



# Eurasian Conference on Language & Social Sciences

April 26 - 28, 2019 • Antalya, Turkey



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# AbstractBook





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Bildiri özetleri kitabı içeriğinin  
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ECLSS 2019

**5<sup>th</sup> Eurasian Conference on Language and Social Sciences**

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## CONTENTS

An Analysis of Intonation in Question Forms of English in Teacher Education: A Demonstration by Computer and Audacity Program.....	1
Towards the 21 <sup>st</sup> Century: From Traditional to Contemporary Language Learning and Teaching .....	1
Does Some Novel Bayesian Model Combination Schemes Lead to More Accurate Forecasts of Agricultural Prices?.....	2
Macro Level of Pause-making Instances in Spoken English for Turkish English Teachers .....	4
Motivations for university teachers' language awareness.....	5
Knowledge re-production and transfer in the Translation landscape .....	6
A Semantic and Semiotic Study of Viewpoint in <i>Mam and Zin</i> .....	8
The Coptic Saints Cyrus and John: Historical, archeological and tourist study.....	9
Designing and Validating a Test on English Humor Comprehension and investigating its Relationship with EFL Learners' Humor Styles and Language Proficiency.....	10
In search of ideologically motivated shifts in trans-edited 'hard news' reports.....	11
The importance of motivation in engaging the employees of the school institution.....	13
Subtitling Virtual Reality into Arabic: Eye Tracking 360-Degree Video for Exploring Viewing Experience.....	14
Whose pain is it anyway? Challenges in the communication and construction of pain across languages and cultures.....	15
Italian Fashion and Italian Sounding in Istanbul Linguistic Landscape.....	16
Educators' Preceptions About School Development Planning: A Qualitative Case Study of One Kazakhstani School .....	17
Okulöncesi Öğretmenlerinin Hizmetiçi Eğitim Programlarına İlişkin Görüşlerinin Değerlendirilmesi	18
The place of relaxed pronunciation in foreign language teacher education .....	19
Designing methodology for evaluating level of development of accounting systems in function of comparison between them .....	20
Subsidiary Protection as a Type of International Protection .....	21
Asya'nın Ortasındaki Budist Türklerin Vatanı: Tuva Cumhuriyeti.....	24
Factors Influencing International Students' Motivation to Study in Kazakhstan.....	26
The Effects of Accreditation on the Quality of Language Education in University Prep Schools.....	28



Teachers' Understanding of Action Research: A Qualitative Case Study of a Specialized School in Kazakhstan .....	29
A Study on the Implementation of the Use of Mathematics in Civil Engineering .....	31
How the Reform in Assessment Shapes English Language Teachers' Teaching Practices .....	32
Ernest Hemingway's Self-Proclaimed "Iceberg" Style of Writing .....	34
The interrelation between social gender and grammatical gender across languages .....	35
Patriarchy or Realm Taking Individual Antipathy .....	36
Transediting the Self: Transadaptation for Dubbing in Arabic – <i>When the Self Prevails</i> .....	37
The Psychological Elements of Mehmet Nuzhet's Writing Creation .....	38
Olasılık Konusu Öğretiminde Bilgisayar Destekli Bir Kavram Haritası Kullanımı: CMAP .....	40
The Impact of Ideological Transformation in Turkish Foreign Policy on Soviet Image: Overview of Turkish-Soviet Relations From A Documentary Film .....	41
Social Clustering Competence Model .....	43
Semiotics in Kyrgyz culture .....	45
“Сынган кылыч” романындагы кокон хандыгынын даңазалуу аскербашысы Алымкулдун образы жана сезимдин туюндурулушу .....	46
The Partnership between Family, Kindergarten and NGOs in Child's Early Education .....	48
Overview of The Usage of Some Turkish Words from Albanian Language Students in The University of Prizren "Ukshin Hoti" in Prizren .....	49
Sosyal Bilgiler Öğretmenlerinin Mesleki Gelişimine İlişkin Görüşler .....	50
Member Perception of Stress Level in Team Works in The Operation Process: A Research in Izmir .	52
International students' choice of studying business major .....	54
Being Dated of Ercis Anonymous (Kara Yusuf Pasha) Tomb and Its Place in Art History .....	55
Tarih Öğretmenlerinin Mesleki Tasarımına İlişkin Görüşler .....	57
Assessing literature through portfolios: A case study .....	59
Tarık Buğra'nın Buhran Hikâyesindeki Gönderimi Sağlayan Öğeler ve Kullanımlar .....	60
Kazak Halk Edebiyatı Derleyicileri ve Fon'a Eklenen Miraslar .....	62
Use of new information technologies in educational policies .....	63
XU30 Index Prediction with Deep Learning Architectures .....	64
SMEs Pricing Improvement Opportunities .....	65
Öğretmen Adaylarının Sorumluluk Temelli Öğrenme Sürecine İlişkin Bir Durum Araştırması .....	66
Pedagojik Alan Bilgisi Konusundaki Bilimsel Çalışmaların Bibliyometrik Profili .....	68
The Relation of Coping with Stress Styles and Psychological Wellbeing .....	70

