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Metaphorical Perceptions of "Violence" among Students of Psychological Counselling and Guidance

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Metaphorical Perceptions of "Violence" among Students of Psychological Counselling and Guidance

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Abstract

It is seen that violence has been escalating across the globe. In parallel with the increase worldwide, violence takes place at larger scales especially in the geography we live in due to reasons such as wars, terrorism, domestic violence and school violence. Based on these harrowing experiences, we often see the news about violence in the media, social media, and on TVs. Exposure to such excessive violence seems to normalize the violence and leads to decreased awareness. The purpose of this study is to determine how violence is perceived by the preservice school counsellors (i.e., students enrolled in a psychological counselling and guidance training program) who, as school counsellors, are to take part in the efforts at schools to prevent violence. Accordingly, the present study is aimed at identifying the metaphorical perceptions of violence amongst the students enrolled in the Department of Psychological Counselling and Guidance, Necmettin Erbakan University. In the study, the research data was collected, analysed and interpreted using qualitative and quantitative research methods. In order to find out what kind of perceptions they have on violence, the students were presented with the following incomplete sentence "Violence is (like) ….. because ………." and then requested to complete it. Based on the descriptions, five categories were elicited; threat; purpose; destruction, psychological harm and (physical) harm; injury and death; force. It was seen that metaphors were mostly used in the category of threat, as opposed to the category of injury and death with the smallest number of metaphors. Recommendations were offered based on the results of the study.

Key words: Psychological counsellor and adviser, violence, metaphor, perception

Introduction

In recent years, a substantial increase at both individual and social level has been observed worldwide in the violence that exists in every stage of human life. Kocacık (2001) acknowledges that violence is a phenomenon that manifests itself in a wide variety of forms and is experienced by the individuals as well as social groups. It is observed that violence has increasingly continued from past to present while it is expected to decrease in accordance with the development level of nations. It is seen that violence today is experienced both in its primitive form as in the past and in various forms resulting from the use of technology (Özgür et al., 2011). In a study on cyber bullying among university students, Sargin and Güven (2010) found that the participants had been exposed to cyber bullying particularly by the people they had met on the cyberspace via the Internet. Violence is a major public health problem worldwide. Each year, over 1.6 million people lose their lives to violence. Violence is among the leading causes of death for people aged 15-44 years of age worldwide, accounting for 14% of deaths among males and 7% of deaths among females (World Report on Violence and Health, 2002).

The most comprehensive definition of violence is given by the World Health Organization. The World Health Organization defines violence as: "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation." (WHO, 2002). Another definition provided for violence is as follows: purposefully harming a person, insulting, dishonouring, disturbing peace and quiet, violation of the rights of others, intimidation, hurting, using force to hurt, displaying disruptive and aggressive behaviours and showing great or excessive anger (Erten and Ardalı, 1996). TDK (2016) defines violence as the use of force on those who hold opposite views, the use of brute force and the extremes in emotions or attitudes.

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Common features of violence include the use of force so as to hurt, injure, kill and damage property; the unlawful exercise of physical force; the use of violence or a threat to use of violence to perform an illegal action; the acts of physical destruction, breaking or destroying unnecessarily in a way to violate common laws and ethical codes; the act of force or compulsion going beyond boundaries of accepted behaviours in social relationships (Özerkmen, 2012). Kocacık (2001) notes that it is difficult to define violence as it has a complicated nature and reports that violence occurs in very different forms in all types of personal relationships and across all sections of society. It is argued that growing up in an environment of violence is a major factor in children's tendency to violence (İçli, 1997). The phenomena of violence is approached as a problem of perception and it is also covered within the different disciplines of science (MEB, 2008).

Conflicts arising from the violence between the individuals living in a society need to be regarded as one aspect of social life. Skills need to be improved not only to understand what underlies conflicts but to resolve the conflicts, as well (Kocacık, 2001). It is therefore essential to determine how it is perceived to settle the conflicts and prevent violence. A study points out that knowing the perceptions of violence amongst teachers and students is crucial to stop the events of violence increasing day by day and take educational measures (Şener and Özan, 2013).

A review of literature shows that studies conducted on violence are grouped under three categories. One of these categories is domestic violence (Türkiye'de kadına Yönelik Aile içi Şiddet Araştırması, 2015; Page and İnce, 2008; Güler, Tel and Tuncay, 2005; Kocacık and Çağlayandereli, 2009; Ayan, 2007; Yetim, and Şahin, 2008; Bayındır, 2010; Açıkgöz, 2015; Baykal, 2008), the second category is school violence (MEB,2008; Altun, Güneri, and Baker, 2006; Kaya, Güneş, Kaya and Pehlivan, 2004; Ögel, Tarı and Eke, 2006; Uzbaş, 2009; Avcı and Yıldırım, 2014; Kılıç, 2012) and the last one includes studies conducted to explain violence (Güleç, Topaloğlu, Ünsal and Altıntaş, 2012; Yorahan, 2011; Çeliktaş, 2013). A closer look into literature shows that there are no studies that have examined the violence tendencies of pre-service school counsellors. For this reason, it is the purpose of this study to explore how violence is perceived by the students enrolled in a psychological counselling and guidance training program who will be involved in efforts at schools to prevent violence as school counsellors in the future. The study is aimed at exploring the perceptions of violence amongst pre-service school counsellors. The study is significant in terms of identifying the perceptions of violence.

Method

Qualitative and quantitative research methods were used together in the study. In quantitative research, descriptive method was utilized and frequencies and percentages were given. In qualitative research, phenomenological design was used to analyse the metaphors used for the violence. Phenomenological design relies on the description of phenomena that are known yet not comprehended fully. Investigation of perceptions, tendencies and concepts is consistent with the design of this study. In phenomenological research, data sources are the individuals or groups who experience and display the phenomenon that the study focusses on (Yıldırım and Şimşek, 2006).

Sample

The sample of the study was comprised of the students enrolled in the Psychological Counselling and Guidance Program at Necmettin Erbakan University during 2016-2017 academic year. Based on voluntary participation, 71 students were included in the study sample. As one participant did not provide sufficient information, responses of 70 participants were included in the analysis of the data. Of the participants, 48 were female and 21 were male with an age range of 18 to 32 years.

Data Collection Instruments

In the study, participants were presented with the following incomplete sentence "Violence is (like) ….. because ………." and then requested to complete it giving their opinions and write only their gender and age as demographics. Also, they were asked to share their views by focusing on and using only one metaphor.

Data Analysis

The data obtained in the study was analysed using the method of content analysis. The metaphors provided by the participants to describe violence were listed and categories were created with reference to the definition of violence. Five categories were elicited regarding the concept of violence and an evaluation was made according to the titles of these categories.

Results

This chapter presents the results of the data analysis and their interpretations. The categories were grouped under five themes; Threat; Purpose; Destruction, Psychological Harm and (Physical) Harm; Injury and Death; and Force. Metaphors used by the participants were coded and presented along with their age and gender represented as F (female) and M (male).

The metaphors related to violence, frequencies and percentages, and the emotions, opinions and attitudes for the metaphors were presented in Table 1.

