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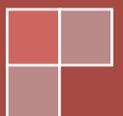
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## Table of Contents

A Blended Learning Approach To Enhance Learning And Teaching Of Fluid Mechanics: An Example Demonstrating Success <i>Ataur RAHMAN</i>	1
A New Horizon In The Education Of Multilingual And Multicultural Children:A Speech Therapeutic Story As A Cutting-Edge Form Of Support In Linguistic And Emotional Development <i>Dorota BELTKIEWICZ</i>	8
A Pedagogical Analysis Of Ahmed Adnan Saygun’s Inci’s Book <i>M. Nevra KÜPANA</i>	14
Analyses Of Distance Education Performance Based On Quantile Regression Method <i>Osman YILDIZ, Abdullah BAL, Sevinç GÜLSEÇEN</i>	21
Anecdote-Spin-Instructional-Design <i>Samson David ANTONY</i>	26
Architecture And Ideological Movements: Using Ideological Movements As A Concept In The Architectural Design Process <i>Aysun AYDIN, Bahar KÜÇÜK</i>	31
Beliefs About Personal Competence Among Pedagogical Formation Students With Regard To The Teaching Profession <i>Hasan AYDEMİR, Yalçın KARALI, Sümevra AKKAYA</i>	38
Building Resilience Due To Violence: The Struggles Of Mexican Communities <i>Federica CIRAMI, Maria GARRO</i>	45
Burnout Levels In Physiotherapist Working In Hospitals <i>Lidia CABRAL, Helena PAIS, João DUARTE, Manuela FERREIRA</i>	52
Choose A Disability Group That You Would Not Want To Work With: The Views Of Undergraduates <i>Emel SARDOHAN-YILDIRIM, A. Dolunay SARICA</i>	55
Comparison Of Online Game Addiction In High School Students With Habitual Computer Use And Online Gaming <i>Emre MÜEZZİN</i>	59
Computer Training Programs In Secondary Schools <i>Novruz BASHIROV, Ali Rıza KUL, Aynure ALEKBEROVA, Azadkhan ADIGOZELOV, Jale MUSTAFAYEVA</i>	66
Concept Images Of Pre-Service Mathematics Teachers In Educational And Science Faculties Regarding The Basic Concepts Of Geometry <i>Sare ŞENGÜL, Ayşe ALTIN</i>	71
Congruence In Phrasing Between Music And Rhythmic Gymnastics Routine As Perceived By Musicians And Dancers <i>Fung Chiat LOO, Fung Ying LOO</i>	77
Conscription, Crisis, Continuance And Continuity <i>Veda E. WARD</i>	81
Contingency Between Learning Style Teacher And Student And Its Impact Student’S Learning Outcomes <i>Dana MALÁ</i>	93
Data Better Understanding By Using Of Interactive Visualization Tools <i>Veronika VESELÁ</i>	98

