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Taking Advantages of Technologies: Using the Socrative in English Language Teaching Classes

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Abstract The advantages of technology cannot be ignored and new technological applications come into our life almost every day. In this sense, it is inevitable to use those technological devices in the field of education for efficient teaching and learning. This paper deals with the attitudes of prep school students toward using Socrative in the classroom as a tool of response system in real time. Socrative is a smart student response system that enables instructors to discover or assess what students have learned in their lectures in real time. The study was conducted at the beginning of the second semester of 2014-2015 academic year in a university prep school. The survey was applied after the Socrative being practiced for a five-month period of first semester. The survey instrument which was previously used by Dervan (2014) was used to reveal students' attitudes toward Socrative. The result of this study indicated that Socrative is a right tool that can help to improve users' engagement in the classroom. Moreover, statistical analysis showed that there was no difference between the attitudes across gender.

Keywords: Attitude, Real Time Assessment, Teaching with Socrative, Technology in Education, Teaching English.

1. Introduction

Information and communication technologies become indispensable due to being used in various fields of study. In recent years, as in all areas, technology is increasingly being used in education as well and roads are being made to effectively benefit from the technology in all areas of education (Çiftçi, et al., 2013). The use of technology is seen as an indicator of a high quality education by many educators, teachers and researchers (Çakır, & Yıldırım, 2009). There are so many web sites and so much software used in the learning and teaching process and this helps instructors to draw learners' attention to the topic being taught in the classroom.

Learners' engagement is vital during the learning process because unengaged learners do not listen or attend to learning activities (Terrion & Aceti, 2012). In this instance, related technologies take part to enhance teaching and learning motivation. There are enough devices to motivate learners in today's classrooms, for example, smart boards, tablets, smartphones, computers, projectors etc. It is easy to integrate all of those devices by means of software and all of them provide a wide range of different modalities for the instructors to engage learners in the topic being taught (Dervan, 2014). Integrating smartphones with the other devices in the class helps to enhance individual and group learning outcomes along with enabling more interactive discussions among students (Duncan et al., 2012). Kolb (2011) argues that smartphones are very useful devices; thereby, students are using them anytime, they never let

go and they are always with student, and are always on. Using smartphone tools are helpful and practical for the instructors because they can observe the students' learning (Manuguerra & Petocz, 2011).

Information and communication technology in education is widely used for effective learning throughout the world (Balta & Duran, 2015). As a kind of information and communication technology, Socrative has so many benefits. It has proved to be a useful technology in the field of education. For instance, the results of the study of Coca and Slisko (2013) showed that Socrative and smartphones were feasible tools that can facilitate active physics learning in classrooms. Further, using Socrative in introductory biology and molecular biology service courses, Liu and Taylor (2013) indicated that the student response systems enhanced students' engagement with the material and helped their in-class learning. Furthermore, Awedh, Mueen, Zafar, and Manzoor (2015) investigated the effect of using Socrative and Smartphones on the collaborative learning of students in computer architecture course in a community college and their results disclosed that collaborative learning and engagement with Socrative through Smartphones in the class improved student learning performance.

There are several versions of tools used in the classroom. Clickers were popular in the recent past but they were eclipsed by the quickly changing improvements in educational computer programs, smartphones, and applications. Today universities provide internet connection and students bring their own devices. These innovations made clickers obsolete. Socrative is becoming one of the most popular student response system. Socrative is a smart student response system that empowers teachers to engage their classrooms. It is a very useful tool for instructors who have difficulties engaging their students in the material taught. It helps instructors to motivate their students to the material being taught. It gives an opportunity to see the result of taught material at once. It can be used anywhere, anytime as it facilitates learning, and getting feedback (Socrative home page).

2. How to use Socrative?

Being a smart student response system user requires internet connectable devices like smartphones, tablets, laptops etc., and Socrative users need to create an account from www.socrative.com. Instructors and students access Socrative through separate entryways. Once instructors create an account from Socrative they have their own virtual room and room name. They can create multiple choice quizzes, open ended quizzes online and exit tickets in their rooms or they can use the Socrative template for creating quizzes and import them into their room for future usage. Students need only to download the application to their smartphones or tablets. When they access the system they will be asked to enter the room name of their instructor. Before starting a Socrative quiz there are choices for setting the quiz. Instructors are able to choose student paced-immediate feedback. Students receive immediate right/wrong feedback and explanations after they answer each question. Students answer questions in order and cannot skip or change their answers. The instructor is able to monitor their progress via a live results table or student paced – student navigation. Students have the ability to edit questions, skip questions and navigate the quiz their own way. Once they've completed the activity they can submit the entire assessment. And again the instructor is able to monitor their progress via a live results table or teacher paced quiz (Teachers control the flow of questions). The instructor sends one question at a time and shows the responses as they come in. They can skip and revisit questions. There are additional settings: The instructor can disable student names, randomize question order, randomize answer order and disable student feedback. After finishing the settings the instructor clicks to start the quiz. At the end

when all the users finish answering the quiz the instructor clicks to finish and he/she will be asked, "How would you like your report(s)?" You can get it via e mail, download, send to Google drive, view chart or view later. The next step is choosing your report type. Instructor can get whole class Excel, individual student(s) PDF or question specific PDF, then submit it.

The aim of this study is to find out the attitudes of English language learners of prep school at a private University towards using Socrative in their academic performance. The following research questions guided this study.

1-What are the attitudes of English language learners' towards Socrative?

2-Do the attitudes differ across gender?

3. Research Methodology

3.1 Participants

The research was conducted at a private University in Turkey, where the Socrative program has been used for five months in prep school classes. There are 297 students in prep school, however, only 191 of them took part in answering survey questions because the others were absent when the survey was conducted. Of the 191 students, it was noticed that 45 students gave the same answer to all questions; therefore, those participants were eliminated. Of the 146 participants, 75 students were male and 71 of them were female. Their ages ranged from 18 to 40. The participants were from different departments, most of them were from the interior design department, the others were from civil engineering, architecture, molecular biology, and electronic engineering and international relations departments. The participants learn English in the University prep school, organized in 16 different classes and at different levels of English, divided according to principles of the *Common European Framework of Reference for Languages*. 5 classes are A2, 8 classes are B1 and 3 classes are B2. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations across languages and national boundaries (Council of Europe home page).

3.2 Instrument

The survey questions were taken from Dervan's (2014) study, which Dervan conducted at the Institute of Technology in Blancharstown, Dublin, Ireland. The survey questions were validated using a focus group of students by Dervan. The reliability check was also conducted through the data collected from the sample of this study. Reliability can be stated in terms of stability or consistency. Reliability check, which is generally articulated in the form of Cronbach Alpha, is a widespread technique. In this method, only a sole test is required for valuing internal consistency. In this study reliability for the instrument was calculated as .77 which is enough to reflect the consistency of the items.

The survey questions were about English language learners' attitudes toward using Socrative in prep school classes. The survey consisted of 6 questions; the first two questions were about demographic information, age and gender. The following 4 questions were about use the of Socrative. The first and fourth were yes/no questions, the fourth was about disadvantages of Socrative. If the answer was yes for the last question the participants were asked to expand on the perceived disadvantages. The second question included 6 sub-items on a four-point balanced Likert scale. The answer text was *strongly agree*

/ agree / disagree / strongly disagree. The third question was a five-point balanced Likert scale. The answer text was *use a lot more / use more / OK now / use less / use a lot less*. As mentioned earlier, the survey questions were extracted from another work (Dervan, 2014). However, it was adapted to the current work. Two sub-items were removed from the second question because one of the sub-items was about group-work using Socrative, however, Socrative was not used in group-work at our University.

3.3 Data Collection

The survey was conducted to learn about students' experience with Socrative after using Socrative for five months. The survey was conducted in classes through Socrative, and printouts were also used for those who did not have a smartphone to answer. The survey was conducted in sixteen classes simultaneously. 191 students answered survey questions and 17 instructors observed them. 51 out of 191 used printouts. There were several reasons: some could not access the Internet, some did not have smartphones, and some found printouts of the survey easier to answer. The authors started the survey through Socrative itself and left the virtual room on for an hour and observed the process online. At the end, the printouts which were used by the participants who could not use Socrative were collected. And their data were uploaded to Socrative as well. When time was over the virtual room was turned off and the authors got the report from Socrative in Excel format and started to analyze them.