Table 1. Results regarding the metaphors produced for threat

G/A	Violence	f	%	Because
F/23, M/18	An action that equalizes humans and animals	2	2.86	Humans compromise by talking to each other Occurs following violence
F/22	Habit	1	1.43	Harms both oneself and the others
F/23	Traumatic impact on women and children	1	1.43	Results from weakness, impotence and inability
F/24	An infectious disease	1	1.43	Those who exposed to violence from early years on are most likely to commit violence
F/22	A nasty insult	1	1.43	Leaves a person vulnerable and ends in loss of self-respect
F/18	Volcano	1	1.43	Its impact is painful
F/19	A threat against life	1	1.43	Restricts rights and prevents self-expression
M/21	Trauma	1	1.43	Leads to violence
M/22	The biggest weakness of human beings	1	1.43	Makes up the deficiency this way
F/20	Addiction	1	1.43	You desire more as you keep doing
F/21 F/20	Disease	2	2.86	Kills you if you cannot find the medicine
M/19	Polluted water	1	1.43	Supposed to give a sense of relief in the mistaken belief that it is clean
M/23	Erosion	1	1.43	Destroys everything on its way unless precautions are taken
M/20	Ignorance	1	1.43	Non-ignorant people solve their problems by talking
F/21	A beast without anger management	1	1.43	People compromise by talking
M/20	Being overwhelmed by sudden anger	1	1.43	Reveals one's character
F/20	Whirlpool	1	1.43	Sucks everyone into everything
F/19	Sea waves	1	1.43	Damages everyone on its way
F/17 M/22	A truck with a failed brake	2	2.86	Destructive if not stopped
F/18	Popcorn	1	1.43	Small at first but gets bigger in time
F/21	Enemy	1	1.43	Not certain when to arrive, stabs you in the back
F/21	Snake	1	1.43	Approaches quietly, hurts and goes away even before you notice it, and you cannot understand what's happened.
	Total	25	35.75	

The metaphors produced for threat – a form of violence - show that 25 participants produced 23 different metaphors. Some examples of the interesting metaphors include *snake, popcorn, a truck with a failed brake, sea*

waves, whirlpool, polluted water and *volcano*. The main emotions arising from the metaphors are weakness, impotence and inability, loss of self-respect, restriction, inhibition, pain and inability to figure out what has happened. Threat can be included within the scope of psychological violence. It is seen that basic emotions regarding metaphors similar to those stemming from psychological violence. As to attitudes described by the respondents for the metaphors, a participant stated that people who were exposed to violence at early ages have a greater tendency to use violence. Social Learning Theory suggests that violence is a learnt behaviour and passes on from one generation to the next. Previous studies found that the majority of the adults perpetrating violence have a story of exposure to domestic violence in their childhood (Kaufman and Zigler 1987; Parke and Collmer ,1975). This finding is in agreement with other research findings in the literature. Some other attitudes described by the participants are self-harm and harming the others. This seems to be in line with the definition of violence "the intentional use of physical force or power against oneself, another person, or against a group or community". Saying "Humans compromise by talking", three participants emphasized a positive emotion among the others proposed for metaphors associated with violence.

Results regarding purpose – a dimension of violence – were given in Table 2.

Table 2. Results regarding the metaphors produced for *purpose*

G/A	Violence	f	%	Because
F/21	Committed against women	1	1.43	It is bullying
F/22 M/22 M/22 F/32	Bullying	4	5.71	Used by bullies
F/21 M/20	Lifting the scab	2	2.86	It worsens problems, makes them complicated and hurts more
F/21	War	1	1.43	There is blood and grudge in both
F/24	Massacre	1	1.43	It is a matter of cruelty to each other
	Total	9	12.86	

The metaphors produced for purpose - a dimension of violence – indicated that 9 participants used 6 metaphors. *Lifting the scab* could be suggested as an original metaphor. *Committed against women, bullying, massacre* and *war* are the other metaphors produced.

Basic emotions arising from the metaphors were found to be negative ones and it was observed that bullying was more emphasized by the participants. Definitions and findings related to violence show that bullying is defined as a repeated harassment or harassment attempt by one or more other students against a weaker one in order to damage, hurt and humiliate (Olweus, 1993: 24), and purpose is regarded as a dimension of violence. The violence committed therefore leads to negative outcomes. Due to that reason, it is likely that participants stressed the outcomes of violence in the metaphor produced for purpose. It is seen that all the metaphors and emotions in this category are negative and related to the term "actual use", which is used by the World Health Organization when defining violence. The situations indicated by the metaphors produced in this category could be associated with this term.

The findings about destruction, psychological harm and (physical) harm were presented in Table 3.

Table 3) Findings about the metaphors used for Destruction, Psychological Harm and (Physical) Harm

G/A	Violence	f	%	Because
M/22	A devastating action	1	1.43	It betrays trust
M/20	Destroys you when used	1	1.43	It leads to financial and emotional effects
M/22	Dark corner of human nature	1	1.43	Its results are bad for everyone

G/A	Violence	f	%	Because
M/20	Psychological pressure	1	1.43	Physical pain disappears but nonphysical dos
M/22	Devastating events	1	1.43	not
M/22	Resentment	1	1.43	It drives a person to suicide
F/21	Ruins Family	1	1.43	It causes anger; violence freezes the hearts
M/23	A drop in the ocean	1	1.43	It is the worst action ever
M/21	Stopped watch	1	1.43	Showing oceans of love and a drop of violence
F/21	Sadness, disappointment	2	2.86	Violence is sometimes right, just like a stopped watch is right twice a day
F/20				Person's negative point of view on life
F/21	A dark, imprisoned darkness	1	1.43	
F/19	Snowflake	1	1.43	It makes one's life upside-down when exposed to
M/21	Evil	1	1.43	It gets larger as it is scattered and it causes more
F/21	Pen	1	1.43	damages as it gets larger
M/18	A tear	1	1.43	It kills social life
				Its traces are never lost
M/22	Writing on the walls what is not written in your destiny	1	1.43	It exhausts one much more than a punch or a slap does
				Whatever you write, the result is never what you expect
	Total	17	24.31	

It was found that participants used 16 metaphors for the destruction, psychological harm and (physical) harm. It was seen that 4 of the metaphors (*a devastating action, destroys you when used, devastating events*) were related to destruction, 6 of them (*pen, imprisoned darkness, psychological pressure, dark corner of human life, resentment, sadness and disappointment*) were connected with psychological harm and 6 were produced for harm (*a drop in the ocean, stopped watch, sadness, snowflake evil, tear and writing on the walls what is not written in your destiny*). Some examples of the original metaphors include *pen, imprisoned darkness, dark corner of human nature, a drop in the ocean, stopped watch, snowflake* and *writing on the walls what is not written in your destiny*. It is seen that the original metaphors were used in the category of psychological harm and (physical) harm. Analysis of the emotions indicated that the emotions connected with the metaphors produced for destruction were all negative and they emphasized the extremes like committing suicide that are caused by violence. A research study reported violence as a risk factor for suicide attempt and pointed out that suicide was the 17th leading cause of global deaths in 1990s and it is estimated to stand 14th on the list by 2020 (Violence and Health, 2000). Self-directed violence according to World Health Organization (2002) is divided into subcategories: suicide and self-abuse. The act of suicide here can be considered to be the most extreme of self-directed violence.

It is seen that the emotions provided by the metaphors produced for psychological harm were negative and participants put the emphasis on the traces of violence and the permanency of these traces.

The emotions and attitudes revealed by the metaphors generated for harm showed that five of these emotions and attitudes were negative. It is seen how harmful and destructive the violence is no matter how insignificant all this negativity is. The emotions described based on the metaphors used in this category can be associated with the outcomes of violence. It is acknowledged that the outcomes of violence seriously affect an individual physically, emotionally and socially (Güler, Tel, Tuncay, 2005). It seems that the views shared by the participants are in line with the effects of violence. Given the metaphor of stopped watch, it might be suggested that it is emphasized that the use of violence sometimes could be a solution and the right thing to do.

Findings about injury and death were indicated below in Table 4.

Table 4. Results regarding to metaphors created for injury and death

G/A	Violence	f	%	Because
F/22	It is like an injury or murder	1	1.43	The purpose is to harm a person
F/21	A savage assault	1	1.43	No one deserves it
M/21	Breaking of a glass	1	1.43	You put back together the pieces yet it never becomes the same as before
F/18	Oil stain	1	1.43	Permanent trace
	Total	4	5.72	

As can be seen in Table 4, the participants produced 4 metaphors for the categories of injury and death. *Breaking of a glass* and *oil stain* can be given as examples of original metaphors. It is seen that the emotions expressed on the basis of metaphors are all negative ones. It is noteworthy that "harming a person", as described in these emotions, is in conformity with the following definition of violence provided above; "violation of the rights of others, intimidation, hurting, using force to hurt". It could be suggested that other emotions emphasized here, which are "permanency of violence, changing back into the original form and no-one deserves it", are related to the effects of physical violence presented in the literature.

