalışmada çocuk gelişimi bölümü lise öğrencilerinin çocuk sevme düzeylerinin bazı sosyo-demografik değişkenler açısından incelenmesi amaçlanmıştır. Araştırmanın çalışma grubunu Çankırı il merkezinde bulunan Milli Eğitim Bakanlığı'na bağlı bir lisede çocuk gelişimi bölümünde okuyan öğrenciler oluşturmuştur. Bu doğrultuda veri toplama araçlarını tam olarak dolduran ve araştırmaya gönüllü olarak katılmayı kabul eden toplam 122 öğrenci çalışmaya alınmıştır. Araştırmanın verileri “Kişisel Bilgi Formu” ve Barnett ve Sinsini (1990) tarafından geliştirilen ve Duyan ve Gelbal (2008) tarafından Türkçeye adapte edilen “Barnett Çocuk Sevme Ölçeği” ile toplanmıştır. Verilerin analizinde Kolmogorov-Smirnov, Mann Whitney U ve Kruskal Wallis H testlerinden yararlanılmıştır. Yapılan analizler sonucunda, yeniden seçme şansı olsa yine çocuk gelişimi bölümünü seçmek isteyen öğrencilerin, üniversitede çocuk gelişimi ile ilgili bir bölümde okumak isteyen öğrencilerin ve anaokullarında staj deneyimi olan öğrencilerin çocuk sevme puan ortalamalarının yüksek olduğu saptanmıştır ( $p<0,05$ ).

**Keywords:** Çocuk Sevme, Lise Öğrencileri, Sosyodemografik Değişkenler.



# Matematiksel Problem Çözme Sürecinde Öğretmen Adaylarının Yönlendirici Yaklaşımları

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Problem çözme, ön bilgi ve deneyimlerin kullanılmasıyla matematiksel bilgiyi pekiştiren, genişleten ve derinleştiren bir öğrenme sürecidir. Problem çözmenin pek çok bilişsel süreçleri de içeren bir matematiksel etkinlik süreci olduğu düşünülürse, problem çözme sürecinde öğretmene önemli görevler düştüğü söylenebilir. Bu anlamda öğretmen ve öğretmen adaylarının problem çözmeye dair pedagojik bilgilerinin güçlü olması beklenmektedir. Problemin başarı ile çözülmesi çözüm yolunun belli bir algoritmayla uygulanmasıyla değil, öğrencinin içerikle ilgili bağlantıları kullanarak kendine özgü çözüm stratejileri geliştirmesiyle sağlanmaktadır. Bu yüzden öğretmenler öğrencinin bulduğu sonuçtan çok bu sonucu nasıl bulduğu ile ilgilenmeli, doğru ya da yanlış cevaplar karşısında öğrencinin problemi nasıl çözdüğünü sorgulamalıdır. Bu çalışmanın amacı öğretmen adaylarının verilen bir problem karşısında öğrencileri çözüme yaklaştıracak yönlendirici yaklaşımlarını ortaya koymaktır. Çalışmanın katılımcılarını iki öğretmen adayı oluşturmaktadır. Çalışmada öğretmen adaylarının öğrencilere yönlendirdiği üç rutin olmayan problem karşısında öğrencilerle oluşturduğu diyaloglar dikkate alınmış ve bu diyaloglar yazıya dökülerek öğretmen adaylarının ne tür yaklaşımlar sergiledikleri ortaya konulmaya çalışılmıştır. Verilerin analizinde içerik analizi yoluna gidilmiştir. Çalışma sonucunda öğretmen adaylarının problem çözme sürecinde sorgulama, örneklendirme, günlük hayatla ilişkilendirme, açıklama, daha basite indirgeme, tümevarımsal yöntemler kullanma, canlandırma ve tartışma gibi yaklaşımlar sergiledikleri ortaya konulmuştur. Öğretmen adaylarının öğrenci farklılıklarını göz önüne alarak kullandıkları yaklaşımlar göz önüne alındığında, kimi öğrencide örneklendirme yeterli olurken kimi öğrencide açıklama yöntemi öğrencilerin anlamalarını kolaylaştırmıştır. Etkili yöntemlerden biri olan tümevarımsal yöntem, öğrencinin küçük parçalar halinde başlayıp genel sonuca ulaşmasında verimli olmuş ve öğrencilerin ayrıntılı öğrenmelerini sağlamıştır. Çalışmada öğretmen adaylarının yönlendirici yaklaşımlarının geliştirilmesine olanak sağlayacak uygulama ortamlarının zenginleştirilmesi ve öğretmen adaylarının bu tür çalışmalar yapmaya teşvik edilmesi önerilmektedir.