3.4 The use of Socrative at Our University

All the instructors at our University were using the same materials and they taught according to the pacing which was prepared for prep school classes by the administration. An online quiz bank was created by the instructors on Moodle. Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments (Moodle home page).

Almost all the instructors at our University are using the Socrative program, especially the grammar instructors. They love using Socrative in their lectures, they think it is enjoyable to teach with Socrative and find it a beneficial tool for teaching English language. Instructors share their quiz codes on Socrative or use the Socrative template. It is very useful and user friendly. In class, the instructors explain the topic, and towards the end of the lecture they ask students to access Socrative by using their smartphones. The students write the instructors' room name and start to answer the questions related to the topic taught. While the students are answering the questions they see the results on the smart board in real time and this motivate them to continue. When they finish answering the questions they see their mistakes if they have any, and ask the instructors to explain the topic again or correct their mistakes. This method informs both the students and the instructors not to move to a new topic before covering the topic accurately, and at the same time, it enhances the students' learning.

Here are some of the instructors' comments on Socrative: Mustafa, who applied the Socrative in his lectures for four months at our University, states that:

I use the Socrative to assess my students' learning. I find it a new, useful and interactive application. While using the Socrative I observe that it helps me to engage my students in the lectures. Additionally, the most important feature of Socrative is that it can be used outside of

the class. This flexible feature of Socrative gives an opportunity for us to observe our students' improvement anytime and anywhere.

Ayşenur has been instructing for three years and she has been using Socrative for one year. She says:

As a teacher, I find Socrative very useful and practical. It is enjoyable for students to use their smartphones during the lesson as technology is a part of lives today. Also, there are tons of questions prepared by other teachers around the world. It helps us offer students different exercises.

Selahattin has been instructing for 9 years and has been using Socrative for one year. She states:

Socrative has changed the education atmosphere in our University. It is totally modern revision system, time saving and nature friendly.

3.5 Findings

Findings are organized according to the research questions.

A. What are the attitudes of English language learners' towards Socrative?

Students' attitudes were assessed through first, second, third and fourth questions of the survey. For each question of the survey, the findings are presented separately.

First question: Do you think the use of an in-class student response system such as Socrative was helpful to your learning?

The responses of 146 participants were complete and their data were used to reveal students' thoughts about the first question. Of the 146 students, only 14% answered *NO* while 86% answered *YES* for the first question. Furthermore, 61 (81%) male participants out of 75 selected *YES*, while 14 (19%) participants selected *NO*. On the other hand, 64 (90%) female participants out of 71 selected *YES*, while only 7 (10%) participants selected *NO* for the first question. According to these findings, it can be said that female users have more positive thoughts about using Socrative in class, and it is helpful for their learning.

Second question: Thinking about HOW Socrative helped your learning, please provide your response to EACH statement below (The statements are supplied on the graph depicted in Figure 1).

Results of users' answers to each sub-item of the second question are shown in Figure I. Each sub-item of the second question was scored on the Likert scale. The highest possible score was 584 points for each sub-item of the second question. The height of each column demonstrates the total scores given to that item by participants. Each column in Figure I shows the number of participants who selected the options for sub-items of the second question.

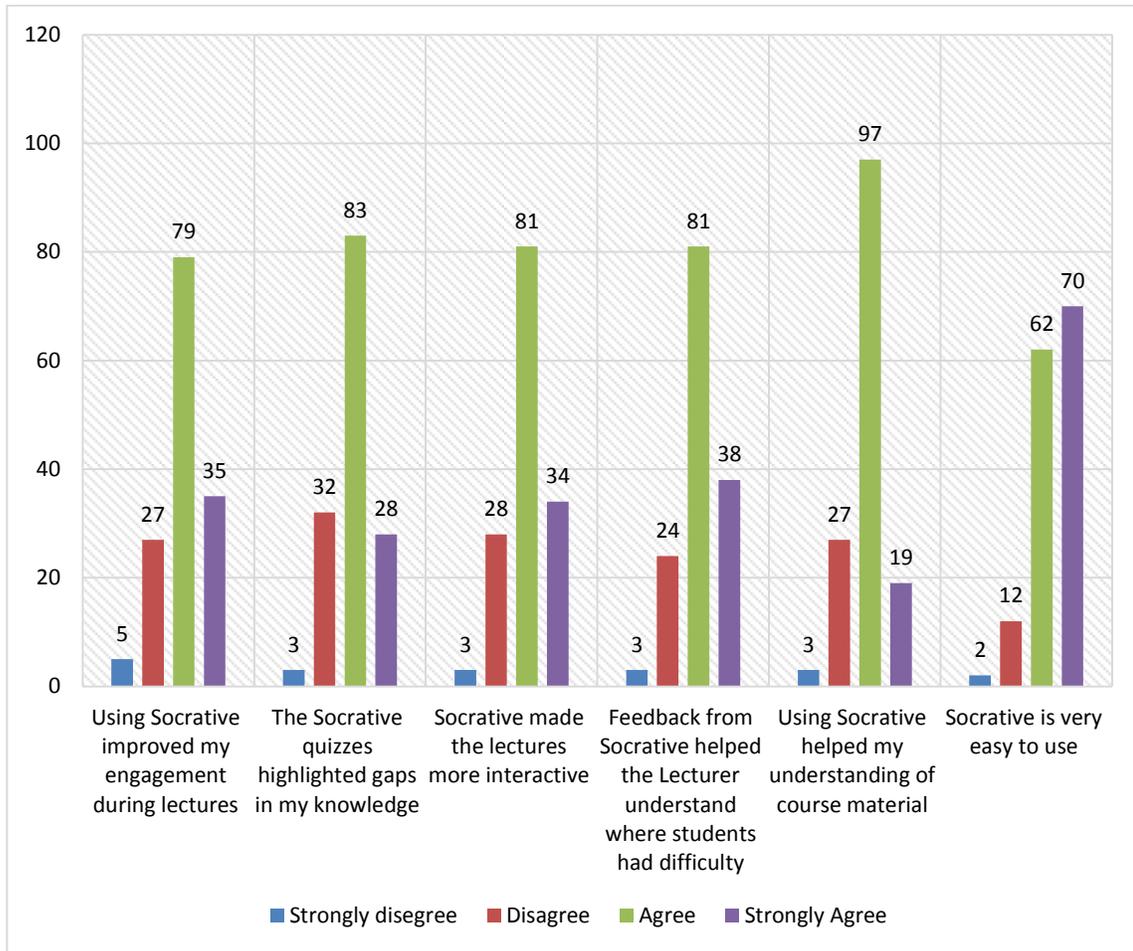


Figure 1. Results of the question 2 on the use of Socrative

As it is conspicuously seen in Figure I, *strongly agree* (70 students) was selected more than the others for the sixth item (Socrative is very easy to use) of the second question. Furthermore, participants chose *agree* (97 students) more than the others for the fifth item (Using Socrative helped my understanding of course material). Moreover, on all sub-items, only 3,4% or less participants chose *strongly disagree*. On one hand, among all sub-items, the total score of the sixth sub-item (Socrative is very easy to use) of the second question was 492, which is the highest score. On the other hand, the total score of the fifth sub-item (using Socrative helped my understanding of course material) of the second question was 424, which was the lowest. All in all, this figure is an indicator of positive attitudes toward Socrative.

Third question: Based on your experience of using Socrative this semester and thinking about next semester, please indicate your view as follows: I would like to see...

The third question was on a five-point balanced Likert scale, the total score was 519, and the average was 3.6 out 5. The results of the responses of 146 students on this question are depicted on Figure 2.