Findings concerning force were presented in Table 5.

Table 5. Findings concerning the metaphors produced for force

G/A	Violence	f	%	Because
F/21	Use of force	1	1.43	Those resorting to violence always believe that they are the powerful
F/24	Disproportionate use of force	2	2.86	Causes harm to others
F/22				
F/19	Intense pressure	1	1.43	It is the source of violence
F/22	Intimidation	1	1.43	Assaulting by using violence shatters him/her
M/23	Use of force	1	1.43	Nobody is superior to anyone
F/19	Weakness of the weak ones	1	1.43	Deprived of certain things if they use violence
F/23	Done by those who lack the love of humanity	1	1.43	An effort to prove oneself
M/20	A method of defence for fools	1	1.43	Humans compromise by talking to each other Done by so-called human beings
M/19	The stronger beats the weaker	2	2.86	The perpetrator wants to hide his/her faults
F/21				
F/21	Tent	2	2.86	One knows that s/he is wrong, yet chooses it to dominate
F/22				
F/21	Sign of inability and weakness	1	1.43	Choosing the hard path over the easy one
F/22	Use of force against the weaker by the powerful	1	1.43	Causes severe depression
	Total	15	21.45	

Findings concerning force indicated that 15 participants produced 13 metaphors. *Tent*, among others, stands out as an original metaphor. Here, the emotions explaining the metaphors can be discussed under two headings; 1. From the perspective of the perpetrator of violence, it is seen that there are explanations made for the reasons of violence. These reasons include "perpetrator's attempt to show his/her power (violence is power), those who are deprived of certain things use violence, an effort to prove oneself, one's struggle to mask his/her injustice, people know that they are wrong, doing it to seem to be right while actually not, choosing the hard path over the easy one". It was reported in a study (Avcı 2006:45) that adolescents exhibiting violent behaviours have parents who have inadequacies in problem solving, communication, emotional responsiveness, roles within the family, behaviour management, the care of children and common family functions, when compared to the parents in the control group. The findings obtained were found to be in line with the causes of violence. 2. From the perspective of the victim of violence, the emotions and views shared by the participants involve effects such as suffering from harm and having severe depression experienced by the victim of violence. The explanations given for the effects were negative and this finding could be associated with the common effects of violence.

Conclusion

This study was aimed at identifying the metaphoric perception of violence among students enrolled in the Department Psychological Counselling and Guidance at Necmettin Erbakan University. Consisting of 70 students initially, the study was completed with 69 students, with one student left out due to missing data. The data obtained was analysed after being divided into five categories related to violence; threat; purpose; destruction,

psychological harm (physical) and harm; injury and death; and force. It was found out that the greatest number of metaphors were produced in the category of threat whereas the least number was detected in the category of injury and death. It was seen that bullying was the most produced metaphor. In general, it was observed that the participants had difficulty in creating original metaphors, and they could come up with just a few original ones. It might be suggested that the original metaphors were mostly found in threat and destruction, psychological harm and (physical) harm. The smallest number of original metaphors were observed in the category of force. It was discovered that the metaphors produced for violence and the emotions and attitudes related to the metaphors were in line with the definitions and the theoretical knowledge in the literature. In terms of gender and age, those who produced these original metaphors were female students between 18 to 21 years old. On the basis of threat, purpose, destruction, psychological harm, (physical) harm and force, the emotions, opinions and attitudes concerning the metaphors used were framed with the effects of violence, perpetrator of violence and causes of committing violence. Following recommendations were made based on these results.

Recommendations

Further studies need to be done to investigate the awareness and perception of violence using larger sample sizes from different departments of universities. Projects should be planned to increase the awareness of violence. There is also a need to carry out research studies focusing on the prevention of violence.

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Students' Attitudes towards Vocational Foreign Language Course

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Abstract

The aim of the study was to determine students' attitudes towards Vocational Foreign Language Course and if the their attitudes display significant differences in terms of gender, age, department, the place they live, passing marks, the type of high school they graduated from, their mothers' and fathers' graduation levels and being abroad. The study was carried out in descriptive survey method. The population of the study comprised of senior students at two vocational colleges of Nevşehir Hacı Bektaş Veli University in 2015-2016 spring semester. "Attitude Scale towards Vocational Foreign Language Course" was used to collect data. Data were analyzed using independent samples t-test and one-way ANOVA. The findings revealed that students, in general, have positive attitudes towards Vocational Foreign Language Course and their attitudes differed in terms of gender, age, department and passing mark; however, their attitudes did not have a difference in terms of other variables.

Key words: Attitude, English for Specific Purposes (ESP), Vocational foreign language.

Introduction

Globalization of the world has led English to become lingua franca among countries. For economic, scientific and technological reasons, English is an international language. Thus, countries give more importance to teaching English as a second or foreign language. In a similar vein, students start learning English at second grade at primary school in Turkey. They study English in increasing levels each year. The course contents involve four language skills (reading comprehension, listening, speaking and writing) and three language areas (grammar, vocabulary and pronunciation). When students start studying at universities, they have new needs in terms of foreign language learning as they determine their professions. On the one hand, university students should take compulsory foreign language courses generally in their first year. On the other hand, the aim of foreign language teaching in higher education is to train students to communicate professionally in a foreign language and to develop their foreign language in their fields. In other words, foreign language can be considered as a tool of professional life-long learning and development.

In Turkey, students mastering at two-year vocational colleges take Vocational Foreign Language Course in their second year after compulsory foreign language courses. As vocational colleges include different departments/programs, students' needs and course contents for each department are diversified. Indeed, vocational foreign language can be regarded as a part of English for Specific Purposes (ESP), which Hutchinson and Waters (1987) described as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. In addition, Richards (2001) expressed that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in designing a course for ESP. In addition, when websites of universities, faculties and vocational colleges, it is observed that different words are used for the name of the course, such as Vocational English/Foreign Language, Occupational English/Foreign Language, Professional English/Foreign Language and Business English. In this study, Vocational Foreign Language is used.

Different variables can influence language learning. These components not only affect students' interests, behaviors and actions in the language classrooms but also promote or prevent their language learning performances. One of the most crucial of the components is attitude. In the literature, attitude is defined in several ways, the most accepted of which is Gardner's definition. For him, attitudes are the sum total of a man's instincts

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and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic (Gardner, 1980). Attitude is also considered to be a component of motivation in language learning. In addition, it is a well known fact that attitudes play a very important role in language learning because they influence what, how much and how well a student can learn, which is one of the indicators of success or failure in learning a language. In other words, negative attitudes towards a foreign language can handicap learning the language; conversely, positive attitudes can increase language learning success.

Studies have been carried out about Vocational Foreign Language in Turkey. Some theses most of which are master theses were conducted mainly to analyze the needs of students in the course (Güleç, 2013; Albostan, 2012; Ayas, 2011; Sabuncuoğlu, 2010; Diken, 2006; Kaygan, 2005; Sezer, 2004), to evaluate the effects of some instructional strategies (Özer, 2016; İgrek, 2013; Veziroğlu, 2013; Sert, 2012; Akın, 2010; Güneş, 2008) and investigating students' perceptions of vocational English course book (Duymaz, 2014). However, the studies have ignored attitudes of students towards vocational foreign language and the course. On the one hand, there are various studies about attitudes towards foreign language (specifically English) and foreign language learning. On the other hand, all of them are about general foreign language and the number of studies about vocational foreign language is limited. Therefore, the study was carried out to meet this need and aimed at determining students' attitudes towards Vocational Foreign Language Course and if the their attitudes displayed significant differences in terms of gender, age, department, the place they live, passing marks, type of high school they graduated from, their mothers' and fathers' graduation levels and being abroad. The research questions were:

1. What are the students' attitudes towards Vocational Foreign Language Course?
2. Are there significant differences in students' attitudes towards Vocational Foreign Language Course in terms of gender, age, department, the place they live, passing marks, type of high school they graduated from, their mothers' and fathers' graduation levels and being abroad?

