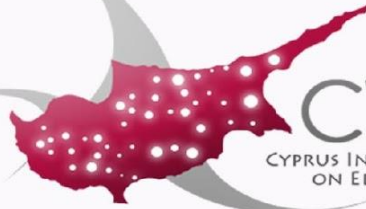


# 8th



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CYPRUS INTERNATIONAL CONFERENCE  
ON EDUCATIONAL RESEARCH

2018



# Cyprus International Conference on Educational Research

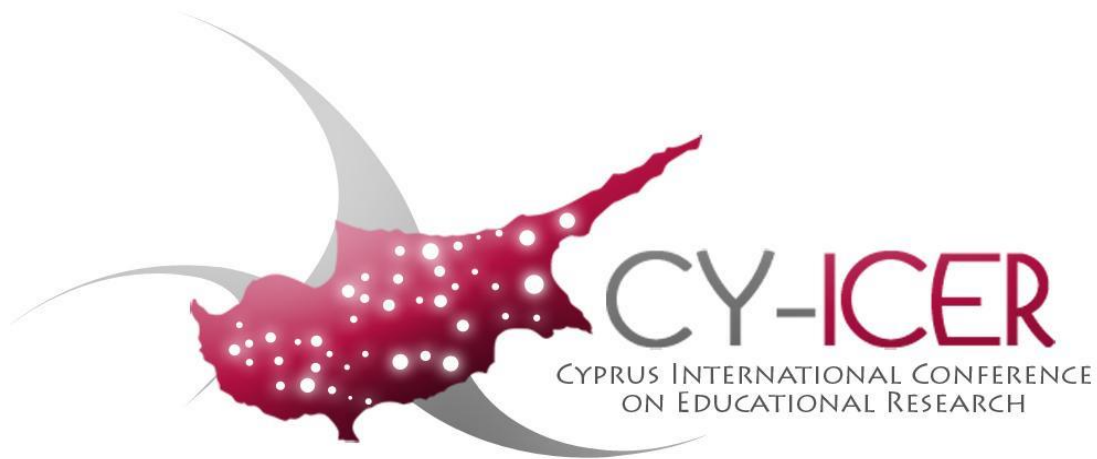
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**8th Cyprus International Conference  
on Educational Research  
(CYICER-2019)**

**13-15 June 2019  
Cyprus Science University  
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**Prof. Dr. Hafize Keser**

Ankara University, Faculty of Educational Sciences,  
Ankara, Turkey

**Keynote Title**

“Ethical Problems and Solutions in Educational  
Research”

“Eğitim Araştırmalarında Görülen Etik Sorunlar ve  
Çözüm Önerileri”



**Prof. Dr. Fatma ÖZMEN**

Cyprus Sciences University, Faculty of Educational  
Sciences, North Cyprus

**Keynote Title**

“Leadership Styles for Ensuring Competitiveness of The  
Universities Through Innovation and  
Entrepreneurship”

“Yenilikçilik Ve Girişimcilik Aracılığıyla, Üniversitelerin  
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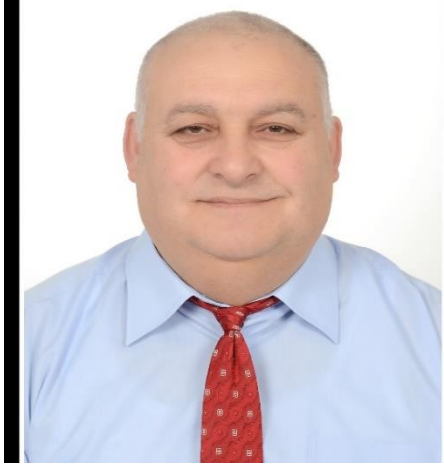
European University of Lefke, North Cyprus

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**Prof. Dr. Hüseyin Uzunboylu**

Near East University, Faculty of Distance and Open Education & Atatürk Faculty of Education, Lefkosa, North Cyprus

**Workshop Title**

“Yüzyılda Mesleki ve Teknik Okullarının Roller ve Geleceğı”

"The Roles and Future of Vocational and Technical Schools in the Century"



**Assist. Prof. Dr. Tuba Yavaş**

Cyprus Science University, Faculty of Educational Sciences, North Cyprus

**Workshop Title**

“Okulda Oluşan Duygular ve Etkileri”

“The Formation of Emotions and Their Influences in The School Environment”



**Dr. Nihat Ekizoğlu**

Atatürk Teacher Training Academy, North Cyprus

**Workshop Title**

“Family Participation Applications in Pre-schools”

“Okulöncesi Okullarında Aile katılım Uygulamaları”