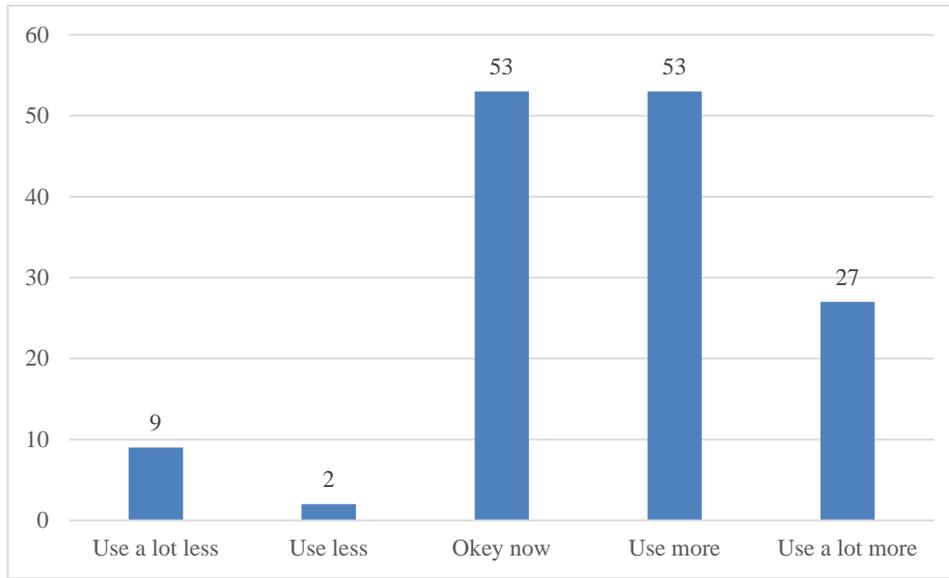


Figure 2. Results of the question 3 on the use of Socrative

According to Figure 2, while participants mostly chose *use more* and *ok now*, the choices *use a lot less* and *use less* were chosen the least. If we evaluate these findings according to gender, the female participants' total score of 262 (3.74 average) indicates a more positive outlook than male participants whose total score was 257 (3.47 average).

The fourth question: Do you think there are disadvantages to using a feedback system such as Socrative?

Two participants did not pose an answer to this question. 114 (78%) participants selected *NO* while 29 (20%) participants selected *YES* for the same question. If it is analyzed according to gender; while 51 (68%) male participants marked *NO* only 23 (31%) marked *YES* out of 75 male participants. While 63 (89%) female participants selected *NO* only 6 (9%) selected *YES* out of 71 female participants.

Participants were asked to expand on their answers if their answer was *YES*. Just 8 out of 29 indicated the disadvantages of Socrative. Three were disqualified due to ambivalence. The other remarks regarding disadvantages were about technical issues, such as memory capacity of smartphones, the distractions inherent to smartphone use, and the fact that not everyone has a smartphone etc.

Table 1. The summary of the Student Survey on the use of Socrative

Using Socrative ...	Student Response
It is easy (or very easy) to use (Yes)	86%
Improved my engagement (Agree/Strongly Agree)	78%
Use it more (or significantly more) next semester	55%
There are no perceived disadvantages	78%

Table 1 was designed to reflect the results of the first research question. Four items from each of the four questions of the survey were chose to represent the attitudes of students.

Table 1 indicates that 86% of participants found Socrative easy to use, 78% of thought that Socrative improved their engagement, and 78% did not perceive any disadvantages. However, considering these findings, only 55% of participants wanted to use it more next semester.

B. Do the attitudes differ across gender?

To reveal the difference of attitudes towards the Socrative according to gender variable, inferential statistics was used. Independent sample t-test was conducted to determine the difference between the attitudes of male and female students. Levene’s test results show that there was no difference between the variances of the scores of the two groups. It means t-test, whose results are shown in Table 2, can safely be conducted.

Table 2. t- test results

<u>Levene's Test for Equality of Variances</u>		<u>t-test for Equality of Means</u>					
	Sig.	t	df	p	Mean Difference	Std. Error Difference	
	.184	.669	-.914	144	.362	-.949	1.034

($\alpha=0, 05$)

Table 2 indicates that there appear no statistically significant difference between the attitudes of male and female students ($t=-.914$ and $p>.05$). To get these results, students’ total scores on 2nd and 3rd questions were computed. The mean score attained by male and female students were 39.6 and 40.5 respectively. The mean difference (.95) was so small that statistically significant result was not observed.

Thus, though the results of descriptive statistics indicate a difference between the attitude of male and female students, the inferential statistics proved that this difference is not significant.

4. Conclusion

In this study, our fundamental aim was to reveal students’ attitudes towards the use of Socrative and the difference in their view according to gender. It is very important for an instructor to follow innovations in technological improvement and take advantage of appropriate applications to integrate into their classrooms. Only then will they be the kind of instructor who responds creatively to the limits of time and ensures students a better education. Our research indicates that Socrative is an appropriate tool that instructors can safely use in their English teaching classes to achieve better instruction.

The successful use of Socrative at our University and positive attitudes of students proves that Socrative, a student response system, facilitates teaching interactively in English language classes, and can be imitated and applied at other institutions.

The positive attitudes of students demonstrate that the claim that Socrative creates an active learning environment in class and helps enhance the learning process is, at least, correct for the participants of this study. Moreover, the statistically insignificant results between the attitudes of male and female students also indicate that Socrative can safely be used in classes without taking the gender differences into account.

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Bridging the Gap between Theory and Practice: The Use of Films in Language Learning

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Abstract: Films can be used as a pedagogic means to improve language learning, based on the premise that, they provide real-life language input. In addition, films have the potential to provide language learners audio and visual stimuli; therefore they are essential tools in the development of foreign language proficiency. The present study aims at exploring the effectiveness of films as authentic materials on language learning. The questionnaire that was conducted on 80 undergraduate students in this study yielded that films can foster language learning.

Keywords: Films, Listening, Communication, Language Learning, Language Proficiency

1. Introduction

Films are essential materials for language learners as the language used in them comprise everyday language. Conversations in films occur in real life contexts, therefore learners explore how language is used by its native speakers. One of the major benefits of films is their contribution to the development of spoken language comprehension. Understanding the authentic language, which is used in films, supports enhancement of listening comprehension. Listening is useful in language learning for its high potential to provide comprehensible input for learners. A further benefit of films is their role in recalling of L2 vocabulary; moreover, learners gain knowledge about stress, accent and intonation. In terms of developing critical thinking, making learning more enjoyable, effective, and efficient for writing classes, movies play important role, as well. Also pronunciation can be fostered with watching films. This study intends to examine the role of watching films in language learning; in particular the study investigates whether the use of films in language learning motivates learners to develop their language proficiency.

2. Literature Review

Martinez (2002) argues that films have high level language proficiency and the vocabulary introduced in films is irrelevant to needs of learners. Similarly Widdowson (1996) highlights the difficulty of the vocabulary in films and concludes that learners can be demotivated. However, learners' ability of interpretation is enhanced through constant exposure to language input (Bacon & Finneman, 1994).

The use of films in the EFL classroom provides a great number of advantages. Many researchers (Cross, 2011; Stempelski, 2000; Mekheimer, 2011) investigated the role of films in language teaching and majority of them agree on their benefits in language learning environment. Films are essential materials in a language lesson that "provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners" (King, 2002, p.1). Khan (2015) considers that it makes perfect sense

when movies are integrated into language classrooms since films are an inclusive piece of students' lives today, so they are motivating and render the language learning enjoyable.

Films are valuable sources of authentic language. Authentic materials are produced in real communication rather than for the purpose of language teaching (Nunan, 1999). As authentic materials include the characteristics of language used by the native speakers (Taylor, 1994), they have significant impact on the language improvement. Integration of these materials into language teaching is pedagogically useful because learners are exposed to the target language (Gilmore, 2007). Language learners practice how to utilize the language in real world settings. Melvin and Stout (1987) advocate the use of films in language learning because learners stand a better chance of practicing the language. Films are interesting and motivating therefore language learners effectively absorb the language input provided by them.

Moreover, Li (2013) states that movies not only provide for learners linguistic information but also enable them to understand the social environment where the language is spoken. Films are useful tools to be aware of dialectal differences of a language (Martinez, 2002) and they are associated with the study of culture (Melvin & Stout, 1987). Berk (2009) argues that "when you watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom" (p 2). These aspects of films encourage language learners to acquire vocabulary to express their emotions and feelings. Furthermore, Ismaili (2013) comes to a conclusion that in addition to learners own understanding about concepts or stories, movies provide a spectacular chance for them to obtain background understanding, as opposed to reading passages. Likewise, Schander et al. (2013) maintains that in terms of colloquial English, films become a valuable source as "they present real life contexts, an opportunity to be exposed to different voices, degrees of formality, reduced speeches, stress, accents, and dialects".

Research Questions

This study has tried to investigate the following questions:

- 1) Does the use of films motivate learners for language improvement?
- 2) Are films valuable resources to develop language proficiency?