Method

Descriptive survey method was used in the study. Descriptive survey method is generally used to determine the opinions of the participants about a particular subject or some features of the participants (Büyüköztürk, 2005). The method was used because the study aimed at determining vocational college students' attitudes towards Vocational Foreign Language Course in term of different variables.

Sample

The population of the study comprised of senior students at two vocational colleges of Nevşehir Hacı Bektaş Veli University in 2015-2016 spring semester. The questionnaire forms were given to all (N=436) students enrolled in the two colleges and taking Vocational Foreign Language Course and 331 students filled in the form on the basis of voluntariness. Table 1 shows demographic information about the participants.

Table 1. Demographic Information about the Participants

		N	%			N	%
Gender	Female	150	45.3	Passing Mark	F (0-44)	52	15.7
	Male	181	54.7		C (45-56)	104	31.4
Age	20 and younger	121	36.6		B (57-74)	103	31.1
	21-22	142	42.9		A (75-100)	72	21.8
	23-24	35	10.6	High School	Anatolian	51	15.4
	25 and older	33	10.0		State	108	32.6
Department	Tourism & Hotel Management	76	23.0		Vocational	156	47.1
	Tourism & Travel Services	63	19.0		Other	16	4.8
	Office Management & Executive Assistance	51	15.4	Mother Graduation Level	Primary School	203	61.3
	Marketing	18	5.4		Secondary School	58	17.5
	Cooking	59	17.8		High School	60	18.1
	Catering Services	19	5.7		University	10	3.0
	Tourism Animation	13	3.9	Father Graduation Level	Primary School	129	39.0
	Tourism Guiding	32	9.7		Secondary School	91	27.5
Residence	Village	42	12.7		High School	79	23.9
	Town	33	10.0		University	32	9.7

District	88	26.6	Being	Yes	39	11.8
City	74	22.4	Abroad	No	292	88.2
Metropolis	94	28.4		Total	331	100

As seen in Table 1, 150 students were female and 181 of them were male. Most of the students (42.9%) were 21 or 22 years old while only 10% of them were 25 and older. In terms of department, 76 students study Tourism and Hotel Management, 63 students study Tourism and Travel Services, 51 students study Office Management and Executive Assistance, 18 students study Marketing, 59 students study Cooking, 19 students study Catering Services, 13 students study Tourism Animation and 32 students study Tourism Guiding. Students lived most of their lives in villages (12.7%), towns (10.0%), districts (26.6%), cities (22.4%) or metropolises (28.4%). 15.7% of the students fail in the course in fall semester, 31.4% of them got C, 31.1% of them got B and 21.8% of them got A. Nearly half of the students (47.1%) graduated from vocational high schools. More than half of the students' mothers (61.3%) and most of their fathers (39.0%) graduated from primary schools. Only 39 (11.8%) of them have been abroad before.

Data Collection Tool

The data were collected via a questionnaire form including demographic information about the participants and "Attitude Scale towards Vocational Foreign Language Course". The scale was developed by Özer (2016). The scale has a one-factor structure and is composed of 28 statements rated on five-point Likert scale (1= strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

158 voluntary students taking Vocational Foreign Language courses at a vocational college in 2014-2015 academic year filled in the scale and some analyses were made. Item-total correlation coefficients ranged from 0.61 to 0.82. According to Büyüköztürk (2005), item-total correlation coefficients should be 0.30 and above. KMO coefficient was examined to check whether sample size was adequate for factor analysis and Barlett's test was investigated to control whether variables are distributed normally. KMO coefficient was 0.953 and Barlett's test was 0.00. If KMO is higher than 0.60 and Barlett's test is significant, factor analysis can be used for the data (Büyüköztürk, 2005: 126). Then, explanatory factor analysis was applied to determine the factor loadings and construct validity. The explanatory factor analysis showed that the eigenvalues of 28 items in the scale were distributed on four factors bigger than 1, which explained 65.668% of the total variance. The contribution of the four factors to the total variance was 52.525%, 5.127%, 4.284% and 3.731% respectively. The eigenvalues of the factors were 14.707; 1.436; 1.200 and 1.045 respectively. Factor loading values of all the items in the scale were high in the first factor.

Factor loading values of items in the first factor ranged from 0.619 to 0.829. Thus, Scree Plot was analyzed and there was a rapid decrease in the first factor. When all the analyses were taken into account, the scale was considered to have one factor. In other words, the fact that the first factor loading values of all items in the scale were high, that the variance explained by the first factor was significant, and that the eigenvalue of the first factor was three times higher than the eigenvalue of the second factor were evidences that the scale had one factor (Büyüköztürk, 2005). Therefore, it was concluded that the scale had a one-factor structure. Moreover, the first factor alone accounted for 52.525% of the total variance. That the explained variance is 30% and more is acceptable for a one-factor scale (Büyüköztürk, 2005; Çokluk, Şekercioğlu and Büyüköztürk, 2014). Cronbach Alpha reliability analysis was applied to the scale and it was estimated as 0.96. The psychological scales with 0.70 and higher Cronbach Alpha are assessed as reliable scales (Büyüköztürk, 2005: 171). Therefore, the scale was commented to be a reliable, valid and one-factor scale (Özer, 2016).

Since the scale has a one-factor structure, confirmatory factor analysis was carried out for the scale in the current study to test one-factor structure of the scale and convenience of the model proposed after explanatory factor analysis (Tabachnick and Fidell, 2007). Fit indices of the one-factor model were analyzed and chi-square (x^2=1068.43, sd=350, x^2/sd=3.05, p<0.001) was significant. Fit indices of the model were RMSEA=0.08 and CFI=0.81. When estimated fit indices were examined, the values were observed to be close to the ones expressed in the literature (Kline, 2005; Tabachnick and Fidell, 2007) but not at the expected level. When modification indices about the variables in the model were examined, it was observed that there was relationship between the errors of some items. Modification indices show the decrease in the chi-square value as a result of adding a particular parameter (releasing it) or new parameters (Sümer, 2000). Based on these indices, error correlations for item parceling of the same latent variable were added to the model and reanalyzed. Final confirmatory factor analysis exhibited that chi-square values (x^2=727.55, sd=336, x^2/sd=2.17 p<0.001) were significant. Fit indices of the model were RMSEA=0.06, SRMR=0.06, IFI=0.90 and CFI=0.90. Therefore, the results of the analyses

indicated that the model had acceptable fit indices (Kline, 2005; Tabachnick and Fidell, 2007). Factor loading values and error correlations of the items were observed to be statistically significant. Figure 1 displays the final confirmatory factor analysis.