# ABSTRACTS

## **Academic Mobility Development in Turkey via English for Specific Purposes**

**Irina Shelenkova**, Maltepe University, Turkey

**Laula Zherebayeva**, Maltepe University, Turkey

### **Abstract**

Transformations in modern society and education attract attention to the quality of academic mobility. Special skills, abilities, and knowledge, necessary for professional growth and/or education in a foreign academic environment, can be developed by means of foreign language learning. English, the lingua franca of the modern educational era, became the integral part of international educational environment. English language training in the context of academic mobility development should be based on high educational quality; advanced level of English as a foreign language, demonstrated by students and academics; informational, social and cultural preadaptation of students and teaching staff. The aim of the research is to apply this concept in practice and make Turkey, a full member of the Bologna Process and European higher education area, more attractive for academics and students from all over the world. The main result of the research project will be the creation of the coursebook 'Study, Teach and Research in Turkey. English for Academic Mobility' for Intermediate / Upper-Intermediate learners, including Students' Book, Teachers' Book, DVD with audio and video material. The course development involves several stages: preliminary research; collecting the material for the coursebook; coursebook writing; pilot training of target group members; collecting and analyzing the feedback from the pilot training instructors and learners; working on the improvements of the course; working out the final version of the course components. The materials of the course can be useful for students, teachers of higher education institutions, and language courses in Turkey and abroad.

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# **The effectiveness of the (PLAN) strategy in solving the mathematical problems and the enhancing of deductive thinking among the seventh graders in Palestinian Directorate of Education.**

**Hatem Ahmad Darabee**, Palestinian Territory, Occupied

## **Abstract**

The researcher's work in the teaching profession as a mathematics teacher, he noticed that many students do not like mathematics and solve mathematical problems. Hence, the idea of adopting a teaching strategy to investigate its effectiveness in solving the mathematical problem and developing the reasoning among Palestinian students in the seventh grade. This study aimed at investigating the effectiveness of the (PLAN) strategy in solving the mathematical problems and the enhancing of deductive thinking among the seventh graders in South Hebron Directorate of Education. The study conducted on a sample of seventh graders at Males elementary school and Females elementary school. The study sample consisted of (130) graders split into two groups (experimental and control). The researcher also prepared a test of solving the mathematical equations and designing a teacher book for the two units (groups, Algebra) according to (PLAN) strategy. This study adopted the quasi-experimental design. It included two groups (experimental group and controlled group) in two branches (males and females) for each group. The controlled group learned by traditional method whereas the experimental group learned by (PLAN) strategy. The data analyzed using (ANCOVA) test to measure the differences in solving the mathematical equations and the enhancing of deductive between the experimental and control groups. The results showed that: There were statistically significant differences in solving the mathematical equations due to the method of teaching in favour of the experimental group, as well as the existence of statistically significant differences in solving the mathematical equations due to gender variable in favour of females. It also showed that no significant differences in solving the mathematical equations due to the interaction between gender and strategy. The results also showed that there were statistically significant differences in the enhancing of deductive thinking due to the method of teaching in favour of the experimental group. The results also showed that no statistically significant differences in the enhancing of explanatory thinking due to the gender variable. There are no statistically significant differences in the enhancing of explanatory thinking due to gender interaction and the method. In light of the results of the study, the study recommends to employ (PLAN) strategy in the teaching of mathematics, and more studies should be conducted on (PLAN) strategy on different variables and different population were recommended. In addition to the preparation of training courses for teachers of mathematics, including clarifying the steps of the (PLAN) strategy and how to follow them during the teaching of mathematics. And the need to be familiar with constructive teaching strategies that help students to build basic concepts in a proper manner.

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# Academic Mobility Development in Turkey via English for Specific Purposes

**Irina Shelenkova**, Maltepe University, Turkey

**Laula Zherebayeva**, Maltepe University, Turkey

## Abstract

Transformations in modern society and education attract attention to the quality of academic mobility. Special skills, abilities, and knowledge, necessary for professional growth and/or education in a foreign academic environment, can be developed by means of foreign language learning. English, the lingua franca of the modern educational era, became the integral part of international educational environment. English language training in the context of academic mobility development should be based on high educational quality; advanced level of English as a foreign language, demonstrated by students and academics; informational, social and cultural preadaptation of students and teaching staff. The aim of the research is to apply this concept in practice and make Turkey, a full member of the Bologna Process and European higher education area, more attractive for academics and students from all over the world. The main result of the research project will be the creation of the coursebook 'Study, Teach and Research in Turkey. English for Academic Mobility' for Intermediate / Upper-Intermediate learners, including Students' Book, Teachers' Book, DVD with audio and video material. The course development involves several stages: preliminary research; collecting the material for the coursebook; coursebook writing; pilot training of target group members; collecting and analyzing the feedback from the pilot training instructors and learners; working on the improvements of the course; working out the final version of the course components. The materials of the course can be useful for students, teachers of higher education institutions, and language courses in Turkey and abroad.

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# **A longitudinal introspective into the text comprehension tasks of national tests and exams of the Estonian language**

**Triinu Karbla**, University of Tartu, Estonia

**Krista Uibu**, University of Tartu, Estonia

**Mairi Männamaa**, University of Tartu, Estonia

## **Abstract**

Text comprehension includes various components and cognitive processes to create a situation model. In this article the comprehension tasks of national tests of Estonian (L1) language for grades 3, 6 and 9 in 2013–2016 were analysed to find out the similarity in the distribution of text comprehension levels among the comprehension tasks for the same grade in different years. Also, the change of comprehension levels in comprehension tasks of different grades was analysed. The deductive content analysis was used to divide the comprehension tasks into three categories and descriptive analyzes were used to find out how the comprehension is measured in Estonia. We found that there was no consistency in the tests for the same grade in different years. For example, the 2013 test for Grade 3 included 59.1% of inferential level tasks. However, in the next year there were only 18.2% of tasks at this level. Additionally, we found that only the tests in 2015 for grades 3 and 9 considered the students' cognitive growth: test for Grade 3 included more literal level tasks and less evaluative level tasks than test for Grade 9. In the rest of the cases, the tests for younger students included more inferential and evaluative level tasks than the tests for older students. Although, it is important to improve comprehension skills at every level in all age groups, the emphasis in tests should move from literal tasks to inferential and evaluative tasks in older age groups.