3. Research Methodology

3.1 Design of the Study

This study investigated the contributions of films to language improvement. This study uses descriptive research method which describes a situation analyzing the collected data without searching for cause and effect. Participants answered the questions in the questionnaire and their responses were analyzed and described.

3.2 Participants

The sample defines this case study is eighty (40 male, 40 female) undergraduate students at a university in which all classes are taught in English language. The questionnaires were distributed randomly; therefore, the participants are from different departments.

3.3 Data Collection

In this research a five point Likert scale was used ranging from strongly disagree to strongly agree. The participants were delivered the questionnaires in their classes by the researcher. The gathered data was analyzed by the Statistical Package for the Social Sciences (SPSS).

Table 1: Attitudes of students towards the use of films for language improvement

Variables	Frequency	Mean	Standard Deviation
1. The use of films enhances listening comprehension		4.462	.6740
Strongly Disagree (1)	0		
Disagree	0		
Neutral	8		
Agree	27		
Strongly Agree (5)	45		
2. The use of films fosters pronunciation		4.475	.5948
Strongly Disagree (1)	0		
Disagree	0		
Neutral	4		
Agree	34		
Strongly Agree (5)	42		
3. The use of films develops knowledge of stress accent and intonation		4.138	.6702
Strongly Disagree (1)	0		
Disagree	0		
Neutral	13		
Agree	43		
Strongly Agree (5)	24		
4. The use of films improves spoken language comprehension		4.367	.5888
Strongly Disagree (1)	0		
Disagree	0		
Neutral	4		
Agree	39		
Strongly Agree (5)	37		

5. Films increase lexical knowledge		4.575	.5687
Strongly Disagree (1)	0		
Disagree	0		
Neutral	3		
Agree	28		
Strongly Agree (5)	49		
<hr/>			
6. Films help with communication		4.475	.6157
Strongly Disagree (1)	0		
Disagree	0		
Neutral	5		
Agree	32		
Strongly Agree (5)	43		
<hr/>			
7. The use of films motivate learners for language improvement		4.475	.6556
Strongly Disagree (1)	0		
Disagree	0		
Neutral	7		
Agree	28		
Strongly Agree (5)	45		
<hr/>			
8. Films are valuable materials for overall language proficiency		4.550	.5932
Strongly Disagree (1)	0		
Disagree	0		
Neutral	4		
Agree	28		
Strongly Agree (5)	48		

Table (1) demonstrates the attitudes of learners towards the use of films in language learning. It is noteworthy that, majority of the participants are of the opinion that films are useful and motivating tools that can be utilized in language learning. The questionnaire yielded that participants believe in the potential of films in terms of their role in pronunciation, stress, intonation, lexical knowledge, listening comprehension, and language overall language proficiency development.

Table 2: Multiple Regression: Attitudes towards the use of films in language learning

Dependent Variable: Films are valuable materials for overall language proficiency

Variable	Coefficient (SE)	Standardized Beta	P-Value
Q1	.077	.009	.018*
Q2	.100	.317	.005*

Q3	.083	.029	.155
Q4	.099	.032	.045*
Q5	.086	.310	.001*
Q6	.185	.006	.033*
Q7	.091	.427	.000*

$R^2 = .820$

*Significant at $p < .05$

Table (2) measures the proportion of the variation in the dependent variable (films are valuable materials for overall language proficiency) that was explained by variations in the independent variables. The "R-Square" tells us that 82 % of the variation was explained. The beta coefficient tells us how strongly the independent variable associated with the dependent variables. It should be noticed that six of the significance levels are $< .05$, so they are all significant.

4. Discussion and Conclusion

The use of films in language learning helps learners to notice that language can be used in different contexts. Learners become aware of how language is used by its native speakers in a particular language community. The naturalistic environment in films helps students acquire the language at ease. Films appeal to people's emotions thus learning process becomes more entertaining and easier. Through films learners are exposed to examples of real language considered as a valuable source of input. The input hypothesis, developed by Krashen (1985), argues that language is acquired by receiving comprehensible input; films in this respect are necessary tools in language learning since they provide language learners meaningful comprehensible input. The focus in language learning is in the process of communicating for that reason presenting learners variety of opportunities increase the communication efficiency of learners. Learners focus on meaning while watching hence films activate their capacity for acquiring language. Conversational interactions in natural settings develop oral skills and learners use this information in their own speaking performance. Films are criticized for not teaching the Standard English such as vocabulary and grammar usage, however the role of films in the development of lexical knowledge and grammatical structure cannot be underestimated. By extension, these are the aspects learners need to take into account when writing.

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The Great Depression: Slow Recovery & Policy Mistakes

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Abstract: The Great Crash of the United States stock market that took place on October 29, 1929 marked the beginning of the ever longest recession that the US economy endured during the subsequent decade. The US economy experienced a drastic fall in the US real output and soaring rates of unemployment that led policymakers to initiate a multitude of policy measures to overcome this depression and to start the economic recovery, yet this recovery was a very slow and disrupted process that marked the entire decade as the Great Depression. This paper attempts to highlight these policy measures that led to this slow recovery though were intended to speed up the recovery and to retain the prewar rates of economic growth.

Keywords: The Great Depression, Economy, Recovery, Policy

1. Introduction

What is known in the literature as the “Black Tuesday” marked the onset of the Great Depression in the United States. On October 29, 1929, the stock market that was witnessing a steadily growing rate for a decade collapsed over a night dropping the US economy into the longest and the strongest economic depression ever since.

The created consumer uncertainty regarding their future earning led them to cut on their purchases of durable goods. Thus, while the consumption of perishable goods witnessed a slight increase after the Great Crash in the stock market, consumption of durable goods was significantly reduced by the end of 1929, the thing that had huge repercussions on US aggregate real output during the 1930s (Temin, 1989).

Both of the terms: the Great Crash, which refers to the 1929 collapse in the US stock market, and the Great Depression which denotes the drastic decline in US real output during the 1930s, were used interchangeably by the public to refer to the same economic distress that the US economy was undergoing. However, economists do not view them as the same events to the point that some attempted to estimate the causal relationship among them (Romer, 1990).

Though the US economy went through a process of recovery during the 1930s, yet it was a disrupted and a sluggish recovery that marked the entire decade as the Great Depression. In this paper, I will attempt to review the policy measures that led to this slow recovery though were intended to speed up the recovery and to retain the prewar rates of economic growth.

2. Expansion of Federal Government

The aftermath of the Great Depression witnessed an expansion in the role of the federal government in the economic activity. The slow recovery led the public to call for more government intervention to heal the economy despite the fact that businesses resented the government control of their investment initiatives. The responsibilities that the federal government took over after the Great Crash like social security payments, and unemployment compensation payments for the involuntarily unemployed in addition to the increased role of trade unions that led to the establishment of minimum wage and minimum price set by the Wagner act, all necessitated the enlarged role of the government. In terms of public employment, public employees were increased from 553,000 employees in 1929 to 1,042,420 in 1941. Moreover, the federal budget was also inflated. In 1929 federal receipts represented only 3.8 % of the US GNP, and federal spending was measured as 3.04 % of the US GNP, and the government ran a budget surplus. Meanwhile, in 1939, federal receipts were increased to 5.5 of the US GNP, and the federal expenditure was almost tripled to achieve 9.77 of the GNP (Smiley, 2008).

3. Gold Standard

Though the Great Depression was a worldwide phenomenon where it hit many industrialized economies in Europe, Asia, and South America, the recovery process in the countries whose economy were contracting took shorter time if compared to the time that the economic recovery took in the United States. Many of the recession-inflicted economies recovered within the course of two years, while the process took more than a decade in the US. These economies did not run the same financial crises that the US economy ran, nor did they have the same banking system of the US, in addition to the fact that they relaxed the Gold Standards a few years before the Great Depression (Temin, 1976). In 1914, most of the industrialized economies were adopting the Gold Standard with fixed exchange rates of their domestic currency against gold and against foreign currencies. In the aftermath of WWI, many European countries, relaxed the Gold Standard, adopted floating exchange rates and printed money to finance military spending. As the US sustained the Gold Standard and did not alter the value of the US dollar, gold reserves started flowing into the US economy. Overseas holders of gold reserves started shipping their reserves to the US where gold sustained its value. In the aftermath of WWI, many European countries attempted to retain the Gold Standard alongside prewar rates of currency exchange. Since too much money was printed in the European countries that led to inflationary impact, and as the US reserves of gold were almost doubled where the US held 40% of the world's gold reserves in the 1920s, restoring the Gold Standards in these countries was impossible without a devaluation of their currencies or without the implementation of a set of deflationary policies. Consequently, in order to stem its outflow of gold, the US increased its discount rate in an attempt to raise the real interest rate. Yet, the US received more shipments of gold in 1928.