After the confirmatory factor analysis, Cronbach Alpha reliability analysis of the one-factor scale was estimated as 0.93 for the current study.
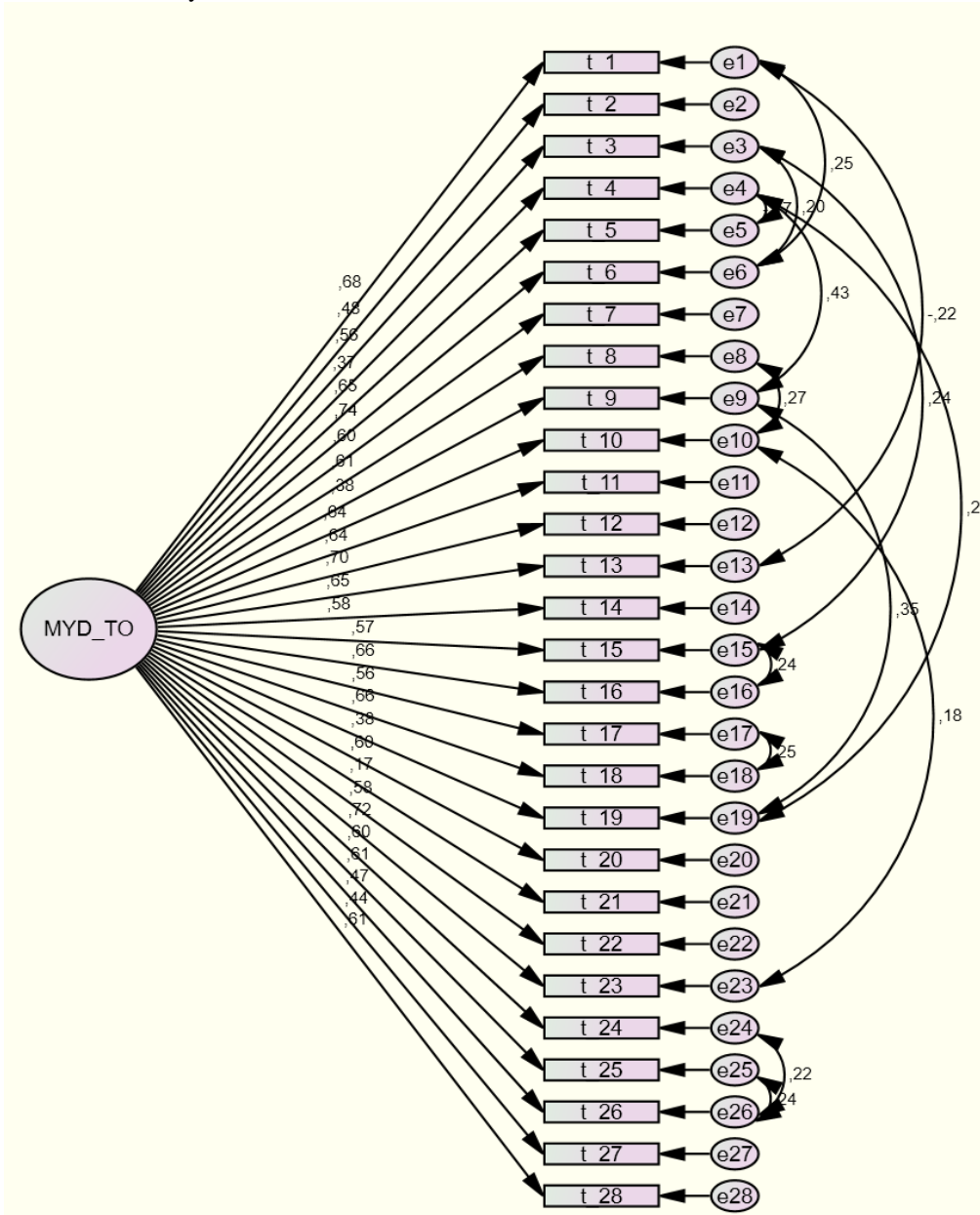

Figure 1. CFA Model of Attitudes Scale towards Vocational Foreign Language Course
$(n=331, x^2=727.55 \text{ sd}= 336, p<0.001)$

Data Analysis

Confirmatory factor analysis was carried out for the scale in the current study to test one-factor structure of the scale and convenience of the model proposed after explanatory factor analysis. Mean and standard deviation values were found out for data to determine the distribution of students' attitudes towards Vocational Foreign Language Course. Independent samples t test was applied to find out whether there were significant differences between attitudesof female and male students and the students who have been abroad and those who have not. One-way ANOVA was applied in order to find out whether students' attitudes towards Vocational Foreign Language Course changed in terms of age, departments that students study, the place students live, passing marks

of the students in the first semester, types of high schools that students graduated from, their mother's and father's graduation level.

Results

First of all, mean and standard deviation values were calculated for obtained data to determine the distribution of students' attitudes towards Vocational Foreign Language Course. When values of the items are examined, it is remarkable that students are happy when they understand reading passages (X=4.08), they think it is useful to take the course no matter however hard it is (X=4.02) and they believe that they learn necessary information about their profession in the course (X=3.92). Some other striking findings are that negative behaviors of the instructor towards students do not reduce their attention in the course (X=2.40), even if the activities are hard, it does not reduce their motivation (X= 2.72) and they think that the course is not difficult (X=2.80).

Moreover, students can get minimum 28 and maximum 140 from the scale as a total mark. The highest total mark from the scale was 140 and the lowest was 40. Moreover, the mean of the total scale was 95.73, which means students, in general, have positive attitudes towards the course. Independent samples t test was applied to find out whether there was a significant difference between attitudes of female and male students (Table 2) towards Vocational Foreign Language Course.

Table 2. Results of Independent Samples t Test for Attitudes of Students in terms of Gender

Gender	N	Mean	Sd	t	p
Female	150	99.2733	20.11107	2.958	.003
Male	181	92.8066	19.41852		

As it seen in Table 2, female and male students' average attitude scores towards Vocational Foreign Language Course were 99.27 and 92.80, respectively. This means that there was a significant difference between attitude mean scores of female and male students ($t_{(329)}$= 2.958, p=0.003<0.05) in favor of female students. Thus, female students have more positive attitudes than male students.

A one-way ANOVA was applied in order to see whether students' attitudes towards Vocational Foreign Language Course changed in terms of age factor. Then Scheffe test was used to determine which group caused the difference. The findings obtained in this process are presented in Table 3.

Table 3. Results of One-way ANOVA Test for Attitudes of Students in terms of Age

Age	Sum of Squares	df	Mean Square	F	p	Scheffe
Between Groups	4564.266	3	1521.422	3.917	.009	(25 and older) and
Within Groups	127003.867	327	388.391			(20 and younger) /
Total	131568.133	330				(25 and older) and (21-22)

When Table 3 is examined, it can be seen that one-way ANOVA test displayed a significant difference ($F_{(3-327)}$ = 3.917; p=0.009<0.05). Scheffe test showed that there were significant differences between not only 20 and younger students and 25 and older students but also 21-22 year-old students and 25 and older ones in favor of 25 and older students. In other words, the older the students are, the more positive attitudes they have.

One-way ANOVA was applied to examine if there was a significant difference in terms of departments that students study. Scheffe test was used to determine the reason of the difference. The findings obtained in this process are presented in Table 4.

Table 4. Results of One-way ANOVA Test for Attitudes of Students in terms of Department

Department	Sum of Squares	df	Mean Square	F	p	Scheffe
Between Groups	18887.164	7	2698.166	7.734	.000	T&HM and OM&EA /
Within Groups	112680.969	323	348.857			T&TS and OM&EA /
Total	131568.133	330				TG and OM& EA /
						TG and C

It can be seen in Table 4 that one-way ANOVA test showed a significant difference ($F_{(7-323)}$ = 7.734; p=0.000<0.05). Scheffe test showed that there was a significant difference between Tourism and Hotel Management and Office Management and Executive Assistance in favor of Tourism and Hotel Management; Tourism and Travel Services and Office Management and Executive Assistance in favor of Tourism and Travel Services; Tourism Guiding and Office Management and Executive Assistance in favor of Tourism Guiding; and Tourism Guiding and Cooking in favor of Tourism Guiding. The finding reveals that students studying at different tourism departments have more positive attitudes towards the course. In addition, among tourism departments, Tourism Guiding had the highest score.

One-way ANOVA was applied to see if there was a difference in terms of passing marks of the students in the first semester. Scheffe test was used to determine which group caused the difference. The findings obtained in this process are presented in Table 5.

