

Current Researches in Educational Sciences VIII

Editors

Ömer Tuğrul KARA

Fatih Ünal BOZDAĞ



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PREFACE

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CONTENTS

Chapter 1	Science Teachers' Predominant Tendencies in Teaching Methods and Techniques	1
	<i>Ayşegül ÇİRKİNOĞLU ŞEKERCİOĞLU</i> <i>Eren SARAÇ</i>	
Chapter 2	Versatile Perspectives of University Students Regarding Distance Education: Bingöl University Example	29
	<i>Nesip DEMİRBİLEK</i>	
Chapter 3	Motivation, Self-Determination and Education.....	59
	<i>Perihan Ceyda ORHAN</i> <i>Öner USLU</i>	
Chapter 4	Comparative Study of the 2024 Primary School Turkish Course Curriculum And The 2024 Primary School German Course Curriculum of the Germany Lower Saxonia (Niedersachsen) State Based on the 4th Grade Level	85
	<i>Begüm Sultan ÜNSAL</i>	
Chapter 5	Reading Strategies and Metacognitive Dimension in Reading Skills	107
	<i>Ayhan DÖNMEZ</i>	
Chapter 6	EFL Students' Perceptions of English Lessons Through Metaphors.....	117
	<i>Berna GÖK</i> <i>Ebru ŞİRE KAYA</i>	

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Chapter 1

SCIENCE TEACHERS' PREDOMINANT TENDENCIES IN TEACHING METHODS AND TECHNIQUES*

**Ayşegül ÇİRKİNOĞLU ŞEKERCİOĞLU¹
Eren SARAÇ²**

INTRODUCTION

In teaching programmes based on constructivist learning theory, teaching strategies in which students are active are adopted. Teaching methods and techniques appropriate to these strategies should be used in teaching activities. When the teaching methods used in science teaching are examined, there are two types: “teacher-centred” and “student-centred” (Çepni et al. 2005). It was observed that in the science programmes, which were renewed based on constructivist theory, methods that make the teacher active such as lecture, question-answer, demonstration were emphasised less, and student-centred methods and techniques such as problem solving, project, cooperative learning, role-playing, discussion, laboratory, project, excursion-observation, brainstorming were emphasised more and recommended to be used more frequently (MoNE, 2006). When the latest science curriculum is examined, like the previous curricula, student-centred teaching activities such as problem, project, argumentation, collaborative learning, classroom / in-school and out-of-school learning environments, research-inquiry based learning, science, engineering and entrepreneurship practices should be used (MoNE, 2018).

The teacher is the person who directs the teaching process, ensures that the teaching is effective and complete, and at the same time affects the attitudes and behaviours of the students towards the lesson and is an important element because he/she is the main individual who provides learning in the classroom environment and outside the school. In the teaching process, the quality and personality of the teacher is very important (Sönmez, 2007). In addition, in the

* This study was carried out within the scope of the master thesis of Eren Saraç.

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In addition to the methods and techniques used in this study, current research should be conducted on the frequency of science teachers' use of new methods and techniques. Their use should be encouraged instead of traditional teaching methods and techniques.

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Chapter 2

VERSATILE PERSPECTIVES OF UNIVERSITY STUDENTS REGARDING DISTANCE EDUCATION: BINGOL UNIVERSITY EXAMPLE

Nesip DEMİRBİLEK¹

INTRODUCTION

Distance education is a system in which trainers and learners are in various places and conduct education and training activities with communication technologies (İşman, 2008). According to the California Distance Learning Project (CDLP), “The distance education program is a system that provides education by establishing a connection between the student and educational resources.” Distance education is an open and blended learning environment in which pedagogical tools are used, activated by internet and web technologies, and facilitated by meaningful activities and interactions (Dabbagh & Bannan-Ritland, 2005).

In the European Union’s definition of distance education, it is stated that internet and web technologies positively affect the quality of education. (Düzakın & Yalçinkaya, 2008). However, students’ perceptions of distance education may differ individually. The fact that these perceptions are positive or negative can directly or indirectly affect all stakeholders in the education system, learning environments, learning-teaching processes, students’ education life, and motivation.

Positive Aspects of Distance Education

Distance education systems have many advantages and can reach even large audiences. In distance education, which is primarily student-centered, the responsibility for learning is left to the student rather than the teacher (Aldemir, 2020; Deveci, 2019; Mitchell, Chen & Macredie, 2005). This education system is an application that allows each student to progress at their own learning pace (Gökçe, 2008; Kaya, 2002). Distance education allows a large audience to receive their necessary education simultaneously (synchronously) or separately (asynchronously), thus reducing the learning distance (Dinçer, 2006). In this

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cost of education, and no financial problems. Distance education is economical (Salleh et al., 2020). Transportation costs and time used for transportation are eliminated since there is no need for any means of transportation to go to the university in the distance education process (Djalilova, 2020).