**Keywords:** Problem Çözme, Öğretmen Adayı, Yönlendirici Yaklaşım.

# Information-Technology, e-learning and Schoolteachers: Perceptions and Effectiveness of Creative Programme Initiatives

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The purpose of this study was to assess schoolteachers' level and extent of professional development specifically designed to information technology and to examine the perceptions of schoolteachers regarding the effectiveness of professional development initiatives in their school district. Participants in the study were schoolteachers employed in 10 schools in Hong Kong. The survey provided information from 300 teachers. Although teachers surveyed reported that technology was very important for their students, for their own professional development, and that it was important to integrate technology in the curriculum, there were significant issues identified associated with the ongoing professional development of teachers. Teachers identified barriers to using technology in the classroom, reported low levels of confidence about their ability to keep themselves informed of information technology developments and low levels of support for information technology professional development. The majority of teachers indicated that they required more and higher quality information technology professional development. While some of these barriers, such as access to computers and the Internet, poor levels of technical support and availability of multimedia software might have been predicted, teacher comments on the inadequacy of the professional development provision of computer education courses were not raised serious issues which need addressing. By reviewing and interpreting the findings of the survey, suggestions are made for future directions for professional development in information technology for teachers.

**Keywords:** Information Technology, Professional Development, Teacher Effectiveness.

# Öğretmen Adaylarının Teknolojik Pedagojik Alan Bilgisi Özgüvenlerinin Karşılaştırılması

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Yirmi birinci yüzyılda ortaya çıkan büyük teknolojik gelişim ve toplumsal değişim (MEB, 2017) çerçevesinde çeşitli zamanlarda güncellenen öğretim programları en son 2018 yılında Milli Eğitim Bakanlığı tarafından güncellenmiştir. En son güncellenen öğretim programlarında öğrencilere Türkiye Yeterlilikler Çerçevesinde belirtilen sekiz anahtar yetkinliğin kazandırılması amaçlanmaktadır (MEB, 2018). Bu yetkinliklerden bir tanesi de dijital yetkinliktir. Öğretim programlarının yürütücüsü olan öğretmenlerin de dijital yetkinliğe sahip olması beklenmektedir. Ancak, yapılan son çalışmalar göstermektedir ki politika yapıcılar ve hükümetler bilgisayarlar, mobil araçlar, etkileşimli tahtalar gibi öğretim teknolojilerine büyük yatırım yapmalarına rağmen öğretmenler bu teknolojileri sınıflarına entegre etme konusunda yeterli düzeyde hazır değildirler (Angeli & Valanides, 2009; Ertmer & Ottenbreit-Leftwich, 2010; Agyei & Voogt, 2012). Hatta dijital yerli olarak tanımlanan yirmi birinci yüzyıl öğretmen adayları dahi öğretim teknolojilerini öğrenme ve öğretme faaliyetleri ile nasıl bütünleştirecekleri konusunda emin değildirler (Uygun, 2013). Bu bağlamda bu çalışmada öğretmen adaylarının teknolojik pedagojik alan bilgisi özgüvenlerinin incelenmesi amaçlanmıştır. Nicel araştırma desenlerinden tarama modeli ile yürütülen araştırmaya bir devlet üniversitesinde farklı bölümlerde öğrenim görmekte olan 252 öğretmen adayı katılmıştır. Veri toplama aracı olarak Graham, Burgoyne, Cantrell, Smith, ve Harris (2009) tarafından geliştirilen ve Timur ve Taşar (2011) tarafından Türkçe'ye uyarlaması gerçekleştirilen Teknolojik Pedagojik Alan Bilgisi Öz Güven Ölçeği (TPABÖGÖ) kullanılmıştır. TPABÖGÖ, Teknolojik Pedagojik Alan Bilgisi, Teknolojik Pedagojik Bilgi, Teknolojik Alan Bilgisi ve Teknolojik Bilgi olmak üzere 4 alt boyuta sahip bir ölçek olup, ölçeğin iç güvenirlik katsayıları ,78 ve ,94 arasında hesaplanmıştır. Elde edilen veriler normal dağılım göstermediği için Mann-Whitney U ve Kruskal Wallis testleri ile analiz edilmiştir. Elde edilen sonuçlara göre cinsiyet, bölüm, sahip olunan teknolojiler, internete erişmek için kullanılan teknolojiler ve teknoloji kullanma seviyeleri değişkenlerine göre öğrencilerin teknolojik pedagojik alan bilgisi

özgüvenleri ve alt boyutları düzeylerinde farklı değişkenler açısından istatistiksel olarak anlamlı farklılıklar tespit edilmiştir. Çalışmanın son bölümünde elde edilen sonuçlar ilgili alanyazındaki diğer araştırma sonuçları ile tartışılmıştır.

**Keywords:** Öğretmen eğitimi, Teknolojik pedagojik alan bilgisi, Özgüven.

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# “I use a pizza box to help my child with reading” Parental Involvement and Home Reading Practices of ESL Struggling Readers

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The paper aims to present part of the findings obtained from the author’s dissertation project. The focus of the study is to explore ESL primary school struggling readers’ learning experiences in the Malaysian context. To this end, six students, seven parents and an English teacher were selected using the purposive sampling method. This qualitative study utilised a number of data gathering methods including in-depth semi-structured interviews with the parents and teacher, pre and post observation interviews with the teacher, focus group interviews with the students, classroom observations and document collection. This paper intends to briefly report the findings from one of the sub-research questions, namely: “How do the participating parents work with their children at home?” Two major themes emerged from the data: involvement; and challenges. In this paper, I will discuss the partial result of one of the main themes discovered, that is involvement. Drawing from “domains of activity related to literacy” (Reyes, Alexandra & Azuara, 2007, p.474) I identified four domains that are predominantly employed by parents which are school related activity, entertainment, literacy for the sake of teaching/learning literacy and storybook time. Building on this framework, I add one more domain namely daily life props to suit the data to my study. It is hoped from this study that educators could exploit the home reading practices of the struggling readers to inform the teaching practices to effectively support those students in the ESL classroom.