Table 5. Results of One-way ANOVA Test for Attitudes of Students in terms of Passing Mark

Passing Mark	Sum of Squares	df	Mean Square	F	p	Scheffe
Between Groups	23802.537	3	7934.179	24.075	.000	C and F/
Within Groups	107765.596	327	329.558			B and F/
Total	131468.133	330				A and F/
						B and C/
						A and C

As seen in Table 6, one-way ANOVA test revealed a significant difference ($F_{(3-327)}$ = 24.075; p=0.000<0.05). Scheffe test showed that there was significant difference between C (45-56) and F (0-44); B (57-74) and F; A (75-100) and F; B and C; and A and C in favor of the higher marks. The finding can be interpreted that if students have positive attitudes, they will get higher marks, or vice versa; in other words, if students get high marks in the course, they will develop more positive attitudes.

One-way ANOVA was applied to examine if there were differences in terms of the residence (the place they live), types of high schools that students graduated from, their mother's and father's graduation level. After the analyses, there found to be no significant differences between groups. Moreover, independent samples t test was used to examine a variable (being abroad) and independent samples t test revealed that there was not a significant difference between the students who have been abroad and those who have not.

Discussion

As mentioned before, there are various studies about attitudes towards foreign language (specifically English) and foreign language learning (Güryay, 2016; Karataş et.al., 2016; Tetik, 2016; Akgöz and Gürsoy, 2014; Kazazoğlu, 2013; Kiziltan and Atli, 2013; Soleimani and Hanafi, 2013; Duman et al., 2011; Gömleksiz, 2010; Gökçe, 2008; Hashwani, 2008; Çakıcı, 2007; Karahan, 2007; Saracoğlu and Varol, 2007; İnal, Evin and Saracoğlu, 2005; Altunay, 2004; Bağçeci, 2004) but all of them are about general English. Moreover, the number of studies about vocational foreign language is limited (Özer, 2016; Duymaz, 2014; Güleç, 2013; İgrek, 2013; Veziroğlu, 2013; Albostan, 2012; Sert, 2012; Ayas, 2011; Akın, 2010; Sabuncuoğlu, 2010; Güneş, 2008; Diken, 2006; Kaygan, 2005; Sezer, 2004) and they did not examine the attitudes of students towards the course. Therefore, the study was carried out to meet this need and aimed at determining students' attitudes towards Vocational Foreign Language Course and whether their attitudes showed significant differences in terms of different variables. Attitudes of students are discussed in this part of the study using those studies carried about English/foreign language and English/foreign language learning.

To start with, students are happy when they understand reading passages. In fact, it is true for everything about the language. If students feel they know something about the subject, they are more interested in and motivated to the course and they can learn more easily. Students believe that they learn necessary information about their profession in the course and that is why they think it is useful to take the course no matter however hard it is. In addition, negative behaviors of the instructor towards students do not reduce their attention in the course, the difficulty level of activities does not reduce their motivation and they think that the course is not difficult. The findings may be resulted from their opinion that they learn necessary information about their profession in the course and no other variable can distract their focus on learning the language and more specifically the subject that they regard as necessary for their profession. In conclusion, students in general have positive attitudes towards the course.

There is a significant difference between attitudes of female and male students in favor of female students; in other words, female students have more positive attitudes than male students. There are similar findings (Akgöz and Gürsoy, 2014; Gömleksiz, 2010; Hashwani, 2008; Karahan, 2007; İnal, Evin and Saracoğlu, 2005) in the literature that female students have more positive attitudes towards English language learning. In a high school context, in paralel with the study finding, Gökçe (2008) expresses a statistically significant difference between female and male students. Female students tend to have more positive attitudes than male students do.

As opposed to the finding in this study, Tetik (2016), Soleimani and Hanafi (2013) and Kazazoğlu (2013) find out that male students have more positive attitudes towards learning English than female students. In addition, in studies conducted by Güryay (2016), Karataş et.al (2016), Kiziltan and Atli (2013), Saracoğlu and Varol (2007) and Çakıcı (2007) reveal that there is not a significant difference in attitudes of students towards English in terms of gender. These various findings may be resulted from the difference in samples with regard to grade and level.

Students' attitudes towards Vocational Foreign Language Course change in terms of age factor. There are significant differences between both 20 and younger students and 25 and older students and 21-22 year-old students and 25 and older ones in favor of 25 and older students. Likewise, Akgöz and Gürsoy (2014) find out in their study that there is a significant difference between 23-25-year-old students and 17-19 year-old students. In other words, the older the students are, the more positive attitudes they have.

There is a significant difference in terms of departments that students major. There is a significant difference between Tourism and Hotel Management and Office Management and Executive Assistance in favor of Tourism and Hotel Management; Tourism and Travel Services and Office Management and Executive Assistance in favor of Tourism and Travel Services; Tourism Guiding and Office Management and Executive Assistance in favor of Tourism Guiding; and Tourism Guiding and Cooking in favor of Tourism Guiding. In a similar vein, Akgöz and Gürsoy (2014) reveal in their study that there is a significant difference in terms of departments that students study. In short, students of different majors have different attitudes towards English language learning. In addition, students majoring tourism have more positive attitudes towards the course than other departments. Besides, while Tourism Guiding has the highest score, Office Management and Executive Assistance has the lowest score among departments. The results of a study carried out by Duman et al. (2011) presents that students majoring Office Management and Executive Assistance fail in gaining skills of vocational foreign language and teaching foreign language in this department is unsuccessful. The finding of this study highlights that positive attitude towards foreign language enables success in the course. As the attitudes of the students majoring Office Management and Executive Assistance is usually negative, their success in the course is often low.

Students' attitudes towards Vocational Foreign Language Course change in terms of their passing marks in the first semester. There is a significant difference between C and F; B and F; A and F; B and C; and A and C in favor of the higher marks. The finding can be interpreted that if students have positive attitudes, they will get higher marks. Similarly, a study carried out by İnal, Evin and Saracaloğlu (2005) reveals that the students with more positive attitudes are much more successful in foreign language learning. In addition, according to Prodromou (1992), a successful learner is the one who possesses positive attitudes towards the target language. Another study shows that there is a significant positive correlation between students' achievement in English exams and their attitudes towards English (Altunay, 2004).

The finding may also be interpreted that if students get high marks in the course, they will develop more positive attitudes. Nevertheless, Schibeci and Riley (1986) argue that there is support for the proposition that attitudes influence achievement rather than achievement influencing attitudes (cited in Güryay, 2016). In other words, when students with positive attitudes experience success, their attitudes are intensified. Likewise, students with negative attitudes might fail to advance, which results in more negative attitudes in their language learning attitudes. On the other hand, if students start foreign language classes with neutral attitudes, or even positive ones, their attitudes about foreign language and foreign language learning will be strongly influenced by the situation itself and the success in the course. Since experience may change attitudes, effective language teaching strategies may not only help teachers but also encourage students to have more positive attitudes towards the language.

There is not a significant difference between attitudes of students in terms of types of high schools that students graduated from. In their study, Karataş et.al (2016), Saracoğlu and Varol (2007) and İnal, Evin and Saracoğlu (2005) find out similar findings. However, Çakıcı (2007) and Güryay (2016) determine a significant difference between attitudes of students in terms of types of high schools that students graduated from. Güryay's study indicate that the vocational high school graduates have the highest mean whereas the lowest mean belongs to the graduates of private schools. Anatolian high school graduates are found to have the second highest mean score.

The study conducted by Çakıcı (2007) shows that the Anatolian high school graduates have the lowest mean score, while the graduates of the state high school have the highest mean score. Moreover, in Gökçe (2008)'s study, attitudes of high school students are examined and a significant difference is found between attitudes of students studying at Anatolian high school and state high school. Students at state high school sections were observed to have more positive attitudes than students at Anatolian high school sections do.