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# Off-Campus Informal Learning Spaces Selection: a Bangkok-Private-University Business School Students' Case Study

**Sonthya Vanichvatana**, MSME School of Management and Economics, Assumption University, Bangkok, Thailand

## Abstract

Informal learning spaces (ILS) include both within and outside library spaces and university's borderline. A university has its duty to provide classrooms and other supporting spaces for formal and informal learning. Nevertheless, the arrangement of such spaces should logically and functionally match learning preferences and behaviors of students, who are the prime users. Also, the understanding of why students select off-campus ILS can reflect any absence and inadequacy of on-campus ILS. The objective was to study where and why undergraduate students of business school select off-campus ILS. This research used students of a Bangkok private university as a case study. The research method was through quantitative analysis, using questionnaire surveys conducted during March 2018. The preferences for off-campus ILS reflect the strengths and weaknesses of on-campus ILS. Students with any levels of grade point averages have similar preferences for using and/or not using of off-campus ILS.

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# How Virtual Spaces Enhancing Team Project Collaboration at Home

**Sonthya Vanichvatana**, MSME School of Management and Economics, Assumption University, Bangkok, Thailand

## Abstract

Team project collaboration is an important teaching and learning activity, especially in higher education institutions (HEI). Informal learning spaces (ILS) are required to support such outside classroom activities. Besides on-campus ILS which require adjustments on specific studies' characteristics by HEI admin, off-campus ILS are essential, especially home and virtual spaces. The objectives of this study were to understand how students used virtual platforms for team project works in terms of: types of platforms used, ways of technology selection, and efficiency comparing to face-to-face meetings. This research used students of a Bangkok private university as a case study. Quantitative analysis method was through questionnaire surveys conducted during February 2019. The results showed ways for HEI admin and academics to prepare students on day one.

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# Who Use Home as Informal Learning Spaces: a Bangkok Private University Case Study

**Sonthya Vanichvatana**, MSME School of Management and Economics, Assumption University, Bangkok, Thailand

## Abstract

Home is one type of off-campus Informal learning spaces (ILS). It is important to understand the behaviors of students that use home as ILS. Such information will enlighten universities to provide/improve proper on campus ILS and/or other academic supports. This research used quantitative analysis through questionnaire surveys, during February 2019, with business students studied at a private university in Bangkok. The results revealed why and why not students studied at home, types of academic activities, and the times that home was used along a semester. The analysis were done according to students ' grade point average (GPA) and years of study.

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# Mobile technologies in educational process Chinese University

**Marina Antropova**, Sun Yat-sen University, China

**Andrei Vlasov**, Wuhan Textile University, China

**Elena Kasyanenko**, Wuhan Textile University, China

## Abstract

Mobile Learning, or mLearning – this direction in education and pedagogy helps communication and information exchange without being attached to stationary equipment. The purpose of this research is to find specific resources and mobile programs for using in Chinese classrooms, and also to show their effectiveness in practical work with bachelor degree students who study Russian or English as foreign languages. The research was conducted in universities Guangzhou and Wuhan, China. Observation, questionnaire survey, poll and problem-oriented search showed that 95% of respondents (Chinese bachelor degree students) prefer using mobile communication system WeChat (Weixin). Mobile programs and apps based on this platform, such as Xiumi to create mobile presentations, dictionaries Youdao and Qianyi, mini-program Ruclub, Russian Center are used in the classroom work as a visual learning tool: for sending texts, voice messages, music files or photographs into certain groups; for sending assignments and tests; in out of class work: as means of communication with students in groups, in project activity, for checking and correcting homework; for self-study, as source of educational materials and creating own mobile presentations. The results of the research let us come to conclusion that WeChat (Weixin) is the leading mobile platform for studying foreign languages in China. It is useful for a foreign teachers to learn the possibilities of this mobile platform and use mobile technologies, created with this app, such as QR code, more effectively as a supportive method of traditional ways, methods and technologies in education.

Key words: mobile learning, mobile programs, mobile app, WeChat, Chinese students

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# Translating academic texts – a challenge in translator training

**Gabriella Kovács**, Sapientia Hungarian University of Transylvania, Romania

## Abstract

Studies and articles presenting new discoveries, scientific results are usually published in a world language, most often in English, therefore there is a great need to translate these articles in other languages, so that representatives of different professions may keep up with international development. In many cases, these translations are done by specialized translators. Translating a scientific text can be challenging in several respects, as it is a standardized, highly demanding, normative language form, the use of which requires thorough knowledge and experience from the part of the translator. In our study, we examine whether translator trainees at the Sapientia Hungarian University of Transylvania are aware of the characteristics of academic writing. The level at which they can write and translate academic text is also examined, discussing the eventual difficulties that should be addressed in the training process.