**Keywords:** Parental involvement, Home reading practices, ESL struggling readers.

# Colonial Spatiality in Toni Morrison's *A Mercy*

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In an often-quoted sentence, Michel Foucault argues that “[a] whole history remains to be written of spaces—which would at the same time be a history of powers [...] from the great strategies of geo-politics to the tiny tactics of the habitat” (149). Correspondingly, the proposed paper seeks to bring the perspective of space into the interrogation of European colonialism in the “New World” through a spatially oriented reading of Toni Morrison’s *A Mercy*. Through its wide spectrum of characters and narrative spaces, the novel investigates how racism and colonization were institutionalized through a wide range of spatial themes including “fluid land claims” (Morrison 10) displacements, (dis)possession, slavery, land owning, and (re)naming. Drawing on a trialectic understanding of space as theorized by Henri Lefebvre and Edward Soja, I will explore the physical, imagined and lived spaces of colonialism as represented in the novel. In so doing, I will briefly discuss John Locke’s theory of property as a discursive space which actively shaped the production of physical spaces and spatial practices in the New World. In addition to the physical and discursive production of colonial space, the ways in which the novel projects alternative, lived and contested spaces will be examined as well.

**Keywords:** Space, Colonialism, *A Mercy*.

# Üniversite Öğrencilerinde Yaşamın Anlam ve Amacı ve Umut ile Presenteeism Arasındaki İlişkinin İncelenmesi

**Dilaram Billur Örnek**

**Ülkünur Yılmaz**

**Esmannur Demirbaş**

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Bu araştırmada, üniversite öğrencilerinin sahip oldukları yaşamın anlam ve amacı ve umut düzeylerinin presenteeism ile ilişkisini ortaya koymak amaçlanmaktadır. Presenteeism kavramı 1970’li yıllarda ilk olarak örgüt psikoloğu Cary Cooper tarafından ortaya konulmaktadır. Kavram “presence” kelimesinden ortaya çıkmaktadır. Presence kelimesinin anlamı ise “orada bulunma”, “var olma” ve “görünüş” kelimelerine karşılık gelmektedir (Çoban & Harman, 2012). Presenteeism kavramı ilk olarak endüstri ve örgüt psikologları tarafından incelenmeye başlanmasına rağmen eğitim psikolojisine de uyarlanabilmektedir. Eğitim Psikolojisi bakış açısına göre kavram; öğrencilerin fiziki olarak eğitim ortamında yer alması ancak zihnen o öğrenme ve eğitim ortamında bulunmaması durumudur. Öğrenci aslında bedenen dersin içerisinde ve dersi dinliyormuş gibi görünmesine rağmen zihnini derse veremeyerek başka şeyler düşünmektedir (Sarıçam & Çetintaş, 2015). Üniversite öğrencilerinin ileriye yönelik umutlarının olması, yaşamlarında bir amaç ve anlam belirlemeleri onların sahip oldukları görevlerde fiziksel olduğu kadar ruhen bulunabilmelerine de etki eder. Ülkemizde üniversite öğrencilerinin karşılaştığı problemler düşünüldüğünde bunların başında gelecek kaygısı ve geleceğe dair umutsuzluklar gelmektedir. Öğrencilerin yaşadıkları umutsuzluk buldukları bölüme dair dersleri aktif dinleme, dinlediklerini algılama ve aktif olarak katılma düzeylerini etkileyebileceği düşünülmektedir. Araştırmanın örneklemini İstanbul Medipol Üniversitesinde okuyan lisans öğrencilerinden uygun örnekleme yöntemi ile seçilen 313 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak kişisel bilgi formu ve ölçekler kullanılmıştır. Katılımcıların hayata yükledikleri anlam ve hayattaki amaçlarını ölçmek

amacıyla “Hayatın Anlam ve Amacı Ölçeđi “, hayata karřı olan umut düzeylerini belirlemek amacıyla ‘ Sürekli Umut Ölçeđi “ ve bir iř yaparken o iře kendilerini verip veremediklerini saptamak amacıyla da “ Öğrenciler İçin Presenteeizm Ölçeđi “ kullanılmıřtır. Arařtırmanın verileri ise analiz ařamasındadır.