There is not a significant difference between attitudes of students in terms of the places they live. In parallel with the finding, Akgöz and Gürsoy (2014)'s study ascertains that there is not a significant difference in students' attitudes towards learning a foreign language in terms of their residence. In other words, whether students live in a metropolis or in a village does not affect their attitudes towards learning a foreign language.
There is not a significant difference between attitudes of students in terms of their mother's and father's graduation level. On the contrary, Bağçeci (2004) finds out in her study that students' attitudes towards learning English differ with regard to their mother's graduation level while they do not differ in terms of their father's graduation level.

There is not a significant difference between attitudes of students who have been abroad and those who have not. Nevertheless, when the mean scores of the students are examined, it is observed that the ones being in a foreign country have higher scores. The findings of the studies carried out by Saracoğlu and Varol (2007) and İnal, Evin and Saracoğlu (2005) bear a similarity to the finding in the study. The students who have been in a foreign country are expected to have more favorable attitudes; however, the finding represents otherwise. The result implies that being abroad is not a statistically significant indication of positive attitude.

Conclusion

The study revealed that female students have more positive attitudes than male students. Lecturers of English may make use of cooperative learning strategies more and lead male students to participate in activities with female students.

Another result of the study is that older students have more positive attitudes than younger ones. Younger students may be exposed to the sectoral practices which reflect them the necessity of knowing and speaking a foreign language. Some conferences or seminars may be carried out by vocational colleges to broaden students' horizons. The colleges may invite experienced and successful employees working in different companies to be a model for junior students.

In addition, students studying at tourism departments have more positive attitudes towards the course. Students majoring Tourism Guiding have the highest score whereas students studying Office Management & Executive Assistance have the lowest score. Students studying at Office Management & Executive Assistance should be made aware of the need for a foreign language, specifically English, to be able to work in international or multi-cultural companies.

The study reflected that students with positive attitudes get higher marks. Within the scope of the course, students who get lower marks in the exams may be motivated to participate in the course more frequently. Thus, they will have more chances to achieve in the activities, which will lead them to develop and have more positive attitudes and to get higher marks.

In this study, vocational college students' attitudes towards Vocational Foreign Language Course were examined. It may be useful for further studies to investigate attitudes of students studying at faculties and taking Vocational Foreign Language Course. The findings of this study will shed light on further studies. Further studies might also examine relationship between attitudes towards Vocational Foreign Language Course and some other variables that influence language learning in general and Vocational Foreign Language learning in particular.

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Physical Geography Teaching with 3D Simulation

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Abstract

The main objective of the physical geography is to give a meaning to the natural environment. It is only possible with the implementation of the observation method to make the students perfectly understand the physical geography topics, in laboratory environments allowing the participation of all senses in teaching activity. In physical geography teaching, observation method is only applicable with the trips as its laboratory is natural environment. There is a need for new methods in teaching of physical geography topics to motivate the students, increase their interest towards the topics, bring them different perspectives, make the complex issues easier to understand for them, let them have quick and permanent learning and to make the abstract concepts concrete for them. There have been carried out studies and different theories to this effect. We have developed a new strategy using the latest technology against the problem of difficulties in observation-trip method in secondary schools. The basis of our strategy is to create a learning environment with "Physical Geography Teaching with 3D Simulation" model. With this model, the students will be able to experience the fieldwork and the teacher will be able to use the observation method.

Key words: Physical Geography Teaching, Geographical Laboratory, 3D Simulation, Observation Trip Method

Introduction

Today developed countries are researching education methods and techniques for critical issues such as increasing living standards by realizing socioeconomic development, problems encountered in effective use of natural environment and their solutions, the necessary consciousness for sustainable use of natural resources. They are setting new strategies in raising individuals who are scientific, contemporary and qualified for administering development of the country.

Foundation for understanding the nature begins with physical geography lessons. Essential points on which geography education is based are constituted of getting to know our world which supplies us space to live, providing insight on our interaction with nature and to benefit from it without damaging, creating awareness for the use of this learnt information in everyday life.

Being within the group of social sciences in education programs, geography tries to describe and interpret various aspects of humanity's home, the earth as an information category. The main questions that this discipline is in pursuit of are "where" and "why is it there"(Alkan,1998:148).

The main goal of physical geography is to make sense of the natural environment. A complete understanding of the physical geography subjects for secondary school students may be possible only through the application of the observation method in laboratory environments which will enable all senses to participate in teaching. The observation method in the physical geography, whose laboratory is a natural environment, can be applied only with the sightseeing. In the teaching of physical geography subjects, new methods are needed to provide positive motivation for the students, increase their interests for lessons and let them acquire different perspectives, make difficult and complicated matters easier to understand, provide fast and permanent learning, and turn the abstract concepts into concrete. Nowadays studies are being carried out for this reason and different theories are developed.

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The trip-observation method is to make observations by going to the places where the events have occurred and continue to; finding out the correlations between the events by evaluating them on the spot (Garipağaoğlu, 2001:4). Correlations are significant in physical geography teaching. A wide variety of instructional technical materials are utilized in order to better explain and comprehend the topics, to express important and basic points of the topics, to keep the interest, attention and learning desire high. For this reason, the trip-observation method has a high potential. As long as the trip and observation methodology is used, the relationship of the school environment will develop better and many people around will know school activities and learners so that students will be more productive in finding better opportunities to explore, observe and learn about their surroundings (Demirci, 2005:143). According to the Ministry of National Education's teaching program no. 131 of secondary education, in the field of learning natural systems, dated 26.08.2011; the ability to use evidence and observation skills was evaluated as improving elements. During the application of the geography lesson curriculum, it is required to include and apply observing, terrain work skills.

Aim of the Study

This article aims to develop a complementary alternative solution supported by technology in the light of modern developments for the difficulties encountered in the implementation of the trip-observation method, which is highly needed in the teaching of physical geography subjects in secondary education. For this purpose, determining the current situation and the problems in practice constitute a complementary method that will contribute to the creation of proposals for the improvement of the quality of the geography course and to the enhancement of the efficiency of the courses.
Within the framework of this general objective, answers for the following questions are expected to find out.

a) Is 3D simulation method an effective method in geography lessons?
b) Is 3D simulation method an alternative for trip-observation method? and is 3D simulation method be able to integrate to trip-observation method?

Method

The article is based on analyzing the findings of the survey-based research and setting new strategies in the light of the findings. In the light of the results of the researches directed to the secondary school geography teachers, the level of application of the trip-examination method in the teaching of physical geography has been researched and the reasons for its inadequate implementation have been examined. The perspectives of the students towards the physical geography subjects and the problems they encountered are determined according to the research methods and techniques. It has been explained and identified as a new strategy in the context of technological developments to solve the emerging problems.

A questionnaire was used to determine the views of teachers and students in secondary education institutions. This survey was conducted on 135 students who were studying in 10th grade at the state schools and 38 geography teachers working in private and public schools. 59 of these students are females and 76 are males.

Results

The research, prepared in accordance with qualitative and quantitative research methods mixed methods semi-structured interview forms have been prepared. The research group is a likert-type interpretation of the data obtained by applying a needs analysis with content analysis the following conclusions were reached.

It is 100% that secondary school geography teachers give place to trip-examination method in their course planning. In the emergence of this ratio, the use of a common annual plan and the statements in the curriculum were effective. However, it has been determined that the application of this has decreased to 8%. The responses and ratios of the reasons for not being able to be implemented by the teachers are shown in Table 1:

Table 1. The reasons why Teachers fail to practice the travel- investigation method they Expressed.

