

Dear IJONTE Readers,

IJONTE appears on your screen now as Volume 2, Number: 3. In this issue it publishes 13 articles. And this time, 22 authors from 6 different countries are placed. These are Czech Republic, Iran, India, Slovakia, Turkey and Zimbabwe

The first article is from TURKEY on “MIDDLE SCHOOL STUDENTS’ ATTITUTES TOWARD SCIENCE IN CONSTRUCTIVE ENVIRONMENT”, written by Esmé HACIEMINOGLU, from Selcuk University, Konya, Ozgul YILMAZ-TUZUN and Hamide ERTEPINAR from Middle East Technical University, Ankara, TURKEY. The purpose of this study is to investigate middle school students’ attitude toward science and the effect of gender, grade level and parent education level on students’ attitude toward science. The sample of this survey study included 2961 sixth, seventh and eighth grade middle school students in Çankaya, Ankara. Students completed 40 items test of science related attitude (TOSRA) developed by Fraser (1978). MANOVA results showed that grade level significantly affected middle school students’ attitude toward science regarding adaptation of scientific attitudes, enjoyment of science lessons, leisure interest in science, and career interest in science. Gender and parents’ education level have influence on only adaptation of scientific attitudes dimension.

The second article is on “THE INTERPLAY BETWEEN METACOGNITIVE AWARENESS AND SCIENTIFIC EPISTEMOLOGICAL BELIEFS”, written by Elif AKAR, Ceren TEKKAYA and Jale ÇAKIROĞLU again from Middle East Technical University, Education Faculty, Ankara, TURKEY. This study presents considering the importance of epistemological beliefs in students’ learning process and how students reach knowledge; this study explored contributions of metacognitive awareness level to students’ scientific epistemological beliefs. Discipline Focused Epistemological Beliefs Questionnaire and Metacognitive Awareness Inventory were administered to 250 eighth graders. Correlation analysis indicated that both knowledge of cognition and regulation of cognition dimensions of Metacognition related with certainty/simplicity of knowledge, source of knowledge, attainability of truth dimensions of epistemological beliefs.

The third article is from INDIA. It is on “TEACHING COMPETENCY OF SECONDARY TEACHER EDUCATION STUDENTS IN RELATION TO THEIR METACOGNITION”, conducted by Sheeja V. TITUS and P. ANNARAJA, from Xavier’s College of Education, Palayamkottai, South India, INDIA. In the presented paper investigators made an attempt to explore the effectiveness of metacognitive skills in developing the teaching competency among secondary teacher education students. They described the concept of metacognition as a higher-order cognitive structure. More specifically, metacognition is described as an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably. Students with good metacognition are claimed to be able to perform efficiently in teaching.

The fourth article which is entitled as “OPINIONS OF TRAINERS ON BLENDED LEARNING MODEL IN HIGHER VOCATIONAL EDUCATION AND TRAINING” is written by Mehmet SAHIN, Selcuk University, Higher School of Vocational and Technical Sciences, Konya, TURKEY. The purpose of this study is to find out the opinions, on blended learning model of the trainers working at Higher Schools of Vocational Education and Training. This study is based on a qualitative research technique: focus group interview. The findings are grouped under the titles such as current situation, positive response of the students, flexibility, collaborative learning, financial and pedagogical aspects, and lifelong learning model.

The fifth article arrived from TURKEY, which is prepared on “THE ATTITUDE OF STUDENTS TOWARDS SOCIAL SCIENCES IN UNDERGRADUATE STUDIES: A Sample for The Communication Theory Course”, Written By Deniz YENGIN, Istanbul Kültür University, Istanbul, TURKEY. According to the author, education encapsulates two thirds of our life span. Thus, the author gives direction to our future according to the education we undergo. University students especially are equipped with theoretical and practical information during their undergraduate studies. However, students taking theoretical courses in social sciences have difficulties. In this study, the author examines how university students look at social science courses and according to these results she offers some suggestions.

The sixth article arrived from SLOVAKIA on “QUALITY MANAGEMENT IN UNIVERSITY EDUCATION PROCESS” and written by Jozef GAŠPARÍK, Slovak University of Technology in Bratislava, SLOVAKIA. In this article the possibility of implementation of quality management trends in education process at the Faculty of Civil Engineering of the Slovak University of Technology (SUT) in Bratislava (Slovakia) is described. Quality of education process depends on many important factors, like high qualification of teachers, good infrastructure concerning the education, library with new books and journals from all over the world, effective university information system etc. In the process of continual increasing of the quality of education process, we can implement quality management system according to ISO 98001:2008, total quality management, reengineering, Kaizen method and model of excellence CAF (Common assessment framework). Implementation of these quality management philosophies at university education process can lead into increasing quality of teachers and our customers-students and through them to application of new world knowledge and experiences to practice. As a result some important documents like quality policy, map of quality assurance and monitoring of education process at university are presented.

The seventh article came from Middle East Technical University, Ankara, TURKEY. Article is titled as “THE USE OF LEXICAL NETWORKS IN EFL VOCABULARY TEACHING”, written by Hasan BAYRAKTAR. This study has evaluated the effectiveness of vocabulary instruction via lexical networks and whether this approach aids text comprehension and vocabulary growth in an L2 reading and vocabulary course. The instructional use of lexical networks, more commonly known as semantic maps, was tested against the word-definition matching technique, an approach that focuses on lexical items in isolation, as independent units. The main interest of the researcher was whether the use of a lexical network approach can help students recognize lexical cohesive features of a text and consequently facilitate comprehension of a text and increase vocabulary retention. The results of the study showed that learners’ identification of lexical networks in a text can be a useful vocabulary learning device for advanced L2 learners, helping them establish and strengthen the links not only between the items that were the focus of the explicit instruction, but also other semantically related lexical items in the text.

