IETC 2017

INTERNATIONAL EDUCATIONAL TECHNOLOGY CONFERENCE

AUGUST 16-18, 2017

LOCATION: HARVARD UNIVERSITY CAMPUS, CAMBRIDGE, MA, USA

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Dear Guests…

Welcome to IETC & ITEC -2017 at Harvard University in Boston, USA.

International Educational Technology Conference (IETC) and International Teacher Education Conference (ITEC) are international academic conferences for academics, teachers and educators. They promote the development and dissemination of theoretical knowledge, conceptual research, and professional knowledge through conferences activities, the conference proceedings books and TOJET and TOJNED Journals. Their focus is to create and disseminate knowledge about new developments in these academic fields.

IETC & ITEC Conferences are now well-known international academic events and the number of paper submissions and attendees are increasing every year. This year we have been organizing 17th IETC Conference at Harvard University. Together with IETC 2017, we are organizing two other conferences; ITEC at the same time and place. These three Conferences have received more than 750 applications. The Conference Academic Advisory Board has accepted approximately 350 papers to be presented at Harvard University, Boston, USA.

We would like to thank Prof. Dr. Muzaffer ELMAS, Rector of Sakarya University for his support of organizing these conferences.

We also would like to thank Prof. Dr. Robert DOYLE from Harvard University for his collabration and support. Without his efforts and help, this conference would not be possible at Harvard University. We would also like to thank to Harvard University for hosting us here during three days.

Also, we would like to thank to our distinguished guests, keynote speakers for their collaborations and contributions to the success of these conferences.

And we would like to thank all of you for coming, presenting, and joining in these academic activities.

Finally, we would like to wish you all a successful conference, pleasant stay in this historically prestigious university and good time in beautiful city of Boston.

Thank you...

Coordinators
Prof. Dr. Aytekin ISMAN
Assoc. Prof. Dr. Ahmet ESKICUMALI

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KEYNOTES



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Prof. Dr. J. Ana DONALDSON
AECT Former President, United States



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Harvard University, United States



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University of North Texas, United States

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National Pingtung University of Science and Technology, Taiwan



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Prof. Dr. Muzaffer ELMAS
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Prof. Dr. Alan Wolf
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METHODS AND TECHNIQUES USED BY TURKISH PROSPECTIVE TEACHERS WHILE TEACHING TURKISH WEDDING-THEMED FOLK SONGS IN TFL

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ABSTRACT
Folk songs, reflections of cultures in languages, are considered as one of the facilitating factors of learning a foreign language because they are cultural heritage about happenings, common feelings like love, longing, homesickness, national characters and annals. There are several studies on Turkish as a foreign language (TFL) but no study on the place of wedding concept in Turkish Folk Songs was encountered. Therefore, this study aims at investigating any methods and techniques prospective teachers would use while teaching TFL during Turkish lessons. In order to shed light in this subject, 81 wedding-themed folk songs, each of which represents one city in Turkey are investigated regarding foreign language teaching. The research questions are framed in how prospective teachers apply language teaching methods and techniques for wedding folk songs in teaching TFL and how they utilize language skills and activities during teaching process. The results reveal that prospective teachers are sensitive to choose songs but feel limited to find a variety of methods and techniques since they merely focus on vocabulary teaching via words or idioms in lyrics rather than teaching linguistic patterns including morphological, phonological or syntactic ones).