4. The Onset of the Great Depression

The established deflationary policies in the European countries that were intended to curtail economic activities and to lower price levels led to the crash of the US stock market as it negatively affected the value of firms' securities. The soaring unemployment that was associated with the reduction in real output led President Herbert C. Hoover to confer with industrials, business owners, investors, and

leaders of labor unions in December 1929 in a call to sustain wage rates and distribute more dividends to boost aggregate demand. Thus, urging them to redirect the burden of the economic contraction to fall on profits rather than on dividends. This initiative led to a massive bank runs and failures due to the sharp decline in the value of the firms' securities that was negatively reflected on banks portfolios. In 1931, and upon the drop of the Gold Standard by the United Kingdom, the Federal Reserves initiated another rise in the federal fund rate to affect gold outflow. International investors in the countries that were still holding the Gold Standard expected the US to devalue its currency or to drop the Gold Standard following the UK initiative, so the value of their holdings of US dollar dominated securities will be reduced. Following their expectations, investors in the overseas started selling their US dollars reserves to purchase gold. Accordingly, the increase in the real interest rate built upon the already existing bank failure as the US was committed to the Gold Standards, making American assets more expensive to be sold in the stock market. Bank failures were going on until the US Fed signaled a relief when it conducted an open market purchase of securities in 1931. Consequently, the first round of economic recovery started in 1933, but it was interrupted in 1934 and 1935. Another round of recovery that was initiated by the late 1935 was also interrupted in 1937. The US economy was not yet recovered when it was dragged into WWII in 1941.

5. Fiscal Policy

Enthusiasm about the potency of the monetary policy in moderating fluctuation of business cycle was mingled in the aftermath of the Great Depression. Keynes's analysis provided fiscal policy as an alternative to the impotence of monetary policy in heeling depression. Lack of investment opportunities and inadequate aggregate demand could be met by government expenditure that can compensate for the reduction in investment. So, it was believed by economists for a while that tax reduction could stimulate aggregate demand (Freidman, 1968). Thus, another policy measure that added on the slow recovery though was intended to speed it up is a misconduct of fiscal policy. In another initiative to recover the economy, on December 1929, President Hoover reduced all income tax rates by 1% in response to the continuous budget surpluses. This policy mistake turned the surplus into a deficit as less government revenue was achieved. Consequently, President Hoover called for a large increase in income tax that was approved and passed by the congress in 1932. The tax burden that worsened consumers' budget and reduced their disposable income led to a further contraction as consumer spending on durable and perishable goods was drastically declined.

6. Monetary Policy

Government intervention in economic activities was first addressed by John Maynard Keynes in his *General Theory of Employment, Interest, and Money* (1936) in response to the Great Depression when self-regulated market and Laissez-Faire market practices led to market failure and a long-run devastating recession. Later, monetary policy measures were also addressed in *A Program for Monetary Stability* (1960) by Melton Friedman, an advocate of Monetarism.

Policy measures are mandatory to overcome market imperfections. Monetary policy measures can boost the economy and increase economic growth through well-designed interest rate policies. By controlling overnight interest rates, Central Bank can affect private sector investments that are essential to achieve

economic progress. In terms of economic development, reducing financial volatility provides an investment-friendly environment that increases the prospects of public-private partnerships required to finance long-term development projects (Ireland, 2005). Moreover, private sector interest rates and market of financial assets are directly impacted by the central bank policies of interest rate. So interest rate could be used as an effective tool to harness the intensity of business cycles. Through controlling money supply, which is another monetary policy tool, aggregate demand on products, real estates, and financial assets is also controlled, thus inflation rates, volatility, and financial uncertainty could be minimized. Long-run consumption plans, especially in the market of real estates, are immediately impacted by financial instability. The damaging effects of financial volatility on economic growth could be minimized by using expansionary and contractionary policies through the inflationary pressure that the former creates or the recessionary effect the latter entails.

International trade is another sector impacted by money supply policies through exchange rates. Trade gains could be boosted and terms of trade could also be improved when inflation rates are controlled and financial instability is minimized. Another economic aggregate that is affected is unemployment rate. Through minimizing financial volatility, long-run employment contracts are likely to be easier to conduct, thus, foreign direct investment opportunities are more plausible and higher rates of economic growth are expected (Ireland, 2005).

Thus, wisely managed government intervention through monetary policy measures can help improving economic outcomes and achieving economic progress. However, though was intended to speed up the economic recovery, the misfortunate monetary measure that was initiated by the US government during the late 1920s decelerated the recovery rather than accelerated it. In response to the massive wave of bank failures where almost 10,800 banks failed during the period between 1929 and 1933 (Smiley, 2008), deposit-holders started reducing their bank deposits and hold more cash at their disposal than before; besides, surviving banks enlarged their cash reserves and held excess to avoid cash crises. The result was a massive decline of 30.9% of money supply. In response to the worsened economic condition, President Franklin D. Roosevelt declared banking holidays during which all banking transactions were suspended. These banking holidays that closed down the entire activities of the financial institutions finally ended the banks runs and failures and reclaimed the public confidence in the US banking system.

7. New Deal

President Roosevelt who was mistakenly advised that destructive market competition that led to overproduction and general glut is the main reason behind the depression, came into office in 1932 with the New Deal that included both the Agriculture Adjustment Act (AAA) and the National Recovery Administration (NRA) that were targeting the glut in the production and were designed to reduce real output, but on the other hand, retaining higher rates of wages and higher levels of prices. Higher rates of wages were realized indeed as firms attempted to comply with the adjustments, as well as a reduction in real output that was also realized, but the burden was passed again to consumers' disposable income rather than rates of profits.

8. Labor Union and Social Security Tax

In another attempt to sustain higher rates of wages, Senator Robert Wagner enacted the National Labor Relations Act in 1935 according to which workers were compelled to join labor unions in order to monopolize labor force and to solidify the working class bargaining power for better work conditions. Consequently, hourly labor cost hiked after the realization of an increase in the hourly wages and the establishment of overtime wage payments. Another reason behind the increase in labor cost was President Roosevelt's social security tax that was imposed on corporates' retained earnings. The tax that was designed to urge corporates to distribute dividends led some of them to raise wage rates and provide workers with bonuses to averse the tax on the undistributed earnings. The resulted increase in labor cost that was not associated with an increase in prices led to a massive wave of layoffs and to a soaring unemployment rate.

9. Change in Monetary Policy

As banks held higher rates of reserves after bank runs, policy makers feared inflationary pressure that might be generated by these increased reserves of banks in case they were used to increase lending. To keep inflation in check, the Fed doubled its required reserves by 1937 in order to curtail money supply and the expected soaring inflation rates. As the stock of money was reduced, aggregate demand was enormously reduced due to the increased costs of borrowing.

10. Conclusion

In their analysis of the reasons behind the slow recovery of the repercussions of the Great Depression, economists provide different views. Some economists argue that the New Deal that targeted overproduction was one of the main reasons that hindered the process of economic recovery. Meanwhile, others like Milton Friedman and Anna Schwartz emphasize the role mistaken monetary policy measures. Such a depression is unlikely to be repeated because the Federal Reserve Board will no longer be passive and sit aside when a drastic fall in money supply takes place. The experience in the management of economic crises that was acquired during the 1930s provides policy makers with some insightful ideas on policy measures that will lead them to manage the economy in a manner that averse the repetition of such a massive depression.

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The Benefits of Using L1 in Foreign Language Learning Process

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Abstract: It is believed that when learners are exposed to the target language excessively, they will have more practice to develop their language proficiency, for that reason the use of L1 in the language classroom is insistently avoided. However, if learners fail to understand in the target language, they cannot learn effectively; therefore, the use of first language (L1) in language classes should not be prohibited. Learning occurs in the target language (TL) in the language classroom based on the fact that learners understand activities. Thus, L1 has a facilitating factor in the language learning process. This study aims to put forth the benefits of using L1 in second language (L2) learning.