The usage of the literature in language teaching: the adaptation of the western approaches and techniques in KLT .....	72
A look on history and culture through quilting .....	73
Ability to Produce Capital .....	74
One-Word Terms and Word-Groups in the Basic Lexis of the Albanian Mechanical Terminology ....	76
Gazetelerin Siyasal İletişimdeki Rolü: 2018 KKTC Genel Seçimleri.....	77
Analyzing the role of self- management factors on performance of professional athletes in Top League of the basketball competition .....	78
Türkiye'nin Ulus Kimlik İnşasında Kadın Militarizasyonu .....	79
Маркетинговый анализ деятельности ЗАО «Келечек».....	80
Tüketim Reklamlarının Söylemlerine İlişkin Dergi Reklamlarının Analizi.....	81
Salīm Barakāt as Arbiter between Good and Evil: According to his long poem al-Mu'jam (The Obscure) .....	84
Bir Lojistik Merkez Okuması: Hamburg Limanı ve Hinterlandı .....	85
Views of the Teachers over the Effects of Parents on Academic Achievements of Immigrant Students .....	86
The Semiotic and Semantic Metaphor Usage in the Formation of Corporate Identity of the Business: English Address.....	87
Matematiğin Sağlık Bilimlerinde Kullanımı Üzerine Bir Çalışma .....	88
İşletmelerdeki Kurumsallaşma Algılamalarının Demografik Değişkenler Açısından Görünümü: Ampirik Bir Analiz.....	89
A Continuing Destiny of Personality from Aleksandr to Mansur Bey: An Intertextual View to Aleksandr Sergeyeviç Griboyedov's Play .....	90
Lojistik Performans Boyutlarının Literatüre Dayalı Ayrıştırılması: Teorik Bir Yaklaşım .....	93
Lojistik Performansı Artırmaya Yönelik Stratejiler ve Dünya Üzerindeki Uygulamaları .....	94
Criticism of Social, Political and Economic Conditions in Garip Poetry.....	95
The Identity of Technical Terminology as a Special Unit in the Vocabulary of the Albanian Standard Language .....	97
Evde Sağlık Hizmetlerinde Memnuniyeti Etkileyen Faktörler: Güven ve Kalite .....	98
Lojistik ve Tersine Lojistik: Etimolojik Bir Analiz .....	99
Single-Word Terms and Word-Groups in the Basic Vocabulary of the Terminology of Mechanics in the Albanian Language.....	100
Üniversite Öğrencilerinin Akıllı Telefon Bağımlılık Düzeylerinin İncelenmesi .....	101
POSTERS.....	103

A Group of Tiled Mihrabs Belonging to 13th Century in and Around Konya.....	104
Bir Grup Ahlat Mezar Taşında Tipoloji ve Bezeme.....	106