**Keywords:** Presenteeism, Yařam Amacı, Üniversite Öğrencileri.

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# Üniversite Öğrencilerinde Bilinçli Farkındalık ve Duygusal Zeka Arasındaki İlişkinin İncelenmesi

**Dilaram Billur Örnek**

**Ayşenur Yakut**

**Berfe Dicle Nur Abiç**

**Melek İslamoğlu**

**Burcu Yavuz**

**Ayşe Hümeysra Ceylan**

**Engin Keleş**

*Istanbul Medipol Üniversitesi*

Bu araştırmanın amacı, üniversite öğrencilerinde bilinçli farkındalık ve duygusal zeka arasındaki ilişkinin incelenmesidir. Bilinçli farkındalık kavramı son yıllarda bilimsel araştırmalarda dikkat çeken bir konudur. Bu bakımdan, bilinçli farkındalığın alt boyutlarıyla incelenmesi duygusal zeka ile arasındaki ilişkiye ışık tutabileceği; yanı sıra bu araştırmadan elde edilecek bulguların bilinçli farkındalıkla ilgili çalışmalara katkı sağlayabileceği düşünülmektedir. Araştırmanın örneklem grubunu Türkiye'nin farklı üniversitelerinden, çeşitli bölümlerinde okuyan 18-30 yaş aralığındaki toplam 426 üniversite öğrencisi oluşturmaktadır. Duygusal zeka ölçümü Schutte Duygusal Zeka Ölçeği, Bilinçli farkındalık ölçümü ise Beş Faktörlü Bilinçli Farkındalık Ölçeği (Five Facets Mindfulness Questionnaire-FFMQ) kullanılarak ölçülmüştür. Öğrencilerin yaş, cinsiyet sınıf düzeyine göre hem duygusal zeka hem de Bilinçli farkındalığın boyutları olan gözlemlenme (observing), tanımlama(describing), farkındalıkla davranma (acting with awareness), içsel deneyimleri yargılamama (nonjudgement of inner experience) ve ek olarak içsel deneyimlere tepkisizlik (nonreactivity to inner experience) tutumlarının farkındalık gösterip göstermediği incelenmiştir. Bunun yanı sıra duygusal zekanın kişide bilinçli farkındalık özelliklerini ne düzeyde yordadığı sorusunun

cevabı aranmıştır. Beklenen sonuçlar duygusal zekanın bilinçli farkındalığı anlamlı düzeyde yordadığı üzerine odaklanmaktadır. Kız öğrencilerin erkek öğrencilere göre anlamlı düzeyde yüksek duygusal zeka puanı elde etmesi, bilinçli farkındalık düzeylerinin de benzer biçimde kız öğrencilerde yüksek olması öngörülmektedir. Bununla birlikte duygusal zeka ve bilinçli farkındalık puanlarının yaş ve sınıf düzeyi arttıkça artış göstermesi beklenen sonuçlardır. Veriler analiz aşamasındadır.

**Keywords:** Bilinçli Farkındalık, Duygusal Zeka, Üniversite Öğrencileri.

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# HALKBİLİMİ ÖGELERİNİN POPÜLER KÜLTÜRDE KULLANIMI: ÇAĞAN IRMAK'IN ULAK FİLMİNİN İNCELENMESİ

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Halkbilimi ögelerinin genç kuşaklara aktarılmasında popüler kültür ürünleri son dönemde aktif olarak rol almaktadır. Yeni nesil yazarlar ve senaristler zengin Türk kültürünün ögelerini eserlerinde kurgunun içine başarıyla yerleştirmektedirler. Yazarlar ve senaristler kültürümüzü gelecek kuşaklara aktarırken kimi zaman bilgi eksikliği kimi zaman izlenme kaygısıyla kültürler ögelerine farklı yorumlar da getirmektedirler. Bu yorumlarda farklı kültür çağlarına ait ögeleri tek bir potada eriterek istemli ya da istemsiz olarak izleyicinin/okuyucunun zamanı ve mekânı doğru yorumlayamamasına ve bu sebeple kültür ögelerini alımlayamamasına sebep olabilmektedirler. Son dönemde görsel eserler, teknolojinin de gelişmesi ile birlikte daha geniş kitlelere hitap etmektedir. Bu nedenle halkbilimi ögelerinin genç kuşaklara aktarılmasında görsel eserlerin güçlü bir araç haline geldiği düşünülmektedir. Bu çalışmada halkbilimi ögelerinin popüler kültürde kullanımı ele alınmış ve Çağan Irmak'ın “Ulak” filmindeki halkbilimi ögeleri Bascom'un “Folklorün Dört İşlevi” ve İlhan Başgöz'ün “Folklorün Beşinci İşlevi ‘Protesto’ ” makalelerindeki fikirlerden yola çıkarak Bağlam Merkezli Halkbilimi Kuramları'ndan İşlevselcilik Kuramı çerçevesinde incelenmiştir. Çağan Irmak'ın “Ulak” filminde yer alan masalcılık geleneği, çeşitli kültürlerle ait inanışlar, giyim-kuşam, ağız-dil özellikleri, dini motifler, mimari, halk hekimliği, eşyalar ve objeler; halkbilimi ögelerinin popüler kültürde aktif olarak kullanılabildiğinin güzel bir örneğidir. Buna ek olarak bu çalışmada filmde kullanılan yukarıda bahsi geçen ögelerin ait olduğu zaman ve uzamlar da incelenerek köken bilgisi açısından değerlendirilmiştir.