Land Art And Contribution To Education Of Contemporary Art: New Style In Nature And Space Integration <i>Aylin BEYOĞLU</i>	339
Learning Factory Morphology – Study Of Form And Structure Of An Innovative Learning Approach In The Manufacturing Domain <i>Tisch MICHAEL, Ranz FABIAN, Abele EBERHARD, Metternich JOACHIM, Vera HUMMEL</i>	347
Let's Write On The Wall: Virtual Collaborative Learning Using Padlet <i>Ann Rosnida DENI, Zainor ZAINAL</i>	355
Malaysian Printing Challenges In Commercial Printing <i>Noor Azly MOHAMMED ALI, Mustaffa HALABI AZAHARI, Norzuwana SUMARJAN</i>	361
Measuring Students' Attention By Distribution Of Attention Test And Bourdon's Attention Test <i>Katarina CABANOVA</i>	369
Metaphors Of Medical Students About Embryology Education <i>Sevilay ERİMŞAH, Hakan Elçin TERZİ, Tülin FIRAT, Aysel KÜKNER, Ayşegül AYTEKİN, Gizem İLTER, Gizem SÖYLER, Havva İmran ÖZDEMİR</i>	372
Methodological Note On Experiments In Economic Education <i>Helena CHYTILOVA</i>	377
Middle School Students' Perceptions About Concepts Of "Sports" And "Mathematics": Relationship Of Sports And Mathematics <i>İsmet Cem KABA, Yasemin KATRANCI, Sare ŞENGÜL</i>	386
Open Science Gallery, A Self-Organising Team Building Approach For Transdisciplinary Group Interactions <i>Willi BERNHARD, Nicole BITTEL, Marco BETTONI, Victoria MIRATA</i>	394
Opinions Of The Secondary Education Teachers On The Classroom Management Competences <i>Celal GÜLŞEN, Ulku TOSUN, Besra TAŞ</i>	401
Overcoming Hardships. Learning Acquisition Exemplified By Marie Curie's Life Experience <i>Adam KRZYK</i>	409
Photographs As Mediating Tools Between Science Knowledge And The Real World: The Case Of 'Resources Sustainable Management' In Portuguese School Textbooks <i>Luis DOURADO, Sofia MORGADO, Laurinda LEITE</i>	416
Practical Problems Of University Students' Learning And Performance Assessment <i>Mária LUSKOVÁ, Katarína BUGANOVÁ</i>	426
Present And Future Of Nano-Bio-Technology: Innovation, Evolution Of Science, Social Impact <i>Paolo DI SIA</i>	432
Pre-Service Science Teachers' Perceptions Of Technology Literacy <i>Gülbin OZKAN, Büşra TOMBAK</i>	440
Prospective Chemistry And Science Teachers' Metaphoric Perceptions Of Science <i>Oya AĞLARCI</i>	446
Prospective Teachers' Perceptions On Interdisciplinary Instruction And Integration Between History And Geography Lessons <i>Aslı AVCI AKÇALI</i>	452
Reading Literacy Skill Of 15-Year-Old Slovak Students Within International And National Context <i>Janka PÍŠOVÁ</i>	459
Relationship Of Job Satisfaction Of Elementary School Music Teachers With Several Variables <i>Serpil UMUZDAŞ</i>	464

The Examination Of Mental Rotation Abilities Of Elementary Mathematics Education And Mathematical Engineering Students <i>Sevda GÖKTEPE YILDIZ, Seda GÖKTEPE KÖRPEOĞLU, Erman KÖRPEOĞLU</i>	602
The Ibse In Chemistry Teaching – Implementation And Evaluation <i>Hana ČTRNÁCTOVÁ, Veronika ZÁMEČNÍKOVÁ</i>	609
The Importance Of Environmental Education In The Implementation Of Reverse Logistics Retail <i>Karin Tonelli Siveira DIAS, Sergio Silva Braga JUNIOR</i>	614
The Instruction Methods In Teaching Mathematics To Preschool Students With Special Need <i>Tamer AYDEMİR, Çiğdem ÇÜRÜK</i>	622
The Investigation Of The Effect Of Computer And Technology Suppoted Teaching Applications On Students' Accessibilty About The Teaching Of The Topic Of Energy <i>Halil KUNT, Akin KUYGA, İsmail KENAR, Ali Rıza ERDEM, Yunis KARACA</i>	629
The Mechanics Of Rigid Bodies In Mechanical Engineering Education <i>Billur Kaner</i>	635
The Place Of Madrasas In The History Of Turkish Education <i>Nur Yeliz GÜLCAN</i>	640
The Place Of Tourism Education In Vocational Training <i>Mutlu DOĞAN</i>	644
The Possibilities Of Development Of Planar And Spatial Orientation In High School Students <i>Milan KLEMENT, Sylvie KLEMENTOVÁ</i>	649
The Psychological Dynamics Of Effective Teaching <i>Samson David ANTONY, Alessandra SALERNO, Monica TOSTO</i>	658
The Relationship Between Skills Of Reading Comprehension And Establishing Relations Of Coherence And Cohesion In Written Expressions Of Secondary School Students <i>Remzi CAN</i>	664
The Role Of Modern Social-Pedagogical Communication In Education <i>Dilyara RASSULOVA</i>	671
The Transformational Journey From Local To Global: Catering To The Ever-Changing Needs And Expectations Of The Society <i>Abby TAN, Masitah SHAHRILL</i>	674
The Use Of Field Activities In Geology Teaching Conceptions And Representations Of Practices Of Portuguese Teachers <i>Luis DOURADO, Laurinda LEITE</i>	681
The Use Of Old Computer And Peripheral Ads (1970-1990) In Teaching Computer Technologies And Foreign Languages <i>Şehnaz BALTAÇI GÖKTALAY, SERCAN ALABAY, İdris Uraz BOZKURT, Serhat AŞIK</i>	692
Towards An Open Access Institutional Repository For Learning Objects: The University Of Colima Experience <i>Pedro C. SANTANA-MANCILLA, Alberto P. CEJA-MENDOZA, Martha A. MAGAÑA-ECHEVERRÍA, Alma P. SALAZAR-DÍAZ</i>	696
Typical Use Of Ict By Pupils In Basic Schools In The Czech Republic – Results Of A Cluster Analysis <i>Miroslav CHRÁSKA, Lenka JANSKÁ</i>	700
University Students' Expectations And Perceptions Of Study Abroad – Case Studies In Administrative Sciences <i>Claudia DÖRFER</i>	709