INTRODUCTION

Tekin (2012) explains "Folk songs are cultural heritage about events happened and results, common feelings like love, longing, homesickness, national characters and annals" (p.306). Even though music is not composed in order to teach any concept, it includes several items to draw attention of people in different manners not only in linguistic patterns but also knowledge regarding the cultural and historical events of the period when they are composed. Hence, music affects people in many aspects such as history, literature, geography etc. In other words, music is a universal language and emboldens each person from different point of view. Therefore, whenever music is integrated in teaching any major, it increases motivation in learning (Eady and Wilson, 2007). To them, music could be utilized as a motivation factor in lessons such as history, science, language and etc. even though songs are not composed as a teaching material, each song includes something to teach not only linguistic patterns but also cultural and historical items reflecting different regional and cultural input. Therefore, it would be easy to consider songs or folk songs in terms of language and culture concepts since they are lingua-cultural juxtapositions. Keskin (2011) emphasizes that songs are both audial and written materials related to both culture and communication skills thanks to developing approaches in foreign language teaching. Additionally, she mentions "Using songs contribute to the development of a lot of language skills from grammar to pronunciation" (p.378). For instance, Michener Reed and Fishoff (2012: cited in Sidekli and Coşkun, 2014) underline the importance of language skills (listening, speaking, reading and writing) and highlights that reading skills could be fastened for learners with deficiency when music is integrated. On the one hand, it increases awareness to reading skills of learners; on the other hand, it stimulates their imagination and interest. Usage of music is a kind of critical thinking and questioning strategies for learners not only motivating them to the topic from different perspective towards events but also to have an insight to linguistic patterns they include. Folk song is defined as song originating among the people of a country or any area, passed by oral tradition from even one singer, from one generation to the next generation often existing in several versions, and marked generally by simple, modal melody and stanzaic, narrative verse (http://www.dictionary.com/browse/folk-song). Folk songs are typically about a community of people, and the issues they feel are important to them (https://www.thoughtco.com/what-is-a-folk-song-1322550).

Teaching Turkish as a foreign language (TFL) gains importance since there are several learners coming to Turkish universities to continue their education or foreigners being interested in learning Turkish culture and language because of globalization. This situation requires for Turkish institutions to focus on teaching and revise their programs about how teaching should be realized for foreigners learning TFL. In this respect, the attention directly penetrates into educational principles and specific ways to realize teaching. This is why, approaches, methods and techniques gain importance more than ever. No matter various methods and techniques are used in teaching TFL, because of increasing number of foreign learners and different learning strategies, methods and techniques are needed to be investigated and renewed in order to get high performance among learners. Therefore, methods and techniques are continuously reviewed. Hence, materials used in teaching foreign language change and especially culture-based ones become more important as they not only limit it to words and grammar but also introducing linguistic, socio-cultural patterns in an harmony. This is certainly achieve by poems and different cultural texts (Seçkin Polat ve Dilidüzgün, 2015: 815). Poems have been investigated in

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TFL; however, there are few studies on folk songs even though they are tools directly informing learners within culture (Keskin, 2011: 378). Transferring cultural richness via folk songs in learning process facilitates a foreign language faster and more permanent since they include proverbs, idioms, phrasal verbs and sayings within a melody, which is easier to remember or recall (Çangal, 2012). In addition, they improve listening skills in phonological way such as intonation, tone and accent.

Folk Songs in Teaching Turkish as a Foreign Language (TFL)

Folk songs and lullabies are probably cornerstones peculiar to each culture since they are signs of universal human features reflected in words including bad and good events such as wars, migrations, catastrophe, birth, enthusiasm, and celebrities (Fidan, 2011; Lomax, 1968). In addition, they are traditional products that develop intimacy since they are important sources transferring cultural changes from region to region within history. Özbek (1981) defines folk songs as reflections of emotions such as love, anger, fear, loneliness, desire, sorrow, passion, and grief, which is likely to realize in daily lives of people. Moreover, folk songs include different depth peculiar to its own style emboldening social habitat and life like emotions, thoughts, and humor (Şentürk and Chordia, 2011: 269). Değirmenci (2006) especially underlines that folksongs composed in Anatolia play a vital role in developing Turkish Folk Music because they reveal self-elements and life experiences in culture via music and language (Jolly, 1975). On the other hand, while folk songs expose learners to target language, they also provide an exploration to that culture, its richness and history in reality (Griffin, 1977); moreover, a lesson based on a song and prepared well can enhance students' indulgence about success, self-confidence, positive attitude to Turkish language and both academic and psychological self-realization (p. 942) at different levels occurring naturally in an entertaining way as they are authentic materials to decrease motivation problems of learners (Nişancı, 2013). In addition, music and lyrics in songs reflect common behaviors, attitudes, and beliefs that facilitate understanding towards that culture, literature, and history (Failoni, 1993: 97). However, considering the short syntactic patterns found in lyrics, it would be fair to state that folk songs are likely be used for B2 level. For instance, Kınık (2011) indicates the lyrics of Turkish folk songs have sincerity even if they are based on jokes and humor so they are very important not only for entertainment but also communication and content on wedding. Therefore, the levels are sensitively taken into account while teaching any target language. In brief, folk songs are the most effective and entertaining tools to learn language and culture, and to create a warm atmosphere in order to remove prejudices (Keskin, 2011). Upon consideration of lyrics based on events or stories, another important issue is their classification necessary to point and one way of classifying Turkish folk songs given by Mustan-Dönmez and Haşhaş (2014) is to sort them by topic as lyrical, satirical, and narrative ones. However, since the aim of the present study is to investigate *Satirical Turkish Folk Songs* that are generally used in wedding ceremonies, circumcision feasts and henna nights, they are taken into account as satirical Turkish Folk Songs used in ceremonies are important because they are both entertaining and informative as they are so natural, ordinary topics like humor or entertainment (Tekin, 2012).