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# Examining the relationships between problem-solving and reading comprehension skills

**Katalin Harangus**, Sapientia Hungarian University of Transylvania, Faculty of Technical and Human Sciences, Târgu Mureş

## Abstract

Developing problem-solving thinking became extremely important in a well-functioning school system. It must be an integral part of the educational program as the development of the competence in the training of students with the right skills is possible through the processing of a specific curriculum. The purpose of our present survey was to examine the problem-solving skills of the 1st year students of the Sapientia University. In our study, we report on the achievements of humanities and science students in solving complex tasks requiring computational thinking. The tasks of the examination did not measure the fulfillment of the criteria of curricular requirements, but primarily the ability of students to use their problem-solving skills for problems where they needed to analyze real, lifelike problems and situations. The result data suggest that there is a close correlation between the level of problem-solving skills and the level of reading comprehension and writing skills. For each task, the number of those who tried to solve the task was high, but much more less could reach from recognizing to understand and solve the problem. In solving the tasks the search for information and the role of attribution of meaning became more and more pronounced as the task seemed more difficult (in fact, more different than the usual tasks) for the students. The results obtained can be used to increase the efficiency of education. Data showing the level of problem-solving skills could serve as a basis for the management of higher education institutions to develop further education policy.

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# Enhancing socialization opportunities for EFL learners through Pragmatics teaching

**Soodeh Saadati**, Eastern Mediterranean University, North Cyprus

## Abstract

Socialization to the target language 'is always occurring in the classroom' (Dufon 2007: 37), hence an integral aspect of teaching (Kasper 2001: 522). Language socialization focuses on the pragmatic aspects of language use; therefore, pragmatics teaching is indispensable in this regard. However, teachability of pragmatics for creating socialization opportunities for learners is very challenging in EFL contexts which lack adequate access to target language input either through materials or native speakers. Socialization process encompasses both socialization to use language as well as through the use of language (Ochs and Schieffelin 1984); the former "refers to those instances when learners are taught what to say in a given context", whereas the latter "refers to the process by which learners acquire knowledge of the culture in question as well as of their status and role and their associated rights and obligations as they learn the language" (ibid. 2007:26-27). Socializing learners to the target language and culture, especially in EFL contexts, is very challenging. In the present paper the researchers report on their endeavor to socialize Iranian EFL learners through pragmatics teaching of compliment\ compliment responses and suggest some practices for EFL teachers to enhance their learners' socialization opportunities through as well as for the use of English. Key words: socialization, EFL learners, pragmatic teaching, compliment, compliment response, pragmatic awareness.

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# Language Detectives at Work: DDL Evidence from EFL Contexts

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**Gulsen Musayeva Vefali**, Final International University, North Cyprus

## Abstract

The research to date on DDL across various contexts has provided promising results related to the implementation of corpus-based instruction. Specifically, DDL has proven to provide learners with a valuable linguistic resource that facilitates their access to authentic language use. However, it is the language learners' effective exploitation of this resource as well as their positive learning experiences that would enable them to become "language detectives" in their lifelong learning. Given the fact that EFL contexts have infamously been "starved of authentic L2 exposure", the current study attempted to explore how EFL learners actually engaged in the discovery learning processes of the targeted lexicogrammatical patterns, hence becoming language detectives. This research was designed as a quasi-experimental study exploring multiple research procedures for data collection and analysis. It involved 164 (N = 164) EFL learners enrolled at language institutes in Iran. The study yielded comprehensive qualitative and quantitative data, it also employed triangulation strategy in order to provide evidence of the EFL learners' discovery work. Overall, triangulation of the statistical, attested, and perceptual data indicated that the EFL learners' exposure to and active engagement in collaborative learning enabled them to become language detectives. The paper discusses implications of the study for DDL teaching and materials development and makes suggestions for further research in EFL contexts.

**Keywords:** DDL; Language Detectives; CALL; Discovery learning; Corpus Linguistics; Materials Development

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# Ortaokul Öğrencilerinin Problem Kurmaya Yönelik Öz Yeterliklerinin İncelenmesi

**Kemal ÖZGEN**, Dicle University, Turkey

**Baran Bayram**, Şehit Başkomiser Fatih Özdil İ. H. O., MEB, Diyarbakır

## Abstract

Problem kurma ve problem çözme becerileri matematik öğretiminde öğrencilere kazandırılması beklenen temel beceriler arasında önemli yere sahiptir. Problem kurma, kişinin karşılaştığı durumları geçmiş öğrenmeleri ve kazandığı matematiksel beceriler gibi matematiksel tecrübelerinin temelinde yorumlaması ve bu yorumları somut matematiksel problemler şeklinde ifade etme etkinliği olarak tanımlanmaktadır (Stoyanova ve Ellerton, 1996). Problem kurma etkinlikleri problem çözme etkinliklerinin bir parçası olarak düşünülebileceği gibi ayrı bir matematiksel etkinlik olarak da değerlendirilebilir (Milli Eğitim Bakanlığı [MEB], 2013). Problem kurma etkinlikleri öğrencilerin matematik öğrenmelerinin yanı sıra problem çözme, analiz ve muhakeme yapma eleştirel düşünme gibi becerileri üzerinde olumlu etkiler sağlaması açısından önemli bir matematiksel etkinliktir (Akay, Soybaş ve Argün, 2006; Baki, 2015; English, 1997a).