Values And Value Orientation Of High School Students  
*Anezka HAMRANOVA*

714

## The Use Of Old Computer And Peripheral Ads (1970-1990) In Teaching Computer Technologies And Foreign Languages

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### ABSTRACT

This paper aims to investigate the potential of printed computer advertisements (between 1970 and 1990) in the development of communicative and written competence in English language along with teaching computer technologies. The research was conducted with 179 printed computer advertisements and the data was taken by the help of Abbyy Finereader and NoteTab software. The different words they contain were counted and grouped under the parts of speech. Findings have been compared to the same word count analysis conducted to French as a foreign language course book. The results show that the advertisements examined are very rich sources by means of linguistics and they can be employed in foreign language teaching classes as support material. At the same time, they can be used in technology classes as they contain chronological data.

**Keywords:** Advertisement, foreign, language, teaching computer, technology

### INTRODUCTION

Derived from the Latin word “ad vertere”, which means to turn toward, advertisement may not be considered as a new concept. Bhatia, (2000) claims that Egyptians used papyrus to make sales messages and wall posters. Commercial messages and political campaign displays have been found in the ruins of Pompeii and ancient Arabia. Lost and found advertising on papyrus was common in Ancient Greece and Ancient Rome.

Advertisements have changed form and objective when we were introduced to mass media. In 21<sup>st</sup> century, they are not just a tool of persuading potential customers to buy a product or service but also creating awareness or giving information about the products or service. According to James F. Kelly, advertising keeps a business's name in customers' minds, drives growth, builds the brand and has the potential to increase revenue.

Cook, (1992) states that advertisements is a communication tool in almost all the modern communities. It is estimated that an average individual in the British communities watches 150.000 ads until the age of 35, and this is equal to 75.000 minutes or, in other words, 2 months. These kinds of statistics can be considered to be sufficient to show that ads are powerful and appealing communication tools. This linguistically rich combination of texts, pictures and metaphors is among the important authentic materials in teaching foreign languages. Kress & van Leeuwen (2006) states that visual structures as well as linguistic structures signify a certain interpretation and social interaction while mentioning the existence of visual codes and visual linguistics. The linguistic density of ads is higher than any other systems of written communication since they are required to deliver many messages within a limited time period.

Kress and van Leeuwen (1996 cited by Najafian and Dabaghi, 2011) introduce the existence of a visual code or grammar of visual design. They believe that both visual structures and verbal structures can be used to express meanings drawn from common cultural sources. Like linguistic structures, visual structures point to particular interpretations of experience and forms of social interactions.

