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IV

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4th Eurasian Conference on Language and Social Sciences

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Evaluation of the Environmental Kuznets Curve Approach under the Scope of the BRICT Countries

Betül SARI¹

Filiz ERATAŞ SÖNMEZ²

Abstract

There is a close and mutual relationship between environmental problems and the science of economics. Increment of economic activities lead to environmental problems, environmental problems also affect sustainable economic growth negatively.

The objective of this study is to reveal the relationship between income level and environmental pollution within the five countries classified as "BRICT" (Brazil, Russia, India, China and Turkey). In the empirical model in which panel data analysis was used, the heterogeneity of variables was first examined by using the delta test. With the delta test, the stability of the series was investigated through the second generation unit root tests in the model, which was judged to have cross-section independence. Inter-variable cointegration proof is supplied by using Westerlund ECM panel cointegration test, and finally, long run regression coefficients are estimated with Breitung Two-stage Least Squares estimation. In the conclusion, Environmental Kuznets Curve is said to be valid for the countries in the spotlight.

Keywords: Environmental Kuznets Curve, Panel Data Analysis, Panel Unit Root Test, Panel Cointegration Test.

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The Causality Between Current Account Deficit and Economic Growth: The Case of Visegrad Four

Filiz ERATAŞ SÖNMEZ¹

Yağmur SAĞLAM²

Abstract

The purpose of this study is to determine the causality relationship between the current account deficit and economic growth for Visegrad Four (Poland, Czech Republic, Hungary, Slovakia). In this context, an empirical model was developed in the scope of the panel data analysis using annual data for the period of 1993-2015. Firstly, heterogeneity of the variables was investigated using the delta test, and then cross section dependency and unit root were examined respectively by the CDIm test and Hadri-Kurozumi (2012) test. After the existence of the cointegration relationship between the series was proved by using the Durbin H cointegration test, Dumitrescu-Hurlin panel causality test was applied. According to the empirical results, in the long run there is one-way causality relationship from current account deficit to the economic growth in Visegrad Four.

Keywords: Current Account Deficit, Economic Growth, Panel Data Analysis, Panel Causality Analysis.

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Teknik Bilimler Meslek Yüksekokullarında Okuyan Erkek Öğrencilerin Toplumsal Cinsiyet Algısı

Nur YILMAZ ERCİN¹

Firdevs SELVİLİ²

Öz

Kadına yönelik şiddet günümüz Türkiye'sinin kanayan yarası olmaya devam ediyor. Şiddetin en önemli kaynaklarından biri toplumsal cinsiyet rollerindeki çatışmalar. Kadına yönelik şiddetle mücadele, kadınların güçlenmesi için yapılan çalışmalarla sürdürülürken, erkeklerin yaklaşımı, algısına yönelik çabalar eksik kalmakta. Erkekliğe biçilen geleneksel roller modern toplumda kadını hedef olarak yeniden üretirken, yapılan araştırmalar toplumsal cinsiyet rolünün gelişmesinde özellikle ailenin ve eğitimin önemini vurguluyor. Ayrıca, eğitim alınan okul, sınıf ortamı ve çevrenin, öğrencilerin tutumunu nasıl ve ne ölçüde etkilediği de önemli. Zira, eğitimden anlaşılması gereken, sadece kürsü, tahta, sınıf olmamalı. Öğretmen, idareci, öğrenci, arkadaşlar ve okulun sosyal alanı şeklinde değerlendirildiğinde daha kompleks bir yapıyla karşılaşıyoruz. Bu çalışmada özellikle eğitimin altı çizilerek, erkek yoğun okullardaki öğrencilerin, toplumsal cinsiyet rollerine bakışı, kadına yönelik şiddet karşısındaki tutumu irdelenmiştir. Bu öğrencilerin ergenlik dönemi, endüstri meslek lisesi veya teknik lisede geçmiş, sonrasında da yine erkek yoğun önlisans teknik bilimler programına devam etmek durumunda kalmışlardır. Toplumsal cinsiyet, daha okul öncesi eğitimde dikkate alınması gereken bir konudur. Üniversite öğrencileriyle bu konuyu konuşmak, tartışmak için “çok geç kalınmış görünse de hiç denenmemesinden iyidir” anlayışıyla yola çıkılmıştır. Bu çalışmada, Trakya Üniversitesi Edirne Teknik Bilimler Meslek Yüksekokulu'nun Makine, Elektrik, Elektronik, Gaz ve Tesisatı, Mobilya, Harita-Kadastro gibi tamamına yakını erkek öğrencilerden oluşan programlardaki yaklaşık 200 öğrenciyle anket ve bir kısmıyla da yüz yüze görüşme yapılmıştır. Bu çabanın, erkekleri de kapsayacak olan yeni çalışmalarda bir basamak olmasını umuyoruz.

Anahtar kelimeler: Toplumsal cinsiyet, teknik okul, kadın, şiddet, erkek öğrenciler.

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The Nexus Between Tourism and Economic Growth: Case of Commonwealth of Independent States

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H. Avni EGELI²

Abstract

In this study the relationship between tourism and economic growth examined with panel data analysis for Commonwealth Independent States (Azerbaijan, Russian Federation, Ukraine, Armenia, Kazakhstan, Kyrgyzstan, Belarus, Moldova except Uzbekistan and Tajikistan - lack of data) during the period between 1995-2015. The data has been collected from World Bank Development Indicators with their natural logarithmic forms. At the empirical part economic growth represented by GDP per capita annual data (%) and international tourism receipts (of % total export) chosen as an indicator of tourism sector and model tested with dynamic panel data analysis. Firstly preliminary tests have been applied to check the homogeneity (Delta test) and the cross-section dependence (CD_{LM} test) of each individual. After that second generation unit root test (Hadri Kurozomi-2012) used to find out the level of stationary. Durbin-H co-integration test showed that there is co-integration between variables and finally Hurlin-Dumetrescu causality test (2012) does not support tourism-led growth hypothesis. So there is one-way causality from economic growth to tourism for selected countries.

Keywords: Commonwealth of Independent States, Tourism, Economic Growth.

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Approaches on the Future of Turkey Tourism in 2023

Cuneyt MENGU

Abstract

Since 2005 various institutions have issued different estimates on the 2023 tourism targets. For some estimates, the research was based upon unspecified method and for the others, it has been observed that an arithmetic average percentage was used. However, according to the forecasting model (point & interval estimations) of econometric analysis and single variadic regression made by us in 2006, through the years, the realized and the estimated global international tourists travelling abroad till 2023 in the world and the estimation of tourists coming to our country from abroad were formed in one projection. As it is understood from the results of the research, the number of tourist estimations for the period of 2006-2015 actualized as almost the same. We believe that for the coming years same healthy result will be achieved. However, in 2016, as a result of unfavorable events that occurred in Turkey, 30% decline was experienced comparing with the previous year and this also affected the result of our projection study negatively. In the scope of this study, concerning Turkey's 2023 tourism target, along with the normal course of the predictive analysis results, the results of the forecast analysis comparisons with estimates of "force majeure" derived figures and the proposals presented by us. The realization of the targets is included in the conclusion and recommendation part of this study.

Keywords: Turkey's 2023 tourism target, Tourism forecasts, Econometric analysis, Point & interval estimations.

Barbarity and Servitude: Hungary, Genoa and the Ottomans as Seen by the 14-Century Venetian Grand Chancellor

Dmitry V. VOZCHIKOV¹

Abstract

The paper examines some aspects of the perception of the European and non-European Other by the late medieval Venetian intellectuals. Grand Chancellor Raffaino Caresini (ca. 1314–1390) was one of the most prominent architects of the early Venetian myth. Caresini's chronicle contained vivid images of the Republic's enemies or rivals.

Three most important "Others" in the chancellor's narrative include the Republic of Genoa, Hungary and the young Ottoman state. Caresini's attitude towards Genoa, the most dangerous rival of Venice, is probably the most explicit and emotional one in his chronicle. He compared Venice's victory over the Genoese at Chioggia with Scipio's victory over the "Barbarian" Hannibal, thus likening the Genoese to the Carthaginians. Caresini underlined that, while Venice protected freedom for everyone and preserved the Christendom "against the Turks and pirates", Genoa could offer to the Greeks of its colonies nothing but rude oppression. According to Caresini, the Greeks of Tenedos saluted the Venetian occupation of the island as a liberation from "the most inhumane and cruel yoke of the Genoese servitude". The Hungarian king Louis I was described as a traitor of the Christian cause. Caresini wondered, why it had been him, whose descent was not from Attila but from the Christian French kings, turned arms against Venice. Caresini was definitely aware of the Hungarian Hunnic myth, but probably considered it as a proof of Hungarians' barbaric nature. The Ottoman sultan Murad I was described standardly as a "foe of Christian name". It is important to note that Caresini's narrative, unlike the 13th-century *Historia Ducum Venetorum* or early-15th-century chronicle of Lorenzo de Monacis, did not present Byzantium as a crafty enemy. Although the persistent stereotype of Greek "perfidy" can be found in Caresini's description of the Cretan rebellions.

In general, the Genoese and not the Byzantines or Turks seemed to be the constitutive Other for Caresini and were described in the most emotional manner.

Keywords: late medieval intellectuals, History of Venice, History of Genoa, History of Hungary, Ottoman State, Venetian historiography, late medieval historiography, image of Other, Raffaino Caresini, Louis I of Hungary, War of Chioggia.

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Bright introduction to Dialogue Based Speaking Activities: An Action Based Study

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Firdevs SELVİLİ²

Abstract

In higher education institutions where intensive English preparatory programs are conducted, it has been observed that adult students mostly tend to have a hesitation to participate in speaking activities. Although related instructions are clearly described, they appear to have difficulty in initiating activities based on mutual conversations. Thus, with the aim of making students more fluent and motivated through speaking activities, “Bright Introduction” design was prepared. The study is an action based study in which the students’ motivation level was measured by observation and interview strategies. The study is based on a 30-student sample group. The data gathered through observations and interview strategies are discussed and the strengths and weaknesses of the study are presented.

Keywords: Foreign Language Education, Speaking Skills, Motivation

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Interpretation of Being of Dasein as the Language of Heidegger's Hermeneutics"¹

Prof. Dr. A. Kadir CUCEN²

Abstract

The aim of this paper is to argue that Heidegger's understanding of hermeneutics is a way of Interpretation of Being of Dasein because he accepts that hermeneutics is a philosophical movement or a philosophical language in which thinker understands and interprets what the meaning of Being is. One has to read very carefully Heidegger's major work of *Being and Time* to see what hermeneutics means and what kind of language he uses. Heidegger thinks that all philosophers who dealt with hermeneutics misunderstand it. The word *hermeneutics* comes from the Greek verb *hermeneuen* and the noun *hermeneia*. The verb *hermeneuen* and the noun *hermeneia* have three meanings: to express, to interpret and to translate. The basic or real meaning of hermeneutics is to bring to understanding or to make clear and understandable of the problematic words or sentences. Philosophers from Plato to Husserl could not give the meaning to hermeneutics as what Heidegger's understands.

So Heidegger redefines and reconstructs the meaning of hermeneutics as he does for philosophy. So Heidegger redefines and reconstructs the meaning of hermeneutics as he made for philosophy. When Heidegger starts to develop his idea of hermeneutics at the beginning of his career under the Husserl's supervise, he gets the influence of Nietzsche, Dilthey, Brentano and Husserl. So Heidegger gets some things from each of his predecessors.

For Heidegger, hermeneutics goes beyond the methodological aspects of hermeneutics to the existential- hermeneutical analysis structure of the interpreter, that is of Dasein's Being in-the-World. He believes that a new beginning of philosophy must be phenomenological hermeneutics. Philosophy, for Heidegger, is the dialogue between Sein and Seiendes because he says that "in distinction from the mastering of beings, the thinking of thinkers is the *thinking of Being*". In this paper, I will try to explain how the meaning of hermeneutics changes in the western philosophy, to explore how Heidegger understands it and how he makes it as phenomenological movement of ontology.