Keywords: First language, Second language, Comprehension, Language learning

1. Introduction

The use of L1 in foreign language teaching has been a controversial issue. Learners are believed to achieve foreign language learning effectively when they are involved in L2 in the language learning process, but using mother-tongue in the target language learning has obvious advantages.

The use of L1 has been less favored in L2 learning; therefore, mostly precluded. The widespread belief is that the constant use of the target language in the language learning process will lead to achievement. Turnball and Arnett (2002) advocate this idea and they conclude that “since teachers are often the primary source of linguistic input in the TL, it is therefore reasonable to argue that maximizing the TL in the classroom is a favorable practice” (p.205). Similarly, Krashen (1985) is of the opinion that learners learn L2 better in a learning environment where it is spoken. However, the use of L1 is a useful resource in L2 learning, and it facilitates second language learning.

2. The Benefits of Using L1

The use of first language can contribute to learners’ language proficiency; therefore, L1 should not be neglected in the language learning process. Though the use of L2 is given priority, the use of L1 should be allowed where necessary (Weschler, 1997) in foreign language learning. Atkinson (1987) argues that “although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued” (p.247). L1 is a useful tool to help learners with their language proficiency development. A total ban on the use of L1 will hinder

learners' comprehension of the target language. As Willis (1996) puts forward "don't ban mother-tongue use but encourage attempts to use the target language" (p.130).

Ernesto Macaro (1997) lists the benefits of using L1 as:

- a. First language is helpful for giving instruction to perform activities in the classroom
- b. Translation of some points and checking comprehension
- c. Giving feedback to students
- d. To maintain discipline in the classroom, first language is a useful tool

It is apparent that learners cannot carry out the learning task if they fail to understand it. By extension, learning does not occur without a complete comprehension. Thus, the use of L1 is a useful pedagogy to enable learners become aware of what they are doing.

Cook (2001, p. 418) offers some uses of L1 as:

- a. To facilitate the comprehension process when the use of L2 cannot be grasped by the learners
- b. To build a relationship between L1 and L2 in the minds of the students
- c. To continue learning tasks without any misunderstandings.
- d. To develop L2 activities for later real-life use

If the goals of an activity are not clearly understood, learners will not get involved effectively. And, they will not have the opportunity to improve their target language level, furthermore, learners will lose their motivation and desire in language learning. When learners do not understand what to do, and how to do, comprehension gap will occur. The use of L1 will fill in this gap, and learners will get more motivated to succeed more. Comprehension holds an important place in language learning, and "in order to prevent the misunderstanding of the meaning of the new word, teachers should provide clear, simple, and brief explanations of meaning, especially in the learners' first language" (Bouangeune, 2009, p.189). If comprehension does not occur, all activities used in the classroom are useless. L1 is a useful tool to make the meaning clear. Moreover, the use of L1 to give feedback to learners will confirm the comprehension. When teachers are convinced that learners have understood what is presented to them, they go on teaching. If teachers sense that comprehension does not occur, they will have to change their teaching strategies.

In order to see how grammar works in the target language, and understand errors, learners have a tendency to make a comparison between L1 and L2. Stern (1992) argues that "the L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language" (p. 282). Learners are prone to developing their L2 knowledge on the basis of L1 knowledge. This comparison allows them to master the rules in L2 effectively. Simply put, learners through transferring their L1 knowledge can easily pick up L2 knowledge.

The appropriate use of L1 has several benefits in language learning, but the excessive use of L1 should be avoided. As Macaro mentions "only through the learner using L2 can s/he achieve strategic communicative competence" (Macaro, 2001, p. 183). Too much exposure to L1 will restrict learners' communicative competence. Language skills will not sufficiently improve when L1 is overused.

Learners will not make enough effort to produce L2, and there will be a feeling that language items cannot be recognized until they are explained in L1.

3. Conclusion

Foreign language learning is not an easy process. Learners may have difficulty in understanding the target language at times. This difficulty can be removed from the language classroom by the use of L1. In particular, while giving instructions, providing lexical and structural knowledge, the implementation of L1 facilitates the learning process. It not only allows learners what and how to do, but also leads them to achievement. However, the excessive use of it is detrimental in language learning since it impedes communication skills of learners. In a nutshell, if used appropriately, L1 has obvious advantages, and can positively contribute to language learning.

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Erzurum in the Turkmen Version of Koroglu Legend

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Abstract: In the Turkmen version of Koroglu Legend, there exist lots of country, city and place names belonging to the Turkish world and neighboring folks. The places in the legend are not only composed of Turkmen lands and neighbors, but there are other extraordinary places like Kaf Mountain as well. The hero of the legend, Koroglu, has connections with neighboring places because of various reasons. In the most of the sections, Koroglu organizes wars against the neighboring countries and cities. He imposes a tax on some of those countries and cities. Arzilum (Erzurum) is also one of the cities in which Koroglu is interested. Although it's far from Turkmen geography, Erzurum takes place in the Turkmen version of the legend. The city is described in details. In the most sections of the legend, the name and the characteristics of the city, particularly "Erhasan and Tellihan" take place. In this study, the materials related to Erzurum, which is located in twenty one sections of the Turkmen version of Koroglu Legend, have been analyzed. The information given about the city has been evaluated, particularly by moving from the section of "Erhasan and Tellihan".

Keywords: Koroglu Legend, Turkmen, Names of the Places, Erzurum, Erhasan, Tellihan

1. Introduction

Koroglu is not only the legend of the Turkic folks, but also of Georgian, Tajik and other neighboring geographies, as well. The legend which was spread in a vast region has a rich plot. Depending on the variety of the events, there are multi-colored places in the legend. There are the names of the different places, which are belonging to the various locations from the west to the east and from the surface of the earth to the welkin, and their descriptions. Besides Camlibel which is the main location of the saga, Ottoman, Germiyan, Nishabur, Arabia, Georgia, Rawan, Tabriz, Esfahan, Aleppo, Shirwan, Semerkant, Bukhara, Rum, Istanbul, China, Afghanistan, Azerbaijan and Kaf Mountain are major place names.

Camlibel, which is named as "Candibil" in the Turkmen version of the saga, is located on the Yildiz mountain, namely in the north of Turkmenistan on, alias the Balkan mountains (Kiçigulov, 1976, p.86). Koroglu embarks on many adventures by going from this center to the neighboring countries and the cities. One of the cities, which exist in many different versions of the legend and related to a variety of the events, is also Erzurum. Erzurum, particularly forming the main location of the "Erhasan and Tellihan" versions, is a place in which Koroglu and his brave-men have been portrayed. That's why there are descriptions and information regarding Erzurum. In the Turkmen version of the epic, the name of the city, as also uttered by the folks living in the region, is Arzilum (Kürkçüoğlu, 2007, p.6-9). It is possible that "Arz al Rum" which is one of the Arabic-rooted names of the city has transformed into

“Arzılum” in the course of time. It will be clear by moving from the information provided in the work, whether Arzılum taking place in Koroglu legend is Erzurum or not. In the Turkmen version, 21 sections of Koroglu have been examined. Taking these into consideration, the parts concerning Erzurum, in order of the sections, are as follows in the legend:

In the section of the “Arapdan Ar Alış” (Revenge from the Arab), Gülendârn talks about Erzurum.

*“Göroglı beg gelip, atından düşdi,
Sir Koroglu came and dismounted his horse
Senin gızın gucaklaşıp görüşdi,
He talked to your daughter and gave her a hug
Birbirine gülpeçek dey çıırmaşdı,
They embraced each other like ivy
Arzılum Dağı ’ndan aşdı yaranlar.”*
The lovers climbed over the Arzılum mountain (Memmet yazov et al.,1990, p. 100).”

In this stanza, it is said that Koroglu passed over the Arzılum mountain by taking Arab Reyhan’s daughter away with him. In the Turkmen version of the legend, Erzurum, as stated above, is commemorated with its mountain. The information given in the text tallies with the surface features of the city which is located geographically in a mountainous region. Additionally, the name of Erzurum mostly appears in connection with the events concerning Arab Reyhan. Therefore, the hometown of Arab Reyhan is of Erzurum. Koroglu passes by the Araz (Aras) river so as to arrive at the place in which Arab Reyhan lives and then he reaches at Erzurum. In the saga, Araz is told in the words of Koroglu as follows:

*“Gurbanın bolayın canım gıratım
For God’s sake, my sweetly dapple-gray
Araz deryasından geçer günündür.
This is the day you will pass through the Araz river”* (1990, p. 85).