Photographs, used in print advertisements, work as a system of signs that gives form and meaning to consciousness and reality. There are always two modes of communication in a printed advertisement; a verbal mode and a visual one, and which interact together. These two modes can be expressed through the different signs utilized like colors, typed words, and photographs. The more these signs used effectively, the more powerful the language become. (Najafian and Dabaghi, 2011, cited by Abdelnal & Sase, 2014).

It is obvious that the recent studies on foreign language acquisition strategies focus on reinforcing learning by increasingly revealing the individual differences among students (Littlemore, 2001). In this regard, although there are many ways to separate the students such as age, gender, motivation, type of learning, the practices concentrated on revealing these through visual and metaphorical intelligence are particularly emphasized.

Informatics or foreign language as well as the use of visual materials are not new to the field of education and Pit Corder distinguished between the terms ‘speaking about pictures’ and ‘speaking with pictures’ with distinct examples. He preferred to use the picture for the language rather than use the language for the picture as in the classical approach. He supports the use of pictures to feature the language proficiency through questions such as ‘Are you afraid of heights? or Have you ever been to the Eiffel Tower?’ rather than a student holding a picture of the Eiffel Tower and forming classical and descriptive sentences such as ‘This is the Eiffel Tower. It is located in Paris etc’ (Wright, 1989). Mishan regards printed, audial and/or visual advertisements which provide visual and cognitive advantages depending on the statistical structure of the picture as authentic materials involving sociological and pragmatic language variety.

**THE STUDY**

In this quantitative study, 179 randomly chosen printed computer and peripherals advertisements were used as data sources then the scanned forms of these advertisements were processed thorough optical character recognition. (OCR) To establish the best quality output, industry leader Ocr software, like Abbyy Finereader, were employed in this stage of data collection. After the scanned images of advertisements has been transformed to text files, they have been processed in NoteTab software to find out the number of different words used in advertisement along with the number of total words and characters with their occurrence frequencies. For parts of the speech analysis Open Xerox Service has been used.

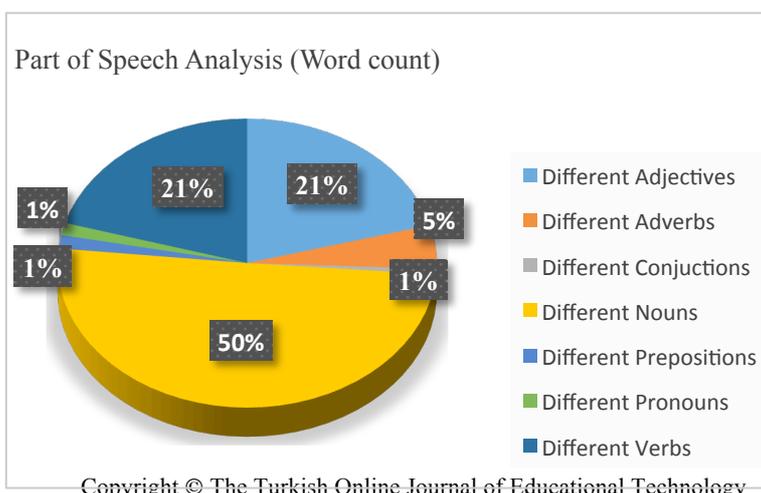
All of the advertisements chosen were suitable to be used as support materials in computer technology teaching classrooms as they share key information of their era. They may serve as good examples in the classroom especially in teaching computer history or chronology of a specific computer peripheral. Moreover, advertisements enable the students to observe how much the speed and ways of production have changed over the years as they offer extra information such as price, specifications, and areas of use.

**FINDINGS**

It is now obvious that natural language processing tools and automatically extracting linguistic information from a corpus text are very important elements of computational linguistics. In the past, part of speech tagging or word category disambiguation had to be done manually and that was a huge manual labor. Owing to improvements in software technology and powerful hardware of new computers, today it became a matter of seconds to gather the results from the part of speech tagging software.