Data availability Data sharing for this study is not applicable as no datasets were generated.

Declarations

Conflict of interest Not Applicable.

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Chapter 3

MOTIVATION, SELF-DETERMINATION AND EDUCATION

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1.MOTIVATION

Motivation has been defined in various ways within the literature. The etymological origin of motivation can be traced back to the medieval Latin word ‘*motivus*’ meaning ‘*to move*’ or ‘*to act*’. By the 15th century, motivation had evolved to denote a mental state that drives a person to act (*Motivation | Search Online Etymology Dictionary*, n.d.). Contemporary definitions align with this interpretation (Ertürk, 2017; Şahin, 2004). According to the definitions, although the contexts in which events are processed vary, motivation can be considered the decision threshold that an individual crosses to exhibit a behavior. This transition point can take many forms, change over time, and transform for different reasons. In this context, motivation includes various internal and external reasons and their functioning mechanisms that drive individuals to behave, determine the intensity and energy level of these behaviors, give a specific direction to behaviors and ensure their continuation (Gökçe et al., 2010; Schunk, 2015).

Motivation is considered a complex phenomenon that involves elements initiating action and helping determine direction of the action in individuals. As aforementioned, motivation has various functions such as initiating behaviors, determining the energy and intensity level of behaviors, determining the direction of behaviors and ensuring the continuation of behaviors (Didem Paşalıoğlu, Tokgöz, Şakar, Özler, & Özal, 2013). One of the most significant aspects of motivation is that personality structures, desires, needs, and morale differ among individuals. For this reason, motivating and engaging everyone simultaneously is highly challenging. Moreover, it is not only impossible to encourage everyone to use the same words, incentives, or rewards, but it is also impossible to motivate

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have consequences accordingly. De Charms (1968) argues that the basic desire to control one's destiny is the central force in intrinsically motivated behavior, and it is a contributing factor to all motivated behavior.

Within Self-Determination Theory, an important idea is that active tendencies toward intrinsic motivation, internalization, and integrated regulation are accompanied by certain inherent satisfactions and, in fact, are rooted in them. The theory assumes that individuals experience satisfaction in competence, autonomy, and relatedness as fundamental aspects of these pursuits. These proximal satisfactions, at their core, reflect the essence of human flourishing and predict numerous indicators of health and vitality. Moreover, research in Self-Determination Theory highlights that social environments that support these psychological satisfactions foster human curiosity, creativity, productivity, and compassion. Whereas individuals living in need-blocking environments, such as contexts that are overly controlling, rejecting, critical, inhibit autonomy, relatedness, and competence needs and these individuals may become defensive, amotivated, aggressive, and antisocial (Ryan & Deci, 2017). In such an educational environment, it would be difficult to expect students to have high academic motivation and motivation towards their professions. Therefore, understanding and applying the principles of this theory is essential for fostering optimal motivation and well-being.

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Chapter 4

COMPARATIVE STUDY OF THE 2024 PRIMARY SCHOOL TURKISH COURSE CURRICULUM AND THE 2024 PRIMARY SCHOOL GERMAN COURSE CURRICULUM OF THE GERMANY LOWER SAXONIA (NIEDERSACHSEN) STATE BASED ON THE 4TH GRADE LEVEL

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INTRODUCTION

Since the emergence of humanity, individuals have sought to acquire the necessary skills to sustain their existence, enhance their prosperity, fulfill their intellectual curiosity, and attain knowledge from diverse perspectives. Throughout history, the evolving demands of both society and the individual have led to significant transformations in educational objectives and methodologies. Initially, education primarily occurred in informal settings without structured plans or programs; however, this paradigm was supplanted by formalized educational environments, established institutions, and qualified professionals dedicated to the provision of education.