The Answers	The Amount of Teachers (38 people in)	The Ratio of Answering (%)
The families do not want to go under this burden because there is a certain	21	55,2

amount of money for the trips.		
The school administration does not make financial contributions for sightseeing and they do not consider it as a teaching activity	16	42,1
There are long and complicated procedures for obtaining legal permits for sightseeing.	34	89,5
Administrative chiefs, school principals and families have negative attitudes that excuse traffic accidents.	19	50
I would like to spend the rest of the holiday rather than traveling because of the overload of the lessons when being asked to make the trips on weekends or holidays.	15	39,4

Although the teachers emphasize the necessity of applying the trip-examination method in terms of teaching physical geography subjects, they stated that they are subject to the application procedures given in Table 1 and permission procedures and low financial sources.

The students' answers of their expectations regarding the process of physical geography subjects, the course materials, and the methods are summarized in table 2:

Table 2. The expectations of students for the processing of lesson topics.

Answers	Amount of students(people)	Answering rates (%)
More visual content should be placed in lessons	97	71,8
Lessons should have lessons	118	87,4
Unnecessary information should not be taught	70	51,8
Teachers should make students love lessons	103	76,2
Teachers should teach lessons more effectively	111	82,2
More questions should be solved in lessons	16	11,8

In Table 2, it is seen that there is a desire of the students to select easy activities which are generally made up of visual materials and easy to understand. The same group of students indicated them as visual contents; the presentations as animations, films, maps, pictures and documentaries.

Discussion

One of the biggest problems in teaching geography is the shortcomings in the subject narration. Due to the reasons such as not being able to attract attention of the students and not being able to protect their attention for a long period of time during lesson, lack of motivation and actuality, lack of modern course tools and repertory; there are various problems in the teaching of the subjects.

The question that every geography teacher encounters at the end of every lesson and sometimes causes them think deeply is the question of "I do not understand this". The most important educational activity to answer this question is to do field work. Trips to geographical lands provide extensive experience for students. In this way, students combine many concepts and practical knowledge related to geography. Terrain experiences are very important for all geography students in terms of the improvement of the qualities of the students.

Thanks to increased technological developments, video cameras and portable computers, the works which have been done in the field and the gathered data make it easy to work on the field nowadays, as well as making it possible to evaluate them (Şahin-Özey, 2012:4). The data obtained in Table 1 form materials for subsequent usages. These materials facilitate the transition to the desired teaching method. The learning process is related to active participation, co-operation, the subjectivity of the individual, pluralist views, thinking and producing and how all these are reflected. The development of technology, more convenient and cheaper information circulation, access to information easily, and spreading of the written and visual media in a way people can create and change their thoughts require a versatile understanding of education. Constructivist theory can also

contribute important things in this context (Akınoğlu, 2004: 89).Since 2005; our country has started to apply the constructivist theory, which includes the evaluations of the students in table 2, in our education system.

Conclusion

The world of education has been influenced by the rapidly evolving technology. The use of technology has become widespread at every level of education. In the future, technology will be indispensable for education. Education services are one of the fastest-changing, renewing, updated and evolving services available today. Offering better quality education, increasing the success of learners and teachers, the way to use the information obtained correctly and sufficiently in daily and professional life requires following these improvements (Yazıcı, 2015:99). As a result of changes and developments in science and technology, it is expected that more qualified students will be educated and in order to educate these qualified students, it is necessary for educators to make learning environments more effective. It is also inevitable to utilize the teaching materials and tools in creating an effective teaching environment (Kazu and Yeşilyurt, 2008: 177). "Fatih Project" which is one of the most important reforms that our country has made in the field of education in recent years should be evaluated within this scope.

In physical geography teaching, basic education methods like verbalism, question-answer method, discussion etc are not enough so using brand new educational tools and methods in parallel with the continuously renewing world will ensure that geography education can be done with the highest efficiency in the right and lasting way. We need to be able to determine a strategy for the problem of not applying the trip-observation method in the light of our findings and on the basis of constructivism in physical geography. At the basis of our strategy, more success will be achieved through training with 3D simulation, which will acquire more success, increase lesson interest, comprehension and recall rates at 90% levels and enable learning by experiencing field studies, applying observation method in class environment and using the modern technology.

3D simulation applications start at the beginning of the 19th century. In 1838, completing the process of visual depth perception; Sir Charles Wheatstone has started to perceive 3 different sizes from two similar superimposed images. Later, by using this detection in the computer environment, simulation studies called theoretical or physical real system simulations and experiments were carried out and properties and behaviors are evaluated via computers. Today it is used to gain real driving experience in pilot training and driving courses. Now in geography teaching, it can be seen that terrain studies can also be done by 3D simulation and it is used as teaching material in 35 secondary schools including 16 state schools.

In simple manners, as shown in Fig. 1, two images are superimposed and the depth of view is generated. The view is based on passive or active glasses with each eye seeing the screen in sequence. The land in the left image and the elements of the animation on the land in the right image, create ripple waves with separate shots in the way it will form different angles. Students learn about the volcanic explosion and shaping by watching the images with 3D glasses.

3D simulation models used in situations not suitable for experimentation can be prepared in four different types, which are physical, method, procedural and functional. Physical geography subjects can be implemented with one of these different types and it is also suitable for implementing integrated.
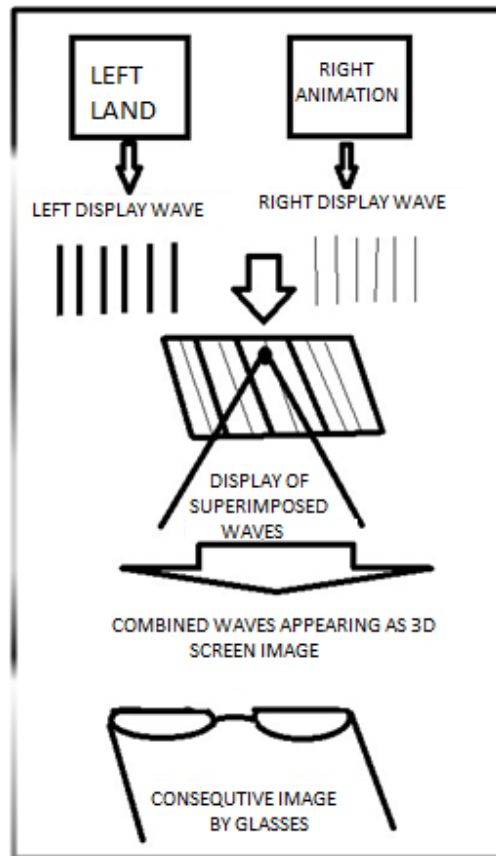
Figure 1. Simple 3D Simulation Image Creation Scheme.

In material development studies of geography lessons, contents that will enable 3 dimensional educations have started to be prepared. Examples of field work simulations with free programs including modeling, covering, rig and animator tasks such as especially 3D max, Maya, Reactor, and True Space can be prepared. Students' excitement is increased with prepared 3D simulation on physical geography.

These are the benefits of using 3D simulations that can be applied as a complementary alternative to the deficiency of the trip-observation method implementation:

a) It compensates the trip-observation deficiency of students.
b) It allows students to conduct examinations and experiments.
c) It forces students to think more open and broadly
d) The necessary data can be easily obtained and transformed for using in different situations as desired.
e) It can be used to demonstrate the functioning of a particular activity or process and to solve problems related to it.
f) It provides that students are given materials which due to cost and means can't be brought to the classroom environment, in a way that creates a sense of realism.
g) It ensures that the learning realize effectively.
h) It provides an easier understanding of the difficult issues to understand and learn.
i) It ensures that subjects are grasped permanently.
j) It ensures that students become more motivated in class.

The geographical laboratory which is unobservable outside, whose conditions cannot be established by researchers will develop the use of other teaching methods and techniques together with arrival of 3D simulation method at education environment.

The physical geography subjects prepared and spread through 3D simulation method will increase the application of the observation method. It will provide the learners grasp the topics in the laboratory environment. They, as individuals expected to gain all skills thanks to geography teaching will contribute to the development of the country.

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