As it is known, it is within the bounds of possibility that someone coming from Turkmenistan can reach at Erzurum by passing Aras river. In the saga, it is clear that Koroglu has arrived in Anatolia, namely to Erzurum, by following such a route.

In the section of “Arab Reyhan” in the Turkmen version of Koroglu epic, Hopnişan Peri tells Sultan Leke about Erzurum.

*“Altında atı bar semender kimin,
He is on his horse like a phoenix,
Deh diyse dar köçe boldı yol kimin,
Saying giddap, like a road become the narrow streets,
Göye garlı dagdan akan sil kimin,
Like the flood running from the snowy mountain to the welkin,*

Arzulum Dağı'ndan ötdi soltanım.

My sultan passed over the Arzulum mountain" (1990, p. 333).

Koroglu turns back to his homeland by passing over the Erzurum mountain. Koroglu disguises into a shepherd and speaks in Ottoman Turkish to get information about Sultan Leke and his army who follow him. "He disguised into a shepherd. They caught up, too. Koroglu greeted them in their mother tongue, Ottoman." (1990, p. 333). When the ones coming later ask his nationality, he says "Ottoman." As it can be understood from here, Erzurum is a place related to the Ottoman Empire. Eventually, the possibility that the city is located on a different location in the east or north according to Turkmenistan is eliminated. The information "Ottoman" accommodates Erzurum in the legend to the city Erzurum, which is known as a place.

In the same section, the name of the Erzurum Mountain is also uttered in full by the words of Koroglu in another verse. Here, Koroglu uses the name of "Pelen Mountain" in the two verses of five stanzas.

"Arap Reyhan bu işine guvanma,

Arab Reyhan, don't be proud of this deed,

Ol Pelen Dağı'ndan aşdığım bardır.

I have climbed over Pelen Mountain

...

Damagina tumar takan gızını

Your daughter wearing jewelry around her neck

Ol Pelen Dağı'nda güçdığım bardır.

Have been hugged by me on the Pelen Mountain" (1990, p. 362).

In this part, he repeats the incident concerning the Arab Reyhan's daughter whom he had abducted. Above was mentioned that he had run away from the Erzurum Mountain by taking the girl away with him; here, the name of the mountain is openly articulated. This mountain is Palandoken. It is also named as Palan Mountain. In the verse, the use of Pelen instead of Palan is of accent.

In the section of Kırk Münler (Forty Thousands), Koroglu has a great war with Sultan Hünker. One of the places of the war is also Erzurum.

"Arzulum Dağı'nda söveş düşende,

When the battle starts on Arzulum Mountain,

Er yigitler yürekleri coşanda,

When the hearts of the brave-men beat,

Gılıçdan gırmızı ganlar saçanda,

When the red blood drops off the sword,

Muhannesler zar zar yıglar (ağlar) soltanım.

The cowards weep and weep, my dear sultan!" (1990, p. 416).

In the section of “Bezirgen,” in three separate stanzas, it is given information about Erzurum. In the first of these stanzas, Aysoltan tries to convince Bezirgen not to go for a long journey:

“Arzulum *Dagi*’nda yagmırlar yagar,
It rains on the Arzulum Mountain,
Melevşeler kaddı bilini (belini) eger,
Violets nod their heads and bend double
Yayın okı eziz tenine deger,
Arrow of the arch touches your precious skin,
Arkadagım gitme uzak yollara.
O, the one I trust, do not go to far places” (1990, p.541).

Koroglu gives the second information about Erzurum:

“Göroglı beg dünya erkdir,
Sir Koroglu, the world is calm,
Han Övez’e gelen görkdür,
What Han Övez obtains is the glory,
Arzulum’un yolu berkdir,
The road to Arzulum is hard,
Gayt (git) bezirgen yol mundadır.
Off you go, the road, yielding a profit is here.”(1990, p.548).

The last information in the section of Bezirgen is given by Bezirgen himself:

“Arzulum’da kovup yeten,
Getting close to Arzulum
Yaka bir yan çalıp tutan,
Putting himself on airs
Doganlık aradan öten,
Killing the brotherhood,
Göroglı atlı agam vardır.
There is an elder of me, named Koroglu
...
Arzulum’da onun adı,
His name in Arzulum,
Haka yetişer peryadı,
His screams are heard by God,
Cümle peri soltanzadı,
All elves and the children of the sultan,
Sapar Mehrem şirim bardır.
I have Sapar Mehrem the lion.”(1990, p.556).

In the section of Bezirgen, there is no additional info on Erzurum different from the aforesaid information. It is mentioned that there is rain on the mountain of the city; it is a long way and the people in the city know Koroglu very well. Indeed, the widest information about Erzurum is given in the section of “Erhasan and Tellihan” in the Turkmen version. Erhasan, one of the brave-men of Koroglu, falls in love with Tellihan, Sultan Hasan’s daughter living in Erzurum, whom he had seen in his dream. He goes to Erzurum to get/have her. Based on this event, it is given a lot of information about Erzurum, which is in the main location.

Erhasan asks for permission from Koroglu to get the girl he had seen in his dream. He gives voice to his desire for her in a five-stanza ballad with the repeated voice (*radif*) of “If you allow, I will go to Arzulum.” In the poem, the peculiarities of Erzurum are not told; only it is said about the thought of going to this city.

*“Arzım iřit endibil soltani,
Sultan of endibil, hear my wish,
Rugsat bersen Arzulum’a gideyin,
Allow me, let me go to Arzulum,
Yokdur diysen menin szmde hatam,
Should you say no, then the mistake is with my saying
Rugsat bersen Arzulum’a gideyin.
Allow me, let me go to Arzulum*

*Bir ak sagal baba geldi gařıma,
With an elder wise man, I came across
Yar svdasın saldı menin bařıma,
He set the love of darling on me
Hi bakabilmenem degre dařıma,
I cannot glance around
Rugsat bersen Arzulum’a gideyin.
Allow me, let me go to Arzulum.*

*Symek sylmeklik ozaldan bardı,
Love and to be loved used to be
Iřk svdasın bu gn bařıma urdı,
He pushed my head into the love
Tellihan diyip renni royum sargardı,
Faded out my face as I say Tellihan
Rugsat bersen Arzulum’a gideyin.
Allow me, let me go to Arzulum.*

*Eger bersen senden rugsat dilerim,
If you give, I ask for your permission,
Ol yarı grmesem bolmaz kararım,
No way, but seeing the darling is my decision,*

*Düysümde görmüşem Tellihan yarım,
I have seen Tellihan, my darling, in my dream
Rugsat bersen **Arzulum** 'a gideyin.
Allow me, let me go to Arzulum.*

*Erhasan diyr indi bile yörmege,
Says Erhasan, walk together anymore,
Tayın yar yolunda canım bermege,
Ready to give his life for the sake of the way to my darling
Arzım şodur söver yarı görmege,
It is my wish to see the darling, I seek for
Rugsat bersen **Arzulum** 'a gideyin.
Allow me, let me go to Arzulum." (1990, p. 742-743).*

Upon these words, Koroglu gives his horse, sword and quiver and sees Erhasan off. He gives place to Erzurum among the words he told him.