THE STUDY

In order to sort out which methods and techniques Turkish prospective teachers (TPTs) apply for wedding-themed folk songs in teaching TFL; how they utilize language skills/integrated skills; and what activities they prefer in teaching process at B2 level, the research questions are framed as follows:

1. Which methods do Turkish Prospective Teachers apply while teaching TFL through Turkish wedding-themed folk songs?
2. Which techniques do Turkish Prospective Teachers apply while teaching TFL through Turkish wedding-themed folk songs?
3. Which language skills/integrated language skills are preferred by Turkish Prospective Teachers while teaching TFL through Turkish wedding-themed folk songs?
4. Which activities are preferred by Turkish Prospective Teachers while teaching TFL through Turkish wedding-themed folk songs?

In this study, Turkish prospective teachers (TPTs), who take *Teaching Turkish as a Foreign Language II* course (YDI-412) in their fourth grade at the faculty of education in Çukurova University, were given individually the names of the cities (N: 81) in Turkey according to the alphabetical order in their attendance sheet for 3 groups and asked to choose one Turkish Folk Song on wedding concept related to each city they were assigned for preparing lesson plans for two-week-period. The aim was to prevent overlapping of cities and to include all the cities in Turkey for this present study because TPTs come from different regions in Turkey. All assignments were collected by the researcher to do analysis in terms of methods, techniques, language skills, and activities based on wedding-themed folk songs in teaching TFL at B2 level.

This study is limited to only one wedding-themed folk song in each city in Turkey. Regional and thematic differences of folk songs are out of focus.

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In this study, Turkish folk songs on wedding concept were chosen randomly and their lyrics were tape scripted by TPTs to focus on wedding concept in order to shed light on this issue. Totally 69 folk songs out of 81 were accepted as they directly contained within wedding concept for valid and reliable analysis. The other reason was that until 1990s the number of the cities in Turkey was about 67 and the following years this number is increased regarding globalization in the world. In this respect, since folk songs dates back old ages as well, it is considered that the number of the folk songs for each city seems reasonable as also presented regarding the years the change happened in Turkish cities in the table below:

Table 1 Number of Cities Added According to the Years (TFL)

Years	N
1927	63
1945	63
1960	67
1980	67
1990	73
2000	81
2009	81
2012	81

Resource**:** TÜİK- General Directorate of Provincial Administration (http://www.arem.gov.tr/turkiyede-il-ve-ilce-sayilarinda-degisim)

Upon this information, methods, techniques, language skills and activities TPTs applied on wedding while teaching Turkish folk songs in TFL were analyzed and presented in the tables below.

FINDINGS

In this study, 69 folk songs determined so as to find answers to the research questions which methods TPTs applied while teaching TFL (Table 1); which techniques TPTs applied while teaching TFL (Table 2); what language skills they preferred (Table 3) and what activities they preferred (Table 4) are analyzed and presented in the following tables.