Keywords: Heidegger, Hermeneutics, Dasein, Existence, Understanding, Interpretation, Care, Being-in-the-world, Death, Authenticity and Inauthenticity

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Либеральное образование для глобального гражданства: случай ЕГУ **Liberal arts education for global citizenship: the case of EHU**

Григорий Миненков (Ryhor Miniankou)

Образование в современном мире находится на этапе глубоких и радикальных изменений, ключевым фактором которых является нарастающая дигитализация как образовательных практик, так и социальных отношений в целом. Традиционное информационное и профессиональное образование становится все более бесперспективным. На передний план выходит формирование у студентов таких компетенций, которые позволяли бы им успешно адаптироваться к меняющимся ситуациям и пересекающимся потокам информации и принимать эффективные локальные решения в мире нарастающей космополитизации, или становятся глобальными гражданами. С этим связано возрождение интереса в самых разных регионах современного мира к либеральному образованию (liberal arts education). В докладе ставятся две цели: во-первых, прояснение сути интерпретаций либерального образования в контекстах глобализации, космополитизации и нарастания значения различных форм мобильности; во-вторых, анализ учитывающего данные контексты опыта реализации модели либерального образования в Европейском гуманитарном университете (Вильнюс, Литва) в сотрудничестве с рядом университетов Европы, Азии, США. ЕГУ был создан в 1992 г. в Минске (Беларусь) в качестве частного университета с целью утверждения в стране современных образовательных моделей и стандартов. Однако в 2004 г. власти страны закрыли ЕГУ по политическим причинам. В 2005 г. университет был восстановлен в Вильнюсе как университет для белорусских граждан (“университет в изгнании”), работающий в европейском пространстве высшего образования. Университет всегда проявлял интерес к традициям либерального образования. В последние несколько лет ЕГУ начал внедрять в образовательный процесс целостную модель либерального образования, отвечающую потребностям глобального общества и одновременно ориентированную на включение современных дигитальных поколений в европейскую культурную и интеллектуальную традицию. Студентам предлагаются комплексные междисциплинарные курсы, ориентированные на развитие креативного мышления (“Язык и мышление”, семинар первого года “Введение в гуманитарное знание”, семинар второго года “Введение в социальные науки” и др.) общим объемом до 50 кредитов. В процессе преподавания используются методики перформативной педагогики, групповой работы, проектной деятельности и др., главная задача которых – сформировать у студентов мышление, ориентированное на умелое сочетание в социальных практиках глобальных и локальных тенденций социальных изменений. Особое внимание при этом уделяется социальной гражданственности. В процесс преподавания активно вовлекаются различного рода художественные практики. В докладе, наряду с теоретическими контекстами, будут представлены программы отдельных курсов и методы их преподавания.

Türkçede Abartılı Çokluk ve Azlık Bildiriminin Sözcüksel ve Anlamsal Özellikleri

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Öz

Miktar kavramının insan ve toplum gelişmesinde oldukça önemli bir rolü olmuştur. Dış dünyanın algılanmasında, kavranmasında bu kavramın vazgeçilmez bir yeri vardır.

Dilde miktar bildiriminin çeşitli yöntemleri bulunmaktadır. Sözcüksel, dilbilgisel, sözdizimsel dil araçları çeşitli anlam ayrıntılarıyla bu kavramı açıklığa kavuşturabilir. Biz bu bildiride belirsiz çokluk ve belirsiz azlık ifadesinin sözcüksel araçlarını gözden geçireceğiz. Aynı zamanda nicelik-nitelik örgüsünde anlam özellikleri ele alınacaktır.

Türkçede bir nesnenin azlığı veya çokluğu, bir sıfatın veya eylemin yoğunluk derecesi belli sözcüklerle betimlenebilir (ör. *az, çok, birçok*, vb). Somut olan bu tür betimlemelerde nesnellik payı büyüktür. Fakat bazen konuşan, bilgi veren kişinin bakış açısı ön plana çıkar ve bildirim öznel nitelik kazanır. Bu durumda abartılı bir betimleme söz konusu olduğu için miktar bildirimi de doğruluk- yanlışlık ulamı ölçütlerine uymaz. Belli bir beklenti noktasından hareketle, az olan ‘çok az, oldukça az’, çok olan da ‘fazlasıyla çok’ şeklinde değerlendirilir.

Farklı kültürlerde gözlemlenen simgesel ‘az’ ve ‘çok’ bildirimi, Türkçede de yer almaktadır. Türkçenin söz varlığında belli sözcükler bu amaç için kullanılmaktadır. Bu sözcüklerden birçoğu, temel anlamlarıyla doğrudan bir nesne bildirimine hizmet eder (ör. *bulut*). Fakat başka bir isimle birleşim içerisinde anlam değişikliğine uğrar; abartılı olarak belirsiz çokluk veya belirsiz azlık anlamı kazanarak miktar bildirir (ör. *toz bulutu*). Topluluk isimleri olarak görülen bazı sözcükler ve deyimler de bu konuya önemli katkı sağlamaktadır.

Abartılı çokluk veya azlık bildiren sözcüklerin kullanım açısından belirli sınırları vardır. Bu sözcükler çoğu zaman birbirinin yerini alamazlar. Fakat bazen de çok farklı bağlamlarda karşımıza çıkabilirler.

Belirsiz çokluk ve azlık bildirimi için kullanılan sözcüklerin dilde çok anlamlılığın araştırılması açısından da önemli bir yeri vardır.

Anahtar Kelimeler: Türkçe, Sözcüksel, Anlamsal, Abartılı bildirim

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From Mathematics to Artificial Intelligence

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Abstract

Artificial intelligence (AI) has become an important part of our daily life and it is used in a wide area of day to day services. Yet, beside this importance of such technology by almost every individual, there is just a limited number of those who understand the way that how are created and the mathematics which help them perform. If one doesn't know much about AI, the absence of an explanation can be confusing. Artificial intelligence will shape our future more powerfully than any other innovation this century. Anyone who does not understand it will soon find themselves feeling left behind, waking up in a world full of technology that feels more and more like magic. But even though AI is complicated, and it's constantly evolving, that doesn't mean that an individual who uses and rely on them daily, can't have a grasp of understanding on how they operate and function. And there is a relatively easy way to do so! Luckily, with a very simple knowledge of mathematics, people can start to understand how these technologies are build and how they function. An introduction of several mathematical principles like Calculus, Linear Algebra, Probability, Statistics, and optimization are necessary to explain essential foundational concepts and the notation used to express them. From matrixes, linear equations, logarithms, derivatives and gradients to the simplest and basics of statistics and probability. There is much confusion created on those who are interested in AI research but lack a mathematical knowledge, on rather the mathematical concepts needed to comprehend the AI technologies should be complex and advanced and if it is possible for one to engage in these researches without a strong mathematical background. However, simple comprehension of basic mathematical concepts is sufficient to approach AI research without the ultimate necessity to engage into fully advanced and complex mathematics.

Keywords: mathematics, application of mathematics, artificial intelligence

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An Alternative Perspective in Educational Administration: Schrödinger's Cat

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Abstract

Today is characterized by complexity, accessibility of information and fast pace of communication, thanks to technological developments in mass communication. These opportunities provide a vast range of ways to access information, learn more about other countries, societies and cultures and share ideas using web and network software. People currently have platforms and media through which they can broaden their horizon and enrich their potential, both for self-improvement and professional development. Complexity and quantum perspectives stand as other factors that change our perspective and perceptions about the world. At the end of the nineteenth century, scientists realized that there exist some phenomena that are not possible to explain according to the classical physics rules and laws. Schrödinger's cat stands as a highly distinguished proposal to understand the very nature of quantum perspective. The particle and wave duality does exist simultaneously when we are asked to reflect on the cat inside a glass box. When we are informed that there exists a dangerous gas installation, we are mostly directed to think that 'the animal is dead.' Or, we may utter that 'It is alive.' However, all these two options reflect our limitations about how to perceive the outer world. We generally focus on only one perspective, rather than accepting that other options may also be valid for the time being.

Education may resemble 'a glass box' and teachers, administrators and even learners may stand for the cat itself. In this theoretical paper, it is discussed how we may judge or assess / evaluate educational organizations, within a 'cat framework'.

Keywords: Schrödinger's cat, educational organizations, teacher evaluation, school development

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Linguistic change in the Albanian language of Izmir's Cham

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Abstract

Cham is the variety of the southernmost province of Albania, called Chameria. Chameria was annexed by the Greek state in 1913 after the London Conference of Ambassadors. Today it is part of Greece. Part of the population of this province was subjected to the Turkish-Greek exchange under the Lausanne Agreement in 1923. They were displaced to Turkey, mainly in Izmir. Much of the Muslims in this province who refused the exchange were subjected to the harsh Greek genocide and, consequently, to ethnic cleansing after 1944, to statal Albania.

Consequently, Cham variety today is spoken in secret from the rest of Orthodox Albanians of Chameria, in Greece. Cham is still talked to a part of the Cham Albanians in Izmir. Cham is also spoken to the Albanians of Chameria in the state of Albania, who continue to preserve this variety to this day.

After an in-depth study of Cham variety in the territory of Albanian state, our orientations this time have been directed to the Cham Albanians who live in Izmir. For this study we have used data collected in the Cham community of Izmir (Turkey). We have used direct data to this community through observation, polling or direct interviewing, using various narrative conversations, or casual and natural conversations across direct contacts. During our visit there, we used every opportunity, such as collective holidays, visits to various associations, official and informal contacts etc. The method we used for searching is the qualitative one.

After that, we noticed that we are dealing with the same talk, but the life of each has changed, as the culture and the way of life of the host communities, is different. The comparison between the Cham variety of the state of Albania and Izmir's Cham will also be in our attention. Comparison with the rest of the Cham variety in Greece remains a future goal, because of the impossibility of research into the Greek state (the Greek state hinders any attempts for studies, interviews or research that revise the province of Chameria).

The Chams' variety has changed in touch with the host community of Izmir. Certainly, conservation or innovation, language use or its change, all linguistic variation in the Albanian community of Chameria in Izmir and many other phenomena in sociolinguistics are developed due to the interference of different linguistic and extralinguistic, internal and outside factors of this community.

Keywords: Chameria, Cham, Comparison, Linguistic Change, Sociolinguistics

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Turkish Educational System in Context of Thinking Training

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Abstract

Thinking training has a history going back to founders of philosophy such as Socrates, Plato and Aristotle. This training continued with J. Locke, J. Rousseau and E. Kant and it has survived until today.

Foundation of thinking training constitutes of benefit that such training makes to skills of interpreting, processing, structuring and reproducing knowledge. In this way, education and training activities are no longer a simple information transfer. That is because it activates skills and potential of individuals, increases their levels of awareness and transforms into a creative process that develops self-consciousness. According to Ibn Khaldun, the importance of this creative process emerges as obtaining an advantage towards establishing a culture of living and creating a civilization for individuals and societies that can train thinking skills. On this subject, Al-Farabi also indicated that societies with thinking virtue developed very important understanding, perception, sensation and empathy. In this context, considering the fact that good, beautiful and useful things emerge thanks to the virtue of thinking, it can be said that such a virtue the highest value that individuals and societies can have. However, thinking, acting reflectively and having virtue of thinking may exist in a unique educational climate and on basis of institutional interaction. It should be noted that such an intellectual climate makes it possible to train philosophers who can change the world. In such as structure in which institutional sustainability is built, it can be expected that thinking and training of thinking create a social habitat that stimulates skills rather than blunting skills and altering these skills intellectually within the framework of sense of pluralism.

As is known, reformist educational movements developing in the history of Western education specify traditional school as “reading school” or “book school” in their basic arguments of criticism they put forward. On the basis of the criticism of reformist educational movements, there lies a necessity to adopt “a new teaching approach that is determined based on realities and requirements of life and in which children are active by themselves rather than an education in which children are rote-learners and in passive state” in traditional schools.

In the light of this statement, it can be suggested that Turkish educational system also needs an education and training renaissance that focuses on thinking. In this sense, it is possible to interpret and read thinking and producing ideas as a deep warning in terms of our education and training

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universe. That is because education expects return of its soul mate, which is thinking. However, “our lack of thinking of thinking” is at a worrisome level. This level is expressed succinctly in Heideggerian discourse with the following words, “the most worrying thing is that we still do not think”.

Therefore, teaching students high-level thinking skills in educational settings is of utmost importance especially during school years, later on, in their business, private and social lives. Indeed, today, supporting development of skills starting from early childhood has become a priority objective and target in education and training policies of many countries. In this sense, this study focuses on “the thinking training” that can save knowledge from being a simple transfer activity in the Turkish educational and training system that can activate students’ potentials, increase their levels of awareness, improve their self-awareness and ensure that student will carry out activities making them creative and effective. Especially, the study addresses the benefits of thinking education to interpreting, processing, structuring and reproducing information. In accordance with this objective and target, a wide survey was conducted in the research.

Keywords: Thinking Training, Turkish Educational System, Training, Thinking.