Education was known in a very comprehensive way, from the moment a person is born to the moment he dies. According to Dewey, education is a process of living, a continuous structuring of experiences. It encompasses all the changes that occur in an individual's behavior based on what is learned in life, both inside and outside formal and non-formal education programs. This includes, for instance, observing how trees blossom, applying four operations skills, developing responsibility for the environment, and respecting family elders (Selvi, 2020). Some fundamental issues related to education often lack attention in everyday life. These can be summarized in terms of values, attitudes, goals, and approaches. They influence the kind of society we inhabit and our future. The values, goals, attitudes, and approaches that individuals have or should cultivate to mature and develop are expected to shape education and impact the future of society. These

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The German curriculum is fundamentally grounded in a constructivist pedagogical framework. This program is meticulously designed to facilitate substantial advancements in students' language proficiency. Through active engagement in diverse language activities—such as reading, listening, speaking, writing, and media communication—and reflective practices pertaining to linguistic interaction within a multilingual context, students cultivate essential comprehension and communication competencies. These skills empower them to navigate and interpret their environment effectively while establishing a foundation for their beliefs and values within a democratic society. Consequently, the German curriculum plays a pivotal role in addressing personal and societal issues. Students are expected to employ the language autonomously, creatively, and proficiently.

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Chapter 5

READING STRATEGIES AND METACOGNITIVE DIMENSION IN READING SKILLS

Ayhan DÖNMEZ¹

INTRODUCTION

Reading proficiency, recognized as one of the fundamental language skills, encompasses a sequential cognitive process. This process initially involves the encoding of letters into mental memory, followed by the synthesis of these letters to construct words, and ultimately, the recognition of meaningful word clusters through the integration of these words (Maviş, 2002). Uluğ (1993) posits that reading entails the analysis and comprehension of textual material for the purpose of acquiring knowledge on a specific subject, a process that may also encompass the auditory verbalization of the text. Furthermore, Akyol (2005) characterizes reading as the construction of meaning facilitated by effective communication between the author and the reader, conducted within a structured milieu according to designated methodologies and objectives.

Key attributes of an adept reader include the capacity to discern the meanings of idioms, sentences, paragraphs, and the overarching text, progressing hierarchically from smaller components to larger contexts. This understanding necessitates the ability to establish connections between distinct sections and the entire composition when appropriate. Moreover, it is imperative for the reader to correlate graphic symbols—specifically, written language—with their corresponding meanings. This ability is essential for evaluating the text and grasping the author's intent and emotional undertones. Additionally, a reader's aptitude to actively engage with the ideas presented in the text, linking them with prior experiences, significantly enhances the effectiveness and efficiency of the reading process (Yilmaz, 2008). Consequently, reading skills embody a vocalization task rooted in symbolism, while also encompassing a multifaceted undertaking that demands the reader's engagement with various responsibilities.

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- **Strategic Reading Education:** To help students gain conscious reading habits, metacognitive reading strategies should be taught, and these strategies should be encouraged.
- **Monitoring the Reading Process:** Guidance activities should be conducted for students to plan their reading, evaluate their progress, and analyze their learning processes.
- **Interactive and Applied Reading Activities:** Discussion groups, text analyses, and critical thinking-focused activities should be organized to increase active participation in the reading process.
- **Different Types of Feedback:** Students should be provided with opportunities to improve their reading processes through different types of feedback, such as teacher, peer, and self-assessment.
- **Strengthening Self-Regulation Skills:** For students to develop their skills in managing the reading process, cognitive awareness should be increased.

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Chapter 6

EFL STUDENTS' PERCEPTIONS OF ENGLISH LESSONS THROUGH METAPHORS*

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1. INTRODUCTION

In our age, where global communication accelerates with the influence of technology, it is obvious how necessary it is to know a foreign language. Learning a language is essential to opening up to the outside world personally and professionally. Through language, individuals can get to know different cultures and enrich their knowledge, and they can also transfer this knowledge and experience to future generations. In addition to serving as a means of communication and thought between individuals, language is also a mirror of cultures (Aksan, 1998).

In Turkey, teaching English started from the 4th grade of primary school in 1997 and from the 2nd grade of primary school in 2012, and continues throughout secondary school, high school, and university education. In addition to English, education in different foreign languages, especially German and French, is also provided, depending on the characteristics and quality of the schools. In Turkey, the importance of knowing a foreign language has long been accepted by the public and the state, and extensive efforts have been made in teaching foreign languages (Sebüktekin, 1983). Although resources, books, documents, and equipment are quite diverse and accessible in language learning thanks to today's computer technology, Turkey has unfortunately not reached a sufficient level in terms of knowing foreign languages in both national and international foreign language proficiency rankings. Demirel (1999) emphasizes the importance of the following principles regarding foreign language education:

1. Functional integrity of listening, speaking, reading and writing skills,
2. Using visual and auditory tools,

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the concept of metaphor. In such studies the participants could be given a kind of briefing session about how to produce effective metaphors as one part of the study. Finally, the study focused on the perceptions of EFL students on metaphors. In another study, the perspectives of EFL teachers could be investigated in relation to different dimensions of metaphor teaching.

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