**Table 1** Word counts and their occurrence rates for the advertisements.

Part of speech	Count	Occurrence	Frequency %
Different Adjectives	501	1725	17,266
Different Adverbs	117	578	5,785
Different Conjunctions	15	533	5,335
Different Nouns	1215	4015	40,186
Different Prepositions	36	1044	10,449
Different Pronouns	33	250	2,502
Different Verbs	495	1846	18,477
TOTAL	2412	9991	100



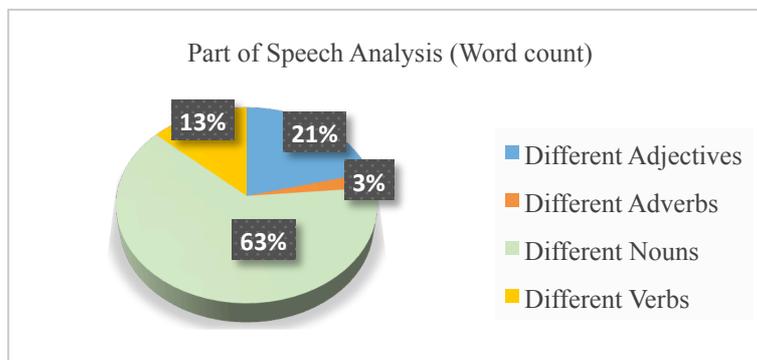
*Graph 1* Graphic representation of parts of speech.

Table 1 and Graph 1 above show the word counts and their occurrence rates for the advertisements. It is found that 2412 of 9991 words included in advertisements were different from one another, thus the rate of unique words to the total is 24 % which can be accepted as high in terms of richness of a text. 50% of these unique words were found to be nouns, 21% were adjectives, 5% were adverbs, and the rate of prepositions were also 21%. One the counting and tagging completed, we then jump to search for the technical terms related only to computer and information technologies in the established wordlist.

Total of 233 unique words, which corresponds approximately 10% of the total words counted, were listed. 13% of these words were verbs, 21% were adjectives, 3% were adverbs and 63% were unique nouns.

Part of speech	Count	Occurrence	Frequency
Different Adjectives	49	163	16,684
Different Adverbs	6	9	0,921
Different Nouns	147	678	69,396
Different Verbs	31	127	12,999
TOTAL	233	977	100

**Table 2** Word counts and their occurrence rates for computer and peripherals related technical terms



**Graph 2** Graphic representation of part of speech

**CONCLUSION**

Since the advertisements are meant to express ideas and convince the target audience with as few words as possible, they are very rich patterns in terms of linguistics. They aim to include short and attention raising words which need to be easily kept in mind, so they contain a great deal of metaphors.

In this study, it is found out that the number of the different word items in the advertisements analyzed is higher than the word items in an old regular French course book. Moreover, each and every word item included in the advertisements is selected thoroughly after a meticulous process to have a great impact on the target audience. The linguistic richness is also provided by avoiding the repetition to be able to create a text lightweight in size but large in meaning.

According to The Common European Framework of Reference for Languages, teaching a foreign language is not limited to course books, methods or other materials specially designed to be used in the classroom. Thus, the use of authentic materials is highly encouraged. In this regard, advertisements are rich authentic materials not only in terms of linguistics but also in terms of culture. This study shows that they can be used as support materials in foreign language learning classes when organizing writing and speaking activities. On the other hand, as the number of the unique words in advertisements is very high, in our study it was 2412, they can also be employed in vocabulary teaching activities.

About 10% of the unique words in different categories of the advertisements used in our study were technical terms related to computer and peripherals which can support technology teaching in schools. The advertisements

also provide a chronological and historical perspective that the students may compare with today's technological improvements.

This study reveals that, either in foreign language or technology teaching, the old printed advertisements still represent huge support resources.

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