Özel Sosyal Statü Ölçeğinin Türkçeye Uyarlanması

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Öz

Statü, toplumsal yaşamda bizim diğer bireylerle karşı karşıya geldiğimiz ilk anda kullandığımız ve kendimizi tanımlamamız istendiğinde, kimliğimizin birer parçasıymış gibi dile getirdiğimiz bir sosyal sınıflandırma aracıdır. Bu çalışmanın amacı, ergenler arasında sosyal statü göstergelerini ve kendilerini akranları arasında nasıl bir sosyal statüde gördüklerini belirlemek için Sweeting ve arkadaşları tarafından geliştirilen “Scale of Subjective Social Status” ölçeğini Türkçeye uyarlamaktır. Orijinal ölçek İngilizcedir ve üç faktörlü toplam 7 ifadeden oluşmaktadır. Türkçeye çevrilen ifadelerin Türkçeye uygunluğu, anlam bütünlüğü ve dil geçerliliğini sağlamak için İngilizce dil uzmanlarının görüşleri alınarak ölçeğe son şekli verilmiştir. Ölçeğin Türkçe formu 321 öğrenciye uygulandıktan sonra ölçeğin yapı geçerliği faktör analiziyle yapılmış ve analiz sonucunda Türkçeye çevrilen ölçeğin de 7 ifadeden oluşacağı kararlaştırılmıştır. Ölçeğin iç tutarlılığını belirlemek için ölçeğin her bir faktörü ve ölçeğin tümü için Cronbach Alpha güvenirlik katsayılarının (.72), ayrıca test – tekrar test yöntemi ile yapılan uygulamalar arasındaki korelasyon katsayısının da yeterli olduğu sonucuna varılmıştır. Yapılan analizlerin sonuçlarına göre; Türkçeye uyarlanan ölçek, ergenlerin kendilerini akranlarıyla kıyasladıklarında, kendilerini hangi sosyal statüde algıladıklarını belirlemede geçerli ve güvenilir bir ölçektir.

Anahtar Kelimeler: Sosyal Statü, Sosyal Sınıf, Spor, Çocuk

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An examination of the relationship between preschool teachers' attachment and decision-making styles

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Abstract

Attachment is a deep and enduring emotional bond that connects one person to another across time and space. The attachment style is established in early childhood attachments and continues to function as a working model for relationships in adulthood. The adults who work with children in their professional life are expected to have certain personality traits. According to the literature, attachment style plays a crucial role on people's relationships in life. People react in different patterns when they encounter decision-making situations. Decision-making style is when a person encounters a situation that includes decision-making. People react differently in decision-making situations. Decision-making style is the pattern of learned and habitual reaction that an individual exhibits when he or she is facing a decision-making situation. In this process, it is seen that individuals use different decision-making styles. Teachers who are the main actors of the education processes should have many competencies. One of these competencies is that teachers should be good decision makers. In early childhood education settings, preschool teachers work without breaks and are active in all processes. According to the children's needs, interests and developmental preferences, teachers often have to take decisions consistently about children's situations and emotions in the classroom. The relationship between attachment and decision-making style affect classroom management of teacher. The aim of this research is to examine the relationship between decision-making and attachment styles (secure, dismissive, preoccupied and fearful-avoidant) of preschool teachers in terms of classroom management. The research was carried out by using descriptive method. The context of research was held in İstanbul. 380 preschool teachers who constitute the sample of the research were selected by random sampling method. Demographic Information Form, Relationship Scale Questionnaire and Melbourne Decision Making Scale I-II were applied to teachers. The data has been analyzing and will be presented in the conference.

Keywords: Preschool teachers, attachment style, decision making style, classroom management.

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Overview of the Most Productive Prefixes and Suffixes in the Terminology of Economy in Accordance (Compared) with the English Language

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Abstract

Today's Albanian lexicon is significantly getting richer. Also, the terminology of economy in the Albanian language has come a long way in the past two decades. Word-formation is based on the inherited elements that have served as a model, but the internal development of language has become enriched with new tools. The Albanian language during its development has created quite a few prefixes and suffixes from its dough, and borrowed some others from the languages with which it had contacts. Perpetually, the most productive forms and types of word-formation were used in today's Albanian language. Thus, the suffixes: *-ësi*, *-im*, *-je*, *-or*, *-shëm*, *-tor* etc., which, in today's Albanian language are very productive and active are used to a considerable extent, as well as the prefixes: *bashkë-*, *mbi*, *mos*, *nën-*, *para-*, *për-*, *ri-* etc, for word-formation even for the terminology of the economy. This paper will look at the most productive pre- and suffixes in the terminology of economy in compared the English language terminology of economics

Keywords: prefixes, suffixes, terminology of economy, Albanian language, English language.

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Investigation of Vocational Outcome Expectations of Physical Education and Sports School Students

Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Mesleki Sonuç Beklentilerinin İncelenmesi

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Öz

Bu araştırmada, Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin mesleki sonuç beklentilerinin çeşitli sosyo-demografik özelliklerine göre incelenmesi amaçlanmıştır. Tarama araştırması özelliğindeki bu çalışma, Kafkas Üniversitesi, İstanbul Üniversitesi ve Marmara Üniversitesi Beden Eğitimi ve Spor Yüksekokulu bölümlerinde öğrenim gören 220 öğrenci üzerinde yürütülmüştür. Öğrencilerin mesleki sonuç beklentileri düzeylerini ölçmek için McWhirter, Rasheed ve Crothers, (2000) tarafından geliştirilen ve Türkçeye uyarlaması Işık (2010) tarafından yapılan Mesleki Sonuç Beklentisi Ölçeği'dir. Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin sosyo-demografik özellikleri bakımından mesleki sonuç beklentileri düzeyleri arasındaki farklılığı test etmek için ikili karşılaştırmalar için Mann Whitney U testi, çoklu karşılaştırmalar için ise Kruskall Wallis testi kullanılmıştır. Araştırmada sonuç olarak; Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin cinsiyet, doğum yeri, okudukları bölüm, sınıf ve aktif olarak spor yapma durumlarına göre farklılıklar tespit edilmiştir.

Anahtar Kelimeler: Mesleki Sonuç, Spor, Öğrenci, Beklenti

Abstract

In this research, it was aimed to examine the students School of Physical Education and Sports according to various socio-demographic characteristics of vocational outcome expectations. This study on screening research was carried out on 220 students from the departments of Kafkas University, Istanbul University and Marmara University School of Physical Education and Sports. The Vocational Outcome Expectations Scale developed by Mcwhirter, Rasheed And Crothers (2000) and adapted by Turkish adaptation Isik (2010) to measure the levels of vocational outcome expectations of students. The Mann Whitney U test for binary comparisons and the Kruskall

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Wallis test for multiple comparisons were used to test the difference between the socio-demographic characteristics School of Physical Education and Sports students in the level of vocational outcome expectations. As a result of the research; differences according to gender, place of birth, department, class and actively doing sports have been determined for the students School of Physical Education and Sports.

Keywords: Vocational Outcome, Sport, Students, Expectation

A comparison between Ottoman Period of Money Waqfs as an Economic System Nowadays Participation Banking

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Abstract

The money foundations in Ottoman period is one of the most important organizations of regional economic system in terms of its era. Systems of allocating funding of these foundations demonstrates similarities with the today's participation banks, but money foundations in relevant period contributed to the development of the region in areas such as social solidarity and cooperation. In addition, these foundations prevented usury and interest by protecting the rights of the parties who need funding, due to the activities carried out of within the framework of Islamic values. Thereby, these foundations which operate in a format very close to the today's private financial institutions' functioning system, served as a bank during the Ottoman period. In the study, the financial principles, operations systems and funding structures of money foundations and participation banks are examined and similarities and differences in terms of current financial system are described with general evaluations and comments by the movement from a endowment sample.

Keywords: Islamic Finance, Economic System, Money Waqfs, Participation Banking, Ottoman Period.

Attitudes of Freshman Students towards Writing: Sample of Trakya University ELT Department

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Abstract

Writing is considered as one of the demanding skills of all since it is a productive skill which requires an output from the students. Thus, students are generally not happy with writing activities in the classroom. Most of them regard writing as boring and difficult task to be accomplished. The purpose of this study was to determine the attitudes of freshman students towards writing skill. The subjects were 34 freshman students taking Academic Reading and Writing Course I and II in both semesters of 2016-2017 academic year in English Language Teaching Department at Trakya University, Edirne-Turkey. The data was gathered with a questionnaire on attitudes towards academic writing (WAQ). At the beginning of the implementation, the WAQ was administered to the participants to examine their overall thought about writing skill, determine their learning style and strategies, and their attitude towards writing. Then writing activities with much emphasis on composing, developing, and analyzing were designed and implemented to the participants. The implementation did not require participants to use word processing. In this way, the study aimed to find out the participants' preferences on how to write a piece of paper; via pen and paper or computer. Finally, the same WAQ was administered to the same group by the end of the second semester in order to find out whether there were differences on the attitudes towards writing skill after the implementation. The study results revealed that the participants developed positive attitude towards writing course after the linguistic development and sufficient feedback.

Keywords: academic writing, attitude, strategy

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The peculiarities of the cultural dimensions of the Republic of Latvia and the Republic of Korea

Regīna KOKINA¹

Abstract

Through each new year, international and, consequently, intercultural relationships continue to develop all over the world. Political, economic, cultural-oriented cooperation influence these relationships. It is crucial to understand another culture before judging the validity or inaccuracy of its actions. Despite the fact that the Republic of Latvia and the Republic of Korea are on nearly opposite sides of the world, the bilateral relations between Latvia and Korea have experienced positive developments in recent years.

This study has been developed and empirically verified based on the six-dimensional cultural model of Hofstede (2011) using modified Schwarz, Hofstede and Inglehart Cultural Values Scale (Schwarz, 2004). Earlier studies on both cultures revealed differences in the context of the Hofstede model in several dimensions (Hofstede, 2011; Buja, 2016). Studies also point to the diversity of both cultures in aspects such as relationships with neighbors and society (Chung & Lim, 2014); attitude towards other cultures (Kim, 2015); relationships with colleagues and work culture (Cakar & Kim, 2016); belief in marriage (Chung & Kim, 2012); influence of the national economy (Kim, 2018); belief in higher forces (Ancane, 2015, Seomun, Park, Geem & Lee, 2017), etc.

The sample consisted of 200 respondents: 100 representatives of the Republic of Latvia and 100 representatives of the Republic of Korea.

The main findings demonstrate that there are statistically significant differences between the cultures of Latvia and Korea in several respects: in the culture of Latvia, people are more likely to believe in people's superior power than in the culture of Korea. While the Korean participants felt more like cultural representatives of the Republic of Korea, Latvian respondents had less of a feeling of being cultural representatives of their country. The culture of the Republic of Latvia is more individualistic whereas the culture of the Republic of Korea is more collectivist. The representatives from the culture of the Republic of Korea tend to trust other people more than those from the culture of the Republic of Latvia. Although respondents in the Republic of Latvia also feel more satisfied with their lives than respondents in the Republic of Korea, they also find it harder to plan their lives for a longer period than respondents in the Republic of Korea. Representatives of the Republic of Latvia are less tolerant of immigrants than representatives of the Republic of Korea.

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Keywords: culture, cross-cultural differences, Hofstede cultural dimensional model, power distance, uncertainty avoidance, individualism, collectivism, masculinity, femininity, long-term orientation, short-term orientation, indulgence, restrictions, Republic of Latvia, Republic of Korea

Yüklem İşletimi

Kerime ÜSTÜNOVA¹

Öz

Türkçenin sondan eklemeli yapısı, sözcük konumundaki dil birimlerinin öne arkaya hareketini; birbirlerine bağlanarak sözcük öbeği ve cümle kurabilmek için işletme eklerinin devreye girmesini gerektirir. Bu yapısal zorunluluğun sonucunda, adları sistem içinde kullanıma sokanlar, “ad işletme ekleri”; eylemleri sistem içinde kullanıma sokan işletme ekleri de “eylem işletme ekleri” olarak adlandırılır. Bunların yanı sıra üçüncü grubu da çalışmalarda pek gündeme getirilmeyen adları yüklem konumuna sokan işletme ekleri, başka bir deyişle “yüklem işletme ekleri” oluşturmaktadır.

Yüklem olma koşulları içinde işletme ekleriyle çekimlenme zorunluluğunun oluşu, doğal olarak yüklem konusunu çalışmanın merkezine yerleştirmektedir. Ancak bu çalışmada eylemleri yüklem konumuna sokan eylem işletme ekleri incelenmeyecek; yalnız, eylemlerin dışında kalan ad soylu dil birimlerinin yüklem oluşu, yüklem işletimi, yüklem işletme ekleri ve bunların kurduğu ad cümlelerindeki üye yapısı, araştırma konusunu oluşturacaktır.

Ad soylu dil birimlerine verilen yüklem olma yetkisi, ad olup belirlenmiş bir takım eklerle (idi / imiş ekleri; bildirme ekleri; yüklemselleştirici ek) çekime girme koşuluna bağlanmıştır. Yani ses, ek, sözcük, sözcük öbeği hatta cümle bile koşulları yerine getirirse yüklem görevini üstlenebilir. “*En çok kullandığı ses, a-Ø.*”, “*Araştıracığı ek, -CA’dır.*”, “*Göremediği edat, içinmiş-Ø.*”, “*O kadın, İzge’nin koca halasıymış-Ø.*”, “*Ağzından çıkan tek söz, “Güle güle oturun.”du-Ø.*”, “*Bugünkü konu mankeni, senmişsin.*” vb. Ad soylu bir dil biriminin cümle kurmak üzere yüklem görevine talip olması, kurulan cümlelerin ad cümlesi olarak değerlendirmesine yol açar. Yüklemin anlamından türeyen anlam bilimsel roller, yükleme-egeleri arasındaki anlamsal ilişkileri işaret eder. Dolayısıyla ad cümlesinde de zorunlu ve seçimlik öğelerin belirlenmesi, yüklemin nitelikleri doğrultusunda gerçekleşecektir.