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# Problems of Vitality of the Turkic Languages in the Age of Globalization

**Gulzhan Doszhan**, L.N. Gumilyov Eurasian National University

**Gulzhan Gaurieva**, L.N. Gumilyov Eurasian National University

## Abstract

In recent years there is an apparent increase in interest of linguists to do comparative studies on lexicology over the genetic and typologically related languages. Related nations close in origin have kindred languages, glossary, and grammar, which are close to each other than to the other languages. Thus, all Turks speak kindred languages since all Turkic languages are originated from one common base language – common Turkic language. This paper has sought to critically research the role of mutual lexical enrichment of kindred languages and assimilation of loanwords, in particular anglicisms to the vitality, maintenance, and revitalization of Turkic languages in the age of globalization. The most important reasons for penetration and use of the words and terms borrowed from English in modern Turkic languages have extra linguistic nature. However, intra linguistic factors aren't an exception. Owing to distinctions of graphic bases of the alphabets and pronunciation norms of Turkic languages, the level of phonetic, grammatical and semantic assimilation of loanwords and terms in these languages are not identical. Because of incomplete phonological and graphic adaptation of loanwords, it becomes clear that in the Turkic languages national coloring, phonetic and orthographic norms of these languages are partly changed. This problem can be resolved by the joint efforts of the scientists of Turkic countries. Specifically, it should be noted that the establishing a common electronic terminological fund of Turkic people and national corps of Turkic world and its constant updating will facilitate effectively in meeting the stated goals.

Key words: Vitality, lexical system, Turkic languages, globalization, anglicisms.

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# Machine Learning for Predicting Y-Balance Test Performance of Children: A Review

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## Abstract

The Y-Balance test requires single-leg balance on one leg while reaching as far as possible with the contralateral leg in three different directions. The three movement directions are anterior (ANT: the percent of the distance that the person can reach forward with one leg), posteromedial (PM: the percent of the distance that the person can reach sideways with one leg) and posterolateral (PL: the percent of the distance that the person can reach backwards with one leg) performed on each leg. In sports science education and research, the use of artificial intelligence methods can be of great help for developing prediction models where experimental studies based on measurements are not feasible. In this paper, we present a literature review about the usage of popular machine learning algorithms for predicting Y-balance test performance of children. Although there do not exist many studies in literature, the existing studies demonstrate the potential use of machine learning in this field. Specifically, Support Vector Machines and Generalized Regression Neural Networks show great performance for predicting the Y-balance test performance of children with reasonable error rates.

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# **Developing apps for people with sensory disabilities, and the implications for Technology Acceptance Models**

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**Peter Williams**, University of Piraeus

**Apostolos Meliones**, University of Piraeus

## **Abstract**

Background: Technology is being used in ever more innovative ways to assist people with disabilities. Mobile ‘app’ development, for example, may greatly help sensory-deprived people. The proposer is involved in developing two such initiatives. The first offers interactive indoor navigation for blind and visually impaired persons. The second offers deaf people a user friendly environment for automated text depiction of the verbal speech, even when the articulation is defective, which is usually the case when the speaker is deaf. Purpose of Study: Despite the possible benefits of these apps, this does not necessarily signify automatic acceptance. The study is therefore examining factors that may inhibit take up, in order to obviate these as much as possible. Main Argument: Factors contributing to the acceptance of technology are varied and complex, and include concepts such as ‘perceived usefulness’, ‘self-efficacy’ and ‘social influence’. For people with disabilities, other factors may come into play also – the extent to which they might need to invest more time to train, for example, and the type of support facilitating usage. Regarding this, perceptions of the value of the technology by others may be a mediating factor in the acceptance and use of technology by the target users themselves. An exploratory study of this issue will accrue qualitative interview and observation evidence from the potential users and supporters. Conclusions: A tentative modified Technology Acceptance Model will be presented that takes into account the special circumstances around technology use by disability cohorts, to be tested as the research continues

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# Facebook use by people with learning disabilities: the case for facilitated, guided autonomy

**Peter Williams**, University of Piraeus

## Abstract

Problem Statement: Facebook is a worldwide phenomenon. However, for people with learning disabilities the platform presents many challenges. These relate to social skills, self-expression, and avoiding exploitation or other hurtful experiences. Purpose of Study: To explore factors relating to Facebook use or abstinence by this cohort; how these may be influenced by their learning disabilities, and how supporters can help mitigate any difficulties or barriers. Methods: In-depth interviews (n=115) and observations of usage. Findings: Themes elicited centred around passive consumption of content, supporter controls, virtual connectivity, vicarious enjoyment, and aspects concerning the projection of self. Factors related to non-use included a lack of knowledge of or access to the platform, Conclusions: A case is made for supporters practicing 'facilitated, guided autonomy' by working with those whom they support to help evaluate 'friend' requests, compose posts and generally, emphasising their subservience to those whom they support, act as 'Facebook assistants'.