**Keywords:** Masalcılık Geleneği, Halkbilimi, Popüler Kültür.

# Derviş Zaim'in Devir Filmindeki Somut Olmayan Kültürel Miras Öğelerinin İncelenmesi

Gamze Aysu Kara Güner

*Gazi Üniversitesi*

Somut olmayan kültürel miras öğeleri toplumun belleği niteliği taşımaktadır. Bu belleğin gelecek kuşaklara aktarılması, kültürün korunması adına önem arz etmektedir. Teknolojinin gelişmesi ile birlikte kültürün gelecek kuşaklara aktarım yöntemleri de çeşitlilik göstermeye başlamıştır. Sinema, günümüzde kuşaklararası somut olmayan kültürel miras aktarımın en önemli araçlarından biri olarak kabul edilmektedir. Türk sinemasının önemli yönetmenlerinden Derviş Zaim'in Devir filmi Anadolu kültürü ve somut olmayan kültürel miras ürünleri bakımından son derece zengindir. Filmdeki sözlü anlatılar, toplumsal uygulamalar ve ritüeller, doğa ve evrenle ilgili uygulamalar Anadolu kültürünü yansıtacak şekilde tasarlanmış ve seyirciye sunulmuştur. Bu çalışmada, öncelikli olarak filmin ana teması olan "Yünüm-Koyun Yüzdürme" ya da diğer ismiyle "Koyun Böğeti" geleneği detaylı olarak incelenmiştir. Filmde Yünüm-Koyun Yüzdürme geleneği izleyiciye aktarılırken pek çok farklı hayvancılıkla ilgili kültürel miras öğeleri de işlendiğinden bu çalışmada hayvancılıkla ilgili diğer ritüeller ve uygulamalar da halkbiliminin işlevsel inceleme yöntemiyle ele alınmıştır. Koç katımından ve saya gezmesinden, döl dökümüne kadar olan süreçte yenilen hayvanların kemiklerinin atılmayıp gömülmesi üzerinden hayvancılık geleneğiyle ilgili olan inanışlar incelenmiştir. Filmde işlenen koç boyamasının kökeni ve mitolojik-dini anlamları incelenmiş ve uygulamalı halkbilimindeki önemi değerlendirilmiştir. Buna ek olarak filmin başında ve sonunda metaforik olarak gösterilen tahta boynuzlu geyik üzerinden verilen mesaj hayvancılık geleneğinin köylüdeki izdüşümü ve mitolojik olarak geyik hayvanının Türk kültüründeki önemi işlevsel bağlamda incelenmiştir.

**Anahtar Kelimeler:** Halkbilimi, Popüler Kültür, Sinema, Kültür, Devir, Hayvancılık.

# Öğretmen Adaylarının Yapay Zekâ Hakkındaki Görüşleri

Pınar Ural Keles

Süleyman Aydın

*Ağrı İbrahim Çeçen Üniversitesi*

Bu çalışmanın amacı Ağrı İbrahim Çeçen Üniversitesi öğrencilerinin yapay zekâ konusu ile ilgili bilgi yapılarını ortaya çıkarmaktır. Toplam 188 öğrenci çalışmaya katılmıştır. 188 öğrenci ile yürütülen çalışmada Bağımsız Kelime İlişkilendirme Testi için 178 öğrenci, mülakat tekniği için ise 10 öğrenci testlere tabi tutulmuştur. Veri toplama aracı olarak Bağımsız Kelime İlişkilendirme Testi ve Mülakat Analiz Tekniği kullanılmıştır. Betimsel desenli bu çalışma grubunu 2018-2019 eğitim öğretim yılında Ağrı İbrahim Çeçen Üniversitesinde farklı fakülte öğrencileri oluşturmaktadır. Verilerin analizinde betimsel ve içerik analizi kullanılmıştır. Bağımsız Kelime İlişkilendirme Testi ile elde edilen bulgular doğrultusunda, öğrencilerin yapay zekâ ile ilgili bilgi yapılarında bulunan kavramlar “ yapay zekânın kullanım alanları”, “yapay zekânın olumlu yönleri”, “yapay zekânın korkutucu yönleri”, “yapay zekânın kullanıldığı teknolojik cihazlar”, “yapay zekânın insansı özellikleri” ve “konuşan yapay zekâlar” olmak üzere altı kategoridedir. “yapay zekânın kullanım alanları” 66 farklı kavram 317 frekans ile temsil edilmektedir. “Yapay zekânın olumlu yönleri” 20 farklı kavram 44 frekans ile , “yapay zekânın korkutucu yönleri” 44 farklı kavram 94 frekans, “ yapay zekânın kullanıldığı teknolojik cihazlar” 37 farklı kavram 460 frekans, “yapay zekânın insansı özellikleri” 34 farklı kavram 76 frekans, “konuşan yapay zekâlar” 8 farklı kavram 87 frekans ile temsil edilmektedir. Mülakat tekniği uygulanarak sonuçlar elde edilmiştir. Elde edilen sonuçlara göre üniversite öğrencilerinin yapay zekâ hakkında görüşleri şu şekilde belirtilmiştir. “Yapay zekâ birçok yönden zararlı olarak tanımlanmış ve insanların yok olması yönünde düşüncelere sahip olmalarını beraberinde getirmiştir.” Bu şekilde genel bir yargıya varılmıştır.