Türkçede üye değiştirme yani öge ekleme-çıkarma yöntemlerinden biri de edilgenleştirme, yaptırımlaştırma gibi dil bilgisel süreçlerle gerçekleştirilir. Morfolojik yolla, eyleme getirilen çatı ekleriyle gerçekleştirilen bu uygulama, yalnız eylemler için geçerlidir. Bu bağlayıcı kural, eylemsinin yüklem olduğu ad cümleleri hariç, hiçbir ad cümlesinde *ikincil özne ekleme*, *birincil özne silme*, *birincil nesne ekleme*, *birincil nesne silme* vb. uygulamaların gerçekleştirilmesine izin vermez. Ad soylu yüklemin edilgenlik ekini alamayışı, birincil öznenin cümleden silinmesini; yaptırım ekini alamayışı, ikincil öznenin cümleye girişini; geçişli olamayacağı için birincil nesnenin cümleye eklenişini olanaksız kılar. Ancak sözü edilen bu durum, eylemsinin yüklem olduğu ad cümleleri için geçerli değildir.

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Belgesel gözlem niteliği taşıyan bu çalışmada, dil adı verilen dizgenin işleyişine yönelik saptamalar, dil bilgisel veriler üzerinden yapılacaktır. Sistemde kullanıma çıkan her türlü dil malzemesi, veri kaynağı niteliği taşıdığı için günlük dilden toplanan örnek cümlelerden hareketle konuya dikkat çekilmeye çalışılacak; dil incelemelerine çok uygun olduğu bilinen doküman inceleme yoluyla nitel araştırma yöntemi kullanılacaktır.

Anahtar sözcükler: yüklem, görev adı, kurucu öge, ad, yüklem işletme ekleri, yüklem işletimi

Flute challenge in chamber music

Lejla BEQIRI - VULA¹

Abstract

My Doctoral Study is an Interpretive Thesis Artist -Flutist. This study analyzes and processes vase and the role of the flute as a woodwind instrument in chamber music and through various chamber pieces starting from duet to quintet in various compositions in a self-wind ensemble with and without clavier, in a grouping of instruments of the same and different group (wind instruments or string instruments) through the centuries that comprise different styles and eras. The same study is followed by 6 recitals from various chamber compositions and programs as well as with detailed analysis of the program starting from the Harmonical analysis, formal, historical to the tiniest specifics of expression and interpretation.

Keywords: Flute performance, chamber music,

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Yabancı Dil Öğretiminde Avrupa Dilleri İçin Ortak Başvuru Metnine Eleştirel Bir Bakış

Işıl Gamze YILDIZ¹

Nur CEBECİ²

Öz

Dünyada gelişen ve değişen uluslararası ilişkileri sağlayabilmede kullanılacak en temel araç dildir. Bireyler de karşılıklı uzlaşımı gerçekleştirebilmek adına yabancı dillerin öğrenilmesine ihtiyaç duymaktadır. Yabancı dil öğretimi ve öğreniminin üstlendiği bu boyut, öğretimin nasıl olması gerektiğine ilişkin soruların doğmasına ve yeni düzenlemelerin yapılmasına yol açmıştır. Bu bağlamda yabancı dil öğretiminin günümüz şartlarına koşut olarak nasıl olması ve neleri içermesi gerektiği ile ilgili olarak Avrupa Konseyi de düzenlemelere ve yeni oluşumlara yönelmiştir. Türkiye de Avrupa Birliği ile bütünleşmeyi hedef almış ve bu doğrultuda uyum çalışmalarına başlamıştır. Bu yansımaların ışığında, betimsel bu çalışmada, Avrupa Dil Gelişim Dosyasını kapsayan Avrupa Dilleri İçin Ortak Başvuru Metninin içeriği incelenerek, özellikle yabancı dil öğretimi ve üzerinde durulan kavramların ne kadar karşılandığı konusu eleştirel bir bakış açısıyla ele alınmaya çalışılacaktır.

Anahtar sözcükler: yabancı dil öğretimi, Avrupa Dilleri için Ortak Başvuru Metni.

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The Role of Communication in Resolution of Terrorism Crisis Situations

Laila VAIVODE¹

Abstract

Present article analyses the terrorism phenomena from security crisis perspective and provides the list of elements pertaining to terrorism caused crisis communications.

The hypothesis for this research tests the assumption that crisis situations caused by the terroristic acts require special elements to be present in post crisis communication in addition to most of the crisis and/ or strategic communications models applied during the crisis resolution phase.

The scholars have pointed out numerous reasons for terrorism act occurrences, such as the act of malevolence; a conflict crisis or a mixed conflict-consensus crisis to political and social crisis. At the same time, it suggests that the terrorism phenomenon and its related communication normally is addressed from the governmental/strategic or from crisis communication theory perspective based on the core result of the particular terroristic attack- crisis. Some researchers yet have pointed out that the terrorism crisis is a special type or crisis but more research is required.

Over last few years, the approach of the governmental security management agencies has changed and terrorism attacks are met with a range of countermeasures. In communication field the surging number of terrorism situations have driven state and private stakeholders towards broader use of social networks to increase the public outreach. However, experts' prognosis towards terrorism incidents occurring also in the future suggest rather some increasing trends, thus requiring also adequate and adapted measures to tackle the crisis.

The research paper in the conclusion sets out a number of recommendations and crisis communications elements that can be applied specifically in the terrorism communication to foster resolution of the terrorism crisis situations.

Keywords: communication, crisis communication, terrorism crisis communication

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Otizmli Bireylerde Replik Silikleştirme Uygulaması ile Sözlü Etkileşimi Geliştirme Çalışmaları ve Eleştirel Değerlendirmeler

Sertaç KESKİN¹

Esra ŞİRİN AKKOÇ²

Öz

Otizm Spektrum Bozukluğunun temel problemlerinden bir tanesi çeşitli ortamlarda sürekli gözlenen sosyal iletişim ve etkileşim bozukluğudur. Bu probleme yönelik kullanılan tek-denekli araştırmalardan bir tanesi replik silikleştirmedir. Bu çalışmada otizmli bireyler üzerinde replik silikleştirme yöntemi kullanılarak sözlü etkileşim becerilerine yönelik 5 çalışma “Tek-denekli Araştırmaları Değerlendirme Formu” kullanılarak içerik analizi yöntemiyle incelenmiştir. Sonuçlar tablo halinde sunulup detaylı analizi mevcut alan yazın bağlamında tartışılmıştır.

Anahtar Kelimeler: Otizm, Tek-denekli Araştırmalar, Replik Silikleştirme

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Exposing Myths of Modern Management: The Modern Language of Management, Leadership, and Organizations, and Its Alchemical Principles

Sergey IVANOV¹

Abstract

In this paper, I am exposing another myth that is indiscernible, vague, and mostly not discussed in modern management. It is the myth of the language of management. Most management thinkers, academics, scholars, and practitioners assume that there is a language of management that is widely and universally understood. This “language” or a set of languages is being taught in universities, presented at conferences, published in scholarly and practitioner journals. Government organizations, corporations, military, universities, and other organizations seem always to concern themselves with leadership, effectiveness, efficiencies, productivity, and a wide variety of other coming and going terms surrounding the notion of leadership. In this paper I would like to expose that this language, through which we attempt to present various business, management, and organizational issues, and subsequently present solutions, does not really exist. Instead, most organizations and organizational thinkers succumb to what I call *pseudo-language of gibberish*, or as Elliott Jaques (2002) would call it, *alchemy*. Jaques used to argue that there is not a single defined concept that exists in the field of management. Even the term organization, leader, or manager, even nowadays, remains largely ambiguous and undefined. In this paper, I will further demonstrate the ludicrousness of the modern management paradigm, present embarrassing examples of our own incompetence, and possibly, in the subsequent paper, show some possible solution/semblance of a true language through which we, scholars and practitioners, perhaps could communicate.

Keywords: Language, Language of Management, Work, Thought, Leadership, Organization, *Feararchy*, Elliott Jaques, Bureaucracy, Managerial Hierarchy, Pseudo-Work, Pseudo-Language, Alchemy

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Educational Problems of Unowned, Visually Impaired Individuals in Unrepresented Nations: (A Unified Kurdish Language Braille Alphabet for All Dialects of Kurdish Language)

Ferhat DEMIRALP¹

Abstract

For the past 20 years, there has been an extensive debate on racial, ethnic and mother tongue education, whereas the issue about teaching visually impaired people of undocumented nations in their mother tongue hasn't been on the agenda of academics, non-governmental organizations and pioneers of these debates including UNESCO and the United Nations so far.

This article focuses on the reasons why the Kurdish Language (together with all its dialects), which I have dealt with as a prototype, have not been built in Unified Kurdish Braille Alphabet. Lacking a central polity and scattered among several countries, the Kurds never developed a unified language policy, thus adopting several writing systems. Leaving political discussions aside, our point of departure, when we started this project, was rather the speakers' basic human rights.

This study started in 2014 in Mardin Artuklu University Institute of Living Languages in Turkey, The Department of Kurdish Language and Culture, we examined separately the Kurdish alphabets used in the course of the history, phonetics, and phoneme of each one in Turkey, Iraq, Iran, Syria, Transcaucasia and the Diaspora. The Kurdish tongue speakers were contacted via the internet, sample voice records were taken and phonetics and phonemes were analyzed. Then prototypes were created by re-symbolizing the framework of the IPA standards and fitting a standard framework for all the dialects of the Kurdish Braille Alphabet.

With this standard prototype created, was tested on visually impaired people who are with disabilities Turkish citizens of Kurdish origin, it has ensured the success of this alphabet literacy in their native language. The same alphabet has also been tested on people with visual impairments of Kurdish origin in Iraq, Iran, Syria, Transcaucasia and Diaspora and a success has been achieved. This article is to announce that this prototype, the United Kurdish Braille Alphabet, is being made available to science and educational institutions, to the relevant NGOs, to all concerned volunteers, and to the introduction of such work. One of the main goals of this alphabet is to meet the literacy needs of visually impaired people in Assyrian (Syriac), Balochi, Tالش, Pashto, Laz, Havas (North Africa), Berber, Tati and the like.

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Keywords: Visually Impaired in Non-Representative Nations, Native Education in Non-Representative Nations, Native Education in Disabilities, Kurdish Braille Alphabet, United Kurdish Braille Alphabet

The Role of Intercultural Dialogue in Shaping National Identity in the 21th Century

Tadeusz MICZKA¹

Abstract

The subject of description and interpretation is the national identity, cultural phenomenon and simultaneously a research category, which in the era of glocalisation (globalization paired in many ways with locality) experience a specific renaissance: a large group of residents of different countries and cultural researchers consider it one of the most important identifiers used by both individuals and groups. On the other hand, many often mention them, but only in order to prove their declining character, and even anachronism. The purpose of the following paper is not to resolve this controversy, but to indicate the most important causes and symptoms of the transformation of national identity in the 21st century. As, like any other phenomenon of this kind, "it is now a difficult task of self-determination, a life task for people-in-motion within the world-in-motion. Although the world seems to gradually become the only one common place and more often a common Ecumene, inhabiting it people experience a not so comfortable feeling of lack of anchoring and drifting on the open sea, where they are far from both: the sea bottom, that is the roots, as well as the shore, i.e. new opportunities" - as has been rightly described by anthropologists (Wojciech Burszta, Waldemar Kuligowski: *Sequel. Dalsze przygody kultury w globalnym świecie* (Eng. *Sequel. Further Adventures of Culture in the Global World*, 2005, p. 15).

The assumption has been made that the future of national identity depends on the nature of intercultural dialogue that indigenous people, migrants, tourists, recipients of mass audiovisual shows and surfers in a virtual space, which becomes more and more universal, multicomponent and multicultural. As we know, dialogue as a form of interpersonal and intergroup communication should be a conversation and a relationship, and except the communication dimension it should also have other dimensions, above all the ethical one. Therefore, in the presented considerations focus on the crisis of dialogue, which is commonly experienced in the modern world, which is unequivocally articulated, for example, by the philosophy of the encounter. In the author's opinion, the processes that were previously interactive, reflexive, bidirectional and based on the principles of voluntary activity, parity and activity of at least two parties participating in them are highly influenced by such phenomena as interactivity, network, "the ecstasy of communication" (the term authored by J. Baudrillard) and "dialogue through conflict" (the concept of L. Lessig).