Abstracts Abstracts Abstracts Abstracts Özetler  
Abstracts Özetler Abstracts Özetler Özetler  
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# An Analysis of Intonation in Question Forms of English in Teacher Education: A Demonstration by Computer and Audacity Program

Mehmet DEMİREZEN<sup>1</sup>

## Abstract

All languages have their own distinct intonation patterns. Using the right intonation can actually change the meaning of utterances. During the speech, the volume of voice gets louder and softer, places emphasis on certain parts, and goes up and down the pitches, whose change is what we call intonation. There are different intonation patterns for questions in English that must be used to sound at least near native-like and, more importantly, to avoid listener's misunderstanding and further complications in connected speech. English has a number of intonation patterns for questions. In order to capture the pragmatic nature of question intonation, there are four important cases where intonation highly matters. The first case is yes/no questions - if the expected answer to a question is "yes" or "no" use rising intonation. The second one happens when asking questions beginning with - *who, what, where, why, when or how*, intonation should jump up on the stressed syllable and then fall. The third case takes places in tag questions in which the pitch rises and then falls at the end of the sentence (when you know the answer) and the pitch rises at the end of the sentence (when you don't know the answer). The fourth one is related to the use rise-fall intonation for *choices, lists, unfinished thoughts, and conditional sentences*. In terms of methodology, the native speaker model pertaining to North American English and British English will be utilized in the presentation of all the types of question intonation patterns. All of the patterns of intonation of questions will be demonstrated in audio forms and orally discussed by utilizing of Audacity program by means of authentic texts.

**Keywords:** intonation, intonation contours, pitch phonemes, stress phonemes, question intonation

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## Towards the 21<sup>st</sup> Century: From Traditional to Contemporary Language Learning and Teaching

Azamat AKBAROV<sup>1</sup>

### Abstract

Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success, making the future of student's successful career. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. At most universities, students master at least two foreign languages. It is important for an instructor to know the newest methods of teaching a foreign language, special teaching techniques and methods in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of students. After all, teaching methods are not what simple "algorithmized units", their rational and motivated use of foreign language lessons requires a creative approach on the part of the language instructor, because "pedagogy is a science and art at the same time, therefore, the approach to choosing teaching methods".

The purpose of this research is to review current trends in the development of methods of teaching foreign languages in higher education. What do scholars invest in the concept of "method"? The teaching methods are "ordered ways of the activity of the teacher and students, aimed at the effective development of the obligations of the educational tasks". The teaching method is "an instrument of a teacher's activity for the fulfillment of a leading function — learning". The implementation of the teaching method is carried out through the use of a number of teaching methods, various approaches and working techniques.

Teaching techniques are a set of specific learning situations that contribute to the achievement of the intermediate (auxiliary) goal of a specific method. Unfortunately, foreign language instructors often use time-tested standard teaching methods in teaching practice. Sometimes the process of language teaching, sadly, continues to be a "somewhat modernized version" of the grammar-translation method. The requirements for a lesson in a foreign language change over time, and new teaching methods are being developed.

**Keywords:** Language, teaching, learning, method, approach, foreign

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# Does Some Novel Bayesian Model Combination Schemes Lead to More Accurate Forecasts of Agricultural Prices?

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Justyna GÓRAL<sup>2</sup>

Włodzimierz REMBISZ<sup>3</sup>

## Abstract

The objective of this research is to analyse the benefits from applying certain novel Bayesian model combination schemes to the selected agricultural prices (i.e., selected grains). First of all, forecasting commodities prices is a hard task in economics, finance and econometrics. This is because these markets are very complex and several factors can influence them. For example, it can happen that certain factors had an important impact on the development of the given commodity price in a certain period. Whereas, in the other period – some other variables played the major role. In such a case the researcher faces the problem of model uncertainty. In particular, it is not obvious which econometric model should be chosen to fit the data (Burnham and Anderson, 2002). For example, in case of common multilinear regression models, the problem is which variables should be taken as explanatory ones (Fernandez-Diaz and Morley, 2019; Li et al., 2017). Moreover, the strengths (and even the direction) of the impact between the variables can vary in time. Therefore, even in case of multilinear regression model, usually the time-varying parameters approach becomes beneficial. For policymakers and investors it is important to have some econometric tool, which would be able to deal with these obstacles. In this research, the selected model combination schemes are applied to some spot prices of the selected grains.