**Keywords:** Yapay Zeka, Öğretmen Adayları, Bağımsız Kelime İlişkilendirme Tekniği.

# Öğretmen Adaylarının Sürdürülebilir Kalkınma Kavram Farkındalıklarının Belirlenmesi

Süleyman Aydın

Pınar Ural Keles

*Ağrı İbrahim Çeçen Üniversitesi*

Dünya çevre ve kalkınma komisyonu sürdürülebilir kalkınmayı, gelecek kuşakların kendi gereksinimlerini karşılamalarını engellemeden bugünün gereksinimlerini karşılamak olarak ifade etmektedir (Akt: Tanrıverdi, B. (2009), Brundtland Report, 1987). Avrupa Konseyi 2006 yılında Göteborg raporundaki öncelikleri de kapsayan Avrupa Birliği ülkeleri için yenilenmiş ve geliştirilmiş “sürdürülebilir kalkınma çözümleri”nin yer aldığı bir rapor yayımladı. Bu raporda Avrupa Birliği’nin sürdürülebilir kalkınmayı sağlayacağı uzun vadeli ve etkili stratejilerin tek ve bütüncül bir çözüm bulunması yoluyla geliştirebileceği ifade edilmektedir. Bu çalışmanın amacı, Sınıf Öğretmenliği, İlköğretim Matematik Öğretmenliği, Okul Öncesi Öğretmenliği, Türkçe Öğretmenliği ve Sosyal Bilimler Öğretmenliği Anabilim Dallarında Öğrenim gören öğretmen adaylarının, ” Sürdürülebilir Kalkınma” ile ilgili farkındalığını belirlemektir. Bu çalışma 2018-2019 Öğretim yılı Güz Döneminde yapılmıştır. Çalışma Ağrı İbrahim Çeçen Üniversitesi Eğitim Fakültesi İlköğretim bölüm Anabilim dallarında gerçekleştirilmiştir. Sürdürülebilir Kalkınma eğitimini verecek öğretmenlerin, Eğitim Fakültelerinin ilgili bölümlerinden mezun olmadan önce bu konu hakkında farkındalıklarının uygun düzeyde olması ise verilecek eğitimin kalitesini yükseltecektir. 175 öğretmen adayına araştırmacılar tarafından geliştirilen “Sürdürülebilir Kalkınma Farkındalık Anketi” uygulanmıştır. Ankette 5’li likert ölçeği kullanılmış ve soru madde sayısı 21 olarak belirlenmiştir. Analiz yaparken tek yönlü Varyans analiz (ANOVA) yöntemi tercih edilmiştir. Öğretmen adaylarının cinsiyetine göre yapılan analiz sonucunda anlamlı fark çıkmadığı tespit edilmiştir. Öğretmen adaylarının sürdürülebilir kalkınma farkındalıkları, onların kayıtlı oldukları bölüme göre istatistiksel olarak genel ve boyutlar açısından istatistiksel olarak anlamlı fark göstermektedir. Çalışmanın sonuçlarından; Sınıf Öğretmenliği, İlköğretim Matematik Öğretmenliği, Okul Öncesi Öğretmenliği, Türkçe Öğretmenliği ve Sosyal Bilimler Öğretmenliği Anabilim Dallarında öğrenim gören öğretmen adaylarının Sürdürülebilir

Kalkınma kavram farkındalığının anlamlı bir fark olduğu görülmüştür. Bu gruplar arasında en başarılı olan İlköğretim Matematik Öğretmenliği iken gruplar arasındaki en başarısız olan ise Sosyal Bilimler Öğretmenliğidir.

**Keywords:** Sürdürülebilir Kalkınma, sürdürülebilirlik, Sürdürülebilir Kalkınma için Eğitim.

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# NATIVE & NON NATIVE BILINGUAL TEACHERS' CODE-SWITCHING: A STUDY ON BELIEFS AND ACTUAL CLASSROOM PRACTICE

Tuğsan Calin

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Aynur Kesen Mutlu

*Istanbul Medipol University*

Foreign language teaching harbors a wide range of methodologies and the role of mother tongue has always been a controversial issue in this context. Code-switching could be regarded as one of the teaching strategies in this sense. While some of the teachers argue that code-switching, under the umbrella of mother tongue use in the classroom, is beneficial for a variety of reasons, some of the teachers avoid using it and argue that it should be banned. The main aim of this study is to search into two bilingual native English language teachers' and two non-native bilingual English language teachers' perceptions pertaining to code-switching. The study also investigates how these beliefs regarding code-switching guide the participants during their actual classroom practices. The last but not the least, the study aims to develop insights into the implications that can be drawn from language teachers' code-switching. This descriptive case study investigates the perceptions and impacts of the uses of code-switching by teachers in EFL classrooms at a foundation university's English preparatory program. As to collect data, qualitative method was utilized. In order to find out the perceptions of the participants pertaining to code-switching, structured interviews were conducted with the participants prior to their teaching practice. As the other aim was to find out how these beliefs guide the participants while teaching, semi-structured interview sessions were held with the participants after each teaching sessions.