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# WEIGHT LOSS DIET ON ADULT FEMALE AND BODY COMPOSITION EXERCISE APPLICATION WITH WEIGHT LOSS

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## Abstract

The aim of this study is evaluation of physical effects of sport activities and diet programs to lose weight in their free times on female with weight problem and living in Sakarya. Anthropometric measurements were conducted on 16 individuals with weight problem and the effects of the diet on the individuals are examined. These evaluations were obtained with value and percentage analysis which were conducted via SPSS program on the computer. The results showed significant differences when the time for free time to participate in the sport activities and effects of these activities on the individuals with the weight problem. Individuals selected the diet and exercise programs as they desired. The participants were examined within the contents of average age, anthropometric measurements, food habits and physical activity. Changes in the metabolisms of the participants were examined. Female patients were randomly selected among volunteered plump and overweight female who are over 27 kg/m<sup>2</sup> Body Mass Index and came with the recommendation of a Physician and willingly. The women in the study was separated into two groups; the ones who are going to and not going to dietician. Volunteer members do sport on various days. A form was filled asking questions directly to the women in order to collect general data (age, height, food habit, health status etc.) and arrange diet according to individuals. General features of the individuals in the research is following: ü Women are between 24-53 years old. ü Women do not have any chronic disease instead of overweight. ü Pump and overweight female who are over 27 kg/m<sup>2</sup> Body Mass Index women were included in the study. The researcher followed controlling the volunteer members for 2 months in every 4 weeks the sport and diet change programs. Body compositions of the participants were identified with anthropometric measurement methods. Body weight (kg), height (m) measurement, chest girth, waist circumference and belly circumference measurements were taken in every 4 weeks during the research. Waist/hip circumference was identified with these measurements. It was monitored that participants found sport activities pleasing, energetic, pleasure and funny. It was also monitored that the members were preferred popular activities as sport activities. It was also seen that participants were applied a diet both with and without doctor control and some of them applied diets to support losing weight and some of them applied diets for healthy life.

**Keywords:** Sport, women, diet

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# EFFECT OF SCHOOL AND FAMILY FACTOR ON ATHLETES STUDYING AT HIGH SCHOOL IN SAKARYA

**Arzu Altintig**, Sakarya University, Turkey

**Sevda Bagirova**, Bakü Slavyan University

## Abstract

Sports, being started from the childhood, has a great importance on establishing either good interpersonal or intersocietal relations on acquiring good habits for the adults who will assume responsibility in the future. Forwarding the kids to sport activities right after the primary school carries great significance to get them adopt good habits. Sports and athletes reaching to positions they deserve is initially connected to conduct a large wide research within the sport phenomenon and removing the factors that affect beginning sports and affect negatively. Making negative contributions sport development and personality development of the child during primary education or not making any contributions identify the limits of the success status in the future. When it is considered sociologically, the important institutions to provide the sport success are family and afterward the school. It is identified in the study the level of education and income and being athletes in the family is effective to do sport and especially the interest of the family effects the attitude of the kid on sport. I exhibited that the lack of sport equipment and facilities suspend students from sport and school exhibiting positive attitude increased the interest of the student. These evaluations were obtained with frequency and percentage analysis that was conducted via SPSS program on computer. The results showed that there are significant differences in several subjects within the content of students studying in state schools and Sakarya city. This method was used in the study in order to it was aimed to examine within the content of different variables as the reasons to start a sport and have a break, reasons on choosing branches, achievements in sport, affordability of the needs relating to sport, attitude and expectations of family from sport, opportunities, availability and target of school, school, family and personal information. The subjects of the study is from students doing sport actively in the 9th, 10th and 11th grades in Sakarya. Sport High School of Sakarya which is the highest rate of student number with active athletes is within the research content in Adapazarı, the central district of Sakarya city. The questionnaire that is used as the data collection in the study consists of 19 questions. Quintet rating scale "very low", "low", "moderate", "high", "very high", was used as the reasons of starting and continuing to sport, reasons of family sending their children to sport, reasons of break up, quartet rating scale, "Always", "Rarely", "Often", "Never" was used the degree of affordability of needs of the sports of the family, interest and attitude of the family on sport, interest and attitude of the school on sport and finally triple rating scale, "agree", "no idea" and "disagree" was used opportunities of the school and their availability reasons was identified with 19 close ended questions.

**Keywords:** Sport, student, family

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# **Creativity and Creative Thinking While Teaching Economic Disciplines in English: Experience of Kazakhstan**

**Galiya Mertai kyzy Berdykulova, IITU**

## **Abstract**

Training of future generation's specialists requires giving them not only professional knowledge and competences but an essential skill of the 21st century as creativity. It is well known that the 4th Industrial Revolution brings exponential pace for all spheres of our lives. So, to access and afford all possibilities of digital world, specialists have to be able to think strategically on the basis of creativity. The purpose of the paper is to share an experience of creativity and creative thinking development of students who study economic disciplines in English in the framework of Kazakhstani University. To reach this purpose the following objectives were set: why creativity and creative thinking of students in formal and informal ways; what is creativity and creative thinking based on study theories of creative pedagogy and original class experience; how to develop creativity and creative thinking while teaching economic disciplines in English? Methods of creativity development as usage of fictional literature, songs, and role playing implemented in a class have been drawn.