The eighth article arrived again from CZECH REPUBLIC and was written on “PROFESSIONAL CHOICE OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS” by Zdenek FRIEDMANN in Department of Technical Education Faculty of Education, Masaryk University. This paper connects that pupils with specific learning difficulties and behavior disorders are a relatively strongly represented group in Czech schools, which traditionally received special attention. This group of pupils has more serious problems when making educational and subsequently professional choices in the labour market. In the text the author presents data from a quantitative investigation focused on identification of specific features in professional aspirations of pupils with a mild disability, specific learning difficulties and behavior disorders. Attention is paid to selected circumstances and influences which often play a role in the process of decision making, particularly the influence of counseling bodies.

Article nine is on “SECONDARY SCHOOL STUDENTS’ OPINIONS ON PORTFOLIO ASSESSMENT IN EFL” which is written by Tolga ERDOGAN, Hacettepe University, Ankara and Irfan YURDABAKAN, Dokuz Eylül University,

Izmir, TURKEY. This study aims to find out the opinions of students on portfolio assessment. The study was implemented in a secondary school English preparatory class. As part of the study, portfolios and portfolio assessment activities were integrated into the program in a treatment group. The analysis of student responses showed that portfolio assessment is a fair method, compared to traditional assessments, it is a more down-to-earth approach, it increases student responsibility and motivates students positively. On the other hand, student responses revealed some negative results, like portfolio studies take time, there is a need to include various types of a lot of tasks in portfolios, and self-evaluations, reviews and corrections of student work entail a lot of student and teacher effort.

The tenth article is titled as "ASSESSING THE RECEPTIVITY OF OPEN AND DISTANCE LEARNING PROGRAMMES AMONG ORDINARY AND ADVANCED LEVEL STUDENTS: A Case of Zimbabwe Open University" from ZIMBABWE and was written by Richard BUKALIYA and Farirai MUSIKA, Zimbabwe Open University, ZIMBABWE. This paper presented was undertaken to establish Ordinary and Advanced level students' receptivity of Open and Distance Learning programmes offered by Zimbabwe Open University. With the proliferation of several higher education institutions, which include among them the eleven universities in the country and at one polytechnic in each of the ten provinces of Zimbabwe, competition for students has become stiff as enrolments in some of these institutions continue to plummet. There was, therefore, a need to establish how receptive these young adults were of the ODL mode, in light of the introduction of the Enhanced Tutorial Programme (ETP) as an innovation in the ODL system at the Zimbabwe Open University.

The eleventh article is on "THE MOZART EFFECT IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY ON THE EFFECT OF MUSIC IN LEARNING VOCABULARY IN A FOREIGN LANGUAGE" written by Yasemin Yelbay YILMAZ, Özel Final İlköğretim Okulu, Diyarbakır, TURKEY. She conducted her research at Hacettepe University, School of Foreign Languages and aimed at determining the effect of music on learning and retaining new vocabulary in a foreign language. A secondary aim was to find whether musical intelligence had any effect on learning vocabulary with a music-based syllabus. A syllabus based on brain based learning principles that comprises music as its main component for vocabulary instruction was devised and implemented for 6 weeks. The experiment group got music based vocabulary instruction while the control group followed the same syllabus without the music component. Data have been collected by means of pre and post tests; student written feedback and an interview with random selected students in the experiment group to collect qualitative data. It has been found at the end of the study that the experiment group outperformed the control group with the number of words they learned. The experiment group also retained more words as music acted as a means to code the new vocabulary into the long term memory.

Article twelve arrived from IRAN. The subject of the article is "COMPUTER-BASED GLOSSES VS. TRADITIONAL PAPER-BASED GLOSSES AND L2 LEARNERS' VOCABULARY LEARNING" and written by Malahat YOUSEFZADEH, Islamic Azad University, IRAN. Her study investigated the superiority of computer-based glosses in comparison with traditional glosses. 80 participants were divided into two groups (computer-based gloss group and traditional gloss group). Computer-based group received instruction through computer. i.e. new words were presented with their pictures and L1 translations and traditional group received instruction on the paper only with L1 translation. The results (pre and post-tests) were analyzed using a t- test. The results indicated the superiority of computer-based gloss group over paper-based gloss ones.

The last article is from Turkey. It is entitled as "LEGAL EDUCATION AND MATHEMATICS" and Written by Z. Gönül BALKIR and Eylem APAYDIN from Kocaeli University, Faculty of Law, Kocaeli, TURKEY. They mentioned in their article that there is a natural integrity between law and mathematics arising from mathematics' being the primary device in the area of technical law even though the character of relationship between them is debatable. Instrumental use of mathematics is extremely important for technical aspect of law. Mathematical logic, statistics, probability logic, simulation models cannot be used in legal context without establishing the mathematics and mathematical relations. While the legal system with mathematics aims to create or construct



a more comprehensive and systematic world than a complex system or chaos; mathematics is the universe of the abstract and perfectly formed numerical collocations. In this context, law is the system of formed human relations, which is tried to be created by social mind. The necessity of mathematical understanding in legal world, on one hand, proves how important mathematics is in legal education and on the other hand, it demonstrates how similarly both legal and mathematical systems are formed. Law and mathematics emerged as the formed result of humanity's search for perfection.

Cordially,

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