Table 2 Methods Applied by TPTs in Teaching Turkish as a Foreign Language (TFL)

Methods	F	%
Drama	40	23
Presentation	26	15
Practice/Drill	24	14
Discussion	16	9
Audio-Visual	15	9
Explaning Values/Comparing inter/intracultures	11	6
Observation	10	6
Expression	7	4
Immersive	6	3
Inquiry	6	3
Discovery	4	2
Audio-Lingual	2	1
Feedback	2	1
Project-Based	2	1
Teach-Back	2	1
Deductive+İnductive	1	0,5
Eclectic	1	0,5
Total	175	100

As observed in Table 2, most of the TPTs preferred using drama (23%) while teaching Turkish language and the next methods used are presentation (15%) and practice/drill (14%). Discussion and audio-visual methods are given equally importance (9%) the same as in ratio of explaining values and comparison between/among cultures (6%), especially in multi-national classes. Even though discussion and expression methods seem similar to each other, TPTs use expression methods less (4%) than discussion (9%). Immersive and inquirey also take part as used methods (3%) by TPTs while teaching TFL. The analyses about the least used methods appear to be discovery (2%), audio-lingual, feedback, Project-based, teach-back (1%), diductive and inductive and eclectic (0,5%).

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Table 3. Techniques Applied by TPTs in Teaching TFL

Techniques	**F**	**%**
Brain storming	16	36
Visuals/realia (illustration)	10	23
Presentation	7	16
Question-answer	4	9
Technology	3	7
Concept map	2	5
Mind map	1	2
Total	44	100

Table 3 gives information which techniques TPTs used while teaching TFL. As seen in the results, the most used techniques are brain storming (36%), illustration (23%), and presentation (16%) where as the other techniques are given less attention. For instance, question-answer appears as (9%), technology is (7%), and concept map is (5%). The least utilized technique is mind map (2%).

Table 4. Language Skills and Integrated Language Skills Used by TPTs in Teaching TFL

Language skills			**Integrated language skills**		
	F	**%**		**F**	**%**
Listening	46	31	L*+S*	11	20
Writing	33	22	L+W*	8	15
Speaking	28	19	L+R*	4	7
Reading	22	15	L+W+S	8	15
Vocabulary	31	21	L+R+S	7	13
Grammar	18	12	L+W+R	4	7
			L+W+S+R	13	24
Total	148	100	Total	55	100

L*-Listening; W*-Writing; S*-Speaking; R*-Reading

As seen in Table 4, the most used language skill (31%) is listening since folk songs are taught much more easily in listening activities. The following skill is writing (22%) as TPTs used listening activities such as filling in the blanks and matching etc. the ratio for vocabulary teaching seems to be 21% when compared to speaking (19%) since in communication it should be the words to convey the messages more functionaly. Upon consideration of the results in the table above, it is observed that reading skills (15%) and grammar (12%) are the least parts when the wedding-themed folk songs are used in teaching TFL process. TPTs also used integrated language skills including two skills in activities such as listening and speaking (20%), listening and writing (15%), listening and reading (7%), or three skills together such as listening, writing, and speaking (15%), listening, reading, and speaking (13%), listening, writing, and reading (7%) whereas TPTs use all the language skills (24%) in teaching the wedding-themed folk songs at the activities.

Table 5 Activities Used by TPTs in Teaching TFL

Activities	**F**	**%**
Fill in the blanks	24	21
Singing the song together aloud	17	15
Write a story	15	13
Matching the words with their meanings	13	11
Finding language patterns	10	9
Following the lyrics aloud individually by lines	6	5
Guessing the meaning of the words/idioms	5	4
Teaching the song within a text/story	4	3
Unscrambling the lyrics	3	3
Write a Dialogue	2	2
Preparing card/poster about the song	2	2
Asking questions	2	2
Teaching vocabulary by technology	2	2
Using context map	2	2
Singing folk song individually	2	2
Memorizing the folk song	2	2
Composing a new folk song	1	1

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Make a Video	1	1
True/False	1	1
Completing the statements	1	1
Note taking while listening	1	1
Changing the words in lyrics before listening and finding the correct versions during listening	1	1
Matching the idioms with their meanings	1	1
Total	117	100

Table 5 gives information about which activities are applied by TPTs during the teaching process of wedding-themed folk songs. According to the results, activities about filling in the blanks appears as the mostly used one (21%). Later singing the song together aloud (15%) and writing story about the folk song (13%) takes part as the most applied activity. Matching about the words or idioms with their meanings/synonyms (11%) is the other activity preferred by TPTs. Finding linguistic patterns is also observed to be given space in the exercises (9%), that facilitate to learn and communicate. Following the lyrics aloud individually by lines (5%), and guessing the meaning (4%), teaching the song within a text/story (3%) and unscrambling the lyrics (3%) are given almost equally importance by three times in using as activities. The TPTs use the techniques of writing a dialogue, preparing card/poster about the song, asking questions, teaching vocabulary by technology, using context map, singing folk song individually, memorizing the folk song only twice (2%) whereas they used the least ones as composing a new folk song, making a video, preparing true/false, completing the statements, note taking while listening, changing the words in lyrics before listening and finding the correct versions during listening, and the last one as matching the idioms with their meanings (1%).