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# INFORMATION SEEKING BEHAVIORS OF ENGINEERING STUDENTS: CASE OF NEAR EAST UNIVERSITY

**Kezban Alban**, Near East University, North Cyprus

## **Abstract**

This study examines the information seeking behaviors of university students and explores students' preferences between the university library and the Google search engine with their reasons. The research questionnaire applied to 250 Near East University (NEU), Faculty of Engineering students. According to the results of the study; even students have enough knowledge to use the university library, they prefer to use Google and internet resources for various purposes because they think that this is the fastest and easiest way to reach information. Even students obtain information via the internet; they give importance to indicate the source in their assignments and projects. Findings also showed that there are some significant differences between departments' information seeking behaviors.

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# Cooperation with parents in education for sustainable development

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## Abstract

At the level of the school the Guidelines for education for sustainable development are also pursued with the preparation of the school educational plan, which aims to make schools increasingly responsible and concerned for the achievement of the objectives of sustainable development. In authors opinion, such educational plan must include particular activities that increase social inclusion of learners and activities that involve parents. Guidelines for the Integration of Immigrant Children in Kindergarten and Schools emphasize that education is an important factor for the successful integration of immigrant children, which most effectively contributes to ensuring equal opportunities for successful personal development and integration into work and social life. The principle of equal opportunities and diversity among children needs to ensure good development opportunities for every child, followed by close cooperation between school and parents. In the empirical part, our goal was to assess the situation and expectations of teachers and parents regarding cooperation with parents in the design of certain elements of the educational plan. The sample included 177 primary school teachers and 165 parents. The results show that the surveyed teachers are more aware of the importance and benefits of parental involvement in the design of individual elements of the educational plan than surveyed parents.

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# THE IMPORTANCE OF PARTICIPATION OF CHILDREN AND PEDAGOGY OF LISTENING IN THE PROCESS OF EDUCATION OF PRESCHOOL CHILDREN

**Tatjana Devjak**, UNIVERSITY OF LJUBLJANA FACULTY OF EDUCATION, Slovenia

## **Abstract**

The author analyzes the importance of childrens rights to active participation in the process of education in kindergarten in terms of International Convention on the Rights of the Child and in terms of pedagogy of listening. The pedagogy of listening is one of the basic characteristics of the interesting preschool pedagogical approach Reggio Emilia. Educational concept of Slovenian school and kindergarten is based on human and childrens rights, justice and three educational approaches: protection, provision and participation with empowerment. In todays world, characterized by the mixing of cultures, races, religions, value systems and different economic systems, the institutional education, education of children in public preschool institutions must be oriented to so called multicultural dimension, to the understanding and operation of "justice" and to creation of conditions of participation and empowerment of the individual as an individual and as a member of community. The author creates guidelines for the work of preschool teachers in terms of childrens needs and rights and pedagogy of listening.

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# Teaching Evidence-Based Subject Didactics in Teacher Education

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## Abstract

For contemporary teaching, teachers need good knowledge of pedagogy, content of subject and teaching methodology and knowledge of assessment. Pedagogical content knowledge is an important part of efficient teaching. Although subject didactics has become an independent research area with interdisciplinary dimensions, only very few studies focus on teaching subject didactics. With the aim of developing a theoretical model for systematic treatment of subject didactics, a scoping literature review was used for analyzing English and German scientific literature. 25 articles were chosen out of scientific articles in different databases of the field of study. Data analyses revealed three domains: content knowledge, knowledge of subject didactics and knowledge of subject specific assessment. These domains included several components, e.g. subject matter and learner understanding of subject matter, knowledge of subject didactics and curriculum, knowledge of subject-specific assessment. These components were used for developing holistic approach to subject didactics; and a theoretical model for teaching subject didactics was created for systemic teaching of subject didactics in teacher education. The results indicate how to organize the courses of subject didactics. First, teacher content knowledge and knowledge of pedagogy should be treated in an integrated way. Second, integrating knowledge of pedagogy and subject didactics enables to shape teacher education students' understanding of the teaching profession at an early stage. Third, studying subject didactics on the theoretical and empirical level is the driving force for developing syllabi in teacher education.

**Key words:** model of subject didactics teaching, teacher education, scoping literature review

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# Defacing Machiavellianism in University Politics: A Discourse to Reconstruct Leadership through Ubuntu

**Bunmi Isaiah Omodan**, University of the Free State, South Africa

## Abstract

The inevitability of political tendencies involved in the administration of university systems has led many administrators, leaders and managers to engage in various politics of process in an attempt to achieve their aims and objective. This is unavoidable because of the dynamism of human capital and resources in the system. This study examined the deficiencies of Machiavellianism as politics of process, which predominantly assumes that “the end justifies the means”. In my argument, this kind of leadership style is considered as an obstacle to the smooth operation of any university system. However, Ubuntuism as humane philosophy was reviewed as an alternative to the unethical principles of Machiavellianism. The study provided a conceptual review on Machiavellianism together with its implications for management. In order to ameliorate this, Ubuntuism was rationalised to deconstruct leadership for better prowess in the politics of process, devoid of cynicism and duplicity in the university community. The study conclusively adopted Ubuntuism, involving humanity, oneness and ethical principles of Africanism as the university politics of process in a bid to exterminate Machiavellianism and promote trustworthiness in university management, administration and leadership. Hence, embracing an inclusive process, interdependency was recommended among stakeholders, along with the derision of the concept “the end justifies the means”.