The methodology of this research relies on Dynamic Model Averaging, Dynamic Model Selection and Median Probability Model (Barbieri and Berger, 2004; Raftery et al., 2010). These three schemes are able to capture both the situation that the model itself changes in time, and the model parameters (for example, regression coefficients) change in time. It is found that these novel Bayesian methods are able to produce more accurate one-month ahead forecasts comparing to the naïve method and ARIMA model. In particular the prices of wheat, corn and soybean was analysed beginning in 1976.

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Nevertheless, the econometric methods used herein are quite general, and are applicable to various financial and economic cases, in which the researcher faces the problem of model uncertainty, as well as, if time-varying parameter approach is preferable (i.e., the set of determinants of a given variable is allowed to vary in time, as well as, the strength and/or the direction of the interaction between the driver and the dependent variable).

**Keywords:** agricultural commodities, Bayesian econometrics, commodities prices, Dynamic Model Averaging, forecasting

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## Macro Level of Pause-making Instances in Spoken English for Turkish English Teachers

Mehmet DEMİREZEN<sup>1</sup>

### Abstract

Both in spoken and written English, the messages are not simply conveyed by utterances but also by pause-making. In terms of functional English, the pause-making means to take a break or stop between words, phrases, clauses, or sentences. Simple, compound, complex, and compound- complex sentences of English language are studied as the micro-level of English language in teacher education. In English, there are larger structures such as paragraphs, dialogues, composition, and essays, which are accepted as macro-level constructions. Even though grammatical juncture is a logical place to stop and plan another utterance, silent and filled pauses cannot be guessed by looking at the punctuation marks because of the convenience preferences of the native speakers. The teachers need certain amount of time to produce the language, for spontaneous utterances will generally cause pauses. It must be noted that pause-making in foreign language teaching is proven to be useful for EFL students and prospective students as well, especially when they are speaking English language. In this presentation, an analysis of the locations of pause-making instances in spoken English will be taken up. The existence of silent pauses and filled pauses will be discussed in paragraphs and dialogues by means of the related utterances made by native speakers in audio forms download by the Audacity 2.0.3 program. Keywords: pause-making, grammatical juncture, silent juncture, filled juncture.

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## Motivations for university teachers' language awareness

Dr. Malika JMILA<sup>1</sup>

### Abstract

This paper exposes the various ways in which teachers' language awareness relates to their pedagogical practices in the classroom, with specific reference to the teaching of Grammar in English departments. Given that Grammar at the university is taught as both a language course (Semester 1) and content course (Semester 3), the university language teacher is supposed to master both communicative language and the metalanguage (metacognition) required in delivering their teaching duties. In education science this is referred to as Teacher Language Awareness (TLA) as outlined in Cenoz et. al (2017). As this concept has become a hot topic of educational enquiry, a number of attempts have been made by practitioners, theorists, and researchers to characterize how language awareness affects teachers' behavior. This recent interest has attracted the attention of quite a few researchers (e.g., Cenoz et. al 2017, Andrews, 2007; Berry, 2014; Borg, 2011; and Svalberg, 2007, 2012) to further investigate TLA. This paper offers an overview of the effects of TLA on pedagogical practices, and identifies various potential influences on the operation of teachers' metalinguistic awareness. The paper concludes with recommendations as to how university teachers could develop such awareness.