**Keywords:** Code-switching, Bilingual EFL teachers, English Language Teaching.



# Self-Action Research: A Suggested Model to Achieve Autonomy in Language Learning

Sezgi Sarac

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The aim of this research is to present a strategy learning model, namely, Self-Action Research (SAR), to foster learner autonomy in foreign language learning. The model suggests a procedural plan for language teachers who would like to counsel their learners on how to improve their language skills. This procedural model adopts the action research cycle and incorporates the Counseling-Learning theory. For the construction and evaluation of SAR, a qualitative research method was implemented. Four experts working in the areas of language teaching (n=1), curriculum design (n=1) and psychology (n=2) evaluated the suggested model and provided data through one-to-one interviews followed by member-checking sessions. The related data indicated that SAR cycle should begin with counseling and continue with research procedure monitored via multiple group meetings followed by reporting and a control meeting. Subsequently, the model was piloted with students (n=40) in four groups, and the participants shared their evaluations via focus group meetings. The results obtained through the theme and code analysis indicated that SAR is effective if applied in small groups. For SAR, it is preferred that teachers are competent in carrying out research and counseling. Besides, teachers should utilize language learning strategies while counseling learners. Lastly, teacher guidance is required to enable learners to conduct effective self-observation and evaluation.

**Keywords:** Autonomy, language learning, self-action research.

# Training Foreign Language Teachers to Create Games in Virtual Worlds: The Guinevere Project

Tuncer CAN

*İstanbul University*

The GUINEVERE Project (Games Used IN Engaging Virtual Environments for Real-time language Education) aims to demonstrate the potential of digital game-based learning in 3D immersive environments in order to improve teaching. Giving people the opportunity to learn a second or third language in an authentic environment is not merely an act of everyday communication; it is a route through which teachers and learners come to understand more about their own personal identity and culture and as a result learn more about the other people and cultures around them. Thus, this talk will discuss the experience obtained in the course of the Guinevere.

**Keywords:** language education, virtual environments, 3D.

## THE VARIATIONS OF "NOVRUZ" EPIC

Almara Nabiyeva

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Love epics constitute a major part of the Azerbaijani folklore. The collecting and publishing of these folklore samples are mainly related to the XIX century. Of course, the collection of love epics of Azerbaijan was also continued in the XX century. Let's note that the Novruz epic was published in two volumes of the book "Azerbaijani folk epics" and then five volumes of "Azerbaijani epics". At the same time, it was not forgotten in Hummat Alizadeh's collection book (Epics and tales). This epic is given under the name of "Novruz-Qandab" in the book of "Azerbaijani folk epics", which is published in the 80s of the XX century. In addition, pieces and poems from the epic we talk about are also found in various collections of the books. It is known from the researches that the epic "Novruz" has also been one of the most widely used epics in the epic repertoire of folklore artists. Of course, there are similar and distinctive characteristics between the variations. This is natural, because each informant's different specificity of saying and distinctive speech style of speech has created these variants. Therefore, different poems in variants, as well as episodes in some parts of the epic can be drawn. In one of the variants of the epic, the hero Novruz is faced with the Cyclope. The Cyclope (one eyed creature) is reminiscent of Tepegoz in Kitabi-Dede Kurqud. It shows that the "Novruz" epic is sound with the book of "Dede Gorgud". Thus, the creation of "Novruz" epic was affected by the "Book of Dede Gorgud". "Novruz" is one of love epics of Azerbaijan and has been widely circulated by our ashugs spreading in their repertoire as "Abbas-Gulgas", "Asli-Kerem", "Qurbani", "Alikhan-Pari" and other love epics. We think that new searches and research on "Novruz" epic will be continued in the future.

**Keywords:** variant, Novruz, epic, valume, saga, Azerbaijan, tale, Qandab.

# DOĞU-BATI İLİŞKİLERİ AÇISINDAN BİRLİKTE YAŞAM VE BİR ARADA YAŞAM BİÇİMLERİ

Gökhan V. Köktürk

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Özen Özlem Özcan

*Bağımsız Araştırmacı*

Tarihin diğer adı da diyebileceğimiz doğu batı çelişkisi ya da düşünce düzeyindeki çatışması, batı düşünce dünyasının doğu toplumlarına kendilerinde olmayan birtakım özelliklere ulaşmasını önermesi şeklinde geçmişten günümüze inşa edilmiştir. Batı toplumlarının yaşam pratiklerinde çok kültürlülüğün olmaması, buna rağmen doğu toplumlarına örnek olarak birlikte yaşamayı önermesi çelişki yaratmaktadır. Nitekim batı düşünce dünyası doğu toplumlarına birlikte yaşamayı tavsiye ederken, kendisi de bir arada yaşamayı sürdürmektedir. Bu iki toplumsal yapı formu sosyokültürel yapı açısından farklılık göstermektedir; birlikte yaşam etnik, dini, mezhepsel vb. farklılıkların altının çizilmesi ve aralarındaki sınırların belirginleştirilmesini içerir. Bir arada yaşama ise ulus devlet yapılanmasına uyan bütüncül toplum yapısını içermektedir. Batı düşünce dünyası doğu toplumlarına birlikte yaşamı hedef gösterirken, terör, güvenlik ya da ekonomi söz konusu olunca, ulusal çıkarların ön planda tutulması doğu batı çelişkisinin günümüzdeki örneğini oluşturmaktadır. Kendinde olmayan özelliğe göre kendini tanımlamak ve batının belirlediği kategorilerden birine kendini dâhil etmek, yüzünü siyasi olarak batıya dönmüş doğu toplumları için temel bir karakteristiği oluşturmaktadır. Hızla yaşanan küreselleşme sürecinde her zamankinden farklı olarak doğunun kendinde olan fakat farkında olmadığı sosyokültürel bir özelliğin batı tarafından önerilmesi söz konusudur. Batıya göre doğu toplumları çok kültürlü ve çok dilli yaşamalıdır, ancak bu özelliğin de yine batılı sosyal bilimciler tarafından ortaya çıkarılması gerektiği, doğu batı çelişkisinin bir diğer boyutunu oluşturmaktadır.