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# Study of high school students' problem-solving skills and school performance

**Horváth Zsófia-Irén**, Sapientia Hungarian University of Transylvania, Romania

## Abstract

The Romanian educational system is centralized, and yet the national test results show that the performance of students are very different. There are students with outstanding performance who meet both the requirements of the high school and also provide excellent performance in certain subjects in national and international competitions. However, there is a large proportion of the students who leave the school-system early, or who have below average school performance. Our question is, how such significant differences are possible in learning outcomes of students in this centralized school system. Our examination is part of the empirical research "Examination of problem-solving skills in different literacy fields (reading comprehension, writing, mathematical / computational thinking) which was carried out the 2016-2017 school year. The aim of the study is the assessment of the level of problem-solving skills of high school students and the exploration of the circumstances of learning. In the research participated 10th class Hungarian high school students in Romania. The data were collected by means of a background questionnaire compiled for the purpose of the research and by solving complex tasks. The data were subjected to statistical analysis. The school performance of high school students is significantly influenced by the students' problem solving skills. The results show a correlation between student achievement and the cognitive factors of learning.

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# Lise Öğrencilerinin Bilinmeyen Kelimeleri Öğrenme Yöntemlerinin İncelenmesi.

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## Abstract

Bu araştırmanın amacı lise öğrencilerinin anlamını bilmedikleri sözcüklerin anlamlarını öğrenmek için nasıl bir yol izlediklerini tespit etmektir. Araştırmada nitel araştırma yöntemlerinden fenomenoloji yöntemi kullanılmıştır. Araştırma verileri toplanılmadan önce okul müdüründen izin alınmış ve katılımcıların velilerinden onam formu alınmıştır. Katılımcılar 10. (n=15) ve 11. (n=15) sınıflardan oluşan 16 kız ve 14 erkek olmak üzere 30 öğrenciden oluşmaktadır. Katılımcıların seçiminde uygun örnekleme yöntemi kullanılmıştır. Araştırma verileri kodlanırken katılımcıların isimlerine yer verilmemiş ve öğrencilerin verdikleri yanıtlar belirtilirken “Ö1” şeklinde sayılarla ifade edilerek kodlama yoluna gidilmiştir. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Formda 8 maddeye yer verilmiştir. Araştırma soruları oluşturulurken 1 Türk dili uzmanı, 1 doktora derecesine sahip bilim insanlarından uzman görüşü alınmıştır. Veriler toplanırken 15 kişilik iki grup ile odaklı grup görüşmesi gerçekleştirilmiştir. Araştırma bulgularına göre sözlük kullanımında daha çok internet sözlüğünün tercih edildiği sonucuna varılmıştır. Öğrencilerin internet sözlüğünü tercih nedenleri arasında hızlı ve kolay ulaşılabilir olması, doğruluğuna güvenmeleri görülmektedir. İkinci sırada ise aile kaynak olarak görülmüştür. Bunun sebebi olarak ise ailenin daha çabuk ulaşılabilir ve güvenilir olması olarak belirlenmiştir. Bunların dışında öğrenciler anlamını bilmedikleri sözcükleri öğrenmek için sırası ile öğretmen, arkadaş ve sözlük kullanmayı tercih etmektedirler. Katılımcılar genellikle Edebiyat ve İngilizce derslerinde sözlük kullandıklarını belirtmişlerdir. Edebiyat dersinde 14 öğrenci, İngilizce dersinde ise 12 öğrenci sözlük kullandıklarını belirtmişlerdir. Öğrencilerden bir tanesi Felsefe dersinde kullandığını belirtmiş ve 3 öğrenci ise bu konuda görüş belirtmemiştir. Edebiyat dersinde özellikle Klasik Türk Romanlarını okurken anlamını bilmedikleri kelimelerle (Osmanlıca) karşılaştıkları sonucuna ulaşılmıştır. Katılımcıların metnin anlamını kavramak, kelime hazinelerini geliştirmek amacı ile sözlük kullanımına başvurdukları görülmüştür. İngilizce dersinde ise yabancı bir dil olmasından dolayı öğrenmek amaçlı sözlük kullandıkları tespit edilmiştir. Araştırmanın önemli bir bulgusu ise katılımcıların genel olarak sözcüklerin anlamını araştırmak yerine tahmin yoluna gittikleri şeklindedir (n=17). Katılımcıların anlamını bilmedikleri bir sözcüğün anlamını öğrendiklerinde bu sözcüğü beğendikleri zaman günlük hayatta kullandıkları bulgusuna rastlanılmıştır.

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