The analysis shows that contemporary national identity must first of all face a multilateral dialogue, a specific polylogue, and the fact that those of its determinants, which William

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Gudykunst and Young Yun Kim draw attention to: "The moment in which it becomes to disclose a part of yourself and the pace of this process [...] varies between cultures and ethnic groups. So if we do not receive information on the principle of reciprocity, it is possible that we are opening up in a bad moment, at a bad pace "(*Mosty zamiast murów. O komunikowaniu się między ludźmi* , 2000 , p.535 (Eng. *Bridges Instead of Walls. On Communication Between People*)) gain on special importance.

Keywords: national identity, dialogue, polylogue

Teachers and Technology in Elementary Schools

Rafail PRODANI¹

Marinela TENEQEXHI²

Klea PRODANI³

Abstract

Along with other developing countries, Albania as well has embraced the technology integration in education for his development. The success of this integration however is not dependent on teachers only. They should use efficiently the Information and Communication Technology (ICT) in their classes. Tradictional teaching is living an impetuous change, meanwhile the integration of topics, new curricula based on competences and use of technology in service of integration along the curricula, is paving the way for a more balanced education system for all students. This paper is focused mainly on understanding the advantages and achievements as well as the methods of using the technology in class for meeting the curriculum's objectives. It aims to analyze how elementary education teachers use the available technology in expanding the learning capacities deepening and facilitating comprehension in classroom but also handling the other tasks. The paper shows how teachers use technology in class to expand and improve the learning process and students' understanding. Object of the study is region of Korça. Authors think that this paper will serves an even wider public audience as a recognition of the problem, the comparison of the current situation of other regions, with the belief that conclusions will be felt in an optimization of results.

Keywords: Information and Communication Technology, teachers, student , training, classroom.

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Approaches on the Future of Turkey Tourism in 2023

Türkiye Turizminin 2023 Geleceğine İlişkin Yaklaşımlar

Dr. Cuneyt MENGÜ

Abstract

In 2023 Turkey will celebrate the 100th anniversary of the foundation of the Republic. For this reason since 2005 various institutions & organizations have issued different estimates on the Turkey's 2023 tourism targets. For some estimates, the researches were based upon unspecified method and for the others, it has been observed that an arithmetic average percentage was used. According to the forecasting model with econometric analysis, single variadic regression (point & interval estimations) made by us in 2006, through the years, the realized and the estimated global international tourists travelling from abroad till 2023 in the world and the estimation of tourist arrivals to our country from abroad were formed in a single projection. As it is understood from the results of our research, between the years 2006-2015 the number of international tourists arrived in Turkey were almost the same as the projected figures, even at the level of usual expectations. However, in 2016, as a result of unfavorable events that occurred in Turkey, of which 30% decline was experienced comparing with the previous year and this also affected the result of our projection study negatively.

Within the scope of this study, with regard to Turkey's 2023 target, besides the normal course of the predicted econometric forecasts analysis made by us for the years, along with derived "force majeure" actual and estimated figures comparison, pessimistic, usual and optimistic expectations were obtained. On the subject literature search was made, secondary data sources were utilized and suggestions for the realization of the objectives were examined in the conclusion & recommendation section.

Keywords: Turkey's 2023 tourism target, Tourism forecasts, Econometric analysis, Point & interval estimations

Öz

Türkiye 2023 yılında Cumhuriyetin kuruluşunun 100. Yıldönümünü kutlayacaktır. Bu sebeple 2005 yılından beri Türkiye'nin turizmde 2023 hedeflerine ilişkin çeşitli kuruluşlar tarafından farklı tahminlerde bulunmaktadır. Yapılan tahminlerin hangi araştırma metodlarına dayandırıldığı belirtilmediği gibi bazılarında da belirledikleri hedeflere göre yüzdesel aritmetik ortalama kullanıldığı müşahade edilmiştir. Tarafımızca 2006 yılında yapılan ekonometrik analizi ile tek değişkenli regresyon öngörü (aralık ve nokta tahminleri) modeline göre dünyada yıllar itibariyle gerçekleşen ve 2023 yılına kadar tahmin edilen global uluslar arası turist çıkışlarına göre

lkemize yurtdışından gelen turist sayısının tahmini yapılarak bir projeksiyon oluşturulmuştur. Yaptığımız bu araştırma sonuçlarından anlaşıldığı gibi 2006 – 2015 yılları arasında lkemize gelen turist sayılarının bahsi geçen yıllarda ngrlen sayılarla hemen hemen aynı, hatta olağan beklentiler dzeyinde olduėu grlmştr. Ancak, 2016 yılında lkemizde meydana gelen olumsuz olaylar sonucunda bir nceki yıla gre Trkiye’ye gelen turist sayısında % 30 oranında dşşn yaşılanması projeksiyon alıřma sonuçlarımızı olumsuz ynde etkilemiřtir. Bu alıřma kapsamında tarafımızca yapılan ngr analizlerinde grleceėi zere Trkiye’nin 2023 hedefi ile ilgili olarak yıllar itibariyle normal akışı ierisinde elde edilen sonuçların yanı sıra “force majeure” kaynaklı gerek ve tahmini rakamların karřılařtırılmaları sonucu ktmser, olağan ve iyimser beklentiler elde edilmiřtir. Konuya iliřkin literatr taraması yapılarak ikincil verilerden yararlanılarak ve hedeflerin gerekleřtirilmesi iin sunulan neriler sonu blmnde incelenmiřtir.

Anahtar Kelimeler: Trkiye’nin 2023 turizm hedefleri, Turizm tahminleri, Ekonometrik analizi, Aralık ve nokta tahminleri.

Foreign Language Learners' Use of Coordinators in Writing

Firdevs SELVİLİ¹

Nur CEBECİ²

Songül UZUN KESKİN³

Abstract

While learning a foreign language, all four language skills and sub-skills such as grammar and vocabulary are studied in order to produce a language. After practicing receptive skills, learners move to productive skills. Since grammar, spelling, punctuation are the most basic components of good writing, there is a strong relation between grammar and writing. Coordinators such as correlative conjunctions and sentence linkers are good examples to create fluency both in speaking and writing. And, this is possible only when the mastery of grammar is attained. The aim of this study is to investigate the impact of contextualized grammar instruction on students' writing performance and to find out how they relate their existing knowledge of contextual grammar in terms of coordinators to their writing skill. The study group is comprised of a total of 90 participants who are ELT freshmen students of Education Faculty at Trakya University enrolled in Spring term of the 2017-2018 academic year. The data has been collected through the analysis of their first term final exam papers of Contextual grammar I and final exam papers of Academic Reading and Writing I courses in order to determine the transfer of their knowledge of correlative conjunctions and sentence linkers to their written products.

Keywords: contextual grammar, writing skill, correlative conjunctions, sentence linkers.

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Transformations of School Management

Lina BAIRAŠAUSKIENĖ¹

Abstract

World globalization process, integration in the space of the European Union and other transinternational organizations raise new requirements for schools and school principals. Changes within society have transformed the understanding of the mission performed by school. Striving to meet new high standards school principal must be flexible in educational service market, recompose traditional management model, share power and leadership, and administer the institution effectively.

The purpose of the article is to analyze transformation of school management and administration.

The approach, that school principals' competency highly influences the process of education management and is one of the most important factors ensuring efficiency of school activities, has been followed.

The research is based on the approaches of concepts of postmodern global processes, constructive perception of procedures, principles of systematicity in management, and theory of social constructivism.

The methods of scientific literature and educational documents analysis, synthesis, interpretation, and evaluation have been applied.

From the historic point of view on school management change in Lithuania four stages of transformation have been undergone. The first stage is related to social realism when school management was associated to commanding and control. After restored independency new changes entered Lithuanian educational system. School management faced with the ideal romanticism as school principals attempted to implement modern management models into Lithuanian schools. In many cases, the attempts resulted in chaotic transfusion influencing the beginning of standardization era. Global changes, membership in European Union and other international organizations required to follow international standards in school management. Postmodern rhizomatic perspective is seen in trying to fulfil neoliberal and liberal challenges in education which lead to market economy in school management.

In the rapid alternation of education external environment of school makes extensive influence on school management. From the point of view of the influence of economical-political factors everything related to investments and budget allocations is related to school performance efficiency. Social factor should not be neglected, as most of the current existing elements of school principals' performance must be supplemented by social functions. Technological

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element, although conditioned by the economical and political ones, is of a high importance, as the new trends, innovations in education are being introduced.

The resistance to change of individuals and organizations usually occurs becoming a natural component of change. Such factors as emotional instability, habits, dependent affective, excessive conformism, authoritarian tendencies and attitudes towards risk affect school management transformation processes.

Keywords: school principals, management, governance, administration, education change.

Kamu Hastanelerinde Etkinlik: Kurum Düzeyinde Ekonometrik Bir Araştırma

Kadir KARAGÖZ¹

Özge ATAŞ²

Öz

Etkinlik kavramı, pahalı bir hizmet türü olan sağlık hizmetleri için özel bir önem taşımaktadır. Günümüz sosyal devlet anlayışı çerçevesinde sağlık hizmetleri hükümet harcamaları içinde önemli bir pay oluşturmaktadır. Dolayısıyla etkinlik düzeyinin yükselmesi, sağlık hizmetlerinin maliyetini düşürerek devletin daha iyi kaynak planlaması yapabilmesi ve sağlık hizmetlerinde adaleti daha kolay sağlamasına imkan verebilecektir.

Türkiye’de 2003 yılından bu yana, sağlık hizmetlerinin organizasyonu, sunumu ve finansmanında etkililik, etkinlik ve eşitlik sağlanması amacıyla ciddi bir Sağlıkta Dönüşüm Programı (SDP) uygulanmaktadır. Bu bağlamda aile hekimliği uygulamasına geçiş, performansla dayalı ücret sistemi uygulanması, Sosyal Güvenlik Kurumu hastanelerinin Sağlık Bakanlığı hastaneleri ile birleştirilmesi ve hastaneler arası koordinasyonun sağlanması amacıyla Kamu Hastaneleri Birliği’nin ihdas edilmesi gibi önemli değişiklikler gerçekleştirilmiştir. SDP sonrası dönemde kamu hastanelerine yönelik talep artmıştır. Bu durum sağlık personelinin performansına da yansımıştır. Sağlık personelinin performansı ise temelde ürettikleri çıktı ile ölçülmektedir.

Performans ölçümü ve takibi özellikle sağlık hizmetlerinde oldukça önemli bir konudur. Bir sağlık sisteminin performans hedeflerinin en önemli boyutlarından biri etkinliktir. Son 30 yılda, sağlık hizmetlerinin performans değerlendirmesinde kullanılmak üzere parametrik ve parametrik olmayan birçok yöntem geliştirilmiştir. Etkinliğin ampirik olarak ölçümü konusunda kullanılan iki başat metod Veri Zarflama Analizi (VZA) ve Stokastik Sınır Analizi’dir (SSA). VZA matematiksel programlamaya dayalı iken SSA ekonometrik bir yöntemdir.

Türkiye’de sağlık sektöründe bir etkinlik sorunu bulunduğu bugüne kadar yapılan gözlemler ve ampirik çalışmalarla ortaya koyulmuştur. Ancak hastane düzeyinde yapılan araştırmalar oldukça yetersizdir. Bu çalışmada sağlık hizmetlerinde teknik etkinlik konusu kamu hastaneleri düzeyinde ve farklı bir yöntem kullanılarak araştırılmaktadır. Bu amaçla kullanılacak Bayesyen stokastik sınır analizi bulgularının önceki çalışmalar ve alternatif yöntemlerden elde edilenlerle karşılaştırılması ve politika önerilerinin belirlenmesi hedeflenmektedir. Ayrıca çalışmada hastane teknik etkinlik skorlarının bölgeler temelinde belirlenmesi ve hastane kapasitesine göre tasnifi de amaçlanmaktadır.

Bayesyen SSA’dan elde edilen önsel bulgular Türkiye’deki kamu hastanelerinin önemli bir kısmında etkinliğin sağlanamadığına işaret etmektedir. Yatak devir hızı etkinliği pozitif, ilin nüfus ve gelişmişlik düzeyi ise negatif yönde etkilemektedir.

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Anahtar Kelimeler: Etkinlik, Hastane Etkinliđi, Stokastik Sınır Analizi, Bayesyen Stokastik Sınır Analizi.

New Media as a Sphere of Shaping Religious Identity and Ecumenical Dialogue

Bogdan ZELER¹

Abstract

The history of the Church has always been connected with media activities. It has become particularly evident since the time of the Reformation, whose success has been associated with the invention of a movable type printing press by Guttenberg. The church has also skillfully used traditional media such as the press, radio and television to spread its views, evangelize, build a religious identity and strengthen community bonds. These activities have gained a new character in connection with the emergence of new media and the spread of the Internet.