**Anahtar kelimeler:** Birlikte yaşam, doğu-batı, küreselleşme, toplumsal yapı.

# **POSTER PRESENTATIONS**

# The Dynamics of Development of Derived Nominal Elements with Negative Particles in the Kartvelian Languages (project #FR17\_388)

Maia Lomia

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The aim of the papers to define the dynamics of development and semantic capacities of derived nominal parts of speech with negative particles in the Kartvelian languages:\* Georgian, Megrelian, Laz and Svan. Unlike Old Georgian, in contemporary speech the derived nouns of negative semantics are more diverse: **a.** Due to the semantic difference from nouns of absence; **b.** Due to the formation of antonymous lexemes; **c.** Due to the creation of scientific terms. The pattern “ara”/“ar” (**No/Not**) **particle + noun** is also found in the dialects of the Georgian language. It is especially productive in Georgian oral speech. This is due to the initial position of the particle and its semantics of categorical negation. In Megrelian and Laz languages, the semantic correlates of the particles “ara”/“ar” are “var”/“va”, whereas in the Svan language, particles *mād/made* have the same meaning. However, the Svan particles are added not to nouns but to participles. There are only a few adjectives formed in this way. According to statistical data, there are only three of four units represented in: **a.** Curse formulae, **b.** nicknames of negative connotation. Thus, in Georgian, the pattern **particle + noun** has become active due to the literary-scientific tradition, which was at the same time reflected in oral speech. Unlike Georgian, in other Kartvelian languages – Megrelian, Svan and Laz - the pattern of derived nominal elements with negative particles consists of **particle + participle**. The scope of usage of such word-forms is restricted to curse formulae and negative nicknames.

**Keywords:** Kartvelian Languages, Negation, Particle.

# Verbal Evidentiality Expressed by Means of Special Constructions in the Kartvelian Languages

Ramaz Kurdadze

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In the Kartvelian languages (Georgian, Megrelian, Laz and Svan) verbal evidentiality is expressed on the syntactic level by means of special constructions in which the meaning of evidentiality is expressed by reported speech.

There are 2 types of reported speech in the Kartvelian Languages:

- a. direct reported speech and
- b. indirect reported speech.

The direct reported speech in the Kartvelian languages is expressed by means of particles, whereas indirect reported speech is a periphrasis of the direct speech, denoted by hypotactic constructions. The particles denoting the direct reported speech in the Kartvelian languages are of transparent etymology; these particles express the secondary nature of direct reported speech. In all Kartvelian languages, with the exception of the Svan language, the construction is always, i.e. in all the three persons, that of the first person, i.e. the speech is unchanged and repeated literally. In our opinion, the situation of the Svan language (indirect reported speech accompanied with particles) is a specifically Svan phenomenon, as it is not represented either in Old Georgian or in any of the related languages. The paper represents a detailed approach to the typology of the Kartvelian languages based on the issue under analysis. *The paper has been prepared within the framework of the project “The Category of Evidentiality in the Kartvelian Languages” financed by Shota Rustaveli National Scientific Foundation (#217300).*

**Keywords:** The Kartvelian Languages, Evidentiality, Reported speech.

# Online Master's Degree in Computer Assisted Language Learning

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This professional taught master's degree offered by Cyprus University of Technology Language Centre & Department of Multimedia & Graphic Arts is the only master's programme of its kind. The Master of Computer Assisted Language Learning will produce skillful language educators who can use technology to enhance learning around the world. Graduates will be able to introduce technology-enhanced learning of languages in a variety of educational settings from early childhood to tertiary and adult learning. It aims to develop the knowledge and skills needed today for professional careers in teaching second / foreign language with the use of new technologies at all levels of education (pre-primary, primary, secondary, tertiary). It focuses on learning theories, pedagogical methods and technological applications in language teaching. It is consistent with contemporary learning theories and methods in language teaching and deals with the theories and methods of applying new technologies in teaching and learning languages taught as a second (L2) or as a Foreign Language (FL). Although not limited to the teaching of English as a second / foreign language, the objectives of the proposed Master's programme are consistent with the technological standards for the teaching of English as a Second Language (Teaching English as a Second Language Technology Standards Framework, 2008). Potential students is required to have a BA in areas related to language teaching. Furthermore because the programme is offered in English an excellent knowledge of English is thus essential. The delivery mode is online either asynchronously via an e-learning platform and other online applications or synchronously via web conferencing tools. Upon completion of the programme, it is expected that students will have acquired specialised knowledge, skills and experiences in Computer Assisted Language Learning and in Autonomous and Lifelong Learning. Students anywhere in the world can study this programme online.

**Keywords:** online, language, master education.



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