*"Bir muştak sen söver yarın gönlünde,
You the zealous lover, love your darling from your heart
İndi müngün Girat 'ımın bilinde,
Now, with your water-skin on the waist of My dapple-gray
Barar (varır) bolsan **Arzulum** 'un ilinde,
Should you arrive at **Arzulum** city,
Bargın (git) Hasan bir Alla 'ga tabşırdım.
Off you go, I entrusted you to God.*

...
***Arzulum** şundan kıldın erada,
O **Arzulum**, you exist now for this,
Huda kılsın kuvvatını ziyada,
May God strengthen you,
Yetirgey sen mert yigidi mirada,
Reach you at your wish,
Bargın Hasan bir Alla 'ga tabşırdım.
Off you go, I entrusted you to God." (1990, p. 746-747).*

Koroglu, in another advice to Erhasan, touches shortly about Erzurum:

*"**Arzulum** 'a kıldın talap,
You wish to go to **Arzulum**,
Tellihan 'ı Hak 'dan dilep,
By begging Tellihan of Hakk (God),
Gördüm seni indi sinap,
I tested you so believed,
Berekella batır Hasan.
(May God grace you) you, brave Hasan" (1990, p.750).*

After these words, Erhasan takes the road. This incident is shortly summarized by this prose in the legend as follows: “*Erhasan, in this journey, arrived at the Erzurum city by taking the road to be lasted for two months in 20 days without stopping the horse. When he saw the vineries and the minarets of the city, he commemorated Tellihan and uttered a sentence.*” (1990, p.751). As it is seen in the text, the road to Erzurum is two months by horse. This distance is an estimation that is close to the reality. On the other side, the existence of the vineries and the minarets makes reference to both the greenery and an Islamic place. There is significant information in this section that will form the basis for the root of Koroglu Legend. The father of Tellihan is Shah Hassan. Comparing with the historical records, it can be said that Shah Hassan is Uzun Hassan, the king of the White Sheep Turkomans who reined Erzurum. Uzun Hassan had some conquests Erzurum and its environs in 1456. Then, in 1467, he ends up the sovereign of the Black Sheep Turkomans in Erzurum. The city was subjected to the reign of Uzun Hassan between 1473 and 1478 (Kürkçüoğlu, 2007, p. 136-140; Yüksel, 2006, p.15). The reputed fame of Uzun Hassan reining a lot of places in Azerbaijan, Armenia and the East Anatolia is possible to be a resource of the legend by reaching at Turkmen. With the aid of the information also, it can be considered that Koroglu, the hero of the epic, lived in 1400s because in the details of the poem, it is spoken of the Shiite-Sunni confrontations in those years. Furthermore, it is possible to have an approximate date with reference to the information belonging to the names of the Ottoman and Germiyan states, their homelands and the rulers.

Erhasan stops by a horse bazaar in Erzurum. He behaves as if someone trying to sell his horse. Tellihan invites him to the palace. In the meantime, sightseeing the city, Erhasan is both puzzled and admires. “*There were forty streets in the city of Erzurum. He is puzzled because he does not know the street in which Tellihan lives.*” (1990, p 55). After the befuddlement, Erhasan says a word addressing to his lover and searches for where she is:

*“Arzilum ’da dogan ayım,
My moon rising in Arzilum,
Ne yerdesen Tellihan ’ım,
Where are you, my Tellihan”* (1990, p.755).

Erhasan goes to the place of Tellihan that is close to the horse bazaar. In the historical records, there is information about that there exists a horse bazaar in the Erzurum castle and the castle is close to the places in which the rulers reside. Erhasan and Tellihan decide to run away. Tellihan disguises into a male warrior and leave Erzurum together with her lover. Noticing the situation, the gardener of Tellihan informs the sultan about their getaway. He tells of Erzurum during his explanations.

*“Acal yetmen geldi kaza,
An unfortunate came before the arrival of the death,
Arzilum ’a düşdi ıza,
What was left for Arzilum is to suffer the torment
Şol işine bergey ceza,
Punish her for what she did,
Yüzün yere salıp gitti.
‘Cos left by bringing disgrace on thee”* (1990, p. 765).

Upon the news, the Sultan sends the wrestler named Garaman with some soldiers after the girl, but Garaman fails against Tellihan and Erhasan. Later on, Hassan goes after the lovers by taking an army. Seeing a great army in front of him, Erhasan yells at the enemy to mention that he is not afraid and challenges.

*“Arzulum ’in leşgeri,
O the soldier of Arzulum,
Gel meydana uruşalı,
I throw down the gauntlet against you,
Sagu sola at süreli,
Let’s ride the horse to the right and left,
Humarı men urulaşı.
My intention is to have a fight with you.”* (1990, p.772).

Erhasan and Tellihan bravely have a battle with the army for long duration. Wounded in the battle and being at the trouble, Erhasan calls up Koroglu by the cranes. Here, he also talks about Erzurum.

*“Çandibilden Arzulum ’a yetildik,
We arrived at Arzulum over/from Çandibil,

Ozal Tellihan ’ı alıp gutuldık,
We got Tellihan and run away at first,
Ahırında köp leşgere tutuldık,
Then, many soldiers seized us,
Salam yetir durna bizim illere.
O the crane, send greetings to our cities.”* (1990, p.779).

In the meantime, Koroglu worries about Erhasan.

*“Baralmadım men gaşıma,
I could not ride on my saddle,
Arzulum degre daşına,
Not at the Arzulum ’s stream and the stone,
Ne sövda düşdi başıga,
What a love was it in his mind?
Atlandı Hasan gelmedi.
(Er)Hasan got the horse, but still not back.”* (1990, p.780).
Then, he asks for the news about Erhasan and searches for him:
*“Göroğlu özün gördün mi?
Koroglu, have you seen yourself?
Arzulum ’a sen bardın mı?
Have you arrive at Arzulum?
Hasan ’ım halin sordun mu?
Have you asked about my Hasan?
Bir habarın bardır senin.
You have any news!”* (1990, p.781).

Koroglu cannot endure anymore and gathers his men. He launches forth to get Erhasan. He calls out to his men in five stanzas as follows:

*“Hasan canım gitdi gaydıp gelmedi,
My dear Hasan has gone, still not back,
Yörün begler **Arzulum**’a gidelin.
Howay fellows, let’s go to **Arzulum**.
Uzak yolun hiç habarı bolmadı,
No news from (his) long road,
Yörün begler **Arzulum**’a gidelin.
Howay fellows, let’s go to **Arzulum**.*

*Bu gün meydan söveşini gurmaga,
Today to set the battle,
Erhasan’ın ahvalını sormaga,
To ask about Erhasan,
Dönüp dönüp düşmanları urmaga,
To fight the enemies without stop,
Yörün begler **Arzulum**’a gidelin.
Howay fellows, let’s go to **Arzulum**.*

*Gahba pelek mana belanı sardı,
Cruel fate has hung over my head,
Men bilmenem Hasan’ıma ne boldı,
I don’t know what happened to my Hasan,
Elli gündür Girat bilen yogaldı,
He has been away with Dapple-gray for fifty days,
Yörün begler **Arzulum**’a gidelin.
Howay fellows, let’s go to **Arzulum**.*

*Bu sebeplen menin bagrım paradır,
Hence, my heart is injured,
Bu cıdalık teni cismim yaradır,
This parting is the wound on my skin,
Geler mutdetinden ötüp baradır,
It is high time he was back,
Yörün begler **Arzulum**’a gidelin.
Howay fellows, let’s go to **Arzulum**.*

*Göroglı diyır kızıl güli solmasın,
Koroglu says! May his red rose not fade away,
Girat bilen Hasan nabut bolmasın,
May Hasan not perish with Dapple-gray,
Köp düşman içinde yalnız galmasın,*

*May he not be alone among many enemies,
Yörün begler Arzulum 'a gidelin.
Howay fellows, let's go to Arzulum.*" (1990, p.782).

In this way, Koroglu and his brave fellows set off and save Erhasan. Though many details are not given, there is repetitive information taking place in the former texts above also about Erzurum. Here, it is given priority to go to Erzurum. It is made do with its name only. In the remaining sections coming after the section of "Erhasan and Tellihan," there is no information about Erzurum. The legend ends up with the death of Koroglu.

With reference to the information about Erzurum (*Arzulum*) in the Turkmen version of the Koroglu Legend, it has been given the various descriptions belonging to the city which had served as the source of civilization for many countries and is located on the crossroad of the Silkroad. In the texts, Erzurum is given place sometimes with its name and some with its descriptions. The fact that Erzurum has a mountain (Palan) and it is termed as a valley; its vineries, castle, horse bazaar and it is presented as the hometown of the Sultan is the mentioned characteristics. Many details concerning the city are given in the section of "Erhasan and Tellihan." The information in the legend is matched up with the real knowledge. There is not much exaggerated and imaginary information about Erzurum. In the Turkmen version, Erzurum has occupied much more space compared to the other places, particularly Istanbul, Bukhara and Semerkant. These details on the legend are very significant for Erzurum in terms of mentioning the fame of the city. With reference to the information given about Erzurum, it is possible to make an estimation about the origin of Koroglu, the hero of the legend by also taking other information into account. According to this, it can be said that the appearance of Koroglu is circa 1400s, but this is completely the subject of another study so we are content with this amount.

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