The Internet has become a great tool of evangelization. The multimedia nature of this medium makes it possible to use a wide range of inaccessible on a daily basis communication means. The possibility of hypertext connections makes that we can use many sources of information, including video and music recordings, etc. The result is that the activities carried out, e.g. in the context of catechesis, may take a more interesting, closer to a young man - who often the Internet user is - form.

An even more significant role in undertaking activities related to shaping religious identity is performed by the social media. Forms such as web portals, blogosphere, Facebook profiles, tweets have permanently entered the sphere of media activities of churches of different religions, opening the possibility of getting to know mutually and ecumenical dialogue. Media web 2.0. gain on special importance in the life of dispersed communities of churches and religious communities living in the diaspora.

The introduction of the sphere of religion into the world of new media is also associated with a number of ethical consequences, associated with the necessity to make choices of specific content, the language of hatred, fake news, etc. The document of the Pontifical Council for Mass Media says: "We need to be prudent, to clearly see the implications - the potential of good and evil - hidden in this medium and creatively respond to its challenges and possibilities. There is a need for justice and work to reduce the digital gap - a gap between those who are wealthier in information and those information-poor in the today's world. [...] Bravery and courage are necessary. This means supporting the truth against religious and moral relativism, altruism and generosity against individualistic consumerism, decency against sensuality and sin. We also need moderation of thought, and self-discipline in the approach to the Internet [...] so that to use it wisely and only for good purposes." [source: www.symposium.amen.pl/documents/159.html]. The Church's presence on the Internet can serve these principles.

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The following text analyzes the new media activity of churches and Christian communities operating in the sphere of the Polish Internet, with particular emphasis on the Evangelical Lutheran Church in Poland. This choice is dictated by a special historical moment - the 500th anniversary of the Reformation.

Osmanlı Hukukçularından Mahmud Es'ad Seydişehirli Ve Kadim İran Hukukuna Dair Tespitleri

Halil ÇİFTÇİ¹

Öz

Tanzimat'tan sonra Osmanlı devletinde gerçekleşen yenilenme hareketleri birçok alanda kendini göstermiştir. Ama bu yenileşme hareketinin en çok görüldüğü alan ise hukuk olmuştur. Bu yenileşmeye ciddi katkı sunanlardan biri de Mahmud Es'ad Seydişehirli'dir. Özellikle Tanzimat'tan başlayıp Cumhuriyet öncesine kadar uzanan batı etkisi ile meydana gelen uyanış hareketine önemli katkıları olmuştur. Mahmud Es'ad çağının ötesinde bir ilim adamıdır. Hukuk, Din, Tarih, Fıkıh, Hadis ve Beşeri ilimlerde çeşitli eserler vermiştir. İlim dünyasına sunduğu bu katkıların tek bir alanda sınırlı kalmaması onun nasıl bir ilmi derinliğinin olduğunun göstergesidir. Özellikle Hukuk alanında birçok medeniyetin tarihsel süreçte kazandığı temel dayanakları kutsal kitaplara refere ederek aktarmaktadır. Bunun en güzel örneklerinden biri olan Kadim İran Hukuk'u, eski İran hakkında geniş bir bilgi içermektedir. Hukuk'a ait unsurların dayanak noktasını din (Zerdüştlük) ve bu dinlerin sahip olduğu inanç kitaplarına (Avesta) dayandırılmaktadır. Avesta'nın ihtiva ettiği bilgiler yorumlanıp Kadim İran (İslam'dan önce) hukuku için bir dayanak olmuştur. Kadim İran Hukukuna Zerdüştlüğün etkisi ve inanç kitabı olan Avesta'nın varlığı irdelenmektedir.

Anahtar Kelimeler: Mahmud Es'ad Seydişehirli, İran Kadim hukuku, Avesta, Zerdüş.

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Kurmanci and Zazaki Dialects: Comparative study on their Phonetic

Hasan Karacan, PhD

Abstract

The existence of different dialects is a reality for all languages. The Kurdish is also one of this language. Like all the other world languages, the different Kurdish dialects affirm the word and sound richness of this language, rather than a weakness. One of the elements indicating the proximity and the remoteness of the languages or dialects is "phome". According to the phonetic point of view, there are a lot of similarities between Kurmanci and Zazaki dialects. For example the word "adım" in Turkish is used as "gam" in Zazaki and as "gav" in Kurmanci. The word "damat" in Turkish is used as "zava" in Kurmanci and as "gama" in Zazaki. The word "isim" is used as "namê" in Zazaki and as "nav" in Kurmanci. Examples can be increased. When we take into consideration the sounds of these words and other words, we can evaluate the proximity and the remoteness of Zazaki and Kurmanci. The aim of this study is to reveal some general phonetic characteristics of the Zazaki and Kurmanci. The study has three parts. The first part deals with the sounds in the Zazaki and Kurmanci alphabets. The second part studies the change of sound in Zazaki in different regions. The third part compares the Zazaki and Kurmanci dialects according to the phonetics. The study also deals with the phonetic characteristics of the Zazaki and Kurmanci, while it compares the change of sounds in the Zazaki and Kurmanci by using the examples.

Keywords: Kurmanci phonetic, Zazaki phonetic, Kurdish dialects

Возможности Развития Эмоционального Интеллекта В Детском Возрасте

Giedrė SLUŠNIENĖ¹

Актуальность темы. Человек мыслит двумя уровнями: размышляет и чувствует. Если он мыслит рационально, он бывает бдительным. Если человек поддается эмоциям, он действует импульсивно, без логики, нерационально (Slušnienė, Kavolius, 2012).

Понятие „эмоциональный интеллект“ стало популярным только около 1995 года (Goleman). Эмоциональный интеллект – это способность человека познать свои чувства и чувства других людей и это мало связано с интеллектуальными способностями. В последние годы достаточно целенаправленно совершенствуются личностные умственные способности, ну а кто занимается развитием эмоционального интеллекта?

В этом контексте делается попытка найти ответы на вопросы- кто и почему должен развивать эмоциональный интеллект у детей? Новейшие исследования подтверждают, что дети, отличающиеся более высоким эмоциональным интеллектом, способны стать более ответственными, заботливыми, счастливыми взрослыми. Впоследствии чего, такие люди занимают более высокие должности на работе, легче справляются с жизненными задачами, они способны завязать превосходные отношения с другими людьми. Итак, при желании, чтобы у ребёнка развился высокий эмоциональный интеллект, необходимо развивать чуткое отношение к окружающей среде, способность познать свои чувства и чувства других, в трудных ситуациях учить детей важным стратегиям поведения или решения проблем.

Эмпирические исследования развития эмоционального (чувственного) интеллекта в дошкольном возрасте. Исследование проводилось в конце 2017-ого - начале 2018-ого года. Цель исследования – исследовать оценки дошкольных педагогов (в исследовании принимали участие 160 педагогов) и родителей (в исследовании принимали участие 200 родителей), связанных с возможностями развития эмоционального интеллекта детей. Метод исследования – анкетный опрос.

Анализ научной литературы и результаты проведённого исследования способствовали заключению следующих выводов:

- Новейшие исследования подтверждают, что дети, уделённые эмоциональными навыками, чувствуют себя более счастливыми, самоуверенными, им лучше везёт в учебном заведении. Родители и педагоги своим поведением, отношением с ребёнком, речью, ценностями и др. естественным путём присоединяются к развитию эмоционального

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интеллекта ребёнка. Лучших результатов можно добиться тогда, когда развитие эмоционального интеллекта начинается как можно раньше.

- Педагоги, принимавшие участие в исследовании, признают, что детские эмоции меняются, т.е. одинаково часто проявляются как негативные, так и позитивные эмоции. Эмоциональный интеллект детей педагоги развивают ежедневно и во время различной деятельности. Чаще всего используются игры и творческие задания. Педагоги согласны с мнением, что в процессе развития необходимо развивать как умственный, так и эмоциональный интеллект.

- Родители, принимавшие участие в исследовании, понимают, что заняться развитием эмоционального интеллекта важно. Они связывают это развитие с лучшим качеством жизни ребёнка в будущем (будут более счастливыми, будут общаться эффективнее, достигнут более высоких результатов). Респонденты подтвердили, что развитие эмоционального интеллекта – продолжительная и последовательная работа, поэтому заняться ею необходимо ежедневно и во время разнообразной деятельности. Родители утверждают, что эмоциональный интеллект – это не „подарок от природы“. На него влияние оказывают семья, воспитание, окружающая среда.

Yabancı Dil Eğitiminde Bilgi Ezberlemeye Yönelik Öğrenci Görüşleri

Handan KÖKSAL¹

Öz

İnsanoğlunun varlığından bu yana bilgi ezberleme yaklaşımından söz etmek mümkündür. Günümüzde ise yaşam boyu öğrenme çerçevesinde öğrenmeyi öğrenme yaklaşımı benimsenmektedir. Öğrenme yöntemindeki bu dönüşümünde bilgi ezberlemenin yeri irdelenmelidir. Öğrenmede ‘bilgi ezberleme’ oldukça farklı algılanmaktadır, ancak olumsuzluk barındıran önyargılı algılama ağırlıktadır. Oysa bilgi ezberlemenin olmadığı bir yabancı dil eğitiminden söz etmenin mümkün olmadığı da yadsınamaz bir gerçektir. Ezber kavramının içerik bileşenlerini somutlaştırmak ve bu kavramı bilişsel öğrenme stratejisi açısından konumlandırmak önemlidir. Bilgi ezberlemenin bilişsel bir öğrenme stratejisi olarak algılanması ve üst bilişsel farkındalıkla ile gerçekleştirilmesi çağdaş yabancı dil yaklaşımlarındandır. Çalışmanın amacı yabancı dil eğitiminde bilgi ezberleme yaklaşımına öğrencilerin görüşlerini betimlemektir. Bunun için bilgi ezberleme yaklaşımının yabancı dil eğitiminde yeri nedir sorusuna yanıt aranacaktır. Çalışmanın örneklemini 2017-2018 eğitim öğretim yılında İngilizce, Almanca veya Fransızca dillerinin dil ve edebiyat veya mütercim tercümanlık bölümünün dördüncü sınıf öğrencileri veya mezunları (n=59) oluşturmaktadır. Amaçlı örnekleme yönteminden tipik durum örnekleme tercih edilmiştir. Üniversite eğitimi süresinde bilgi ezberleme ile ilgili fazla deneyimli olan bu öğrenciler Trakya Üniversitesi Formasyon Sertifikası programına kayıtlı ve araştırmacının Seçmeli Ders olarak sunduğu Eylem Araştırması dersine katılmış kişileridir. Çağdaş Öğretmen yaklaşımlarının sunulması bakımından bu derste öğrencilerin ‘araştırmacı öğretmen’ yeterlilikleri geliştirilmesi hedeflenmiştir. Bu derste öğrencilere sadece kuramsal bilgiler verilmemiş, öğrenme kuramlarından beslenerek öğrenme stratejileri işlevsel olarak ele alınmış, bilimsel bilgiden yararlanarak konular irdelenmiştir. Ara sınav sonrasında her öğrencinin eylem araştırması adımlarını içeren özgün bir proje sunumuna yer verilmiştir. Araştırmacı öğretmenin görevi staj etkinliğini gerçekleştirdiği okulda gördüğü bir probleme yönelik bilimsel bilgiden beslenerek bir farkındalık yaratmasıydı. Tüm sunumlar 5 dakikalık aralıklarla sunulmuş ve 3 dakikalık bir zaman diliminde seçilen konuya göre çağdaş yabancı dil eğitimi bağlamında üstbilişsel değerlendirilmiştir. Ortaya çıkan proje konuları ağırlıklı olarak yabancı dil eğitiminde bilgi ezberleme yaklaşımının oldukça fazla hakim olduğu, bundan kaynaklı öğrenci motivasyon düşüklüğünün yaşanması ve bunun yabancı dil eğitimine olumsuz yansımaları. Ders süresince irdelenen ve çözüm önerileri getiren bu bilgi ezberleme yaklaşımına öğrencilerin katılımı etkindi. Bu açıdan yılsonu sınavında öğrencilerinin kendi yabancı dil eğitiminde bilgi ezberleme yaklaşımını yansıtan 5 tane açık uçlu soru sorulmuştur. Öğrencilere bu kavramın ne ifade ettiği, şu ana kadar ne ezberlediklerini, bunu nasıl ezberlediklerini, bu bilginin onların eğitim hayatına

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yansımaları ne olduğu ve konuyla ilgili düşünsel bir eylem araştırması planlamaları istenmiştir. Sonuncu soru hariç bu veriler, içerik analizi aracılığı ile işlenmiş ve kodlamalar farklı kategorilere göre sayılmıştır. Veri toplama / değerlendirme süreci henüz tamamlanmamıştır. Sonuçlar ve tartışma sunum oturumlarında paylaşılacaktır.