**Keywords:** language awareness, metacognition, teachers.

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## Knowledge re-production and transfer in the Translation landscape

Dr. Ahmed ALAOUI<sup>1</sup>

### Abstract

The translation landscape in the Arab World is marked by the absence of an open, sustained and structured dialogue and collaboration among researchers, professionals and educators. There have been many calls for the “need for a cross-fertilization between research, training and practice, where the practice generates questions, the research takes them up and finds answers, the training applies the answers and generates more questions and the cycle continues” (Hale and Napier 2013: 20). The consequences of this deficiency are outlined from various perspectives in Mossop (2003), Chesterman and Wagner (2002), Alaoui (2015), En-Nehas (2017), Hernández et al. (2016), El Karnichi (2017) Al-Qinai (2010) and Atari (2012). Whether this shortfall is the cause or consequence, the size of the divide between theory and practice should be measured, explained and reversed for the benefit of the profession and the future of translator training at the university.

The objective of this paper is demonstrate that cross-fertilization among translation academic researchers, practitioners and trainers is both needed and beneficial for all the actors involved in the translation enterprise. It argues that a practice-based research model is required to materialize the mechanisms needed for the interaction and collaboration of the three stakeholders, which would have positive impacts on the translation landscape. Given that this cross-fertilization can only be beneficial if it is structured and sustained, then it has to be formalized and institutionalized. A plan will be proposed as to how this can be materialized.

Working towards providing such a model would serve four major objectives:

- (1) It would encourage a much needed synergy between translation scholars and practitioners (including trainers),
- (2) It would induce practitioners to engage in academia and serve as co-producers of knowledge,
- (3) It would encourage researchers to be involved more in the professional practice of translation with a view to developing new translation research lines and

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- (4) It would provide translation trainers with the much needed insights as to what and how to teach translation for trainees to develop the competencies required to translate to a professional standard.

It is a thesis of this paper that professional practice needs academic research (theories) to shape it, and theory can only be meaningfully tested and developed through professional practice; therefore, there is a pressing need to bridge the gap between “knowing” and “doing” in the translation landscape. To the extent that this position is valid the university is invited to play a leading role in materializing this objective, with a view to shaping the future of the translation profession and preserving translation education in Arab universities.

**Keywords:** cross-fertilization; knowledge transfer; practice-based model; academics; trainers; professionals

## A Semantic and Semiotic Study of Viewpoint in *Mam and Zin*

Asst. Prof. Dr. Sherzad Shafi' BABO<sup>1</sup>

Asst. Prof. Dr. Jihad Shukri RASHID<sup>2</sup>

### Abstract

The domain of semantic\_ semiotic studies can be very vast and such kind of studies is applicable as an analytical tool and foundation theory for analyzing narratives and fictions. Since the point of view is a collection of techniques which enables the narrator to create diversity in the processing of the text, therefore the selection of the viewpoint by the narrator has a great function in the narrative. In this research the researches try to scrutinize the point of view and its kinds in the poetic narrative of *Mam and Zin* by using the mechanism of semantic\_ semiotic approach. The research also tackles with different kinds of viewpoints in a descriptive analytical method in accordance with the poetic template of the narrative. The outcome of the research indicates that the way of using the different kinds of viewpoint in addition to visualizing the skills and abilities of the poet, also makes the narrative more attractive and influential. All in all this semantic\_ semiotic study of the narrative indicates that the literary creation is the result of a narrating activity in which the text of the narrative of this research includes such kind of narrating forms.

**Keywords:** semantic, semiotic, viewpoint, Mam and Zin.

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## The Coptic Saints Cyrus and John: Historical, archeological and tourist study

Sherin Sadek EL GENDI<sup>1</sup>

### Abstract

From ancient times until today, Saints Cyrus and John were and are especially venerated in the Coptic Orthodox and in the Eastern Catholic Churches following the Byzantine Rite during the Liturgy of Preparation in the Divine Liturgy. The decoration of several Coptic artifacts preserved in the Coptic monuments are depicting the figures of these two famous Saints whose geographical origins were disputed.