CONCLUSIONS

The purpose of this study was to find an answer to four research questions regarding teaching Turkish through the wedding-themed folk songs and the methods, techniques, language skills, and language activities the TPTs applied on wedding concept they used during their teaching process at B2 level.

As for the first question which was related to methods used for the wedding-themed folk songs in Turkish lessons by the TPTs, it was figured that the most frequently used ones were drama, presentation, practice/drill, discussion and audio-visual methods since folk songs include cultural hints such as costumes, traditions, dances, emotions etc. Even though folk songs may draw too much attention of foreign learners, the results indicate that TPTs did not put into various methods (i.e., inquiry, task-based or project-based methods) to motivate learners and surprisingly enough eclectic method seems to be the least used one. Upon consideration to eclectic method, it is the language instructors who underline dramatically to use the most functional parts of different methods and make learning permanent.

Regarding the second question related to techniques used by TPTs, it may be said that brain storming, visuals/realia (illustration), and presentation techniques were given much more importance than the others since folk songs include cultural richness that is hard to comprehend for learners coming from different cultural and educational background. Especially vocabulary teaching through lyrics requires brain storming in addition to use visuals/realia to let learners realize what they refer to. For instance, *kına yakmak* literally means to burn henna; however, it means temporary tattooing based on dyes used since antiquity to dye palm and fingernails during henna ceremony, the eve of wedding. Upon consideration of the results, mind map technique doesnot take a vital role in the techniques the TPTs used during teaching process. Nevertheless, this technique is very important to make a combination of words of the lyrics when the idioms and cliches in the folk songs.

For the third question based on language skills/integrated skills the TPTs preferred while teaching TFL through Turkish wedding-themed folk songs, it was observed that naturally listening skills are of the first priority compared to other skills. This outcome is rather natural since folk dances are utilized during listening process. Writing takes part the second important place to be used in activities since learners show their productive skills either in writing or speaking. Then, speaking and reading are observed as used skills in the activities. The results indicate that TPTs get benefit from all the skills without ignoring any of them. In brief, it would be fair to say, TPTs pay importance to all language skills whether isolated or integrated with one more skill such as speaking, writing, or reading; with two more skills (e.g., writing and speaking; reading and speaking; and writing and reading; with all language skills of listening, speaking, reading, and writing at the highest level, proving TPTs are aware of importance of skills to motivate learners individually.

The results of the last question, regarding activities preferred by TPs while teaching TFL through Turkish folk songs, reveal that TPTs use several and various activities such as filling in the blanks, singing the song aloud, writing a story with impression of the song, matching the words/idioms with their meanings, recognizing linguistic patterns, guessing meanings, unscrambling lines of lyrics, using context map, writing a dialogue, singing folk song individually or memorizing it, composing a new folk song, making a video, note taking while

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listening, finding the correct version of words changed deliberately etc. These activities are apparently useful and creative while producing a target language.

The results of this study indicate that TPTs have a certain insight about using methods and techniques, and language skills and activities while teaching TFL at B2 level. Even though drama method is used more frequently while teaching wedding-themed folk songs, it is also expected that TPTs also use less popular methods or techniques such as task-based or project-based ones/postcards or posters. Any approach to be used in cultural inputs may develop critical thinking for foreign learners when they are exposed to cultural hints like folk songs. The results of this study prove that TPTs could use a variety of activities balanced in both cultural and linguistic sides since any folk song reflecting cultural richness and syntactical, phonological and morphological patterns in teaching TFL as well as individual differences and strategies of foreign learners while learning target languages. In order to shed light more than for this issue, it is recommended that the words related to wedding concept and stories about it should be investigated to gather all picture hidden within melodies and lyrics.

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