Anahtar Kelimeler: Yabancı Dil Eğitimi, Bilgi Ezberleme, Öğrenci görüşü, Bilişsel ve Üstbilişsel Öğrenme Stratejileri

Проблемы изучения современной Русской литературы в Турции, как иностранной

Leyla HACIZADE¹

В настоящее время, к большому удовольствию, изучение Русского языка и литературы уже более распространено и более предпочтительно. Это, конечно же, очень хорошее событие, но и в том числе включает в себя кое-какие проблемы и сложности. В этом исследовании будут рассмотрены эти проблемы и пути решения этих проблем с перспектива преподавателя русского языка и литературы.

В Турецких вузах, в которых существуют отделения Русского языка и литературы, есть литературные предметы. Обучение разделяется по каждому курсу и по каждому семестру. Но иногда не остается времени для современной литературы. Причины этого события разные. Русская литература очень богата и для четырёхлетних сроков обучения слишком объёмна. В некоторых отделениях изучение только классического (19. Век) периода длится два года, а на 18. и 20-21 векам остаётся лишь 2 года (то есть по одному году).

Кроме этого, самая главная проблема в этих вузах-проблема языка. Студенты, учащиеся в них получают обучение по языку и литературе, то есть в четырёхлетних или пятилетних сроках они стараются изучать всё, как можно. Например, они должны читать литературные книги, но из-за того, что они еще не на совершенном уровне по владению русским языком, не могут читать русские литературные произведения, особенно современные. Даже если они прочитали их на турецком языке, возникает проблема свободно анализировать их на русском. Благодаря переведённым произведениям, у них возможность читать классическую литературу и малое количество из современных. К сожалению, в Турции есть принуждение переводов современных произведений Русской литературы.

В этом будут рассмотрены данные о том, какие исследования по русской современной литературе проводились в Турции. Кроме этого, будут даны пути и возможности решений этих проблем.

Ключевые слова: Современная Русская литература, Турецкие вузы, литературные произведения, современные жаргоны, литературные термины.

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International and State Internal Legal Regulation Aimed to Prevent and Combat Terrorism Activities

Laila VAIVODE¹

Abstract

Present study analyses the ways to combat the terrorism phenomena by employing the legal tools, such as, specialised international and local legislation applicable in several countries in Europe, Asia and United States.

The hypothesis for this research tests the assumption that terrorism phenomena requires special legislative acts to prevent and to combat terrorism activities often supported with modern legislative norms aimed also to minimization of the negative effects of terroristic incidents where it has taken place.

Over last few years, the approach of the governmental security management agencies has changed and terrorism attacks are met with a range of countermeasures, but it is often recognised that the legislative aspects may need further changes to address various aspects pertaining terrorism phenomena at both local and international levels with more focus of those at the prevention stage. One of the aspects that shall be further addressed from the legal perspective is regulation of the crisis communication applied in terrorism incidents.

Often experts' prognosis towards terrorism incidents occurring also in the future suggest rather some increasing trends, thus requiring also adequate legal measures to tackle terrorism caused crisis, that nevertheless can differ from country to country.

The research paper in the conclusion part sets out number of recommendations relevant for international and local laws that stipulates legal procedures for tackling and preventing the terrorism incidents and those that regulates terrorism caused crisis communication at various stages to foster resolution of the terrorism crisis situations.

Keywords: communication, crisis communication, terrorism communication.

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From Yesterday to Today: Inclusive Education Practices in Turkey

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Sertaç KESKİN²

Abstract

Students with disabilities are in need of education as their normally grown up peers. The need for inclusive education in a professional environment for the students with special needs is becoming more global throughout the world. The number of students with special needs is also increasing in Turkey day by day with a wider need of inclusive environment. This paper focuses on the inclusive educational practices for students with disabilities in Turkey over the years. We start our study with the introduction of inclusive education and its parameters, and continue with progressive inclusive practices in Turkey. Next, we discuss recent developments and challenges in inclusive education within mainstream schools, and continue with the legislative attempts made to improve this educational position. Consequently, we come to an end by noting some recommendations for more prospering inclusion practices in Turkey.

Keywords: inclusive education; Turkey; educational practices; special education

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International Migrants: A Role Model for Global Citizenship?

Zhengizkhan ZHANALTAY¹

Abstract

The idea of global citizenship is not a new idea but the usage of it has been started widely in the last decade. Being a global citizen means that someone who could identify himself with being part of a more than one identity. The process of migration and interacting with people from different places and nations expose migrants to new ideas, belief and values. In many cases, migrants who stay abroad for a long period of time tend to create a hybrid identity that is a mixture of ideas and values of home and host society. Through their learned experience migrants could look at issues from a different perspective because they could free themselves from the single home country attachment and feeling belong to more than one country. Living the transcultural experience could convince people to adapt to a wider identity more easily and embrace the idea of global citizenship. In 2015, there were 250 million international migrants around the world living and working abroad. Among them, 180 million of them are from developing countries migrated to developed countries. This paper aims to identify what it is meant to be a global citizen, perspectives towards being a global citizen among migrants in Europe with a special focus on labor migrants from developing countries.

Keywords: Migration, Global citizenship, Transcultural, Host society and Hybrid Identity.

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An Analysis of the Turkish Senior High School Students' Attitudes and Motivation Levels towards Learning English in Western Turkey

Deniz ÖZEL¹

Abstract

It is commonly accepted that affective factors, such as learner's attitudes and motivation levels may have a fundamental influence on the language learning process, therefore this study aims to investigate various aspects of the Turkish senior high school students' attitudes and motivation levels towards learning English in the Aegean region of Turkey. In order to achieve this aim, a questionnaire was specially designed and administered to randomly chosen 1224 Turkish senior high school students in the Aegean region of Turkey. There were two main parts in the questionnaire: Close-ended part consisted of 48 likert-style statements measuring different aspects of learner's attitudes and motivations; whereas, in the open-ended part, students had an opportunity to freely state their thoughts or feelings regarding their English teachers, the language policy of Turkey or learning English in general. To conduct a reliable and valid analysis, students were asked to respond to each statement by choosing one of 6 options from Strongly Agree to Strongly Disagree. The statistical results of this study have shown that the students had moderate attitudes and motivation levels towards learning English, and various background variables, such as students' age, gender, multi-lingualism, duration of English studies, high school types, parents' English, education and income levels statically influence their attitudes and motivation levels towards learning English.

Keywords: Attitudes and motivation in language learning, Turkish senior high school students, English as a lingua franca.

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Spiritual Culture Codes in Phraseological Worldview (On the Materials of Chinese and Kazakh Languages)

Fatimabibi N. DAULET¹

Abstract

The article devoted to the linguistic and cultural analysis of Chinese and Kazakh phraseological units related to the cult concept. Problem statement is based on the lack of comparative studies of cult related Chinese and Kazakh phraseological units and growing interest of modern linguistics to the cultural codes, identifying the whole worldview of these ethnic groups. Object of research: ethnic and cultural specifics of using of Chinese and Kazakh phraseological units related to the theme of cult, which have a high cognitive potential and presented as one of the source of cultural and national heritage of Chinese and Kazakh nations. Subject of research: the ethnocultural features of cultic Chinese and Kazakh phraseological units, identified through the comparison analysis. The purpose of this study is to identify the typological similarities and ethnocultural aspects of using of cult related Chinese and Kazakh phraseological units. The objectives: to identify and classify the cult related Chinese and Kazakh idioms; to analyze the linguoculturological features of phraseological units; to define the semantic characteristics on the theme of cult, to study and describe their significative and denotative meanings, evaluativity, functional, stylistic and emotional expressive connotation. Academic novelty: It is the first research based on the materials of Chinese and Kazakh languages with full description of cultural and semantic systems and thematic groups of phraseological units, related to the cult theme, their general and special features, national cultural specifics.

Keywords: Chinese language, Kazakh language, comparative linguistics, linguistic worldview, culture codes

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How Popular Fiction is Translated: The Case of *The Hunger Games* Trilogy

Selen TEKALP¹

Ash Özlem TARAKÇIOĞLU²

Abstract

The main purpose of this paper is to examine what kind of translation strategies are used for translating fictive culture-specific items (CSIs) in the Turkish translations of *The Hunger Games* trilogy. The theoretical framework is based on the relationship between genre, translation and culture. The CSIs have been investigated under 5 categories through which the dystopian world of the text is represented. All of these categories are vital in reflecting the fictive atmosphere of the text. Therefore, the strategies used by the translator reveals the degree of translator's acquaintance with the dystopian world in the novel. The fictive CSIs extracted from the source texts and their Turkish counterparts have been labelled according to 9 translation strategies. During the labelling process, an intercoder reliability calculation has been conducted. The translation strategies have been aligned under the categories of domestication and foreignization. After obtaining the statistical data on the frequency of the usage of translation strategies, the results have been compared with the translator's answers to the questions of an online interview and it has been concluded that the translator's decision to foreignise or domesticate the source text largely depends on his/her acquaintance with the genre.

Keywords: popular fiction; translation strategies; fictive culture-specific items; proper nouns; The Hunger Games trilogy

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An Assessment of Impact of Information and Communication Technology in Enterprizes of Korca Region

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Jozef BUSHATI²

Aigars ANDERSONS³

Abstract

Ever-evolving and increasingly powerful Information and Communication Technologies (ICTs) have fundamentally changed the nature of global relationships, sources of competitive advantage and opportunities for economic and social development. ICTs have greatly increased the impact on every area of human life. Technologies such as the Internet, personal computers and wireless have turned the globe into a network of individuals, businesses, governments, and ever-growing schools who communicate and interact with one another. Without doubt ICTs plays a strategic role in managing organizations. This paper presents a part of the current state of ICTs for enterprises by establishing comparative bases for further studies in this field. It also helps academic institutions to evaluate and identify factors, as well as the specific role and weight of these factors have in the process of developing ICTs towards a developed economy and society in the context of digital Albania. It is presented as a scientific analyse, accomplished, detailed and expressed in percentage and graphical analysis of a number of very important data sets of enterprises in their full form, to unlock developments in the field of ICTs in our country, including specific ones based on concrete data. This study tends to study the extent to which these but have involved ICTs and what impact these technologies have in the daily work of these organizations in part of Albania (Korca Region) and brings its contribution as a perspective of literature, experience and international studies, the level of development of our country regarding the assessment of electronic readiness of business organizations.

Keywords: e-readiness, businesses organizations, information and communication technologies, internet, impact

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Bir Terör Saldırısına Şahit Olan Kişilerin Olaya Şahitlik Biçimlerine ve Bireycilik Toplulukçuluk Eğilimlerine Göre Travma Sonrası Stres Belirtilerinin ve Dünyaya İlişkin Varsayımlarının İncelenmesi

Derya DENİZ¹

Nida ATEŞ²

Öz

Bu çalışmanın amacı, bir terör saldırısına şahit olan kişilerin olaya şahitlik durumlarına göre travma belirtilerinin ve dünyaya ilişkin varsayımlarının karşılaştırılması; bu kişilerin bireycilik ve toplulukçuluk eğilimleri ile travma sonrası stres belirtileri ve dünyaya ilişkin varsayımları arasındaki ilişkinin incelenmesidir.

10 Aralık 2016'ta İstanbul'da bombalı araçla yapılan terör saldırısına görsel ve işitsel şahitliğin yanı sıra medya yoluyla da şahitlik eden 18 yaş üzeri, 133 kişi çalışmanın örneklemini oluşturmaktadır. Katılımcılar basit seçkisiz örnekleme yöntemiyle seçilmiştir. Çalışmada demografik form, Travma Sonrası Stres Belirtisi Ölçeği, Bireycilik Toplulukçuluk Ölçeği ve Dünyaya İlişkin Varsayımlar Ölçeği kullanılmıştır.

Saldırı olayına görsel şahit olma, işitsel şahit olma, yakınıni kaybetme, yakını yaralanma ve olayı haber kaynaklarından öğrenme olmak üzere 5 şahitlik durumuna göre ayrılmış grupların, dünyaya ilişkin varsayımları ve travma sonrası stres belirti düzeyleri ANOVA çoklu karşılaştırma testleri ile karşılaştırılmıştır. Travma sonrası stres belirtileri ve dünyaya ilişkin varsayımlarının cinsiyete ve saldırı olayı öncesinde travma yaşantısı olma- olmama durumlarına göre karşılaştırılması ise bağımsız t testi ile yapılmıştır. Bireycilik eğilimi ve toplulukçuluk eğilimi ile travma sonrası stres belirtileri ve dünyaya ilişkin varsayımları arasındaki ilişkiyi araştırmak için ise Pearson korelasyon analizi yapılmıştır.