The purpose of writing this paper is to shine a light on the life of Saints Cyrus and John, their cult established in the fifth century AD and their miracles composed by Sophronius who was the patriarch of Jerusalem (634-638 AD). On the following study, I shall attempt also to analyze the various attitudes of Saints Cyrus and John in the Coptic decoration. Moreover, I will provide a deep overview about the churches dedicated to them in different monastic sites in Egypt.

Furthermore, the aim of the present paper is also to supply a special need, which has long been left by those interested in the Egyptian or Coptic Church by offering different and effective suggestions for the tourist development in the Egyptian archeological sites including monuments for these two Saints.

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# Designing and Validating a Test on English Humor Comprehension and investigating its Relationship with EFL Learners' Humor Styles and Language Proficiency

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## Abstract

Humor is a complex and dynamic mode of communication that serves a number of important social functions. It has been claimed that humor is helpful in the context of learning. The present study aimed at constructing and validating a test to measure EFL learners' humor comprehension ability and investigating its relationship with the participants' humor styles and language proficiency. The study consisted of two phases -- that is, the validation of questionnaires and the correlational survey. The participants for the validation phase were 275 advanced Iranian EFL learners of both males and females. In the correlational study, there were 210 EFL learners from both genders as well. The study utilized two tests and one questionnaire: the Preliminary English Test (PET), the English Humor Comprehension Test (EHCT), and the Humor Styles Questionnaire (HSQ). The results of a confirmatory factor analysis (CFA) indicated that the English Humor Comprehension Test with 19 items and three main sub-constructs (i.e., quantity, manner, and relevance) enjoys an acceptable validity and reliability index. In addition, it was revealed that the participants' humor comprehension ability and their humor styles are positive significant predictors of their language proficiency. A positive significant correlation was also found between EFL learners' humor comprehension ability and their humor styles.

**Keywords:** Sense of humor, Humor styles, English Humor Comprehension Test, Language proficiency, EFL learners

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## In search of ideologically motivated shifts in trans-edited ‘hard news’ reports

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### Abstract

Multilingual news coverage by global media networks inevitably involves a mix of interlingual translation and editing from one or more source texts into the target language. While various media outlets address different audiences in their multilingual adapted versions of ‘hard news’ reports, those versions can reasonably be expected to adopt more or less a consistent evaluative stance. After all, the so-called ‘hard news’ reports are purported to be ‘objective’ and ‘impartial’ representations of news events.

Analysing English and Arabic online hard news reports, produced by the same media outlets, and covering the same event, this case study seeks to identify and contrast the various clues of their ideological and attitudinal potential, which lurks behind a veneer of ‘objectivity’ and ‘impartiality’ typical of hard news reports in general. Adopting the Appraisal Framework’ (Martin and White, 2005) as the main theoretical model for analysis, this study will focus on politically motivated shifts or divergences in trans-edited statements attributed to the same external sources. Among other things, the contrastive analysis of the corresponding news reports will reveal the adoption by their respective authors of ‘impersonalising’ strategies (White, 2006) aimed at presenting a façade of detachment and neutrality, yet reflecting different evaluative stances vis-à-vis the events, people and situations they report on. It will be demonstrated how the trans-edited attributions selectively deployed in the examined hard news reports are often manipulated or reworked to enhance credibility or legitimacy of the authorial stance, thereby aligning the reader into the author’s attitudinal position.

The data on which this case study is based is composed of BBC and Aljazeera online English hard news reports covering the same story, and their corresponding Arabic versions, together with their accompanying images and captions. Both English and Arabic reports are analysed and contrasted along ideologically significant dimensions, with particular emphasis on attribution patterns and choices. It will be argued that the observed attitudinal divergences between the English and Arabic versions examined cannot be simply explained away by some cultural requirements of their respective audiences but rather different ideological and attitudinal stances on the part of their journalistic authors.

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**Keywords:** attribution - evaluation – hard news – ideology - media - representation - translation

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