Araştırmanın bulgularına göre, terör saldırısına şahit olma biçiminin kişilerin dünyaya ilişkin varsayımlarından adalet varsayımı puanlarına etki ettiği görülmektedir. Dolayısıyla terör saldırısına şahit olma durumlarına göre ayrılan grupların adalet varsayımları puanlarında istatistiksel olarak anlamlı bir farklılık olduğu bulunmuştur. Bu farklılığın hangi gruplar arasında olduğunu belirlemek için gruplar birbirleriyle karşılaştırılmış olup; terör saldırısına görsel şahitlik edenlerin adalet varsayımı puanları, olayı haber kaynaklarından ve sosyal medyadan öğrenenlerin puanından daha yüksek bulunmuştur. Terör saldırısına görsel şahitlik edenlerin adalet varsayımı puanları, işitsel şahitlik edenlerin puanından yüksek bulunmuştur. Terör saldırısına şahit olma biçiminin kişilerin dünyaya ilişkin varsayımlarından kontrol varsayımı puanlarına etki ettiği görülmüş, terör saldırısına görsel şahitlik edenlerin kontrol varsayımı puanları olayda yakınıni kaybedenlerin puanından daha yüksek bulunmuştur. Bireyin dünyayı kendi davranışlarıyla

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belirleyebileceği ve incinebilirlik olasılığını uygun davranışlarla en aza indirebileceği varsayımı olan kontrol varsayımı cinsiyete göre anlamlı farklılık göstermektedir.

Erkeklerin kontrol varsayımları kadınlara göre daha yüksek bulunmuştur. Araştırmaya katılan kişilerin travma sonrası stres belirti düzeylerinin, geçmişte travma yaşantısı olma ve olmama durumlarına göre anlamlı farklılık gösterdiği bulunmuştur. Geçmişte travma yaşantısı olanların travma sonrası stres belirti düzeyleri, travma yaşantısı olmayanlara göre daha yüksek bulunmuştur.

Bireycilik eğilimi ile dünyaya ilişkin varsayımlardan rastlantısallık varsayımı arasında pozitif yönde anlamlı bir ilişki bulunmuştur. Bireycilik eğilimi arttıkça rastlantısallık varsayımı artmaktadır.

Action Research Regarding Lexicology Application Fields in German Language Education

Handan KÖKSAL¹

Abstract

It is indicated by many that the lectures in German Language Education programme shall be handled with an occupation-oriented approach as much as possible. In order to increase the students' vocational competence in linguistics classes, associating this class with German education as a foreign language is an effective method. The purpose of this study is to increase the level of contribution of lexicology to prospective German teacher's vocation. For this purpose, with the "investigative teacher" role, liberating/enhancing/critical action research is adopted, an action research is planned as per "Learning Strategies Inventory" based on constructivist approach, ten step phases are followed and various data gathered are evaluated. The contributors are the students (n=44) who attend Linguistics I in the third semester of 2017/18 education year at German Linguistics programme in Trakya University Faculty of Education. The data is gathered via "Understanding Words" diagram as the concept of lexicology is discussed. Within a time span of 13 weeks, the correct and incorrect expressions are counted, coded via pre-exam, mid-exam and post-exam and the gathered figures are analysed via matching with 6 different figure intervals. It is determined that when the lexicology field knowledge is supported efficiently via pedagogical information and technological information, the intersecting area contributes to students' competence to read glossaries.

Keywords: Lexicology, Learning Strategies, Action Research, German Education, Linguistics

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Unsuccessful Coup Attempt: 1913 Overthrow the Government

Kemal YAKUT¹

Abstract

The 31 March Incident aimed to overthrow the "Committee of Union and Progress" (CUP). There are some claims that known as liberal, Prince Sabahaddin, tried to take political advantage of the Incident called as reaction. In 1910, Cemiyet-i Hafiye (secret organization) had planned to assassinate some ministers in order to overthrow government and the parliament. There was some supporter of old Stockholm ambassador Sherif Pasha in this operation.

CUP seized the power in 1912 by Coup D'état where they lost before. This coup changed political structure of the Ottoman Empire. Committee seized the power by coup however they did not purge their opponents radically.

Some of the opponents began to organize in order to overthrow new government. Inspiring by the coup, supporter of Prince Sabahaddin, desired to seize the power in the same way. Their aim was to form a government based upon decentralization after taking down the CUP. Principal Secretary of the Prince Sabahaddin, Satvet Lutfi, Nihat Reşat and Nevzat Bey tried to assemble all opponents under the same roof. According to the plan there would be a crowd show while armed people get into the Sublime Porte and overthrow the government. Yet, this operation of "overthrow the government" was failed. Who involved in this attempt was punished diversely. This unsuccessful coup attempt demonstrates that Prince and his supporters desired to seize the power by using military power.

Keywords: Committee of Union and Progress, military coup, coup d'état, Prince Sabahaddin, overthrow the government.

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On the language of European Integration

Elisabeth DONAT¹

Fabian ELBAKY²

Abstract

The debate on European Integration has been dominated by a technical wording during the economic and financial crisis in the last 10 years. Currently we are facing a shift in language on European “cooperation” towards a more emotional, but negative framing. A discourse on security has evoked during the so called refugee crisis, which is instrumentalized by political leaders as a practical answer to growing populism. Ulrike Guérot's concept of a European Republic intends to switch the debate to a positive and progressive viewpoint on European Integration, by introducing a political utopia on a European Republic which aims to combat the democratic deficit in the European Union.

We are trying to capture this shift in framing by examining attitudes towards a prospective European Republic by a semantic differential, which has been developed in an interdisciplinary manner by social scientists (Danube University Krems) and linguists (University of Münster). This instrument of measurement has been developed by Osgood et. al. in 1957 with the aim to capture especially emotional connotations of an attitude object. In our contribution we tracing back these intentions of the initial founders by asking for cross cultural equivalence of emotions towards a prospective European Republic. We have developed an online questionnaire which has been translated into 18 languages and spread all over Europe's civil society. Our results point to some comparative dimensions of evaluation of the concept of a European Republic, but also to some country-specific, historical differences. Furthermore, we discuss the advantages and disadvantages of using metaphors in a semantic differential and asking for appropriate areas of application in social sciences today.

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Çatışma Çözme Eğitiminin 6. Sınıf Öğrencilerinin Çatışma Çözme Becerilerine ve Özsaygı Düzeylerine Etkisi

Nida ATES¹

Aslı TAŞÖREN²

Öz

Bu araştırmada, çatışma çözme eğitim programının ortaokul altıncı sınıf düzeyindeki öğrencilerin, çatışma çözme becerilerine ve özsaygı düzeylerine etkisi incelenmiştir. Araştırma, çatışma çözme eğitim programının etkililiğini test etmek amacıyla, İstanbul ili, Avcılar ilçesi bir özel okulda okuyan, ortaokul altıncı sınıf düzeyindeki 15'i deney, 15'i kontrol grubunda olmak üzere toplam 30 öğrenciyle yürütülmüştür. Araştırmada, ön test-son test-izleme testi kontrol gruplu desen kullanılmıştır. Deney grubundaki 15 öğrenciye Çatışma Çözme Eğitimi verilmiş, kontrol grubuna ise, herhangi bir uygulama yapılmamıştır. Eğitim programı uygulanmadan önce ve sonra, deney ve kontrol gruplarının çatışma çözme davranışları Çatışma Çözme Davranışını Değerlendirme Ölçeği (ÇÇDDÖ) ile, özsaygı düzeyleri ise Coopersmith Özsaygı Envanteri (CÖE) ile değerlendirilmiştir. Deney grubuna verilen çatışma çözme eğitimi tamamlandıktan 1 hafta sonra kontrol grubuyla birlikte her iki gruba da son test olarak ÇÇDBÖ ve CÖE verilmiştir. Uygulanan eğitim programı sonrasında kazanılan çatışma çözme becerilerinin ve değişeceği düşünülen özsaygı düzeylerinin, kalıcı bir etkiye sahip olup olmadığını test etmek amacıyla son testin uygulanmasından 4 hafta sonra, izleme çalışması yapmak amacıyla deney ve kontrol gruplarına tekrar ÇÇDBÖ ve CÖE uygulanmıştır. Bulgulara bakıldığında, çatışma çözme eğitim programının sonucunda, deney grubundaki öğrencilerin, çatışma çözme becerileri ve özsaygı düzeylerinin yükseldiği görülmüştür. Çatışma çözme eğitim programına katılmayan kontrol grubunun olumlu çatışma çözme becerileri ve özsaygı düzeylerinde ise bir farklılık gözlenmemiştir.

Anahtar Kelimeler: Çatışma, Çatışma Çözme, Çatışma Çözme Eğitim Programı, Saldırganlık, Problem Çözme, Özsaygı

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Typical Grammatical Errors in Undergraduate Academic Essays

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Vineta APSE²

Abstract

Dealing with grammatical errors in writing has always been a research interest. Latest research on student errors in writing demonstrates that the use of the present and past verb tenses, use of noun phrases, missing articles, missing plural forms of the noun, use of prepositions and subject-verb agreement are among the most typical error types of English as a Second/Foreign Language students. The research conducted by di Gennaro (2016) demonstrated that grammatical errors differed depending on whether the text had been produced by international second-language writers or U.S. resident second-language writers. If the first group of students made errors in articles and prepositions as well as in the use of verb forms, word forms and plural forms; the other group struggled more with plural forms and word forms, then only article use and verb forms. However, the mentioned studies considered the writing of Chinese, French and English-speaking students. Therefore, the research objective of the present study is to find out the major grammatical errors in first-year undergraduate writing in Latvia. The paper focuses on the frequency analysis of grammatical errors in undergraduate essays written at the beginning of an academic writing course. The case study comprises the analysis of 29 first-year students' essays. The participants are majoring in modern languages and business studies at a university in Latvia. English is a foreign language for all of them, at the same time a language of medium in all the subjects taken in the study programme. The research results indicate that out of the total of 278 grammatical errors found in the analysed academic essays 42% are related to either missing an article or to an inappropriate use of the article, 15.1% are errors in subject-verb agreement, 12.6% errors are missing plural forms and 10.1% of errors are the wrong choice of the verb tense (progressive or perfect aspect, present or past tenses). The other errors include misuse of the degrees of comparison of adjectives, wrong word forms (mainly choice between an adjective and an adverb and the infinitive or the -ing form of the verb), use of the possessive case, misuse of prepositions and wrong word order. These findings are in line with the other recent studies, although certain differences can be observed, which could be explained by the limited sample size and the students' teaching and learning background.

Keywords: grammatical errors, undergraduate, academic essays

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Foreign Language Learners' Use of Coordinators in Writing

Firdevs SELVILI¹

Nur CEBECI²

Songül UZUN KESKIN³

Abstract

While learning a foreign language, all four language skills and sub-skills such as grammar and vocabulary are studied in order to produce a language. After practicing receptive skills, learners move to productive skills. Since grammar, spelling, punctuation are the most basic components of good writing, there is a strong relation between grammar and writing. Conjunctions such as correlative conjunctions and conjunctive adverbs are good examples to create fluency both in speaking and writing. And, this is possible only when the mastery of grammar is attained. The aim of this study is to investigate the impact of contextualized grammar instruction on students' writing performance and to find out how they relate their existing knowledge of contextual grammar in terms of coordinators to their writing skill. The study group is comprised of a total of 90 participants who are ELT freshmen students of Education Faculty at Trakya University enrolled in Spring term of the 2017-2018 academic year. The data has been collected through the analysis of their first term final exam papers of Contextual grammar I and final exam papers of Academic Reading and Writing I courses in order to determine the transfer of their knowledge of coordinating conjunctions, correlative conjunctions and conjunctive adverbs to their written products.

Key words: contextual grammar, writing skill, coordinating conjunctions, correlative conjunctions, conjunctive adverbs.

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Overview of the Appeal and Development of Technical Terminology in the Albanian Areal

Gani PLLANA¹ Sadete PLLANA²

Abstract

The history of appearance and development of technical terminologies in the Albanian area sheds light on the relationships they have entered into with social factors indicating what kinds of factors have prevailed in their appearance and development. Thus, for instance, at the end of the 19th century, a number of knowledge fields were stipulated by political factors, cultural and linguistic factors that are inextricably linked to our nation's efforts to arouse national consciousness through the growth of educational and cultural level of the people. Some sciences, through their fundamental special fields probably would be one of those factors that would accomplish this objective. Other factors were the opening of schools and the drafting of relevant textbooks thereby their accomplishment is to be achieved by means of written language. Therefore the first fundamental knowledge fields were embodied with them, such as mathematics, linguistics, geography. So the conceptual systems of the knowledge fields in their genesis arose on the basis of concepts, created directly and particularly for these areas. In the fields to come, other areas are appeared and developed, one part on the basis of the existing fields from their differentiation such as mathematics: algebra-geometry-stereometry, from physics: mechanics-electricity-optics, another part on the basis of human practical activity fields such as agronomy, veterinarian, forestry etc.

Keywords: Albanian language, Albanian area, technical terminology, standardization.

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